

Scientific article

УДК 13+378+30

DOI: 10.15372/PHE20230105

The humanitarian content problem of human capital in Russian and foreign educational systems: a comparative analysis

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Abstract. *Introduction.* The problem of humanitarian content human capital lies in the technocratization of education and its consideration through an economic prism. An illustrative example of it is the Bologna process, which main reason was not the cultural transmission of national values within European states, but the inability to meet economic segment needs. A comparative analysis of educational systems reforming in European countries clearly demonstrated that the main trends in educational policy are leading of market model sample, where instead of pedagogical tasks providing educational services is imposed. Due to this problem solution is in rethinking human capital and considering it through the pedagogical science, defining its humanitarian component as a key one. *Methodology.* As a methodological basis, a comparative analysis of educational programs contents in the countries of Western Europe, Asia and Russia is used. *Discussion.* The main characteristics of educational systems of countries-initiators Bologna process are presented. It is noted that the Bologna process (as an economic concept of human capital formation), assuming a two-level education, contributed to economizing resources with the possibility of expanding higher education, profession choice, educational mobility, but, could not prevent a radical reconstruction of existing educational institutions, almost complete loss of national education systems' identity and originality. *Conclusion.* The main problem of modern education system is the lack of definitions of its goals and means that correspond to modern realities, requiring awareness of who and what is the subject of educational process, and such things as moral, spiritual and psychological values, moral beliefs, internal culture personality and. etc. That is why there is an urgent need for a new look and new interpretation of human capital phenomenon (education) in pedagogical science context.

Keywords: human capital, humanitarian content, educational systems

For citation: Tsiguleva O. V. The humanitarian content problem of human capital in Russian and foreign educational systems: a comparative analysis. *Philosophy of Education*, 2023, vol. 23, no. 1, pp. 65–74. DOI: <https://doi.org/10.15372/PHE20230105>

Научная статья

Проблема гуманитарного содержания человеческого капитала в образовательных системах России и за рубежом: сравнительный анализ

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Аннотация. *Введение.* Проблема гуманитаризации человеческого капитала заключается в технократизации образования и рассмотрении этого феномена в контексте экономических наук. Ярчайшим примером проблемы гуманитарного содержания человеческого капитала выступил Болонский процесс, главной причиной которого стала не культурная трансляция национальных ценностей внутри европейских государств, а неспособность удовлетворить возрастающие потребности экономического сегмента. Компаративный анализ реформирования систем образования в европейских странах продемонстрировал, что основным вектором образовательной политики является ведение рыночного модельного образца, где вместо педагогических задач навязывается предоставление образовательных услуг. В связи с этим решение проблемы заключается в переосмыслении человеческого капитала и рассмотрении его в контексте педагогической науки с учетом определения гуманитарной составляющей человеческого капитала как ключевой. *Методология.* В качестве методологической основы используется сравнительный анализ содержания образовательных программ в высших учебных заведениях в странах Западной Европы, Азии и России. *Обсуждение.* Представлены основные характеристики образовательных систем стран-инициаторов Болонского процесса. Отмечается, что Болонский процесс (как пример экономической концепции формирования человеческого капитала), предполагающий двухуровневое образование, способствовал экономизации ресурсов с возможностью расширения и доступности высшего образования, выбора профессии, развития образовательной мобильности, однако этот процесс не смог предотвратить радикальную модернизацию существующих высших учебных заведений, практически полную потерю самобытности и идентичности национальных систем образования. *Заключение.* Основной проблемой современной системы образования является отсутствие определений ее целей и средств, соответствующих современным реалиям, требующих осознания того, кто и что является субъектом образовательного процесса, а также таких феноменов, как нравственные и ментальные ценности, морально-этические убеждения, внутренняя культура личности и др. Именно поэтому возникает острая необходимость в новом взгляде и новой интерпретации феномена человеческого капитала (образования) в контексте педагогической науки.

Ключевые слова: человеческий капитал, гуманитарное содержание, образовательные системы

Для цитирования: Цигулева О. В. Проблема гуманитарного содержания человеческого капитала в образовательных системах России и за рубежом: сравнительный анализ // Философия образования. 2023. Т. 23, № 1. С. 65–74. DOI: <https://doi.org/10.15372/PNE20230105>

Introduction. Any transformations are declared to be humanistic in modern education. But, it is precisely in this understanding is a deep contradiction (G. N. Prozumentova [1, p. 8], which consists that the main customer of educational process is directly a state, which is primarily interested in the labor and personnel potential formation, to increase a state's economic competitiveness.

