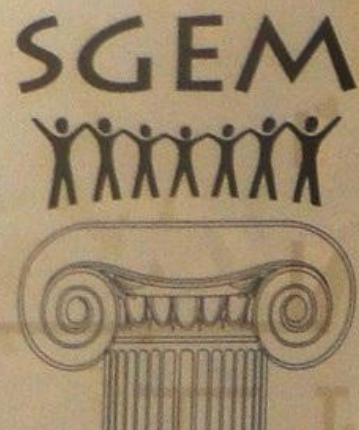INTERNATIONAL MULTIDISCIPLINARY
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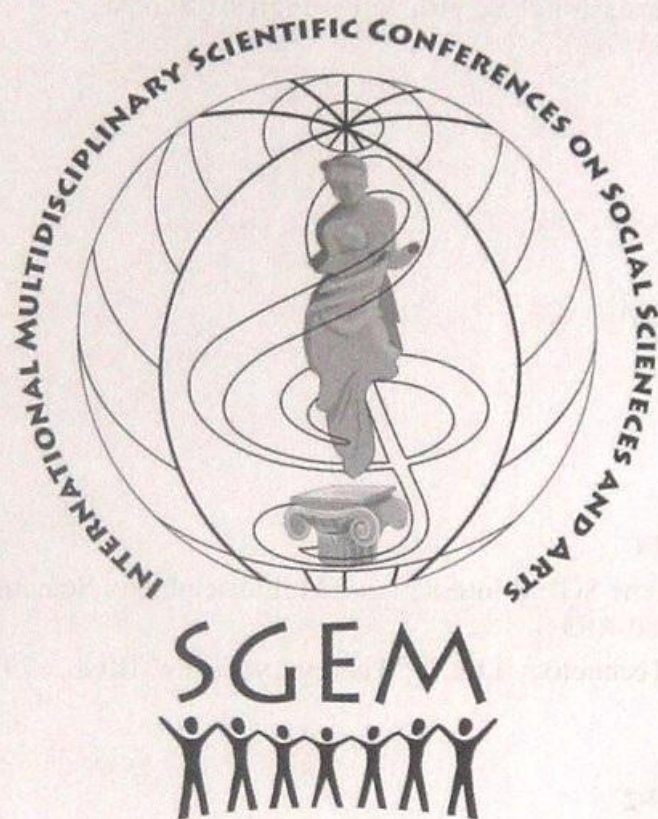# ARCHAEOLOGY
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CORPORATE IDENTITY OF RUSSIAN EDUCATIONAL AND SCIENTIFIC COMMUNITY: ANALYZING THE RESEARCH APPROACHES[1]

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ABSTRACT

Studying the identity issues occupies one of the leading positions in Russian and world humanitaristics. The approaches to understanding the essence of 'corporate identity' phenomenon are different. Within the frames of the first approach, corporate identity is considered as a part of professional identity. The issues of corporate and professional identities from the point of personality socialization and personality's professional growth (R.B. Berns, V.A. Yadov, E.R. Ahmetshina, O.L. Leybovich). Within the frames of the second approach, corporate identity is examined as an integral part of corporate culture and corporate social responsibility (M.I. Gomboeva, G.G. Djavadyan, T.B. Sergeeva, O.I. Gorbatko, M.I. Belyaeva, I.G. Gonoshilina). Within the frames of the third approach, corporate identity is studied in the context of social identity (I.G. Zotova, R.Y. Tsibrienko, E.R. Popova). Within the frames of the fourth approach, the researchers (S.A. Lipatova, A.S. Kupriyanova, R. van Dick) study the corporate identity of various professional groups.

Although the works devoted to corporate identity are rather diversified, they mainly focus on the contemporary state of matters and are implemented within the frames of sociology and psychology and education approaches. The complex study of Russian universities teaching staff's corporate identity lies within the confluence of history, anthropology, social sciences, psychology and pedagogy. The novelty of our approach lies in examining the issue of teaching staff's corporate identity in historical retrospective with the application of the up-to-date research methods.

