

Consolidation Potential of the Educational Community

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Abstract

The present paper investigated the possibility of progressive development of a society in the terms of transformation, in particular, by the ability of the educational community to the social cohesion to focus efforts on overcoming challenges of an unstable period of social development. The analysis was performed on the consolidation potential structure of the educational community; and factors of actualization and de-actualization of its potential were identified in order to clarify the conceptual apparatus of definitions «the educational community» and «the consolidation potential of the educational community».

Keywords: Educational community; Social capital of community; Consolidation; Consolidation potential of educational community.



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1. Introduction

The changes in conditions for development of the modern Russian society along with the direction of social, political and civil systems, which are reinforced by its intensive transition from the «informational» to the «networked» state leading to significant changes create the need for social restructuring at all levels of its functioning (Mollaei *et al.*, 2018).

We have recently come to the conclusion that there are qualitatively new social communities which are based on principles of interaction and mutually beneficial cooperation by means of some types of communication such as mutual assistance, (Jiménez and García, 2017) self-communication and social consolidation in the modern society. However, among other types, the educational community plays a special role in the basic focus on the formation of new socio-cultural norms and principles (Villalobos, 2002).

The role of education in the development of a citizen is a component of the civic education concept. Similarly, V.A. Gutorov emphasizes the political component considering various concepts of citizenship in the educational programs and the influence of political choice, but not pedagogical design (Konstantinovskiy *et al.*, 2015).

It is not accidental that the ideas of the collectivism of educational community and cohesion have always attracted the attention of outstanding scientists and teachers, in particular, J.G. Pestalozzi, P.F. Kaptereva, N.I. Pirogova, K.D. Ushinsky, V.A. Sukhomlinsky, A.S. Makarenko, etc. as well as modern researchers in the field of social and educational psychology believing that a «healthy» pedagogical collection is a single organism (Lugovskaya, 2010; Selyukov and Shalygina, 2012).

The following researchers found consistent results with the present research: A.G. Non-durable, B.C. Bogolyubov, I.A. Brusakova, E.V. Budrina, N.V. Vasilyeva, V.V. Glukhova, V.B. Freimovich and others.

As D.B. Sandakov concluded, it is possible to substantially weaken or even destroy the most powerful educational systems, in particular, the higher education system through the demoralization of a pedagogical community as the main actor of this system (Sandakov, 2013; Vasilenko, 2013).

Economic and statistical analysis and the expert assessment are used in this work. The information of research is supported by official domestic statistics (Shalygina and Selyukov, 2012).

2. Model, Data and Methodology

Teachers are moderators of social changes in the educational environment, focus on results, and are interested in them. The educational community of Russia is also a civic education structure and a component of the formation of civic competence. The purpose of our analysis was to study the phenomena and determine definitions of the

«educational community», the «consolidation potential of an educational community» as well as the interpolation and differentiation of activation factors and the functioning of communities in conditions of social changes. The educational community has a specific role within the social system for the implementation of necessary organically-inherent elements: high level of culture, education, and the open world outlook. This is not enough. These qualities must be accompanied by the responsibility and increased obligations for countries and people. The educational community is a specific social construct, and it thus powerfully influences the formation of a generation which has to form the future of an entire educational environment from a variety of designs. From this type of community, the initiative and creativity, and then the compliance with educational and professional standards are expected. It is also an indisputable assertion that the compliance can be obtained with prescriptions, circumstances and situations. The high standards of perfection that the educational community should focus on at all levels of its organization and social inclusion, namely the fact that managers, pedagogical and scientific-pedagogical collectives, and each individual teacher can achieve the highest level of management without corrections in regalia, unite all these subjects of an educational space in a special community, which is fundamentally different from other professional communities, have special characteristics that are distinct from others, and can be good than other subjects of social life.

Nevertheless, the established standards of perception of an educational community show the lack of adaptability of participants in an educational process to dynamic innovative realities and generation of a state of chronic innovation and perfection tensions without any conditions for normal outputs that are often transformed into the dissatisfaction with results of their professional activities and life, in general, the emotional burnout and disappointment. These lead to the critical weakening of public functions of an educational community and its focus on the education, upbringing and socialization of future generations. Questions about the strength of social capital and the consolidation of an educational community are now extremely relevant. Among other things, this determines the public life quality.

That inertness, which is inherent in an education system and the pedagogical community, came to the fact that active declaring of the orientation to present needs and the course for innovation did not develop corresponding to new realities of value system that would satisfy interests and needs of a modern society.

Today, teachers have a nominal authority such as social capital and the consolidated potential of the community which are substantially weakened. This situation is quite dangerous for the pedagogical and the entire educational community in which the authority and social capital have always been almost most powerful in comparison with other subjects of the public life.

The importance of the educational community is also great in the development of the civic education as a structural part of civil competence. Let us dwell in some detail on this specificity of an educational space (Tarabaeva *et al.*, 2016). The educational community of Russia is experiencing another global difficulty: the contradiction between goal-setting, goal-realizing and the unpredictability of modern politics. Relations between citizens and political institutions, citizens and societies should be built on a competence basis providing for a consensus of behavioural, cognitive and emotional elements of civic education. We emphasize that the key for solving the problem lies not in the educational sphere, but in the field of civic education in the broadest sense of this definition. Civic education means «all processes that affect people's beliefs, responsibilities, opportunities and actions as members or potential members of a society» (Konstantinovskiy *et al.*, 2015).