The modern educational segment's problem is directly interconnected with the knowledge economy dominant role, which is an integral form of individual ownership. This is confirmed by presented data OECD in recent years more than in thirty countries. According to the OECD analysis, each additional graduate brings not only a profit of more than seventy thousand dollars, but also certain economic benefits (higher contributions to a state tax system, increased labor mobility and, consequently, reduced state subsidies, more productivity) [2]. The political establishment of the educational segment is focusing on increasing the universities' role in the socio-economic development of the state [2].

The genesis of education history (P. F. Kapterev, V. V. Ukraintsev) demonstrated that until the 20-th century, education was considered not from an economic point of view, but from social and cultural heritage (E. A. Bondarenko, V. M. Vidgof, J. Thompson), that is, from its key position, as a single purposeful process of education, elevating a person to his main role.

The civilization of Western Europe countries at a certain stage won the decisive epochal competition with the most ancient cultures precisely thanks to the intensive education development. At the end of the XVIII century the literacy rate in Western European countries has doubled that of India and China¹. It was the latter reason that became the key factor in the intensive cultural and social development of Europeans, and later the United States and other Anglo-Saxon countries.

Productive models of educational systems formed in Europe (A. Yu. Andreev, A. N. Dzhurinsky) were later adopted by other countries.

Methodology. Pedagogical literature review on research problem allows us to conclude that human capital problem is widely covered in numerous studies of domestic and foreign scientists (I. V. Abankina, M. M. Kritsky, H. R. Bowen, T. W. Schultz, etc.). But modern trends in higher education development in Russia and abroad, it is no less important to study human capital humanitarization.

To reveal the studied phenomenon essence was made a comparative analysis of educational system in European countries, Asia and Russia. To solve the study's tasks, a complex complementary methods was used that are adequate to the research phenomenon nature:

- interdisciplinary analysis of data from the philosophical, sociological and pedagogical literature;
- analysis of foreign pedagogical experience in the educational programs field of different countries (China, Mongolia, Germany, Great Britain, France etc.).

¹ Корчагин Ю. А. Современная экономика России: учебник. Ростов н/Д: Феникс, 2008. 544 с.

Discussion. Based on the foregoing, a logical question was, why did human capital not come to the attention of pedagogical science earlier? Why does human capital reflect only an economic approach to education, leaving out the humanitarian essence and humanitarian content of education?

The active period of human capital concept development in the United States (G. S. Becker, D. Begg, L. Thurow, T. Schultz) coincided with the country's economic upsurge and, as a counterbalance to this, the humanistic pedagogy development in the USSR (Sh.A. Amonashvili, E.N. Ilyin, V.F. Shatalov, etc.) The USSR scientific pedagogical community sharply criticized the human capital theory. Definitions «human» and «capital» received different interpretations in the USSR and in western countries. Soviet scientists believed that the economic approach to education belittles individual dignity and evaluates it from a material point of view through an increase in the individual productivity.

Soviet teachers focused on the fact that the modern educational system was formed under the philosophical and pedagogical ideas influence of the late 18th-early 19th centuries, the founders of which were such prominent researchers as: F. Herbart, F. Diesterweg, J. Comenius, I. Pestalozzi and etc. In the XIX century there is an innovative concept of education (W. Humboldt), bringing to the fore a person who forms himself as a subject of culture. It was W. Humboldt's educational system that was as the basis of German classical universities formation and development before the entering of European countries into the Bologna process [3].

In modern education, humanitarian content problem of human capital lies directly in education technocratization itself and its consideration through an economic prism. The crisis of rationalism with its unshakable belief in the revolutionary component of scientific and technological progress, characterized by the priority of services production, and the dependence of professional and social stratification on the education level, leads to a crisis of the classical education system and society dehumanization.

Crisis manifestations of educational systems are the lack of spiritual and moral culture, interpersonal communications despite the increasing number of educated people.

As Yu. V. Senko, the modern crisis of education is interpreted as a human education crisis², since the education key purpose is a way of becoming a person in culture, which is the main condition for the existence of both culture and a person. The axiological adequacy of education presupposes the guidelines presence in it for the participants to search for their destiny³.

The disparity in the education and culture balance leads to the society marginalization (Yu. V. Senko), to a decrease in the culture level and education. The

² Сенько Ю. В. Гуманитарные основы педагогического образования: курс лекций: учеб. пособие. М.: Academy, 2000. С. 5.

