

GENERATION USE: CONSEQUENCES OF MODERN EDUCATION FOR THE FUTURE OF RUSSIA

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Abstract. The article presents an important problem for Russian society - identification of social consequences determined by the inclusion in the Russian economy of a large number of specialists - university graduates who are not motivated to work. The author justifies the relevance of the chosen research topic, formulates the problems, analyzes the work published over the past fifteen years, devoted to the implementation of the state exam, formulates the goal and objectives of the upcoming research, and offers research methods. Of particular interest is the possibility of introducing SNFS (state nominal financial support). As part of the modernization of Russian education for 2001-2010, it was planned to combine state (final) certification of secondary school graduates with entrance examinations to secondary vocational and higher educational institutions - a unified state exam (hereinafter referred to as the Unified State Examination). Based on the results obtained, a graduate of a secondary school was given a state nominal financial support (hereinafter referred to as SNFS), which made it possible to fully or partially pay for tuition at the selected university. According to the author, the introduction of SNFS would reduce the social consequences for unprotected categories of graduates, in particular from the rural population, indigenous peoples of the North, from large families, families of single mothers, etc. who cannot finance their studies. As a result, over the past fifteen years, most graduates have received education and today students continue to study in specialties and areas of training which they were not aiming at professionally, which may cause social contradictions and cause social tension in Russian society.

Keywords: Unified State Examination (USE), quality of education, additional training, social inequality, state-subsidized education, paid education, employment, motivation, the image of Russia

Introduction

At present, a significant number of students are studying on a state-funded basis in Russian higher educational institutions who initially planned to study in other specialties. However, the points received in specialized subjects, which they passed in the USE format, did not allow them to enroll

in these specialties on a state-funded basis and they had to make a decision about studying in other specialties. An insignificant part of graduates (not necessarily from well-off families) who are motivated to study in a particular specialty chose a paid form of education. Another part of graduates who are motivated to study in a particular specialty (from wealthy families who had the opportunity to study on a paid basis), under the influence of parents, decided to study in those specialties for which they received budget funding. Long-term observations show that during the years of study only a small part of students are reoriented to these specialties; others cannot study and are expelled, but most successfully complete the studies and are employed according to their specialty. Nevertheless, interest in work is not always there, since children's and teenager's desires remain for life. Thus, young girls and boys carry out professional activities without special interest, causing damage primarily to themselves, employers and the Russian economy as a whole. Over the past 15 years, universities have trained more than one hundred thousand such unmotivated specialists for the Russian economy (Khairullina N.G., 2003).

The current situation brings back the question of introducing the state nominal financial support, the so-called SNFS, when a school graduate who is about to enroll in a higher educational institution, passes the Unified State Examination and gains a certain score. Each point is expressed in a money equivalent (for example, 1 point is 500 rubles, 200 points is 100 thousand rubles). An applicant who has scored the highest receives full state support and does not pay for studies at the university to which the relevant funds are transferred from the state budget. Motivated applicants who wish to study only in the chosen specialty, pay extra tuition fees in inverse proportion to the amount of points earned by them in the Unified State Examination. Those applicants for whom the specialty is not important (according to research, about 20-25% of the total number of students on the state-funded form of education), choose any specialty, the main thing is that their parents or the applicant do not need to pay extra for it. The options may be different; they require decisions by specialists from various government agencies and departments.

Thus, the number of students who are not motivated to study will decrease, which will increase the life chances of today's youth for achieving personal success and achieving strategic priorities and growth points for Russia.

The degree of elaboration of the topic. Over the past 18 years, more than 25,000 scientific papers have been published on the introduction and implementation of the experiment to introduce the Unified State Examination in the Russian Federation. The analysis of the published works allows them to be combined into the following integrated thematic groups.

1. Attitudes towards the USE of high school students, parents, teachers, the public: pros and cons.
2. Features of vocational guidance and specialized education in the context of the USE (Karnaukhov N.N., Khairullina N.G., Yumachikova Yu.R., 2005).
3. Analysis of the quality and credibility of the USE tests in various subjects (Bochenkov S.A., 2012).
4. Analysis of the USE results in various subjects in different regions (Akimov A.I., Fatykhov M.A., 2008).
5. Quality of training students for the USE in various subjects in different regions.
6. Attitude towards the modernization of the USE, problems and prospects for reforming the USE (Omelchenko E.L., Lukyanova E.L., 2006)
7. Socio-psychological problems of the USE (Dolgopolova I.V., 2015).
8. Guidelines for the implementation and evaluation of tasks in various subjects.
9. Training of specialists for the conduct and evaluation of the exam.
10. Features of training for the USE in various subjects at school (Monakhov V.V., 2011).
11. University students' performance and the results of the USE (Khairullina N.G., Yumachikova Yu.R., 2004).
12. Economic problems of reforming the education system (Maslennikova A.S., Yurina V.M., 2017).