3. Results

Based on results of a secondary analysis of research by the Institute of Sociology of the Russian Academy of Sciences in the field of all-Russian monitoring, «The Dynamics of Social Transformations of Modern Russia in the Socio-Economic, Political, Socio-Cultural and Ethno-Religious Contexts», 66% of young people, 56% of respondents with a higher education, 69% with a high level of material security, and 61% of users of social networks showed readiness for personal responsibility. We note some correlation between levels of education and self-realization in the public space. The higher the level of education of respondents, the more confident they are in the ability to express, represent and promote their interests in public space. 27% of Russians with an average, 32% with an average special and 44% with a higher education are confident in the ability to do this through public organizations; and 26%, 30% and 40% respectively through political organizations. Finally, 8% of Russians with an average education, 12% with an average special education and 15% with a higher education are confident in their ability to influence state policy. All this indicates the relevance of the interaction of the educational, social and institutional space» (Konstantinovskiy *et al.*, 2015). Readiness for the social responsibility and actions that affect the state policy is a demonstration of citizens' civic position. Awareness of the degree of citizen participation in the development of society correlates with the level of education.

However, the research results demonstrated a rather low civil activity of the inhabitants of Russia. In particular, in 2015, 34% of the population participated in public events, and 57% in political events. 26% of respondents believed that nothing depended on their participation. 43% of respondents did not plan to participate in public and political activities. Similarly, we draw attention to the rather sharp contrast between the readiness for social transformations, the manifestation of initiative, the readiness for personal responsibility and the extremely inadequate degree of civic engagement of our population. The only ways out is to master the necessary knowledge and obtain and increase the education in order to fill gaps in the civil competence.

Under the competence, we mean the concentration of knowledge and understanding, motivations and values, skills of formulating tasks, mobilizing resources and the ability to solve problems. Civil competence is the result of socialization, civic education, self-identification, and the effective participation in social and political life.

The direction of an educational community on the path of involuntary development occurs in the conditions for the dissatisfaction of teachers' needs, the lack of «transparency» of social norms, and the lack of clarity in the need to unite with the similar potential of an educational space and the subsequent exchange of professional experience, the lack of which is a sign of informational, networked societies, teachers feel frustrated. Most of them understand that the information predominance and availability of a knowledge component is not the prerogative of a modern society, but on the contrary, it meets the need for new institutional forms, and the market for cheap labour is rapidly expanding.

This directs the educational community to the path of involitional development, significantly weakens its consolidating resources and motivation, generates massive depressive moods, activates adaptive behaviour towards the external environment and practically destroys the subjectivity and initiative of the pedagogical worker.

The consequence of this is the emergence in the Russian educational sphere of conflict situations, which are often correlated with the economic state of society (insufficient funds, falling production levels, closing and merging educational institutions, resulting in unemployment, etc.). Meanwhile, another global cause of conflicts is the not-fully realized desire of a pedagogical community to develop the education and culture of a society (Gushchin, 2012).

Like any other professional community, the educational community refers to the so-called identification level communities. For the most parts, the pedagogical community is more likely than any other to identify the current value system; and the community-regulated behaviour is in fact a way of life for them.

The consolidation potential of an educational community is a set of internal opportunities for a socio-cultural structure that is formed according to the accumulated scientific and methodological basis, experience and innovative activities of teachers, the scientific and pedagogical community, other participants in the educational process, recognized direct contribution of parents and students to the education, upbringing and social adaptation of children, the youth, and adults to dynamic innovative realities consisting of a specialist and other participants in the educational process, different spiritual kinship separated by goals and beliefs, the canons of the regulated community behaviour, which is a way of life, the corporate outlook, providing a formative influence on society for the general public.

The situation in the educational community is currently not so successful.

Perhaps the emergence of the threat and the demoralization and the deconsolidation of educational communities imply the existence of provoking socio-psychological factors such as socio-economic inequalities including social vulnerability, loss of positive identification with the community, lack of motivation and participation activities and more. All these factors can cause deconsolidating processes within the community and substantially or critically weaken it as the systemic integrity.

Concerning the innovative process of the society associated with the educational community during the transformation, the stagnation of an educational process in the period of failed education reform continues to represent unique effective educational programs. Due to the educational focus program, there is a transposition of the objectives well-education ceases to be the goal and become means.

The challenges of an unstable period of social development create the threat of deconsolidation and demoralization of educational communities. Socio-psychological factors such as socio-economic inequality and social insecurity, loss of positive identification with the public, and de-motivation of activities can significantly weaken the educational community as a systemic integrity. Developed post-industrial society, reduced standards of general cultural and pedagogical influence mean a critical weakening of the public functions of an educational community and its contributions to the education and socialization of future generations. A sharp decline in the image of educational activity and the status of a teacher create confusion and disorientation in the direction of the adaptability of participants in the educational process to dynamic innovative realities and generate a state of chronic innovation-perfection tension.

The main identities as educational community are as follows: general activity, the interconnection and interdependence of individuals, community experiences, unity and psychological intimacy, reflection and self-reflection, self-improvement and perfection of society (Klyucharev and Trofimov, 2016).

4. Conclusion

An educational community should guarantee the reproduction of public practices «through generation» and be a guarantee for the self-reproduction and self-restoration of society, its structures, ideas, spirit due to characteristics of belonging to social institutions.

The comprehensive development of individuals is the potential of influence of an educational community on the formation of the civil competence: educational and political development and identification aimed at increasing social and political activity, social responsibility and the evolution of actions capable of influencing state structures.

Deconsolidation and demoralization as treats of an educational community are opposed to the continuing ability of the unique representation of effective educational technologies of an innovative pedagogy that meets challenges and continues commitment to the consolidation of all available resources and reserves representing the pedagogical potential of a Russian educational system of prior periods.

For an educational community, special attention should be paid to the task of cultivating new pedagogical personnel which sooner or later must influence the academic and university life in the country and form a «recognition environment» for the pedagogical society. The state and society should take care of the return of a high image of teacher's profession, a radical revision of the state educational program, as well as a grateful attitude to its creators and guides.

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