Keywords: corporate identity, higher education teaching community, science, education.

INTRODUCTION

Identity issues studies play crucial part in Russian and world humanitaristics. In Russia the scholars' interest in identity studies including the issues of corporate identity increased at the turn of the XXI century. That was caused by the rapidly changing

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Russian social reality and the structural transformations in Russian society which influence formation of new identities and transformation of the existing ones.

Materials and Methods. Our research on Russian high school professors' corporate identity lies within the confluence of history, anthropology, social sciences, psychology and pedagogy. As frame approach, the theory of social constructionism by P. Berger and T. Luckmann is applied. The theory fully reveals multidimensionality and dialectical nature of identity construction process where the subject of construction is its object at the same time. For the analysis of identity formation and transformation processes N. Luhmann 's systems theory, in particular, the idea about operation-suitable differentiations as the mechanism of system's autopoietic production is also used.

When studying the specifics of university professors' corporate identity formation of in the pre-revolutionary Russia "social" approach and the biographic method are used.

The source range of the research includes the published (legislation acts, laws and regulations of the Ministry of national education) and unpublished sources (archival materials, including documentation of higher education institutions), materials of periodicals, sources of personal origin (diaries, letters, memoirs).

Results. One can name several approaches to understanding the essence of the phenomenon "corporate identity". These approaches allow to develop the studying model of pre-revolutionary Russian universities professorial corporation.

Within the frames of the first approach, corporate identity is considered as a part of professional identity. One should mention that originally the main ideas about identity structure and functions as a whole and corporate identity in particular were developed in works on the social identity theory by H. Tajfel, D. Turner, P. Berger, T. Luckmann, I.S. Kon, S. L. Rubenstein [1], [2]. The issues of corporate and professional identity studies from the point of personality socialization and personality professional growth are presented in the works of R. B. Burns, V.A. Yadov, E.R. Akhmetshina, O. L. Leybovich[3], [4]. In the works of E.R. Akhmetshina the place occupied by the profession of university professor in the market economy society is considered to be the main reason to accept the certain values, norms and examples of behavior belonging to this profession. On the basis of the conducted research E.R. Akhmetshina has made a rating of professional values for professors of higher education institutions: employment guarantee, self-realization in science, salary, wide range of communication, free schedule of work, prestige within the inner circle, participation in young specialists' training, conditions for professional career, possibility of moonlighting and creative nature of work [5]. The author has come to the conclusion that the main values of regional higher education institutions professors are free schedule of work and creative nature of their activity. Those values favor intellectual self-improvement and gaining professional authority in the high school community although the main essence of teaching process is not mentioned. Considerably the smaller part of professorial community shares opinion that the integral and main aspects of their profession are self-actualization in scientific activity, high-quality training of young specialists. At the same time such values as a wide range of communication, conditions for professional career, guarantee of employment and possibility of moonlighting have average values in group axiological views of university teaching community. The rest of the parameters - prestige within the inner circle and salary practically have no weight among the higher education institutions faculty's value ideas of their own profession. Thus, E.R.

Akhmetshina notes that all the facts mentioned above reflect the all-Russian tendency directed at deepening discomfort of that professional group. It stems from inconsistency according to the main status characteristics: on the one hand, high level of intellectual potential and high qualification, and on other hand, a rather low level of material remuneration of their real status. E.R. Akhmetshina also examines the issue of motivation for those entering the circle of university professors. It has been found out that the main motives for them are intellectual self-improvement ("intellectuals"); calling for pedagogical activity ("by calling"); high social status ("people of the status"); stable salary ("pragmatists") and those who have become university teachers "by chance" [5].