³ Там же. С. 16.

emphasis on a highly qualified specialist formation is in opposition to a person's humanistic values formation, to the impoverishment of his spiritual and emotional world.

Rethinking human capital is to consider this phenomenon through the prism of pedagogical science, defining its humanitarian component as a key one. The «human capital» concept should represent an interpretive paradigm that reflects a new look at the human capital phenomenon in education, explaining the humanitarian characteristics and foundations of human capital in education, defining the imperatives of human development and understanding education as one of the basic institutions for the person formation as an individual, subject and personality. That is, the consideration of the humanitarian content of human capital in this case is not just in the humanitarian knowledge formation, but in what is the basis of human spirituality level, transmission of cultural, national values and traditions.

A vivid example of the economic concept of human capital formation is the Bologna process, the main reason for which was not cultural transmission of national values within European states, but the inability to meet economic segment needs, which required development and adoption of a set of measures to increase higher education systems competitiveness⁴ [4; 5].

Higher education reforms and its unification in European countries were dictated by the necessity to focus on the knowledge economy development. The Bologna Declaration key principle is the advantage of “learning outcomes” over “learning content”, where the main role is played by the competence-based approach, which proclaimed education in the business field, called “knowledge economy”. In this case, it is not so much about replacing the traditional term “knowledge, skills” with “competences”, but about changing of education content, since competencies are considered as a certain product manufactured by business structures` order.

Interesting is the fact that the history of a united European educational space was initiated not by higher education organizations and not by administrative management structures, notes researcher T. V. Vaskevich, and a number of large transnational conglomerates [3]. At the end of the 20th century, the European Union of Industrial Leaders (ERT) published a document according to which education is interpreted as a service provided to the economic community [3].

Life-long education (E-learning education) was considered exclusively in the context of market conditions and labor market transformation. Thus, the

⁴ Joint Declaration on Harmonization of the Architecture of the European Higher Education System by the four Ministers in charge for France, Germany, Italy and the United Kingdom, Paris, 1998 [Электронный ресурс]. URL: <http://www.bologna-berlin2003.de> (дата обращения: 22.09.2022).

education system has become a certain indicator the state's economic segment competitiveness, since it (education) forms the future competitive labor potential.

A comparative analysis of European countries educational systems reforming clearly demonstrated that the educational segment unification in practice was the cause of higher education dehumanization. The following characteristics of countries initiated the Bologna Process show economic interests' prelevance, embodied in the changing and optimization of educational systems instead of humanitarian components.

Germany. Germany is one of the highly developed countries in the world, included in "G 7" (Group of Seven). Lacking large reserves of minerals and especially favorable conditions for agricultural production, Germany has achieved economic success due to achievements of scientific and technological progress and high quality of human capital⁵.

Higher education development in Germany is currently taking place both under the internal factors' influence – federal management system reforms, underfunding, competitive struggle of educational institutions, and external: entering into a united educational space, international nature of educational services. Responsibility for the main provisions implementation of the Bologna Process was entrusted to the Working Group, consisting of Education and Science Federal Ministry, Standing Conference of Education and Culture Ministers in Germany.

The modernization of higher education is one of the most controversial topics in the field of culture and education in Germany [6], since it was the reason for the restructuring education content. The German government, in order to form human capital, allocates huge sums for education and science from the federal budget, contributing to the integration of scientific research and improving quality education. However, the unification of German higher education in the Bologna process context led to the following negative consequences:

- transformation of undergraduate programs content and their oversaturation (a four-year program should be studied in three years);
- large number of examination and test papers;
- orientation of the educational process to the state's economy segment requirements and the labor market, and not to the educated, cultural and spiritual ideal of a person (according to W. Humboldt educational model).

France. Educational system reforms, taking place in the Bologna Process context, continued the line of university training, where the classification of educational programs is based on a professional orientation. This principle is consistent with the main objective of the Bologna process – to bring higher edu-

⁵ Deutschland investiert mehr in die Zukunft als je zuvor [Электронный ресурс] // Bundesministerium für Bildung und Forschung. URL: <http://www.bmbf.de/archiv/newsletter/de/6075.php> (дата обращения: 24.12.2022).

cation closer to the labor market requirements, providing prerequisites for the social and professional stratification of future graduates.

