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Social Dimension of Modern Higher School Teachers' Personality

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Abstract--This research deals with an important state and public problem concerning the expertise of higher school teachers; according to the authors, the latter is determined by their formation level of the social dimension of personality. In the paper, issues are discussed touching on the essence and content of the social dimension of personality in relation to teachers of modern higher educational institutions in their professional activity. The paper covers requirements set for teachers of modern higher educational institutions, problems, and controversies preventing Russian higher school from developing efficiently, etc. The objective of the research consisted in providing grounds for the necessity of making the focus area associated with the formation and development of higher school teachers' social dimension relevant within the Russian education system (in terms of theory and practice). Conceptual statements on the development of consciousness and worldview of higher educational institution teachers within their professional activity are substantiated. Similarly, so are provisions on adoption, acceptance,

and inclusion of meanings and values of the Russian culture into the educational process, as well as on the teachers' understanding their state and public mission as serving their Motherland.

Keywords---civic stance, higher educational, institution teachers, professional worldview, social dimension.

Introduction

As for modern Russian higher educational institution teachers, the social dimension of personality is a sophisticated, integrated social and psychological formation. Not only does the success of professional training of future specialists, regardless of their profile and focus area, depend on its condition and expression, but so does the extent of development of their consciousness and worldview, maturity of their stable civic stance. The problem of studying the social dimension of personality of higher educational institution teachers is of an integrated nature (political, social, professional, pedagogical, etc.) which can only be solved at the systemic level (Vekli, 2021). In Dyachkova (2020), study the social dimension of personality is worded as the "humanist dimension". The author notes quite fairly that the issues of humanist upbringing of the rising generation are paid little attention to in Russia (Dyachkova, 2020).

In their research, the authors rely on the standpoint of the President of the RF (Putin, 2018). He gave a clear substantiation of the state position on the progress of higher school in his speech at the 11th Congress of the Russian Union of Rectors on 26/04/2018: "Russia needs a strong higher school focused on the future. This is the only way for us to achieve a breakthrough in our national development" (Speech of the President of Russia V.V. Putin at the 11th congress of the Russian Union of Rector). Clearly, as a sophisticated, integrated social and psychological formation, the social dimension of personality of higher educational institution teachers depends directly on the formation level of their worldview and its constituent elements (knowledge, feelings, meanings, values, attitudes, motives, principles, beliefs, ideals, and the meaning of life in general). It is the total of outlined elements in their seamless entirety (unity) that not merely renders professional activity of higher school teachers sensible but also enables them to express their personal stance as that of citizens of their country. It enables them to successfully participate in fulfilling the major lines of the Russian state policy, too, and to perform their professional activity at a high level of quality in general (Aull et al., 2017; Teemant et al., 2014).

Literature review

The issues directly and indirectly related to this research problem are studied by Russian and foreign scientists of the most diverse focus areas. They use the following scientific approaches: the social dimension of personality Grigoriev & Gryzunova (2011); Selezneva (2019); Ryabov et al. (2019), worldview as a social and psychological, philosophical category Rubinshtein (1946); Pulenko (2007); Kogut (2013); Zubenko (2018); Korzhuev et al. (2020), the expertise of higher educational institution teachers as a factor of enhancing the prestige of

pedagogical activity Gruntovsky (2013); Petropavlovskaya (2016), human upbringing as a factor of sustainable development of the society Slastenin et al. (2000); Romm et al. (2012); Ponomarev (2015); Vlasyuk & Kosenko (2016); Kiseleva (2020); Egorychev et al. (2019), professional education and the modern society Kutasova & Koroleva (2005); Bobrova (2018); Zborovsky et al. (2020); Wolhuter & Chigisheva (2020), structuredness of the contemporary society (Ambarova & Zborovsky, 2017; Kazban & Stepanova, 2019). The issues of manifestation of sociality in man, social problems of the industrial civilization and social justice are quite elaborated in the Russian and foreign literature (Hillery, 1995; Mayo, 2003; Carmi, 2013; Zamiralova et al., 2019; Firsov et al., 2019).

