

## **PROBLEMS OF DEGREE PROFESSIONALS VOCATIONAL TRAINING FOR THE INFORMATION-ORIENTED SOCIETY**

**Abstract.** The article deals with the problem of vocational training of degree professionals in conditions of information-oriented society. Taking into account transition period of Ukrainian society development from industrial to information (postindustrial) stage, its peculiarities have been analysed, specialists training requirements have been established. These requirements are caused by gender realities of information society development, its humanization, democratization, intellectual work predominance, creating conditions for personality efficiency. The theory of “human capital assets” the main role in which belongs to the system of education grows in the frame of information transformations.

**Key words:** vocational training, information-oriented society, degree professionals.

### **Statement of the problem.**

A problem of professional training of specialists under modern conditions is one of the most discussed themes in scientific pedagogic literature. One of the ways of solving the problem is forming of students’ professional mobility in the process of education in the university. Despite all social and economic problems following Ukrainian development scientists notice that “Ukraine resides on the primary stage of transition from industrial to information society”. And international division of labour deepening, specialization of production, strengthening national economics interconnections and interactions, which realize in economic globalization become its characteristic features [15]. Respectively having realized forward-looking principles of education, the necessity to train future specialists for professional activity in information-oriented society grows.

**Analysis of the researches and publications.** Problems of information society development are the subject of investigation for specialists in different spheres of knowledge. They are analysed by such scientists as – I. Aleksieieva, M. Demkova, T. Bereza, O. Vartanova, S. Kara-Murza, A. Kolodiuk, V. Lysytskyi, L. Melnyk, A. Rakitov, H. Smolian, D. Chereshekin and others. The role and place of education in transition period are researched by Y. Bazhan, N. Vashchekin, V. Inozemtsev, K. Kolin, O. Komarova, V. Makarov, M. Muntian, A. Subetto, A. Ursul and others.

**The Aim of the article.** To substantiate tasks of degree professionals vocational training for the information-oriented society.

**Statement of the main material.** The distinctive features of information-oriented society are interesting to be described by western sociologists from the middle of the XX century, i.e. from the time when the societies were in transition stage. Therefore Ukraine's staying on the stage of social development determines our interest in data of society development theories. It must be mentioned that a discussion on concept content "information society" and "post-industrial society" is hold in sociological literature. Having understood scientists arguments we do not join their opinion because defining special features of the concepts do not belong to the sphere of our scientific interest.

With this aim let's refer to the theory of information society development by G. Lenski [12], who expressed opinion which is confirmed by social and economic development of our country. The scientist pointed out that qualifying requirements to people who live in postindustrial type of society are of information character which cause abrupt change in professional structure of society. There is no more need in a great number of manpower, the role of brain workers, managers and other workers who deals with information in different spheres grows rapidly. Information revolution which becomes more apparent in highly-developed countries, facilitate forming of global culture, world economic system.

Reverting to the analysis of the theory of society development, we'll draw attention to the Bell theory [3], who introduced term "postindustrialism" in order to determine the technology which facilitates the economy based on information. Principal difference between industrial and post-industrial society is connected with material welfare production. In the first type society material welfare production takes place on factories and connected with mechanisms; and in the society of the second type production of material welfare is connected with computers and other electronic resources use. And between the main aspects of telecommunication revolution the scientist names transformation of "intellectual technology" into a key-note element of analysis and decision making.

In the context of these social transformations N. Smelzer [14, c.94-96] determines "four main revolutions which took place in the world in our time – some of them are the continuation of the existent and well-known ones and some are newer". The first of them

is the revolution in economic growth. The second one is the politic revolution which is characterized by implementation of democratic principles in social life. The author draws attention to the similarity of two revolutions “in one substantial aspect: both reward first of all an individual representative, individual choice and individual factor”. The third one is integration revolution or revolution in the sphere of solidarity and identity and it consists of new consolidation of subnational groups meaning which in particular are based on gender. They may be joined by common interests connected with social causes which demand recognition, status and rights for such groups. The fourth one is defined as ecological revolution. The important conclusion for us is that the main impulse in all four revolutions is insisting on individual activity, individual choice and individual activities – just this impulse joins all the revolutions in one and attains more value in all the world.

Taking into consideration mentioned above the chief attention should be devoted to the theories of new gender tension arising in countries which experience postindustrial epoch. In particular an example of Great Britain where big factory-and-works production succeeds small-scale and mobile enterprises, tertiary sector of economic in which women work mainly, is being developed with outrunning tempo [11]. Mentioned above determines the necessity to take into account gender peculiarities of social development in organization of future specialists vocational training in the course of future specialists professional mobility forming.