But, in reality, these transformations took place in a very short time, in which only the administrative apparatus participated, and not the most famous research universities and faculty, which had a negative impact on the curricula content. A number of legal acts were adopted that regulated the introduction of a two-level education system, short-term programs for obtaining professional degrees, changes regarding third-level education (doctoral studies) and universities autonomy⁶.

These reform attempts undertaken to form productive human capital resulted in a colossal reduction in budget funding, which indicated the transition of universities to a commercial basis, that is, specialists training is carried out in accordance with the labor market and business structures requirements. Globalization transformations in French education system, which caused the unification of education system, led to the identity loss of the national education specifics and culture [7].

Great Britain. UK government innovation strategy in higher education system was the reason for the state's strict control in tracking financial resources to expand the economic tasks of universities⁷. The powers of university rectors, who were previously elected from among the most famous scientists, became adequate to the duties of administrative officials who ensure the material and intradepartmental management of higher education [8].

UK educational system adaptation in the Bologna Process context has led to the virtual disappearance of the postgraduate level. Such transformations of higher education system clearly demonstrate an orientation towards the market conjecture (M. Henkel [9]).

Thus, standardization and unification of European educational systems, focused on the labor market needs, the state economic competitiveness, leads to the disappearance of educational systems' originality and identity, which entails the loss of cultural, moral and spiritual values of the nation and man [10].

Asia. The leading Asian countries in the field of human capital formation are China and Japan. Recently, Mongolia has joined them, having made an educational breakthrough and catching up with the advanced countries in the educational segment in just 90 years. Even at the beginning of the last century, less than 1 % of the population of Mongolia received education [11].

Intensive education development in Mongolia led to opening the first higher school in the important that in the Mongolian education system, along with

⁶ La loi №2007-1199 du 10 août 2007 relative aux libertés et responsabilités des universités [Электронный ресурс] // Legifrance. Le service public de la diffusion du droit. URL: <http://www.legifrance.gouv.fr> (дата обращения: 14.12.2022).

⁷ Tapper T., Salter B. Understanding Governance and Policy Change in British Higher Education // Oxford CHEPS Occasional Paper. 2003. № 11.

national cultural and educational traditions, the best pedagogical ideas and innovations of the Soviet school were embodied (O. A. Dzhagaeva [12]).

Considering education as the main component of the structure in effective socio-economic and political development, the Asian macro-region authorities are trying to preserve national traditions and specifics of education, as a key component in and cultural experience transmission to the younger generation.

Russia. Russia, seeking to improve the human capital quality, joins the Bologna Process in 2003, assuming a number of fundamental obligations to modernize education (V. Belyaev, V. V. Zykov, V. I. Ivanova) [13].

Having entered a united educational space, our country has got the opportunity to get acquainted with the higher education traditions in European countries, using the positive accumulated experience in the development process. But it is necessary to determine the cultural and historical direction for the further development of the country: either the domestic educational system is perceived as original with its historical, cultural and educational background, or the unification and typification of Russian education according to the European pattern continues (A. I. Gretchenko, A. S. Druzhilov) [14].

Adopting the patterns of European educational systems, our country loses one of the key national traditions of education – fundamentality. The educational segment is considered as consumerism, aimed primarily at training a competitive participant in the labor process, and not at the individual development.

Russian historian and philosopher I. M. Ilyinsky, analyzing the domestic system of higher education, writes that the bulk of prescriptions and recommendations can be considered as the destruction of the entire previous educational system [13]. Changes in the education system entail society transformation, writes A. S. Druzhilov [14].

Conclusion. Thus, as a result of globalization transformations in educational system both in Russia and in foreign countries, education is losing its objective truth – formation of a person as a moral, cultural, spiritual being and becomes a means for training a specialist corresponding to the economic market conditions. All this leads to the dehumanizing of an individual, and, consequently, education dehumanizing.

The problem of the human capital's humanitarian content in higher education in Russia and abroad is as follows:

- orientation of the educational process to the state's economic segment requirements and labor market, and not to the educated, cultural and spiritual ideal of a person;
- budget financing reduction, which indicates the transition of higher education to a commercial basis, specialists training is carried out in accordance with requirements labor market and business structures' requirements;
- focus on market standards of the educational system management leads to the identity loss and originality of national education systems.

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Поступила: 11.01.2023

Received: January 11, 2023

Одобрена после рецензирования: 25.01.2023

Approved after review: January 25, 2023

Принята к публикации: 26.01.2023

Accepted for publication: January 26, 2023