It has to be noted that there are extremely few studies dealing with the problem of forming and developing the social dimension of higher educational institution teachers. More frequently, one can find research works viewing the social dimension of human personality by means of the following categories: "public dimension", "professional dimension", "humanist dimension", "social readiness", "the social in man", "moral upbringing", "social standard", "social responsibility", "social stance", "social justice", "social integrity of personality", "social cognition", etc. (Zosimovsky, 1982; Kanarsh, 2011; Dyachkova, 2020; Ambarova & Zborovsky, 2017; Bayanova et al., 2019). Nevertheless, many researchers note the high importance and relevance of one's social maturity and readiness for living in the rapidly developing society of today. This is especially true for civil servants (Grigoriev & Gryzunova, 2011; Selezneva, 2019).

Studies associated with the understanding of "sociality" as an expression of social groups (communities) having been formed in the contemporary society stand out (Kanarsh, 2011; Ambarova & Zborovsky, 2017). So, as Ambarova & Zborovsky (2017), believe, "It is social communities that act as bearers of collective social practices, typical social problems, and controversies". Scrutiny of the bulk of literature on the research problem has allowed observing that:

- The social dimension of personality is an important category and a factor to condition sustainable development of the society.
- The social dimension of personality is a priority of the state social policy and is determined by other priorities of the said policy.
- The importance of forming the social dimension of man in the realia of the contemporary world does not stir any high interest with the leaders of the developed countries.
- The social dimension of personality of teachers in the Russian higher professional education is an important characteristic of their expertise.

Materials and Method

This research was scientific and analytical in nature. In its design and fulfillment, it relied on scientific approaches (*the systemic, integrated, culturological, and synergetic ones*), which has enabled the authors to obtain quite objective research material and to find out: factors and conditions determining the success of professional pedagogical activity of teachers of modern higher educational institutions; causes preventing the Russian system of higher professional education from developing efficiently. The research also included theoretical

methods (analysis, synthesis, comparison, systemization, generalization) which allowed revealing author's standpoints on the problem in question presented in the scientific literature, comparing and summing them up. The objective consists in making sense of the necessity of updating the way the social dimension of personality of higher school teachers is formed and developed in the system of modern Russian education. Tasks of the research include:

- To analyze the scientific literature on issues of the social dimension of higher educational institution teachers.
- To identify causes hindering the development of the Russian system of higher education.
- To elaborate statements determining the necessity of consideration of teachers' social dimension of personality in their professional activity.

Results and Discussion

Results of the theoretical analysis have enabled the authors to give their own definition to the social dimension of personality of higher educational institution teachers: it has to be understood as *an expression of their personal and professional motivation conditioned by lines of the state social policy, objectives and tasks of higher education, meanings and values of the Russian culture, and the relevant social attitudes (civic, sociocultural, professional, social and political, etc.) which as a total determine the professional pedagogical activity performed by the teachers and express their expertise.* The total of numerous requirements imposed on teachers of modern Russian higher educational institutions can be revealed proceeding from the basic professional units characterizing them (see Table 1).

Table 1
Basic professional units characterizing efficiency of the activity of higher educational institution teachers

Item No.	Professional units	Brief description
1	Didactic	It implies selecting forms, methods, and means to promote high-quality implementation of the study information, organization of the cognition process, and creation of the information environment for efficient learning.
2.	Educational outreach	It involves organizing the process of learning based on the "mentoring" principle; cultivating students' personal potential, their professional worldview, and the stable civic stance.
3.	Scientific	It implies keeping the scientific constituent of teachers' professional pedagogical activity up-to-date; activating and boosting young students' cognitive motives, developing their stable interest in and skills of the scientific activity.
4.	General cultural	It is associated with teachers' high culture, acceptance of meanings and values of their native culture; their understanding of the objectives and tasks of

		upbringing and teaching within the Russian and world culture, in line with its traditions; their broad outlook and refinement, the high spiritual and moral level.
5.	Psychological and pedagogical	It involves creating conditions for students to get adapted to learning at the higher educational institution; fostering their motivation for the professional focus area they study for; rendering them psychological and pedagogical, social aid, assistance, and support.
6.	Methodological and technological	It implies the high level of competencies in mastering conventional and innovative upbringing and educational techniques and technologies; structuring the contemporary pedagogical process efficiently, with relevant problems of today borne in mind.

