

THE GENERAL AND SPECIAL IN VOCATIONAL TRAINING OF EXPERTS FOR THE HUMANITARIAN PROFILE IN HIGHER EDUCATION INSTITUTIONS OF RUSSIA AND GERMANY

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Abstract. Results of the author's sociological research conducted in higher education institutions of Russia and Germany for the purpose of branch detection of student vocational training of a humanitarian profile are presented in article. In both countries there is the general course towards process of the European globalization and integration of the highest education system in the international educational and labor market. Training during all life becomes one of the most important characteristics of modern education. Based on the obtained data, authors allocate the general and special in systems of vocational training of both countries and offer the directions of optimization of domestic arts education which realization is possible at the level of institutions of higher professional education.

Keywords: vocational training; the highest education system; arts education; the professional choice motivation.

1 Introduction

The subject of vocational training in higher education institution has special value for experts of the humanitarian directions as graduates humanists are most vulnerable in labor market. Historical likeness and similarity of systems of the higher education of Russia and Germany, economic, political and cultural cooperation between these countries throughout the long temporary period, allow to compare educational systems and social aspects of training of students in these countries and to reveal the directions of optimization of quality of vocational training of future specialists humanists in domestic the highest education system (Kochetkova,2012).

Graduates of humanitarian specialties face difficulties of employment in the specialty, often work "not in the specialty" or in adjacent areas, their salary is lower, than at representatives of other specialties and humanists feel vulnerable in labor market. Need to improve the highest education system of a humanitarian profile with the purpose to make graduates of humanitarian specialties more confident in the knowledge, more flexible and able to adapt to changes of labor market in the shortest terms becomes ripe. It is necessary to reveal weaknesses of domestic education of a humanitarian profile and, in view of experience of Germany, and also by results of questioning of students and expert poll of employers to develop preferable model of training of specialists of humanists in domestic system. The necessity of improvement of a domestic education system is caused also by process of integration of Russia into the international educational space. Educational programs need to be made more flexible and brought closer to European, but with preservation of certain successful lines of the Russian educational system. Only in this case it will be possible to speak about integration of domestic the highest education system into the international educational system and end of a phase of reforming of the highest education system according to requirements and recommendations of Bologna Process (Serova,2011; Tsibizova et al, 2012).

2 Methods

For the purpose of detection of features of student vocational training humanists in higher education institutions of Russia and

Germany in 2016 we conducted questionnaire of students at universities both camp (n=1200) (Khayrullina et al, 2015 ; Khayrullina, 2015). The research was conducted in state universities - University of Bonn and in FGOBU VPO "The Ulyanovsk state university".

The choice of higher education institutions for carrying out questioning was caused by several interconnected reasons. First, there is high concentration of students in each of the cities. The share of students in higher education institutions Ulyanovsk makes 6%, to Bonn this indicator higher and makes 11% of total number of residents.

Secondly, both regions are multinational (multiethnic). To Ulyanovsk Russians, Tatars, Chuvashs, Mordva, Ukrainians, Azerbaijanians, Armenians, etc. live. To Bonn Germans, Turks, Poles, Moroccans, Russians, etc. live. Also the structure of students in these cities is multinational.

Thirdly, in each of higher education institutions various directions of training of students - the bachelor, the master, the graduate student (doctoral candidate) are possible; existence of a wide range of educational programs - humanitarian, technical, natural-science, etc.; performance of basic and applied scientific research.

3 Conclusions

The separate block of questions of the questionnaire concerned motivation of the choice of specialty. The German students have motives of interest (61,2%), advantage to society (40%) and realization (47%) dominate over motives of earnings (31,2%) and a social status (21,9%). Only a quarter (25,2%) of the Russian students explained the choice of specialty with interest, and approximately as much (24,7%) expressed in favor of a possibility of professional realization after the termination of higher education institution. It is also recorded that in Germany at the choice of specialty family traditions do not play almost any role (1,2%) whereas 16% of the Russian students chose a profession, following family traditions.

As other motives of the choice of specialty in Germany were called, for example, an opportunity to work in various spheres including not in the specialty, an opportunity to study objects independently, good addition to the specialty received earlier; in Russia the big role in the choice was played by existence of the budgetary places in the specialty.

Most of the interviewed German students (78,5%) has an idea of the chosen specialty, among the Russian students this indicator makes 81,5%. More than a half of the German students are in constant information search about the future profession (61,4%); among the Russian students such there were only 19,5%.

The block of questions concerning plans for the future gave us the chance to understand that most (80,2%) of students of University of Bonn plans to continue training in a magistracy. Among the Ulyanovsk students such there were only 38,0%. Most of the German students (78,8%) perceive a bachelor degree only as the first step of training where the magistracy is the second (finishing) step.

On a question of what influences progress in higher education institution of 69,8% of the Russian and 58,9% of the German students consider that progress, first of all, depends on them. The most contrast answers were received on the matter on the following indicators: 27,5% of the Russian students consider that progress is influenced by the relations with teachers, among students of University of Bonn only 14,4% hold the similar opinion. The bigger number of the German students (32,3%) in

comparison with Russian is considerable (15,7%) believe that progress in higher education institution is influenced by the relations with classmates. Most likely, it is caused by the fact that the important place in the course of training in Germany is taken by research work of students in small groups, in time, free from occupations. Working on tasks, students in common develop the action plan, cast in the project, and find information sources, ways of achievement of the objectives, discuss the ideas. The work method in groups allows increasing motivation to training, to expand creative potential, promotes development of mental abilities, independence, responsibility, bases of "time-management", promotes expansion of communicative skills at humanists.