M. Veber [12] in his outlook on society development underlines that industrial societies are deepened in tradition, by which he means dispositions, religion which are handed down from generation to generation and those who are deepened into tradition are ruled by the past. And readiness to take new technologies is a powerful exponent of society rationality degree. Even thus the author directly point out those hindrances which can appear on the way of transition to information society which are connected with the presence of numerous stereotypes, which will brake (and are braking now) modern social development.

Contextually it must be mentioned that despite all social and economic changes which took place in the society, ideas that a specialist may attain real professionalism working on the same place, that the so-called “male” and “female” spheres of professional activity exist, etc., remain strong up to this time. These brake the opportunity of specialists

self-actualization, cause gender segregation on the labour market and prevent from worker effectiveness.

Consideration mentioned above are confirmed by S. Sharonova opinion [17] that in postindustrial society where intellectual but not physical work dominate, information attains special attention, importance of women as a social group grows. Rapid technologies changes cause changes in society and require valuable society participation in the processes. It is not important who has offered an idea it is not important who implements, it. Rapid response on changes and humanistic attitude are of importance.

It affords ground to accentuate that modern state of society development evens chances of professional self-actualization as women so men and its foundation are processes of social life humanization.

No wonder that international organizations accentuate that in conditions of globalization processes inevitability, economic growth and international competitiveness raising of every country are determined largely by intellectualization of main production factors and forming powerful innovative potential. Transition to society of knowledge which determine modern type of economy in which knowledge capital plays largely deciding role in ensuring effective breakthroughs on ways of innovative country development than physical one [9].

Social transformations connected with rapid society informatization become more important because “investigations results conducted by world science opinion leaders, Nobelists (such as K. Errou, V. Leontiev, R. Lukas, A. Liuis, D. Toinbi and others), attest: principal state of countries economic policy, which had been degraded and overcame successfully were alike despite all national and historical differences [16, c.69]. Monography authors point out that inalienable component of all successful reforms in all countries was outrun intellectual potential development. Just human intellect become immediate and main productive force of postinformation epoch

Information revolution which takes place in highly developed countries in time frame coincide with interest to gender problems beginning which originate in scientific communities in 60-70 years of XX century. It is interesting that just from that time in western economic literature a term “human capital assets” was introduced.

The theory of human assets beginning, founders of which are supposed to be T. Shults, H. Bekker, Kh. Bowen, M. Blaug, E. Denison. J. Kendrik, F. Makhlop, Y. Minser,

L. Turoya, Y. Hinbergher and others, is directly connected with professional mobility because its potential rising increases largely every person chance concerning profession realization, decision making flexibility and individual self-actualization.

In the theory of human assets the role of education which is an important factor of countries economy development is accentuated, according to the theory resources spent on education are human assets investment [2].

T. Shults [1] accentuates that just education is one of human assets forms. The scientist notes that it becomes such one because it becomes a part of a person and it is a capital, as long as it is a source of future pleasure or future earnings or both. Thus “human assets” takes the part not of manpower employee which it presents in fact but an equal partner of physical capital.

Between reasons which specialists name [5], which cause an interest to a term “human assets” – recognition of a fact that creative potential activation of a person, highly qualified manpower development are the most effective methods to reach economic growth. Just human assets under modern conditions is the most valuable resource and determines competitiveness of economic growth. These statements coincide with M.Drozdash thoughts [6, c. 36] concerning that in contrast to pre-industrial society (within which main competitive enterprise advantages are natural resources and human manpower) and industrial society (within which main competitive advantages are intensive work, physical capital and market access), in postindustrial society main competitive enterprise advantages are knowledge, quality and continuous personnel training and intellectual capital. Just intellectual capital become main competitive advantage of the enterprise in the economy based on knowledge and gives mobility as to a person so to a society in general.

B. Igoshev [8] observes that social mobility of a modern world gives rise to a person social mobility besides social mobility in such type of society is not connected with social origin and social status, and it characterizes a way of a person social functioning which is a direct result of common humanization and democratization tendency. In as much as mobility, dynamism and variability is an essential quality of modern society, its development attribute, it becomes:

- 1) a requirement of social development;
- 2) a factor of society development management.

Adopting modern world mobility, its transition to postindustrial stage of development, we must discover peculiarities of educational attainment of modern mobile degree professional.

