

THE ECONOMIC PARADIGM OF EDUCATIONAL GLOBALIZATION

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Abstract. The article investigates and analyzes the challenges which face the national higher education as a sector of economic activity and management, reveals the contents of system of educational managers' competences and its further development in view of national traditions and achievements and modern aspects of economic culture formation as an important socio-economic problem. The authors attempt to determine the place and importance of economic culture in the structure of the general culture of a person in the context of educational globalization. They propose to consider categorical matrix of economic culture and a theoretical model of a cluster component of economic culture.

Keywords: paradigm, education globalization, economy, cluster, management, innovations, socium, technologies, economic culture.

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Introduction

At the present stage of the world economy development, national economic models are affected by a complex set of endogenous and exogenous factors. The determination of the latest theoretical and methodological foundations of modern transformations involves, first of all, taking into account their global aspects and the development of organic adaptation mechanisms and interaction of key components of national economic models and global development institutions – politics, economy, ideology and education.

European and world educational space formation is the process of combining the historically disparate and distinguishing between national educational markets in one big educational space, the operation of which is ensured by using of such resources and sources such as information, knowledge, education.

Modern processes of globalization which provide free market laws and mechanisms to determine the path of educational modernization on a global scale make up new requirements for educational services highlighting the relationship of human capital, training of high-class professionals, its full self-realization in the chosen activity. It is closely related with large-

scale social transformations, internationalization of humanitarian space, the release of the person in the open world educational environment which requires the development of new theoretical concepts of education, formation and approval of the modern paradigm of educational globalization (Krynski, Gushko, Kulishov, 2015).

In the article authors have studied and analyzed certain questions of educational functioning in some countries in particular A. Krynski and V. Kulishov conducted a systematic analysis to identify trends and contradictions of development of higher education in Poland and Ukraine; J. Campechano Covarrubias described the general theoretical and practical positions of the educational model by mexican teachers, methods and processes of learning and teaching; A. Mamanazarov researched innovative decisions of economic university education in Uzbekistan and offered to view education from the perspective of the subject of economic activity, the economy and educational management and an important component of education - the economic culture formation while maintaining the national traditions of the educational system in view of modern socio-economic features. These issues are considered in this article.

Education as a subject of economic activity, management and culture

Modern philosophy and strategy of restart of a new educational paradigm of development must be linked with economic conditions of formation of higher education as a sector of the economy and with the development of market of educational services namely the transition of that from so-called "nonproductive sphere" to the subject of economic activity.

Education is an integral component of system of national accounts on the macroeconomic level and included to the set of indicators of consistent and interconnected descriptions of the most important processes and phenomena of the economy - production, income, consumption, capital formation and finance. This no alternative fact should be managed during the development of measures to reform economic mechanism of education (Vitrenko, 2011).

Consequently education as a specific sphere of activity has interest for economic analysis in two aspects. Firstly the realization of its purpose in society requires setting up an appropriate mechanism for financial and economic unity of production and supply. Subjects of educational activities are educational institutions which function based on covering expenses by their income and the necessity of development causes the need in additional funds that do not excluding profit for further investment. The mechanism of operation could be varied depending on their income that could be formed from budget assignments or own revenues or mixed resources.

Secondly considerable interest has the economic nature of the results of educational activities. Expenditures on education of the population have productive nature in sense that its results are increasing in equipping people with the knowledge and information and find in active growth of indicators of economic activity on the micro and macro levels in the short and especially in the long term. Due to this public spending on higher education acquired specific value of investments especially highly profitable ones. Study of the economic effects of education became the subject of considerable attention and interest of worldwide scientists. In this direction the global economic opinion has gained thorough working hours: methodologies and calculations of the impact of education on economic growth and personal income.

In recent years European countries have had complicated demographic situation and uneven development of regions. It forces governments to look for ways to optimize the educational sector especially in the financing of higher educational sphere so it is logically justified and meets the needs of the time.

The fundamental financial problems of higher education exist everywhere. Even rich Western-style educational institutions feel the need of austerity due to expenses increase and donor receipts decrease both in public and private ways. However as the researchers assert the rationalization by saving costs, raising the technical level and reducing of unnecessary jobs must be carried out in areas associated with the production of goods and services. And the industry engaged in "production of human" such as education, science should grow by the volume of production, and employment (Heyets, Gritsenko, 2013).

In the context of the economic independence of university education autonomy should acquire the real nature. However we must recognize that public universities in Ukraine and Uzbekistan have insufficient autonomy today because they are controlled by many institutions.

Universities entangled in numerous limitations cannot even freely dispose the funds received from the provision of educational services over public order and other activities. Financial management will be effective only when the leadership who makes decisions on the use of financial resources will have a possibility to maneuver. Decisions laid down in the budget of the last year not always enough effective. The situation can change and management of university should be able to channel funds to effectively dispose them in terms of economy and development of the institution. Currently universities receive almost no funding from the Ministry for development. Therefore it is necessary to expand their opportunities to earn money and use them with the prospect.

Objective need for the growth of public spending on education faces with limited financial resources of the state. It applies including those financing costs on training specialists with higher education.

An indicator of domestic economic efficiency of education on the macro level performs cost of education that express total costs of state on maintaining educational establishments on different levels. The value of expenditures per student is an important indicator that shows how much costs the state (or other) training of one person for a certain period of a time usually a year. At the same time, it should be clearly defined the role of this indicator in the financial management education (Padalka, 2012).

The mission of the institution of a certain degree of education is to meet the needs of the people in the educational services of a particular type. The production of educational services requires funds to ensure the process with material resources and human resources for the educational process.

