

## Human and Professional Potential of Young Scientists in Russian Province

*Vera Vladimirovna Gavril'yuk*

Tyumen State Oil and Gas University, Volodarskogo 38, Tyumen, 625000, Russia

---

**Abstract:** The article considers the methodological and theoretical approaches to the study of human and professional potentials, their role in the development of a modern society. The essential characteristics of the professional potential concept and the ways of its measuring are observed on the base of one social group such as young scientists-the university lecturers. The choice of social group of youth of creative class is defined by its leading role in the training and formation of personal qualities of a new generation of post-Soviet Russia. Analysis of the social practices is based on empirical studies of Russian and foreign authors, including results of the author's project, implemented in 2012 -2013, in Tyumen region. In the article there is proved the importance of human and professional potentials for regional development processes, overcoming inequalities and imbalances in regional development.

**Key words:** Human Potential • Professional Potential • Human Capital • Measurement and Implementation of the Professional Potential

---

### INTRODUCTION

The concepts of human and professional potential are closely linked with the category of human capital that has been started to use in the Social sciences recently. Almost until the mid-twentieth century the questions of formation of a quality workforce was considered by the economists and sociologists as the use of «simple labor». This approach was founded by Marxist theory-in the words of K. Marx, man is a «simple labor force» in addition to a complex machine [1]. It should be noted that this approach, in spite of it was dominant, did not reflect the entire spectrum of views on the role of man in the system of production. So, in the XVII century, W. Petty wrote that the population «skillfulness», its «life driving forces» are the basis of the national wealth accumulation and they are the wealth of the nation themselves [2].

He was the first who took an attempt to measure the prototype of human capital in England and its value was much higher than the real component of the national wealth, however, this discovery was too revolutionary, overtaking the age of three centuries. Further development of this idea was received in the writings of A. Smith, who believed that man's abilities,

knowledge, skills accumulation, that will be used to generate revenues, is part of the society wealth and the person himself. [3].

Thus, a comprehensive approach was in the base of the formation of the human capital theory, integrating economy, sociology, history, political science, social philosophy. The concept foundation of social capital- the consideration of it as an economic resource, that is concluded in certain relations between people. Such notion is in the further development of the human capital theory- this category does not apply to the individual, but to a certain social group where the view about the role of institutional factors for the formation of human potential is formed.

Complication of the external environment, the increasing pace of change and increased competitiveness in the world markets in the twentieth century led to the fact that the «human resource» has become a source, the main way to increase the effectiveness of any production. «Human factor» has become to consider as an object of investments that is even more important than the fixed capital and technologies. The original authors of the human capital concept investigated a problem of wealth distribution, the interrelation of the income distribution,

levels of education and training. G. Becker [4] and T. Schultz [5] have stressed that the processes of human capital formation and its use have similar patterns with the processes, connected with material resources and fixed assets. Moreover, the motivation of investments to the human and material capital and consequences of this process are the same.

The concept of human capital has received further development in the research of economists and sociologists in the second half of the twentieth century. Human capital is an important (but not the only) form of human potential in the system of market relations. Numerous recent studies have not shown a direct significant relationship between the level of human capital and economic growth. Countries with similar characteristics of human capital have different result indicators of economic growth, incomes and their distribution. As I.V. Soboleva notices «econometric models often do not give significant correlations of economic growth and the human capital neither in time nor in the cross-country context [6]».

For example, a study of Pritchett [7], covered a representative sample of developing countries of several continents, has shown, that sharp increase of the educational potential of the population of these countries from 1960 to 1985, did not have any influence on the rate of economic growth. At the same time the study of Russian households for the period from 1995 to 2009, shows a strong relation between the level of education, on the one hand and the level of income and employment on the other. However, even in this case, there are a lot of unsolved issues in the field of evaluation and measurement of human capital.

The content of the «human potential» concept is even less defined nowadays. «Human potential is a combination of capabilities of individuals, society and the state in the field of use of human resources that can be activated and used for specific tasks and goals achievement» [8]. The essence of the «human potential» concept of the most Russian authors (T.I. Zaslavskaya, O.G. Henisaretskiy, I.S. Maslova, G.B. Solntseva, G.L. Smolyan, V.Zh. Kelle) is considered as a quality characteristic of the national society as the driving force of social reproduction and development.

The elements of human potential, include: demographic characteristics of the population, level of welfare, education, the dominant goals and values of the population. A.G. Vishnevskiy [9] the health of the population, readiness for the family life and education of

children, knowledge and skills, adaptation to the social infrastructure of the society, the cultural and value orientation, psychological competence O.G. Henisaretskiy [10], the potential for spiritual development of the society, informational, technological and educational potential and motivation of activity - G.B. Solntseva, G.L. Smolyan [11].

