

Corporate education in the context of digitalization

Rubantsova Tamara Antonovna
Doctor of Philosophical Sciences, Full Professor
Siberian State University of Geosystems and Technologies. Russia

Abstract. *The article examines the problems of the development of corporate education in the modern digital educational space. The article discusses the basic categories necessary for the socio-philosophical analysis of this phenomenon, such as "humanization of education", "digital education", "lifelong education", "corporate education" and others. As a result of analyzing the problem of actively developing corporate education in the context of digitalization, the author comes to the conclusion about stable trends in the development of corporate education. These are the processes of digitalization and multiculturalism, the study of this problem led to the conclusion that this institution is also influenced by the peculiarities of the culture of the region where the corporate university is located and the mentality of the people who work in production.*

Keywords: *corporate education, humanization of education, social institution, corporate university, digital educational space.*

Introduction

The aim of the study is to change corporate education in the context of digitalization of modern society. The process of globalization has led to active economic growth and the development of transnational corporations, which leads to the formation of extensive cultural interactions. Currently, the field of corporate education is considered one of the lucrative social spheres in education. In a short period of its development, this institution has turned into an independent sphere of social production, in which all the achievements of modern science, technology, psychology and pedagogy are used. In scientific social and humanitarian research, the problems and trends in the development of this complex social phenomenon of our time have not been fully disclosed.

Purpose of the study – in revealing new trends in the development of corporate education, such as the digitalization of the educational space and the formation of the foundations of multiculturalism in the process of retraining.

Methods

The article analyzes scientific sources on the problem of corporate education and uses general scientific methods: analysis and synthesis and deduction and induction.

Research and Results

The specificity of corporate education is the use of advanced social and technical achievements by business in the learning process in corporations, which are actively used in personnel retraining. Since the end of the last century, corporate education has developed into an independent social institution with its own social ties, forms of activity and rituals. Initially, the main function of corporate education was the function of professionalization; in the process of retraining, new professional methods of work and approaches developed by the scientific community to increase the profits of the corporation were assimilated. At present, the function of humanization has been formed in corporate education, which serves the development of a person's personality and the economic efficiency of corporations [2, p. 4237].

In recent years, more and more importance in corporate education has been attached to the development of programs and methods of its humanization, since only with the development of a person's creative potential is it possible to obtain sustainable development of an enterprise and increase profits [1, p. 65]. It should be noted that the goals and missions of companies differ in content, degree of ambition and competence, which means that educational goals and ways of achieving them may be different. In this regard, corporate education is an individual product of the company, customized for the specific goals and objectives of the corporation. This direction reduces corporate education to training performed within the framework of one corporation, and does not allow considering it on a global scale as an element of a unified system of continuing education. At the same time, human capital is considered exclusively as a means of achieving the goals of the corporation and is a competitive advantage, a measure of the value of the corporation in economic terms. It should be noted that corporate education is closely related to industrial production [2, p.4239].

In recent goals, there has been a tendency for the humanization of corporate education, in the process of training an employee an emphasis is placed on the development of his personal characteristics, which brings considerable income to corporations. In corporate universities, a personality model of a specialist is formed at the request of a corporation. After completing the training, the employee begins to recognize himself as a part of the enterprise team, on which his prosperity and economic development depend, which leads to an increase in the employee's professional interest in work and the development of the personality of the specialist himself [3, p.347]. The specialist becomes more competent, and he begins to be interested in the goals and objectives of the enterprise, he begins to cooperate with colleagues in a "team", which brings a positive psychological and economic result. An employee of the firm, formulating his "steps" of professional growth, begins to take an active part in all manifestations of collective creativity. The employee realizes himself as a unique personality and professional who is of particular value for the corporation [7, p.55].

At the enterprises, in the training process, all advanced training methods are used that contribute to the self-development of the individual and the process of self-identification of an employee who is loyal to the corporation is underway. Students are engaged in active cognitive activity in the process of creating and modeling problems, situations related to the solution of specific professional and cognitive tasks. The process of developing new professional skills takes place in the digital educational space, which contributes to better assimilation of the material and savings in conducting classes. For example, in the process of personnel retraining, methods are used: modeling of crisis situations, exploratory research work, cases and much more [5, p.8].

