Social Responsibility of Higher Education Influenced by the Development of Digital Technologies and Industry 4.0

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Abstract

The main purpose of the study is to determine the main aspects of the social responsibility of of educational institutions in the context of the development of digital technologies and the influence of industry 4.0. The research methodology includes modern theoretical methods of analysis. A socially responsible institution of higher education is an institution that assumes additional obligations to comply with the principles of responsibility to society in accordance with those defined in the relevant laws and regulations. These obligations relate to the preparation and education of students, to staff, responsibility to society and employers, to future generations. Based on the results of the study, the main aspects of the social responsibility of of educational institutions in the context of the development of digital technologies and the influence of industry 4.0 were characterized.

Keywords:

Pedagogy, Social Responsibility, Universities, Industry 4.0

1. Introduction

The dissemination of sustainable development ideas leads to a change in the understanding of the role of public institutions and the formation of a new approach to assessing the effectiveness of their activities in the context of corporate social responsibility. Education and training is the foundation of human development and the progress of society. This strategic importance of education is multiplied in the modern era of the information society and the knowledge economy. It is very important that through education it is possible to make the desired changes in the behavior of citizens for the benefit of society. By raising the level of education, new values are developed and old values are improved to meet the vital needs of the nation, such as health, security, multifaceted human development, etc. That is, the understanding and perception of the social responsibility of all types of human activity should be laid down from the time of apprenticeship and student life of every person who in the future will become a responsible worker, leader, entrepreneur, citizen. Therefore, the implementation and development of corporate social responsibility in higher education institutions is very important.

Recently, the scientific development of social responsibility issues has become more active in the world, but the vast majority of developments in this area concern only the social responsibility of business. But, in our deep conviction, it makes no sense to talk about the social responsibility of business alone. Social responsibility is borne primarily by the state in the person of its legislative and executive bodies. All institutions of society and all people - members of society have social responsibility. And a special role in its formation and dissemination belongs to universities.

The modern formulation of the problem of the social responsibility of the university is a global challenge. The answer to it in the developed countries of the West is the transition of higher education to the language of the market, a change in the functions and role of the state, its educational policy, a corresponding rethinking of the essence of university management, its relationship with the "interested society". Higher education is becoming a special commodity in the service market, thus, subjects interested in the development of their economic, social and industrial activities will be able to receive a decent reward for their contribution to higher education.

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2. Methodology

The methodological basis of scientific research is the fundamental provisions of the theory of education and pedagogy, scientific and applied developments of domestic and foreign scientists who have studied the issues of social responsibility of higher education. In this case, such methods will be used as: a system-logical approach; induction and deduction, comparison and systematization - to study the essential characteristics of the basic concepts; graphical method for displaying research results; abstract-logical method - when making theoretical generalizations and forming appropriate conclusions.

3. Research Results and Discussions

The globalization of the world educational space and the intensification of competition in the market of educational services requires higher education institutions to focus not only on the quality of teaching, learning and research, transparency of activities, academic virtue and ethics, as well as awareness of their social responsibility. Higher education institutions should be seen as key institutions in the processes of shaping society: from the training of highly qualified specialists and the development of evidence-based solutions to meet economic needs, to the promotion of changes in social priorities, behavioral norms and values, the education of conscious and responsible leaders of the public, producers and consumers. Therefore, traditional approaches to the development of higher education institutions and strengthening their reputation are not effective enough and require adjustment. Under these conditions, higher education institutions should both disseminate knowledge about the global experience of social responsibility and adhere to the principles of social responsibility, actively participating in public initiatives, intersectoral dialogue, and also helping to develop strategies for regional and sectoral development. At the same time, adherence to ethical principles in the daily activities of higher education institutions, the implementation of their social mission and a positive impact on the regions of presence can enhance their reputation.

In fact, the observance of the concept of social responsibility at the level of higher education will raise the level of public consciousness and ensure balanced regional development. At the same time, the processes of decentralization in Ukraine increase the priority of studying the regional aspects of the development of society. The results of previous studies show that the balanced development of the region is a dynamic process that can preserve and accumulate the potential of the region, increase its long-term competitiveness, and even out development indicators in the region. This is achieved through transformations in the economic, social and environmental fields; is intensified by changes in the consciousness of citizens and the growth of their social responsibility [1-3].