As for participation of students in research work, results showed that nearly a half of the Russian students (46,8%) take part in scientific life of higher education institution (research projects, publications of articles, participation in conferences), among the German students this indicator makes 66,1%. The great value is attached to research activity in higher education institutions of Germany. Teachers involve students in research

activity from the first semester of training and seek to render all consultation - curator support. Higher education institutions work in close cooperation with the research organizations. Technologies from higher education institutions and the research organizations are transferred to production, accelerating thereby process of introduction of developments (Arnautov,2008).

In our opinion, answers to a question are interesting: whether students humanists plan to work after the termination of higher education institution in the specialty. Positively this question was answered by 65,4% of the Russian respondents. In Germany less than a half of respondents (43,4%) I plan to work in the specialty. The vast majority of the Russian students (88,36%) pointed to not a demand of the studied specialty in labor market, among the German students this indicator made 39,3%.

We asked students to estimate stability of a situation in labor market on a five-point scale where 1 - it is not satisfied, and 5-is completely satisfied (See Fig. 1).

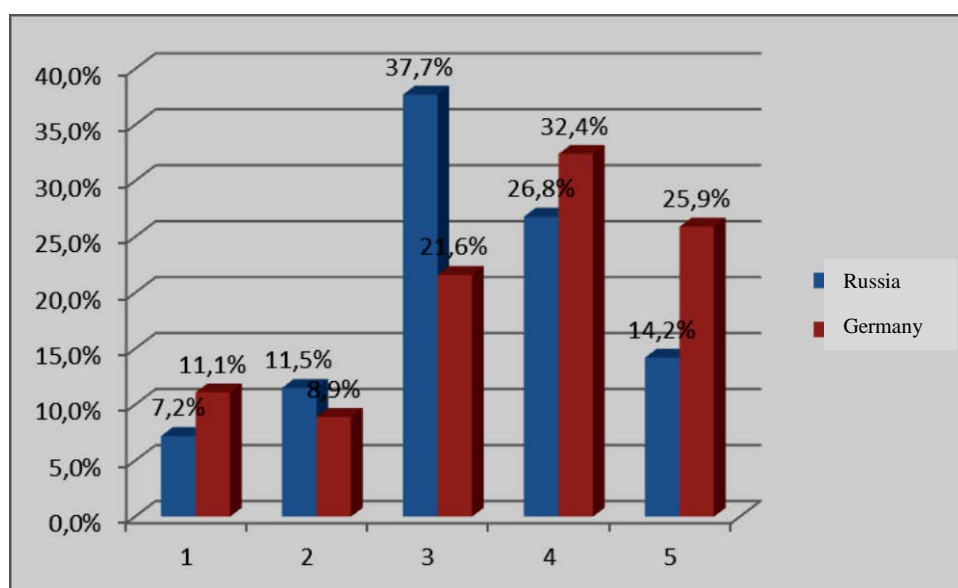


Fig. 1. Assessment of the situation in labor market by the Russian and German students of the humanities, in %.

As we see from the schedule, the German students see a situation in labor market by stabler. Readiness of the German students to work on adjacent specialty, and respectively and more options for employment, confidence in own forces and knowledge of functioning of labor market can be the reason. Among the students of specialties demanded by sight, the German students are more often than the Russian specified the humanitarian directions. For example, 29,4% of the German students consider that the HR manager is a demanded profession, among the Russian students this indicator makes 18,7%.

Answering a question: "What difficulties are experienced today by the graduate humanist at employment for work?", the majority and the Russian and German students expressed a lack of practical skills. Success of employment of the university graduate, first of all, depends, in their opinion, on professional knowledge and skills, experience in the specialty, additional knowledge, and ability to have an interview, to present itself. The German students (73,9%), than Russian pointed to the last factor more (33,7%).

The question of satisfaction with practice and the gained experience was asked the students who already had experience of practical training by the time of questioning. 28% of the Russian and 42,1% of the German students were completely

satisfied. Pointed that during practice there was no opportunity to apply knowledge gained in higher education institution and 15,5% of the Russian and 18,4% of the German students.

4 Summary

Thus, process of vocational training of specialists humanists in Russia and Germany is characterized by the general and special.

The general it is connected with similarity of cultural traditions in the highest education system. The Russian education system was created with use of the German model of research University of Humboldt. In both countries there is the general course towards process of the European globalization and integration of the highest education system in the international educational and labor market. Training during all life (Life Long Learning) becomes one of the most important characteristics of modern education in two countries. In systems of the higher education of two countries discrepancy of number of graduates of humanitarian specialties to inquiries of labor market and to quantity of vacant positions is observed.

Development of education market does necessary economic approach in management of the Russian university. Educational activity of the Russian university is regulated by the state

educational standard. In Germany university education is constructed on the principle of the academic freedom, freedom is provided not only to universities, but also the student and the teacher.

Authors offer the scenario of improvement of process of vocational training of experts of the humanities whose realization is possible at the level of institutions of higher professional education (Garipova et al,2015). Developments of the scenario are the cornerstone the ideas borrowed from practice of the German university:

- a possibility of the student to independently form the individual curriculum not of the fixed alternatives, and of total number of subject matters;
- expansion of cross-cultural competence of the student which consists in mastering of a foreign language, experience of relationship with students and teachers from other countries;
- monitoring of opinion of employers and requirements of labor market, response to inquiry of employers through development of modular training programs by departments;
- information escort of students - the academic consultants, availability of information and methodical materials;
- granting an opportunity to the student in the course of training in higher education institution to gain practical skills of work in perimeter of educational institution.

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