Source: the authors

Covering efficiency of the activity of higher educational institution teachers, the said basic professional units are expressed in their principal functions (teaching, outreach, scientific, general cultural, psychological and pedagogical, methodological and technological). In their seamless unity, they act as an efficient mechanism to reinforce teachers' social stance. Many Russian researchers share the conventional standpoint (approach) in education within which a teacher embodies the basic figure of the upbringing and educational process of the higher educational institution and determines its vector, essential content, and the very essence. As [Gruntovsky \(2013\)](#), comments on this, "In the modern conditions, an important problem in the process of reforming the professional education system is that of training and recruiting the skilled teaching staff who feature the high level of expertise and correspondence to the modern requirements, too" ([Guruler et al., 2010](#); [Almeida et al., 2013](#)). Alongside this, theoretical analysis of the scientific literature and actual educational situation observed in the system of higher education has enabled the authors to find out the following current problems within their research ([Han et al., 2019](#); [Yang et al., 2009](#)).

- *Firstly*, the situation playing out in the country after 1991 which destroyed previous value-based social orientations of the academic teaching staff of higher educational institutions has not elaborated any new ones properly and has not created the vector for shaping a certain ideal of a Russian person so far.
- *Secondly*, the lack of clear value-based reference points in the system of higher professional education prevents the academic teaching staff of higher educational institutions from duly fulfilling the principal educational program.
- *Thirdly*, having failed to receive the proper social dimension of personality (the clearly established civic stance), higher educational institution graduates manifest little if any determination in further mastering of the professional focus area opted for.

The problem of the essence, content, and understanding of the importance of forming and developing the social dimension of personality in higher professional education teachers makes one turn to discussing the sophisticated phenomenon

of the worldview of man – citizen of Russia. The conducted analysis of the bulk of philosophical and scientific literature on the research problem leads the authors to the necessity of singling out some conceptual statements related to the worldview of teachers of Russian higher educational institutions and their scientific substantiation from the various concepts and approaches available which clarify the essence of social worldview in different groups of people according to this or that attribute (occupation, nationality, religious denomination, social position, and so on) (Kemper et al., 2020; Tsybulsky & Levin, 2019).

Discussing the social dimension of higher professional school teachers and the level of development of their worldview, one has to understand quite clearly the educational policy it organizes and carries out within the current ideology of the Russian state and society. The point is that higher professional education acts as the most important social institution of the Russian state and society; it is designed to fulfill the following principal functions which exactly determine the importance and necessity of making the process of forming and developing higher school teachers' social dimension relevant. Let the principal ones be outlined:

- *To ensure* high-quality training of skilled specialists for all social spheres of the country who would be able to meet their own (intellectual, cultural, spiritual and moral, and other) and the ever increasing state and public needs of the developing Russia.
- *To instill* commitment to historical meanings and values of the Russian culture into Russian young people; to cultivate their firm civic and patriotic attitudes (stances) involving reinforcement and development of and honest service to their country, as well as the necessity of defending it.
- *To promote* maintenance and reinforcement of the country's historical sociocultural and educational potential, its propagation and development within the professional activity being performed; to provide the society with essential knowledge, spiritual and moral meanings, and cultural values.
- *To develop and improve* Russian higher professional education in all possible respects (management, science, teaching, upbringing, technological support, etc.), including organization of the efficient system of continuous education (skills enhancement, retraining) for the academic teaching staff.