Corporate education is considered in direct connection with the system of continuous education (Life Long Learning) and is an integral part of it [10, p.10]. The transition of corporate education to the digital space has made it possible to significantly expand this segment of educational services. This education has become a tool with which employees continue their development and training at work [11, p.54]. Only by satisfying the humanistic goal of personal self-improvement in the process of continuous education, it is possible to build an effective system of relationships between the individual, the employing organization, society and the state, which ultimately allows achieving the goals of the latter.

Researchers consider corporate education from the point of view of the motives and values of the learning subject. They identify the following factors that motivate a person to continue learning in the workplace:

1. By meeting the individual needs of the working person and comparing them with the opportunities of the labor market, corporate training programs help to reduce the mobility of workers both within the same organization and between employers;
2. Obtaining opportunities for continuous development of knowledge and skills for personal and career growth;
3. The intersection of the needs of the employee and the employer in the implementation of corporate training programs.

Educational potential becomes an integral part of the individual and therefore cannot be bought or sold and cannot be considered as property under existing social institutions. Thus, the idea of ensuring the possibility of further personal development through corporate education in production has received its development, and the achievement of results and the implementation of goals, both of a specific organization and society and the state as a whole, directly depends on it.

In modern corporate education, the digitalization process is actively underway, reducing the cost of retraining personnel and increasing the efficiency of the learning process through the introduction and use of innovative technologies in education. Education, thanks to digital

communications, becomes available to all employees of the organization, it becomes widespread, thanks to new ways of presenting material and affects all aspects of production activities [6, p.67].

Researchers draw attention to the fact that corporate universities are now aiming at digital effective methods of transferring knowledge that accelerate and improve the learning process of an employee of an organization. Corporate universities are actively moving to the introduction of forms of education, which are based on the self-development of subjects of the educational process, for this they use digital methods of presenting educational material. The digitalization process has affected all forms of the educational process; in the learning process, the transfer of information allows the use of books, videos, films, social networks, search engines and much more. Distance learning has become the main one when conducting classes at corporate universities. Electronic courses and webinars, tests and various electronic simulators have been developed and are being introduced everywhere.

New forms of the corporate university have become virtual, a new digital educational space has been created, which contributes to the dissemination of new knowledge and the development of the employee's personality. In scientific works, the researchers present a one-sided tendency in the development of corporate universities in terms of benefits for the corporation itself, while the consequences of such changes for the individual as a subject of corporate education and society as a whole are not analyzed.

No less interesting is the issue of modern corporate education, the problem of the formation of multiculturalism in the modern world, which testifies to the trend of convergence of the ethnic and national components. The basis of multiculturalism is the recognition of the value of each culture and personality. Multicultural corporate education should be based on the equality of all cultures, the preservation of the cultural identity and identity of all peoples and languages of the world. Multiculturalism in corporate education is successfully addressed through various courses, scholarships and internships.

The trend of globalization has entailed a steady interest in its culture, in the public consciousness there was a demand for the need to know their origins, to form cultural self-identity as opposed to the trends of globalization. Currently, this trend is becoming prevalent. The problem of "westernization" of corporate education constantly arises before the organizers of the system, they are most often forced to integrate into their corporate education the way of local residents, which reflects the cultural identity of the company's employees and Western culture. As a component of multiculturalism, these two cultures coexist in different value systems. In many cases, adherence to a national value system is associated with religion. Therefore, in conceptual terms, religion is a component of ethnic or national harmony [8, p.251].

D. Searl believed that it is through the system of education, including corporate, that the assimilation of cultural patterns and meanings, as well as the process of perception of other cultural worlds, should take place [9, p. 55]. In the context of the need for multicultural corporate education, the problem arises of developing educational and pedagogical strategies that would be able to overcome this conflict of values, especially since this goal coincides with the intercultural content of corporate education itself, which should develop interethnic and intercultural ties of transnational companies and corporations.

Conclusion

Modern corporate education in a fairly short historical period has turned from a system of retraining of personnel of a corporation into a developed social institution of education, which has a wide variety of forms and methods of forming the skills and abilities of personnel. As a result of the study, it was revealed that digitalization and multiculturalism are among the actively developing modern trends in the corporate education system. These trends permeate the entire content of the educational process of retraining universities, are manifested in the formation of a digital multicultural educational space, in the development of the personal potential of the subject of the educational process, as well as in the choice of digital forms and methods of teaching.

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