Scientists [7] accentuate wealth and professional qualities among which are creative possibilities, abilities of knowledge operating, knowledge renewal, increase of knowledge and knowledge generation. Such an approach to knowledge is connected with constant knowledge growth which became a new production factor. Thereby advantages will be given to those who will demonstrate high level of scholarship and knowledge of different type – scientific, practical, creative ability development, critical and productive thinking, broad outlook, readiness as to individual so to collective creative activity and so on.

But revolution conditions which create foundation for postindustrial society in communicative sphere deserve special attention. Place for every country in situation of severe competition depends on the higher education system speed of adaptation to information society realities [4].

Okinawa Charter on Global Information Society which was adopted in July, 2000 Group of Seven leaders [13] accentuates that the strategy of information society development must be realized just through human resources development, which must satisfy the requirements of information century.

**Conclusions.** We understand that we can't include in one article all the tasks which society transition to information type put to institutions of higher education. But some of them may be described. This is first of all forming of mobile person which can be able to react accordingly on changes on the labour market, demonstrate professional mobility which provide human resources development. It anticipates ability to self-dependent acquiring of necessary knowledge, self-education, intellectual development, getting rid of social stereotypes. Mastering modern information technologies which condition ability of a specialist to process bulk information in order to analyse and take correspond decisions attains special attention.

## **Literature**

1. Shultz T. "Recourses for Higher Educations Vieur". Jornal of Political Economy. V 76. N.3, p.328.
2. Shultz T. Investment in Human Capital. – Chicago, 1971. – 272 p.

3. Белл Д. Социальные рамки информационного общества (Новая технократическая волна на Западе)/ Д.Белл; под ред. П.С.Гуревича. – М.: Прогресс, 1986. – 549 с.
4. Буряк В. Образование в информационном обществе/ В.Буряк// Філософія освіти – 2006. - №1 (3). – С. 89-100.
5. Грейсон Дж. К. Мл., О’Делл К. Американський менеджмент на порозі ХХІ века: Пер. с англ./ Дж. К. Мл. Грейсон – Экономика, 1991. – 319 с.
6. Дроздач М. Професійне навчання персоналу на виробництві: перспективи інноваційного розвитку/ М.Дроздач// Україна: аспект праці. – 2011. - №6. – С.35-38.
7. Иванова Е.О. Тенденции развития образования в условиях информационного общества/ Е.О.Иванова// Ярославский педагогический вестник. – 2011. - №2. – Том II. – С. 12-14.
8. Игошев Б.М. Системно-интегрированная организация подготовки профессионально-мобильных педагогов: автореф. дис. ... д-ра пед. наук: 13.00.08/ Борис Михайлович Игошев – Екатеринбург, 2008. – 400 с.
9. К обществам знания. Всемирный доклад ЮНЕСКО. Юнеско. – 2005. – [Электронный ресурс] – Режим доступа: <http://undesdok.unesco.org/images/0014/001418\141843r.pdf> – Заголовок с экрана.
10. Кузьмінський А.І. Педагогіка вищої школи: Начв. посіб./А.І.Кузьмінський – К.: Знання, 2005. – 486 с.
11. Лавриченко Н.М. Гендерна соціалізація школярів у сучасній Великій Британії/ Н.М. Лавриченко// Педагогіка і психологія. – 2004. - №1. – С.113-124.)
12. Масионис Дж. Социология. – 9-е изд./ Дж. Масионис – СПб.: Питер, 2004. – 752 с.
13. Окинавська хартія глобального інформаційного суспільства [Електронний ресурс]. – Режим доступу : <http://www.iis.ru/library/okinawa/charter.ru.html>. – Заголовок з екрану.
14. Смелзер Нейл Дж. Проблемы социологии. Георг-Зимелівські лекції, 1995./ Перекл. з англійської В .Дмитрук./ Дж. Нейл Смелзер – Львів: Кальварія, 2003. – 128 с.

15. Статівка Н.В. Усупільнення виробництва та його вплив на рівень продуктивності аграрної сфери [Електронний ресурс] / Н.В.Статівка. – Режим доступу: <http://www.kbuapa.kharkov.ua/e-book/db/2010-1/doc/2/03.pdf> - Заголовок з екрану.

16. Україна: інтелект нації на межі століть. Кол. монографія/ керівник авторського колективу В.К. Врублевський. – К.: Інформаційно-видавничий центр „Інтелект”, 2000. – 516 с.

17. Шаронова С. Гендер. Образование. Мобильность./ С.Шаронова// Высшее образование в России. – 2002. - №6. – С.130-134.

18. Штомпка П. Социология. Анализ современного общества: Пер. с польск. С.М.Червонной./ П.Штомпка – М.: Логос. – 664 с.