It is quite clear that the above four basic functions have to be considered in the synergetic unity which allows seeing the integrity and high importance of higher professional education, the latter being the paramount social system (subsystem) of the Russian state and society (Carrasco & Miller, 2009; White & Lee, 2009). With regard to this, let the quite fair words of the Russian scientists Kutasova & Koroleva (2005), be cited: "In our opinion, the top cultural and social importance belongs to the following functions of the institution of education. The first and most essential one of them is broadcasting and propagating culture in the society. There is also the function of socialization, or forming attitudes, value orientations, life ideals prevailing in the society in the young generation".

There is no doubt at all that the Russian higher professional school can efficiently fulfill its basic functions only if many conditions, situations, and factors (both external and internal) are observed. In this situation, what the authors focus on is

only one factor – the formation level of the social dimension of teachers at modern Russian higher educational institutions, i.e., the condition of their worldview. The point is that establishment of higher school teachers is determined not only by the growth of their professional abilities, skills, and competencies, but also by the rapidly developing consciousness and worldview, by their established civic stance, which actually determines the formation level of their social dimension and, ultimately, their expertise sought after by the Russian state and society (Danchikov et al., 2021; Liubarets et al., 2021).

At present, as a rule, worldview is characterized as one's social and psychological system bearing generalized ideas about the reality around one. Let it be added that these "generalized ideas" get their expression in established views and attitudes of a particular person, in the person's social and political stance, value orientations, and the social dimension in general. It can be argued with confidence that it is worldview that creates the firm foundation for the social dimension of higher educational institution teachers in their carrying out their professional activity. Prominent Russian pedagogues Slastenin et al. (2000), believe that in its essence, worldview represents an integral system of scientific, philosophical, social and political, moral, and esthetic views of the world. Namely, the well-formed "integral system of views of the world" acts as a guarantee of the high expertise of the academic teaching staff at modern Russian higher educational institutions (Putrayasa, 2017; Mantra et al., 2016).

According to its content and expression (public significance), worldview can have different kinds (the philosophical, scientific, daily life, religious, mythological, artistic ones, etc.), which naturally produces a significant effect on the formation of beliefs and value orientations of specialists, regardless of their focus area, teachers of modern higher educational institutions included. This is why the worldview training must be considered as an important and compulsory part of the entire system of Russian higher education which performs professional training of future specialists of various profiles and focus areas (Lodarosi, 2020; Rinarta & Suryasa, 2017).

As for teachers of modern higher educational institutions, this problem is also made relevant by the fact that in their professional activity they are obliged to conduct work on cultivating consciousness and worldview in young students, which influences the required social dimension forming in future specialists. So, the standpoint voiced in Zubenko (2018), thesis research concerning the issues of establishment of the worldview of higher educational institution students is more than fair: "It is formation of the scientific worldview in the rising generation that has always been and must always remain one of the leading objectives of education". Thus, it can be said that the "personal worldview" and "professional pedagogical worldview" stances of higher school teachers make up a sort of unity. The question is whether this unity creates the essential integrity (harmony) which is up to the requirements expressed in the state policy and in sociocultural meanings and values reinforced in the Russian people's historical memory and determining the sustainable development of Rus'-Russia for many centuries.

It is exactly the category of "social dimension of personality" that determines the conceptual essence of a Russian person as a social phenomenon. So, as Selezneva

(2019) believe, "The top forms of the focus of personality are life meanings, ideals, and personal values; however, within the structure of personal focus, the activity and behavior are regulated not directly via the meanings, ideals, and values but indirectly – through the value orientations formed". For an accomplished human personality, as a rule, value orientations have the socially significant connotation and determine the individual's social dimension. In general, they predefine the meaning of the individual's entire life. "The social dimension can be considered as a personal trait which manifests itself in the human activity in the form of a total of stable pro-social motives being relatively independent from the situation and represents the principal factor of motivation for making decisions in favor of the society" (Selezneva, 2019).