The analysis of scientific publications showed that Russian scientists investigated various problems associated with the implementation of the experiment on the introduction of the USE. Unfortunately, there are no works on identifying the social consequences determined by the inclusion in the Russian economy of a large number of specialists - university graduates who are not motivated to work, assessing the extent of this influence on the future of Russia in general and on various aspects of economic activities of economic entities in particular.

Purpose and objectives of the study

The main goal of the study is to identify the social consequences determined by the inclusion in the Russian economy of a large number of specialists - university graduates who are not motivated to work, which may cause social contradictions and cause social tension in the Russian society.

Achieving this goal involves solving a number of tasks:

- analyzing the current state of the Russian education system in relation to certain social categories of citizens who, first of all, cannot receive education in professionally-oriented specialties or areas of training

(applicants from rural communities, from among the indigenous peoples of the North, from large families, from families of single mothers, etc.);

- developing a multi-factor model for determining the optimal way for graduates of municipal educational institutions, lyceums, colleges, secondary vocational education institutions to enroll into higher education institutions, with an assessment of the significance of each of the factors;

- developing a strategy for admission to higher educational institutions on the basis of the state nominal financial support, which will allow a full or partial payment for education in the selected university and increase motivation for future work of specialists - graduates of higher educational institutions;

- determining the forecast trends of the future of Russia based on a survey of Tyumen high school students, students of Tyumen universities and university graduates in recent years; expert survey of the leaders of educational institutions, enterprises of various forms of ownership, authorities, business elites;

- developing a system of indicators to track the quality of education;

- developing specific measures to minimize the negative effects of training specialists - graduates of higher educational institutions unmotivated to work and recommendations for public authorities and education to reduce social tensions in the Russian society.

Methods

The solution to the designated objectives involves the use of a complex of research methods of quantitative and qualitative nature, the application of innovative strategies for collecting and processing empirical information. Innovative approaches include the use of Internet technology for collecting primary data (the online survey service SurveyMonkey). Our experience in the study of social problems shows that almost all Russians use mobile devices today, and the Internet is available even in remote rural areas. This creates conditions for the efficiency of methods for obtaining data, forms the possibility of conducting observations of the object of research online and at the same time test the effectiveness of new methods as applied to the object of study. The methods used will solve the following empirical problems:

- A questionnaire survey will help identify the key characteristics of respondents, determine their opinion on the main aspects of obtaining a professionally-oriented education, the social consequences of unmotivated work of specialists - graduates of higher educational institutions.

- A survey of experts will allow for the collection of competent comments on the current state of affairs in the area under study, as well as determining the main directions for the possible development of the situation. Thus, the

explanatory and prognostic components of empirical research will be implemented.

- Interviewing (semi-formalized biographical) will make it possible to identify the temporal structures for realizing the life plans of students, assess whether they have a motivation to work, or identify their assessment of the possibilities to influence the future of Russia.

- The collection of official, municipal and departmental statistics of a socio-economic nature will make it possible to identify key social consequences and specialists who are not motivated to work - graduates of higher educational institutions.

Processing and analysis of quantitative data will be carried out in the statistical program SPSS. Along with the descriptive statistics, multidimensional methods will be used: regression, cluster and factor types of analysis. Their use will allow building the necessary typologies and prognostic models based on an in-depth analysis of the hidden patterns of the studied processes and phenomena. Work with qualitative data will be carried out in the MAXQDA package, developed for computerized analysis of qualitative, mixed, text and multimedia data.

Results

The scientific significance of the research results is the development of a methodology for an interdisciplinary study of the social consequences of graduates of Russian higher education institutions who are not motivated to work, using modern research methods. In the course of the research, new data will be obtained that characterize the existing problems in the education system, social opportunities are revealed through the introduction of SNFS to increase work motivation of university graduates, and their assessment of the possibilities to influence the future of Russia is revealed. The results obtained will make it possible to enrich the existing scientific base with new theoretical and empirical material that characterizes the life activities of Russian students in modern conditions.

The applied significance of the research results is the development of specific measures to minimize the negative effects of graduates unmotivated to work through the introduction of SNFS and recommendations for state authorities and educational institutions to reduce social tensions in Russian society.

This project is based on a serious preparation carried out by a team of performers.