A number of works by modern researchers are devoted to corporate identity of the high school staff specializing in humanities. For instance, the report by M. Nemtsev "University humanities scholars of modern Russia", delivered at the national conference "Humanities: the Soviet trauma during a Post-Soviet era" (held by National research university "Higher school of economics", on May 17, 2013) . The report is devoted to the analysis of the following debatable questions: who teach in modern higher education institutions of Russia? ; why the division into " physics and lyrics " is still relevant nowadays? [6]. Thus, the author discusses not only scholars, but also representatives of sciences. M. Nemtsev notes that class socialization, i.e. obtaining a university diploma, as entrance ticket to some exclusive strata has become the feature of post-Soviet university development. The author considers destruction of the method of professional knowledge transfer as developed in the Soviet period, methodical practices, lack of experience exchange as one more negative trend of modern Russian university development. M. Nemtsev notes that chair has become simply a workplace, especially for young scientists. They construct their own models of behavior, survival and further career promotion. The main problem of the modern higher school, according to the author, is inclusion of higher education institutions into market. As a result, M. Nemtsev states, the considerable gap between leading top university staff and ordinary teachers who are not part of dean's offices management is observed today. This type of transformation affected the whole groups of professors as well as each of university teachers personally. First, in all higher education institutions there has been a sharp expansion of disciplinary field, introduction of disciplines into curricula which demanded mass retraining. Second, there has been a rather sharp decrease in a standard of living for teachers, and, as a result, teacher social status also has fallen. Third, there has been a sharp transformation of information field. What used to be as a norm is not sufficient to perform teaching activity at university now, M. Nemtsev holds. The author also pays attention to a gap problem between the generations of teachers because of new requirements to the faculty members, especially the following ones: computer literacy which directly helps with information search and mastering a foreign language. In the conclusion, the author states that, despite working for the same education institution and performimg similar official duties, university professors after all do not form a united collective. Also M. Nemtsev notes that preservation of negative tendencies at the higher school will lead to aggravation university faculty's corporate identity crisis and decline of universities' efficiency.

Within the frames of the second approach, corporate identity is examined as an integral part of corporate culture and corporate social responsibility. First of all, we

mean the works by M.I. Gomboeva [7], G.G. Djavadyan, T.B. Sergeeva, O.I. Gorbatko, M.I. Belyaeva, I.G. Gonoshilina.

In the works of G.G. Dzhavadyan the faculty is considered as the steadiest part of university organizational culture by means of which the whole university culture is managed. The author notes that certain values, norms and samples spread among university professors reflect the condition of university corporate culture in general. Thus, according to G.G. Dzhavadyan, improvement of this type of culture demands to reveal already existing and functioning types of faculty corporate identity and also to adjust them to the new reference points of Russian higher education [8].

In the work by T.B. Sergeyeva and O. I. Gorbatko, the authors pay much attention to the influence of particular personal qualities on the system a professors works in. The authors note that the most active, charismatic, vigorous and initiative people are capable of achieving rather high results even in adverse and unstable economic conditions. Corporate culture, therefore, promotes creation of activity environment in collective, and the system of standard values allows all members of group to live and work in the world which they equally perceive, and also to make the actions clear to the rest of the group and to regulate social and working relations within the rules accepted in this organization.

Within the frames of the *second approach*, the sociological research studying the value of faculty corporate identity from a perspective of university corporate culture development was carried out. The scholars of te Ulyanovsk state technical university (ULSTU)h ave studied the major parameters of strong corporate culture, including faculty corporate identity. While conducting that research at ULSTU in 2008 (528 people interrogated) taking level of university corporate culture development as the criterion, they have found out to what extent the elements of faculty professional identity correspond to the concept of university corporate culture development. The gradation of levels of university corporate culture has been developed for the research. On the basis of elements of faculty professional identity analysis at ULSTU, they have defined three subcultures in their culture. The official status of university professors in combination with their scientific degree formed the basis for division. These are the subculture of young teachers; the one of senior teachers and the associate professors having a candidate degree; and the subculture of professors with a doctor's degree. As a result, the researchers have come to the conclusion that process of university professor's identification with the profession leaves a mark on formation of his/her professional culture, That, in turn, can correspond or contradict the concept of developed university corporate culture. The fact that a quarter of ULSTU professors see the value of scientific activity and its expression in models of professional behavior as active involvement in research practice can be considered as one of criteria for strong university corporate culture. Rather active involvement of ULSTU professors in research activity approaches their professional culture to the ideal model of university professor's culture. It also justifies acceptance and devotion of this part of the faculty the value of the science declared by university corporate culture [9].