Viewed as a human personal trait, nevertheless, the social dimension is of the societal (social) nature in terms of its content and focus. Moreover, it is always conditioned by the particular sociocultural environment (its meanings and values) where the individual's personality establishment and development occurred. This truth was worded by Marx & Engels (1981), in a quite convincing and precise manner: "men are products of circumstances and upbringing therefore, changed men are products of other circumstances and changed upbringing". As a rule, starting from his very birth, man is incorporated (regardless of his will) into the system of social relations, absorbing the ways of thinking and learning the world, behavior standards and stereotypes, traditions which were created before him and which fill up the environment where his life unfolds. Plunging into the environments around him (the family, kindergarten, school, a higher educational institution, work peers, informal communities, etc.), a person experiences the influence of meanings, values, and traditions generated, maintained, and broadcast by the said environments. Thus, the active process of forming one's worldview, constructing one's social dimension takes place. Meanwhile, man himself may (and can) deal with the social milieu around him proceeding from the experience and opportunities he has (mental, volitional, spiritual and moral, etc.) which are expressed in his social dimension taking shape.

Here, the fact is worth highlighting that a particular environment can produce the most diverse effects on a person, proceeding from social standards, rules, and provisions of ethics adopted in the particular community (positive, neutral, negative ones). First of all, power of the influence of any social environment on an individual is determined by the following aspects:

- Solid social organization of the environment, its firm structural social bonds, its system of social relations, and established traditions.
- The presence of a sensible hierarchical system headed by the leader of authority who determines its goal and conceptual focus.
- The presence of significant persons in the social environment who are bearers and mouthpieces of the knowledge, meanings, and values which are inherent in it.
- Convincing and attractive ideology generated by the particular environment, together with the resulting ideas, provisions, processes, and trends which are embraced, realized, and broadcast by its members.

It is worth emphasizing one point to the effect that all existing environments are the deliberate product of man himself (of a social group); they express a certain idea (need) generated by the individual or collective mind (consciousness) and pursuing a particular goal. Meanwhile, as a rule, the initially generated goal can start working as a sort of ideology uniting all its allegiants and members with the course of time while not holding previous meanings and values any more. On top of this, various social environments (communities) perceive the contemporary realia in different ways. Their reaction can involve the most diverse standpoints toward challenges of the time, including their attitude to traditional meanings and values of their own national community, as well as to the current state policy.

Taking a new path of its development in 1991, the Russian state and society landed into the protracted crisis. Tempted by Western values and having buried into oblivion its immense historical experience of sociocultural progress, Russia got to excessive external openness, which has resulted in the powerful sociocultural intervention on the part of the developed states and intrusion of their meanings and values upon the country. So, liberal Western ideas entered the Russian sociocultural and educational space freely (massively), and they went destructive for the country, sweeping its historically elaborated traditional meanings and values, its national identity. As noted by [Kazban & Stepanova \(2019\)](#), "Identity crisis as an integral part of the systemic crisis of the society has been characteristic of the development of Russia for the latest twenty years" (p. 182).

With its liberal upgrades, the contemporary Russian society has failed to arrive at the breakthrough awaited by everyone. [Kanarsh \(2011\)](#), writes, "Unfolding in Russia in its radical, libertarian variant and being the unofficial ideology behind Russian reforms, liberalism has failed to offer a political program based on values which could be shared by the majority or by a significant part of the Russian public, at least". This is understood by the country's top management, too. At present, the Russian government does much for Russia to win a worthy place in the rank of the developed countries of the world community.

Conclusion

At present, the following truth is becoming increasingly clear. If the contemporary Russia fails to take its traditional, historically established in the Russian (Russia's) culture value-based reference points as a basis of its development, if it fails to prioritize them both in its state policy and in the system of education, then the country is bound to completely lose its national identity and to see its statehood destroyed in the long run. The formed social dimension of personality of higher school teachers which is up to the needs of the state social policy, meanings, and values of the Russian culture can act as a guarantee of the high level of professional training of future specialists, as well as sustainable development of the Russian statehood and public consciousness. Discussing the social dimension of personality of higher school teachers at the state and public level, one must subject to analysis those value orientations they are guided by in their professional pedagogical activity which essentially make up their true expertise.

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