The 21st century is marked by the emergence of a post-industrial civilization, the emergence of technological systems that combine technical and social innovations into a socio-technical process, the completion of the transition from a resource economy to a knowledge economy. The formation of a post-industrial society rejects the bureaucratization and centralization of the industrial stage of growth and orients people towards personal autonomy and the values of self-expression. These changes and transformations in general determine the dominant role of the social aspect of human activity and the transformation of the status and goals of education as a social institution, to which modernity puts forward the requirements to comply with the ethics of corporate social responsibility on the basis of business structures [4-5].

The problem of social responsibility has acquired exceptional significance today due to the critical state of the modern world, since qualitatively different principles for organizing the life and activities of people are being formed, the hierarchy of social and behavioral norms and values is changing, issues of socially sustainable and safe development of not only states and countries are coming to the fore but also the individual, the citizen.
The main benefits of the influence of Industry 4.0 on social responsibility in educational institutions are presented in Table 1.
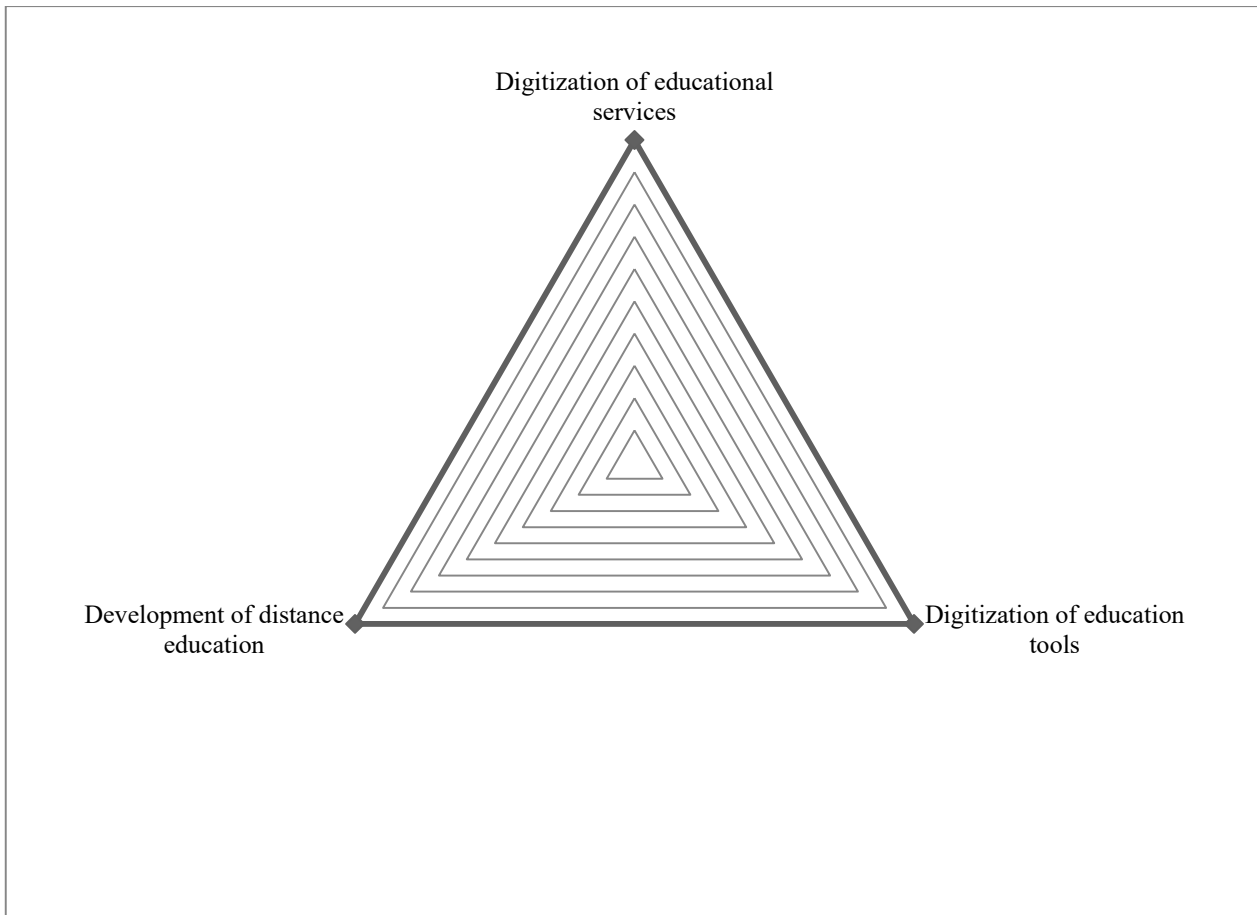
Table 1. The main benefits of the influence of Industry 4.0 on social responsibility in educational institutions