Within the frames of the second approach it is necessary to mention the works of foreign researchers - T.N. Garavan, David McGuire, T. Fenwick, L. Bierema, I. Maignan, O.C. Ferrell [10], [11]. In the works by T.N. Garavan, David McGuire, T. Fenwick, L. Bierema, the corporate culture is considered from the perspective of

functions more often taken by higher education institutions. For instance, participation in charity or donations is considered as superficial level of activity, and as strong collective commitment to social circumstances. In this regard the authors note that the general mobilization of all employees is necessary for implementation of everyday obligations to society. However, employees rather seldom participate in discussion of corporate social responsibility and in development of strategy of all the organization. To solve this problem, according to the mentioned scholars, various initiatives directed at improvement of health care, education can be taken, they will manage to raise level of the shared social responsibility. Special attention in works by T.N. Garavan, David McGuire, T. Fenwick, L. Bierema is focused on studying an ethical component of the matter. In particular, the behavior of the faculty in these conditions is studied. Some corporations are developing ethics codes which regulate ethical values and behavioural requirements to all personnel. The main motivation to implement this strategy is that an employee will perform his/her work complying with the accepted ethical standards. It promotes the increase of number of people who are happy with their work, all organizational moments, but the most important is involvement of employees in corporate social responsibility. The center of organizational strategy is in charge of taking those measures. It is necessary to mention also that the steady ethical standards accepted by any corporation cannot be extended to other organizations. As a result, the authors come to the conclusion that corporate social responsibility of higher education institution has to be focused on all aspects of the organization.

In the work by T. Fenwick and L. Bierema corporate identity is also considered as part of corporate social responsibility. The authors raise the issues connected with the nature and environment, the interracial and interethnic conflicts. T. Fenwick, L. Bierema note that the solution of those problems requires not a simple manifestation of individual personal traits, but unity and organization in all the actions. In the work a number of concrete recommendations to increase corporate social responsibility of the organizations, including higher education institutions are given.

Within the frames of the third approach, corporate identity is studied in the context of social identity. We mean first of all the works by I.G. Zotova, R.Y. Tsibrienko, E.R. Popov [12].

In the work by I.G. Zotova 'The main features of university professors' social identity ', written on the materials of the survey carried out in 2010 among the university professors of the Republic of Mordovia. The title of the survey was "What unites university professors with professional community", it attempted to present the typology of university professors' identity. The major factors influencing structure, formation and development of university professors' identity have been revealed: sex, age, position, qualification (scientific degree), experience. The professional environment forming professors' idea of professional community, its professionally significant characteristics, values has also a significant impact. According to the author, social (professional) identity acts as the socialization mechanism in teaching community by means of which of behavior, motivations, estimates, social communications are restructured [12].

Within the frames of the fourth approach, the researchers study the corporate identity of various professional groups. The considerable number of modern researches is devoted to studying professional and corporate identity of various professional groups.

In this regard one should mention the works by S. A. Lipatov [13], A.S. Kupriyanov, R. van Dick [14]. In those works, the structural components of Russian business organizations staff's corporate identity are considered. In relation to our research, those works are of interest from the perspective of development of theoretical tools for studying structural components of faculty's corporate identity in Russia. The particular aspects of staff's corporate identity in various organizations are considered mainly by experts in the sphere of management and social psychology. However, corporate identity of employees in ussian business organizations has not become yet become a subject of special research.

Conclusion. Taking into account, the all variety of works devoted to corporate identity, they mainly focus on the current state of the issue and carried out within sociological and psychology and pedagogical approaches. The novelty of our research consists in consideration of university faculty's corporate identity issue in a historical retrospective with application of the latest research techniques

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