Discussion

In the early 2000s, modernization of education began in Russia, which provided for the combination of state (final) certification of secondary school graduates with entrance examinations to universities - a unified state

examination (hereinafter referred to as the USE). This required Russian universities to change the work of admissions committees (the structure of admission of documents, the procedure for conducting entrance examinations), change the emphasis in the vocational guidance work of structural units (departments, institutes, branches), as well as the strategy of pre-university training.

In the first years of the experiment on the introduction of the USE, applicants had the right to apply for simultaneous participation in the competition not only in several educational institutions of their city, but also in any Russian cities, and in several areas of training and specialties. My personal experience as the head of the admissions committee of the Tyumen State Oil and Gas University allows me to state that the admissions committees were filled up with folders with personal documents of “virtual” applicants, which both complicated the work of specialists and significantly increased the expenditures of universities (for the purchase of folders, paper, printer cartridges, payment of wages, etc.). Competition with such applicants in universities reached 20 or more people per vacant place. An applicant, independently studying the websites of universities, made a decision about the university which he could (did not plan, but passed based on the score) enter. Most often, applicants could not navigate in the huge flow of information (the sites presented full names of applicants without the originals and predicting their behavior was unrealistic) and could not make the right decision. They often did not have time to submit the original document of education to the admissions committee of the selected university in a timely manner since the deadlines were set by the admissions committee of the university. Because of that, part of the applicants with high results of the USE managed to enroll in one university, withdraw the original documents and submit them to another university for enrollment. Vacancies at the discretion of the university were closed independently. Particular attention was paid to the organization of work on enrollment related to notifying applicants about the conditions of enrollment, the use of a “waiting list” and the phased formation of draft enrollment orders, which further complicated the work of admissions officers. Later, the first and second waves of enrollment were introduced; in recent years, a single enrollment day has been established by order of the Ministry, which has solved the problems listed above.

Another problem was the minimum passing scores on subjects that were mandatory for admission to a particular specialty or area of university training (a problem for privileged categories of citizens, for example, disabled people, orphans, as well as for applicants entering on a paid basis). It was necessary to establish a threshold for medalists - the value (in score)

corresponding to the "excellent" grade in the entrance examinations and the "unsatisfactory" grade threshold for applicants who are not allowed to take the rest of the exams.

Conclusion

Over the past 15 years, there have been significant changes in admission rules: the number of universities to which an applicant can apply and the number of training areas have decreased, the order of the exam itself has changed (for example, in 2002-2006, entrance examinations in the USE experiment in subjects included in the program of the experiment were conducted centrally for the current year graduates during the final school exams (usually in May); for other categories of students entering the university - during the normal examinations period in universities (in July); significant changes occurred in the quality of testing and assessment materials, their delivery, checking, etc. Students in the eleventh grade at the end of the 2000s could randomly choose answers and gain the minimum passing score for admission to the contractual form of education. Today there are no tasks in testing and assessment materials the answers to which imply selection; all tasks provide a description of the sequence of solving the task.

The problem of building a multifactor model of determining the optimal way for graduates of municipal educational institutions, lyceums, colleges, secondary vocational education institutions to enroll into higher educational institutions, with an assessment of the importance of each of the factors, remains unsolved in modern science. Of particular interest is the possibility of introducing SNFS (state nominal financial support). As part of the modernization of Russian education for 2001-2010, it was planned to combine state (final) certification of secondary school graduates with entrance examinations to secondary vocational and higher educational institutions - a unified state exam (hereinafter referred to as the Unified State Examination). Based on the results obtained, a graduate of a secondary school was given a state nominal financial support (hereinafter referred to as SNFS), which made it possible to fully or partially pay for tuition at the selected university. This stage of modernization was not implemented, although Russian universities had developed "Admission strategies in the transition to the Unified State Examination" back in 2002, which included admission specifics taking into account the SNFS. The introduction of SNFS would reduce the social consequences for high school students who scored low scores for various reasons, as well as unprotected categories of graduates, in particular from the rural population, indigenous peoples of the North, from large families, families of single mothers, etc. who cannot finance their studies and are forced to choose those specialties or areas of

study for which the USE score was enough. As a result, over the past fifteen years, most graduates have received education and today students continue to study in specialties and areas of training which they were not aiming at professionally. This circumstance in the future will have negative consequences in connection with an increase in the retirement age of Russians. Therefore, the study of the possible social consequences of raising the retirement age of Russians is an important problem, since unmotivated specialists will work for five years longer, having a negative impact on the future of Russia as a whole, which can cause social contradictions and social tension in Russian society.

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