The imperative of today - the process of education - in the field of vocational education should be based on a constant creative pedagogical search. In the age of fierce competition, the human factor inevitably comes to the fore, so one of the primary tasks of the educational process in higher educational institutions has become the education of highly qualified specialists, talented individuals with high spiritual qualities. It can be stated that the main trends in the development of universities in the Republic of Kazakhstan are the intellectual and moral education of students, which today is taking on a new meaning. Thus, the responsibility of educating students and developing their skills to protect and uphold human rights, the ability to value democratic values as a social responsibility is assigned to higher education institutions.

The core of the entire educational process in the university, of course, is the upbringing of morality and the formation of spirituality, which ensures the formation of a person's personality on the basis of the assimilation of a system of humanistic, cultural values, the development of all its essential spheres. Educational activities are carried out in two directions: during the educational process - during classroom lessons; through extracurricular work - in the free time of students and teachers. Today, it is advisable to single out such characteristic components of this work as involving students in a variety of creative activities, during which the upbringing and development of the individual is carried out - patriotic, international, moral, aesthetic, environmental, physical, religious, economic, legal, family and domestic [6-9].

Key threats due to the influence of Industry 4.0 on social responsibility for educational institutions are presented in Table 2.
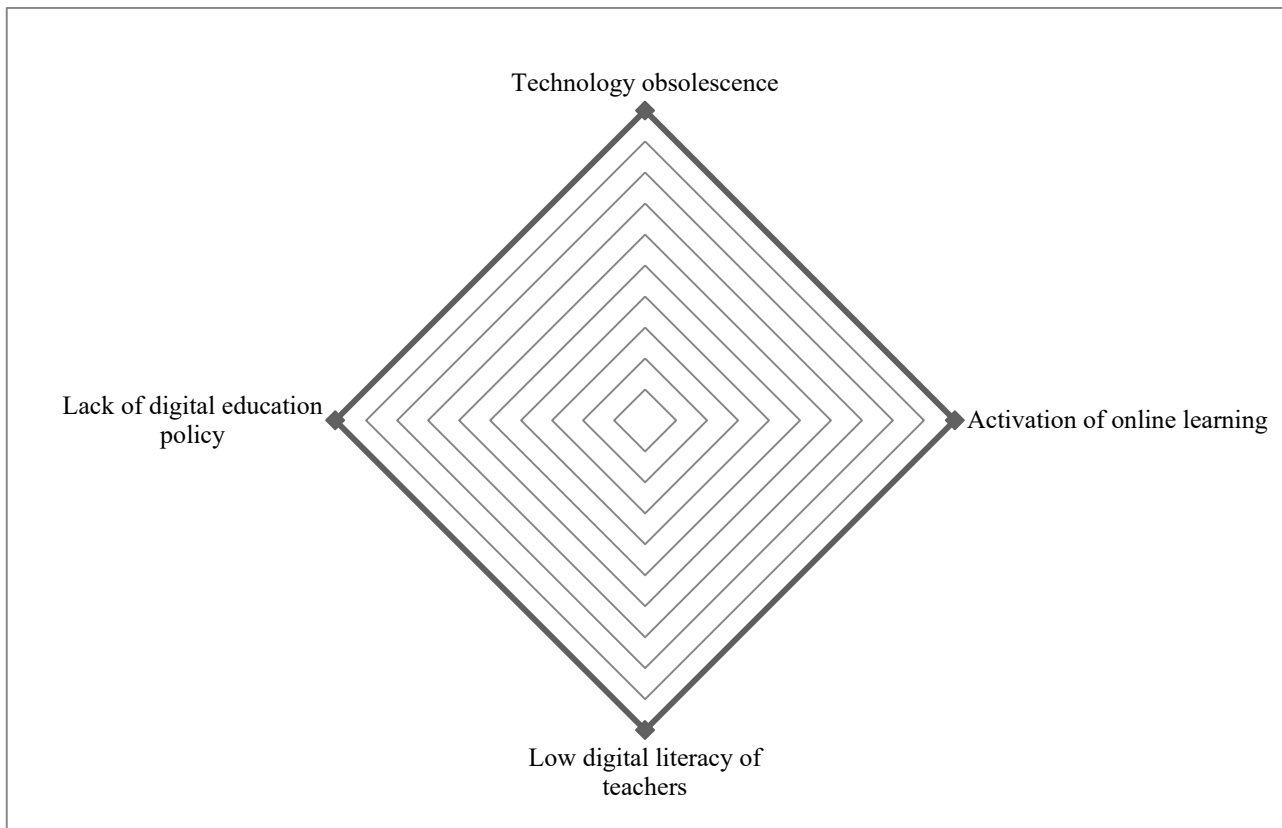
Table 2. Key threats due to the influence of Industry 4.0 on social responsibility for educational institutions