As it can be seen from a simple enumeration of the approaches to identification of the characteristics of the human potential there is no solution of this scientific problem nowadays, although the core of this problem can be derived. In my opinion, the greatest heuristic potential belongs to the position of T.I. Zaslavskaya [12]. She observes the human potential as one of the factors of the nation's viability, along with economic, geopolitical, historical and cultural factors, where she gives the definitions to all the factors.

Socio-economic component of human development reflects the level of qualification and professionalism of economically active citizens, demand for the society of their labor, the level and structure of employment, the degree of implementation of their labor, business and intellectual resources. Socio-cultural aspect of human potential characterizes socially important features of the mentality of citizens connected with the process of socialization in different national, religious and social communities and nature of following activities. Socio-cultural aspect is revealed through the typology of normative valuable consciousness, the characteristics of the convictions and beliefs, the level of morality and ethics, motivational patterns complexes and types of behavior.

A specific feature of social potential is that it can be attributed to the so-called «soft factors» that influence on the dynamics of development of the territory. It is the region that can be effective basis for solving problems of global demographic crisis and human development. Development and use of human and social potential of the regional social groups in the context of globalization is the condition for the viability and competitiveness of the nation.

Social potential of the territory is represented as a set of social factors, conditions, structures containing certain social energy, which affects or may affect the development of the territory of the country. The components of social potential are the features of current social structure; socio-cultural potential; professional potential; level of social activity of the population; the level of «innovation», the presence and degree of «entrepreneurial spirit» presence.

Social dominant of regional development should be sustainably balanced with all the other resources in the region, because, a temporary increase of life level of the population, may occur due to the exploitation of other resources. Therefore, we should take into account that social orientation is linked with the stability and balance of regional development during the process of regional development evaluation:

- Stability of the regional development is found in the long-term preservation of conditions for reproduction of social, natural-resource, environmental, economic and other potential of the region in the framework of social orientation;
- Balanced regional development is manifested in particular, for each region, proportion between the components of its potential, ensuring sustainability and social orientation of regional development.

Russia has ranked among the countries with a high level of human potential development only in the mid-2000s, its index in 2011 estimated value 0,755. The number of regions with the index, corresponding indicator of the developed countries has sharply increased from 4 in 2004 to 12 in 2006, Moscow overcame the bar 0.900, left behind the countries of Central-Eastern Europe. On the second place after Moscow today is Tyumen region.

Realization of the task of human potential development is not only the matter of political solutions. Human potential is the most inertial of societal characteristics of society, it contains and is realized in such physical and spiritual qualities of people, the major part of which depends on the gene pool of the country, conditions of new generation socialization and national culture peculiarities.

The content of «professional potential» notion is directly connected with the concept of human potential, but they are not identical. To understand the phenomenon of professional potential it is important to assess the quality of social and economic conditions, with the help of which human self-realization in labour and social-cultural spheres is formed.

In our study, we were based on the hypothesis that *the professional potential is a form of human potential in the sphere of labor relations. Substantial characteristics of the professional potential consist of four interrelated characteristics: professional competence, innovative readiness; social potential; cultural potential; moral potential.*

Basic social institution for the preservation and development of intellectual potential of the nation is the Institute of education, especially higher professional. That's why there is an interest to the main subject of the formation of the professional potential of new generations to the teachers of higher school.

The problem of ageing of scientific and pedagogical staff in higher school, the difficulties of their rotation have significant differences in different regions of Russia. Central universities have an opportunity of recruiting of able and willing young scientists and lecturers from Russian province. Provincial universities have to replenish their human potential only by the graduates from regional universities, *i.e.* there is a simple reproduction of the existing scientific schools and traditions of professional-pedagogical activity.

As the University practice shows, not the best graduates prefer the teaching job today. Simultaneously there is a tendency when the young people, having received an appropriate scientific qualification, leave the teaching work and go to the spheres that are far from science and education. Area of maximum risk is a group of young teachers who have worked in the regional universities 5-7 years. Therefore the problem of formation and realization of the professional potential of young scientific and pedagogical personnel is especially important for Russian regional universities nowadays.

Empirical studies of the professional potential development of the young lecturers at the regional level have been carried out by us in 2012-2013. The main methods of empirical research are (mass and expert) survey, focus-group interviews. The survey of young teachers was conducted in the universities of Tyumen and Tyumen region, as well as in the universities of Yekaterinburg and Sverdlovsk region. The total sample consisted of 208 people of young scientists, teachers of high schools. Calculation of the sample appears to be sufficient for obtaining representative data.

