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## Modern Professional Education in the Global Society: Comparative Study

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### Abstract

The article reviews professional education in Global Society. Approaches and methods have been a major concern in the field of comparative education since its emergence as a distinct domain of studies. Actually the learning resource of international vocational education is utilized enough to develop the national educational policy in Russia. The requirement for studying international practices and new trends in the field of vocational education and youth employment is essential for modernization of vocational education and improving qualifications of workers. In the modern education the importance of comparative researches of foreign progressive educative practices is steadily increasing.

At present, the specifics of modernization of education depends significantly on the level and status of graduates of vocational schools on the labor market.

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## 1. Introduction

Educational system in the 21<sup>st</sup> century tends to have an advanced character as a universal phenomenon of the society that is an inherent factor for an individual's development. However, being a successful individual in the 21<sup>st</sup> century is to the greatest extent connected with his/her professional activities. Therefore, studies of professional education in the global society can be regarded as a promising field in contemporary pedagogy. A number of global models of educational processes and systems arise such as experimental variants of global education, i.e. education for sustainable development.

In contemporary environment comparative studies of foreign advanced practices are vitally important. According to Prof. M. Bray, University of Hong Kong, at the beginning of the 21<sup>st</sup> century comparative education, its methods and approaches are in the highlight due to the advanced studies of separate educational systems. "These studies are directly connected with globalization processes, changes in the role of the state and transformation of education processes technologies as well as scientific exchanges" (Bray, 2013, p.1).

Alexander Dzhurinskiy, corresponding member of Russian Academy of Sciences also shares the view on the growing importance of comparative studies as a special research field and states that on the threshold of the 3<sup>d</sup> millennium a phenomenon of comparative pedagogy renaissance originated (Dzhurinskiy, 2013).

## 2. Global education

European educational programs focus on the concept of global education, which is based on the principles of holism, humanism, planetary measurements of human's activity (Wang & Morgan, 2012).

Global education emphasizes the unity and interdependence of human society, developing a sense of identity and appreciation of cultural diversity, asserts human rights, inspires people to acquire knowledge, develop skills, recognize values and attitudes necessary to study the world where everyone has a right to realize his/her potential. Different researchers explored the subject (Bray, et al., 2013; Cowen, 2002; Borevskaya, et al., 2010; Wang & Morgan, 2012; Dzhurinskiy, 2013; Green, 2002). Contemporary professional education as a component of education in the whole is characterized by the following:

1. A growing need in high qualified work force. A global specialists is a well-educated person able to learn lifelong.
2. Acceleration of the knowledge accumulation process encourages constant improvement of one's qualification.
3. Professional education is an integral value of a person's life.

Integration of Russian system of professional education into the world educational system is one of the priorities of the state educational policy. This is due to the fact that the current national security and independence of the state are inseparable from its level of technological development. The role and status of every country depend on the availability of advanced technologies in the country. The level of research-intensive technologies development is a characteristic feature of economic conditions as well as the manufacturing potential of a country that make a country more competitive on the international arena. The greatest assets of every country are human capital assets.

Further the paper will consider vocational educational in Russia, China and Germany. Germany has a high-quality personnel training system. China uses innovative educational technologies actively. Russia is effectively involved in the world market of educational services.

## 3. Modernization of education: Russia & China

Modernization of education in Russia is based on the following principles:

1. The principle of integration which encompasses interdisciplinary and disciplinary integration; integration of educational tasks; integration of education with science and industries (industrial companies) to develop their interaction and form the system integrity both in terms of content of education and at the institutional level (Borevskaya, et al., 2010).
2. The principle of professional education continuity implies multilevel and multistage character of the educational system; succession of general and professional educational programs.
3. Practice-Oriented Education as the principle of interaction between the labor market and educational services market which is aimed at efficiently filling professional niches on the labor market (Pokholkov, et al., 2013).

4. The principle of advanced education providing training of highly-qualified specialists, organization of training to improve one's qualification, development of the interaction system between employers and an educational community to monitor the regional labor and educational services market.

The collection of these principles is the main prerequisite for enhancing the quality of professional education, research and industry; integration of professional knowledge including that one of professional pedagogy; two way influence of market economy and professional education; government support in "education – science – industry" system; a common educational framework for professional education, science and industry; structural and functional interaction and integration with higher educational establishments and industrial enterprises.