Civil-patriotic, legal culture and multiculturalism imply the formation of a civic position and patriotism, a developed national identity. This is impossible without following the principles of the culture of interethnic relations, social and religious tolerance, based on humanism, love and respect for the language, history and customs of the Kazakh people, the preservation and development of its best traditions, the study, acceptance and development of cultures of other peoples of Kazakhstan. Of particular importance in modern conditions is the formation of the legal consciousness of students, their readiness to resist negative manifestations in the student environment. In this type of educational work, civil, legal, patriotic, multicultural components are integrated. Multicultural education is based on ethno-cultural education, which is aimed at preserving the ethno-cultural identity of the individual through familiarization with the native language and culture while mastering the values of world culture. Acceptance of the idea of ethno-cultural education means the creation of a national system of education and upbringing, in turn, based on the idea of cultural and linguistic pluralism, combining the world level of technical and informational equipment of education with traditional cultural values.

In the modern world, the university is the "engine" of regional development. Today, universities are called upon to become the main resource centers for society and the state, performing a social function. In fulfilling their obligations to the community, they are obliged not only to engage in science and teaching, but also to adhere to the ethics of corporate social responsibility on the principle of business institutions. The social responsibility of the university is the main direction of the national educational policy. The social responsibility of the university is useful for the long-term success of the university itself and for society as a whole, therefore it should be an integral part of its strategy and long-term policy. The social responsibility of the university is implemented in two directions: internationalization and regionalization.

Regionalization is manifested in the close cooperation of the university with business, research centers, society, educational institutions and regional authorities. The internationalization of the university consists in teaching foreign citizens, attracting foreign teachers, in foreign internships, student exchanges, international research, conferences, grants and the English-language website of the university.

In modern realities, a higher educational institution, as one of the main institutions of the socialization of the individual, plays an important role in shaping the social responsibility of society. In order to ensure their competitiveness in the space of educational services in a market economy, higher education institutions can no longer ignore the need to introduce a system of social responsibility into the educational process. This leads to the fact that the policy of social responsibility over time has become widespread not only in universities, but also in the regions [10-15].

The asset of public education and incentives for the development of its social responsibility can include stability, predictability, the availability of state guarantees and state support. Traditionally, in the process of developing the social responsibility of an educational institution, two levels are distinguished: low and high. The low level is characterized by: the absence of a holistic integral image of the student; underdevelopment of interpersonal relations of teachers, their unwillingness to enter into contacts with each other; low assessment by teachers of the corporate culture of their organization; poor integration with society; non-compliance of educational services with the needs of society; non-observance and non-monitoring of the dynamics of the development of the market of professions and competencies. In turn, the high level of development of social responsibility is distinguished by: the presence of a holistic integral image of the student; satisfaction with communication in a team and a general high assessment by teachers of the corporate culture of the educational institution; a high level of integration with society both at the national and international levels; not only by a sensitive response to the requirements of the labor market, but also by foresight and work ahead of its demands.

The affiliation of private and public education to one or another level is fundamentally different depending on the state. Thus, the post-Soviet countries are characterized by the presence of private education at a low level of social responsibility, and the state, respectively, at a high level.

4. Conclusions

Summing up, it should be noted that social responsibility, regardless of the level and scope of research, is determined at the global, national, regional and production levels. The global level reveals the content of social responsibility by identifying the problems and conditions of human existence and finding ways to solve them through the spread of social integration aimed at ensuring sustainable development, regardless of place of residence and race.

Social responsibility is multidimensional and multilevel. It turns out to be at the personal (individual) level due to the degree of civic maturity of the individual and is the base for other levels. Its manifestations at other levels depend on a person's worldview and awareness of his significance in world transformations, on his desire for transformations in all areas of his life. Especially in the context of Industry 4.0.

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