The questionnaire consisted of several blocks and included 53 questions aimed at identifying of the conditions' evaluation of formation and possibility of using of young lecturers' potential in research and teaching activities. The experts were the heads of educational research teams, the heads of departments and scientific laboratories. On the whole, there were interviewed 50 experts in Tyumen. The lecturers of almost all Tyumen universities participated in six focus groups. The analysis of the obtained materials allows to make a number of conclusions and generalizations.

The results of empirical studies show that a group of young scientists from the region is rather homogeneous in lifestyle, value orientations, leisure practices, economic status. In the field of social attitudes, young scientists express their desire to creativity and career growth; high level of responsibility; the desire to improve their knowledge and skills. However, there is differentiation within the group, concerning the perspectives of professional growth and plans for teaching activity.

Young teachers with an academic degree of the candidate of Sciences provide the basis of this group, having more sustainable socio-professional positions in the structures of the universities. Moreover, they have socially significant features (family, children, their own houses) and their motivation aims are mainly directed to continued professional scientific and pedagogical activity. Another trend is observed among young teachers without degree and post-graduate students. This group of university youth notes the lack of demand for their scientific potential, lack of the possibility to fix at the university and absence of career growth. Efficiency of realization and development of professional potential of the existing staff is largely determined by professional environment creation and motivational force formation.

Taking into consideration all the aspects of positive motivation and high social responsibility of the scientific and pedagogical youth, respondents note a significant number of negative factors and conditions for professional growth, for their formation as the scientists and workers. Among the negative issues, mentioned by the respondents, financial problems are at the first place (the necessity of additional earnings). This factor was noted by 55.3% of the respondents. The second place in the ranking table is occupied by the impossibility of social problems solving of young scientists and teachers (housing, support of young families, provision of kindergartens etc.)-51,9%. Almost half of the respondents (47.1 per cent) mentioned as a negative factor the decline of higher education quality level.

About a quarter of respondents (24,0%) consider the policy of the state bodies in the sphere of educational innovation illogical. The reforms in the sphere of higher education, Bologna Process have occurred to be in the zone of the lower support. This factor is positively assessed only by 5% of the respondents. In general, only 8.9% of the respondents have noted as a positive factor the clear policy of public authorities in the sphere of education. One of the topical problems from the young scientists' point of view is the problem of migration-41.3% of the respondents are concerned about the «brain drain».

The problem of outflow of talented youth from the sphere of science to the business sphere is mentioned by 27.4% of the respondents; the external emigration as a problem is identified by 13.9%. Regional specificity is evident in these estimations, as the problem of emigration, the possibility to apply creative powers in foreign laboratories and scientific centers is more actual for metropolitan young scientists.

On the whole, we should point out high level of satisfaction of the respondents made by them in favor of the profession of University teacher, scientist. The question about the possibility to choose one more time their profession, 64.4% of young teachers answered positively and only 12.5% (every eighth respondent) of the answers were negative.

The education system can be one of the main factors in preservation and development of human potential of our country. To resolve this problem, it is necessary to change the quality and level of intellectualization of Russian society in accordance with the new challenges of the XXI century. The solving of this problem for Russia is not a humanitarian task today, but it is the main issue of the Russian nation survival.

## REFERENCES

1. Marx, K. and F. Engels, 1969. Collected works. 2<sup>nd</sup> Edition, 23: 397.
2. Petty, W., 1940. Economic and Statistic works. Moscow, pp: 84.
3. Smith, A., 1993. An Inquiry into the Nature and Causes of the Wealth of Nations. Moscow: Nauka, pp: 490.
4. Becker, G.S., 2003. Economic Analysis and Human Behavior. Selected works on economic theory. Moscow: State University-Higher School of Economics, pp: 215.
5. Schultz, T.W., 1994. The Value of Children. Thesis. Issue 6: 36-54.
6. Soboleva, I.V., 2009. Paradox of human capital measurement. Scientific report. Moscow: Institute of Economy RAS, pp: 197.
7. Institutional Factors of Human Potential Forming, 2012. Journal of Institutional Studies, 4(2): 86.
8. Yudin, B.G., 2007. Human potential as critical resource of Russia. Moscow: IFRAS, pp: 328.
9. Vishnevskiy, A.G., 1998. Sickle and Rouble. Conservative modernization in the USSR. Moscow, pp: 245.

10. Henisaretskiy, O.I., N.A. Nosov and B.G. Yudin, 1999. The Concept of Human Potential: the main aspects. Human Potential: an experience of complex approach. Moscow, pp: 13-62.
11. Solntseva, B.G. and G.L. Smolyan, 1999. Human Potential: thoughts about the definition essence. Human Potential: an experience of complex approach. Moscow, pp: 82-101.
12. Zaslavskaya, T.I., 2004. Modern Russian Society: social mechanism of transformation. Moscow, pp: 399.