Upon analysis of the current professional education in Russia and China the following common trends can be elicited:

1. Creation of legislation to support reforms in professional education.
2. Decentralization of professional education administration.
3. Enhancement of social image of basic and secondary professional education.
4. Development of social partnership of vocational schools with industries.
5. Improvement of the specialists training level to meet the needs of the labor market.
6. Creation of contemporary system of highly-qualified teachers engaged in professional education.
6. Expansion and modernization of physical and technical infrastructure of vocational schools and other institutions of professional education;

The comparative study of education reform in Russia and China provides to the global research community detailed and thorough analysis of the parallel yet divergent educational policies and development trends in the two societies over the past 25 years. The platform for the analysis is the comparative study of the "shock therapy" approach following the political change in Russia and the gradual reformation of the Chinese communist system, and their respective educational implications. Borevskaya (2010, p.23) identifies the following among model in both societies: "an outdated purely state model, a market oriented educational model, and a culture oriented educational model which is congruent with the Chinese and Russian educational traditions, as well as with global tendencies toward humanization".

The main features of Chinese professional education modernization are development of multistage, multidisciplinary and multifunctional secondary professional education; enhancement of social image of professional education system; improvement of teaching staff qualification; development of social partnership of vocational schools with industries; creation of legislation to enhance the social status of vocational school teachers and to support low-budget students enrolling in vocational schools; enhancement of practically-oriented training by means of establishing a specific platform for internships at vocational schools; introduction of professional standards.

#### 4. The key figures in German professional education

Modern economy is aimed at making a profit on human labor, when a person is able to work in constantly changing technical, technological and social conditions. In Germany an entrepreneur is a person seeking highly-qualified specialists with a specific set of professional and general competences. It is noteworthy that professional education in Germany is regulated by the Law on Professional Education Reform (BerBiRefG) of March 23, 2005.

An entrepreneur (industry), who will train a person, signs a contract with a student. Thus, an enterprise appoints a person responsible for professional education who is to meet quite tough requirements, both personal and professional. The expertise of the specialists responsible for training is controlled either by Chamber of Commerce and Industry or Craft Chamber. To be certified by the supervising authorities a trainee should go through a system of seminars (120 hours) covering the specifics of the dual system of German professional education, legal basis of professional education and developing communication skills as well as conflict resolving skills. The main feature of the German system of professional education is students' personal choice of a future career, which is not always in high demand in the society (Schreier, 2014). Therefore, a great emphasis is laid nowadays in Germany on an early career orientation for young people encouraging them to choose careers useful for the society. It must be noted that the freedom of choice of a career and an educational program implies a high level of a student's responsibility.

In Germany professional education opportunities are studied in high school already. A student in Germany finishes

school at the age of 22; therefore, he has more time to decide on his/her future career both than in Russia. It is believed that the wide range of the age limits makes a person more conscious about a future career. You can be employed at an enterprise, in a governmental body, in the private sector, i.e. be a freelancer (a legal firm, architecture and design offices, private medical institutions etc.), at educational establishments and specialized schools (Schreier, 2014). The examination committee consists of representatives from enterprises, independent experts, teachers and professionals with great level of expertise and teaching experience but who do not take part in the training process of a student.

To sum up, it is to be noted that as a result of reforms German contemporary educational system became more adaptable to the economic development of the country, competitive and attractive enough for both young people from Germany and potential students from abroad.

Based on European experience (e.g. German) it is advisable to begin with introducing an employer economic benefits of employing highly qualified specialists. A list of employers' requirements for vocational school graduates includes professional competence in a definite field, IT technologies, communicative skills, stress resistance, ability to learn, discipline (Hoeckel, 2008). To get a specialist meeting the above requirements it is necessary to invest much money and be interested in economic benefits. In Russia only an insignificant part of enterprises and entrepreneurs are ready to invest money in high-qualified specialists' training. In Germany 50 % of all money invested into training is comes from enterprises (Kirsch & Henle, 2014).

As we have already stressed, a possible solution to the challenge posed to contemporary Russian education can be development of methodological framework of a program "Education and employment of young people in Russia and abroad", studies of international experience and searching for opportunities to implement it in Russian environment. Otherwise, it can threaten the national security.

## 5. Conclusion

According to the results of our research, it is advisable to take the following measures to tackle the problems mentioned above:

- Creation of legislation to establish sustainable partnership of government, industries, business and professional education which implies an active participation of employers and their associations towards innovative professional education development;
- Improvement of the list of jobs and specialties, optimization of the staff training programs at all levels of professional education in accordance with contemporary requirements;
- Structural and institutional reforms of professional education, optimization of its networks, development of new professional education institutions typology; transition to module-based programs development that provide an opportunity to make educational system more flexible, diverse, individual-oriented and be more compliant with labor market needs.

Today the resource of international professional education is not used enough to develop national education policy. It is necessary to study international experience in youth professional education and employment in terms of modernization of professional education and its teaching staff qualification improvement. The main task of professional education in Russia is to train young people to be integrated successfully into the global community.

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