Exactly therefore an essential part of educational institutions activity regardless of its type, degree, subordination and form of ownership has the problem of economic nature it means to become an equal subject of the economic activity in the country.

A new vision of national education in ensuring social progress becomes the basis for transformational changes of its overall concept and content. These changes concern the fundamental aspects of education as a strategy of reform, the role of the state, structure of the educational system and management.

Management of the educational institution is systematic process of management activities of the institution in order to effectively satisfy the needs of society in education. Implementation of the important functions of management such as organization, planning,

coordination, supervision, motivation, creates conditions for productive and efficient work of all staff of the institution and achieving results in accordance with the goals set by the educational institution.

Requirements to the professional competence of education managers can be divided into three groups. The first are the knowledge and skills to perform management functions: the ability to ground and make decisions; the ability to manage resources, to plan and forecast the work of the institution; possess the means of improving the management; ability to use modern informational technology, communications and so on. This knowledge and skills should be acquired in the process of studying the management science, its laws, principles, methods and means of information.

The second group of requirements that are necessary for educational manager include profound knowledge of the operation and development of the institution, the understanding of the nature and content of educational work. This knowledge acquired during the practical work in educational institution.

The third group of requirements for professional competence of education managers related to their ability to work with people and manage themselves. In the course of their duties managers interact with a wide range of people - colleagues, senior managers, teachers, subordinates, representatives of other educational institutions and so on. The basic structure of employees of educational institutions has intellectuals and highly qualified specialists with higher levels of education. Managing of such collective requires from manager some special skills of communication and influence.

The problem of competence in the management of higher education remains insufficiently explored and the most complicated. Actual issues becomenot only enrichment the cultural and professional competence of head by basic knowledge of management, but also justification and practical feasibility of using scientific knowledge of management in educational activities in the sphere of management of educational institutions. So the major criterion of professionalism of education manager will be just its management competence.

In the scientific studies clearly articulated definition of "managerial competence" of education manager does not exist. Currently there are no studies that have comprehensively studied the problem and therefore among scientists were certain contradictions in the definitions of "management activities" and "managerial competence".

In our opinion management competence is multifactorial phenomenon and it should be regarded as a form of management activities. Thus under the economic competence of an educational manager should understand the ownership of the system of economic categories and the formation of economic thinking to ensure the efficient functioning of the institution.

So the economic component of management competence of an educational manager determines the knowledge and skills of conducting economical and analytical studies in the sphere of educational activities; simulations of economic relations in educational activities; ability to analyze the crisis and conflicts in economic relations and their impact on higher education; election of the ways and methods of regulation and resolution of conflicts; a proposal about ways and behaviors in specific situations; detection of problem situations; setting goals and criteria of optimization of educational institution; generating alternative solutions for effective functioning of the educational institution; possession of elements of economic research; using the methods of collective decision-making and others.

Among the plurality of multifactorial components of management competence in modern conditions raises the urgent question of the application of marketing tools in activity of manager of education. Marketing competence of the manager of education is the ability to

identify relationships between buyers and sellers of educational services, implementation of diagnostic processes (for example supply and alteration of real demand of educational services dependence on professional career and education, etc.). Therefore manager of educational institutions should build a marketing strategy, carry out marketing analysis to conduct educational institution (its competitors, customers, services), analyze the most appropriate forms and methods of marketing for the institution and evaluate the effectiveness of this strategy.

Using marketing in the educational institution acquires relevance because it promotes "winning" of consumer (future students) by providing differentiated educational services, growth of professional skills of teachers motivated by the quality of the educational environment, improvement of this environment serviced by an educational institution.

So, economics and management of education require professional training of competent managers of the educational sector, the formation of a new generation of managers which are able to think and act in terms of systemic crisis of society, to make management decisions in all areas and efficient using of available resources of the educational institution.

At the present stage of the society development the most important task is upbringing of an individual for whom the highest ideal is a community of personal and corporate national interests. Bringing up, educating and forming the culture of generations are objectives and priorities of educational institutions such as school, college, university, etc. Today however the problems of culture, cultural technology and cultural support of social development remain understudied at the level of applied education, whereas upbringing and education are an important part of culture and culture itself is its main precondition, being taken unfortunately for a left-over principle of social policy.

That is why education even today bears the traces of a culture deficit that can be eliminated only under the conditions of a consistent and purposeful development of renovated culture in general. Therefore the economic culture formation of the personality on the universal principles under the action of the new trends of social and cultural development of the countries is one of the most important global problems of modern society (Campechano Covarrubias, 2014).

The economic culture formation of modern economic thinking in educational establishments is achieved in two interrelated ways: through its own structure of economic education, its cognitive and practical functions and with the help of the most effective forms (technologies) of educational process organization. Only dialectical community of the contents and form of education provides its high efficiency and effectiveness. The use of information technologies stipulates the need and opportunity to develop new methods for the economy study, the use of which provides an increase in the level of economic training in the system of lifelong education under the conditions of an educational and scientific complex "school – vocational school – college – university" and their information literacy and culture (Burunova, Gushko, Kulishov, 2016).

The process of economic culture formation is subjective-objective. People, one way or another, evaluate themselves, produce their own opinion about economic realities in the search for knowledge and assessment of phenomena, and assess current economic relations and development opportunities of these realities. Economic culture formation is a complex and multidimensional process. Its definition can be approached from different angles seen in different aspects: economic, philosophical, national, social, political, psychological, pedagogical, etc.

The first basics of economic culture formation should be laid at schools – primary and secondary.

Economic education of school students, their economic upbringing and culture with advanced study of economic disciplines in the future is a paradigm of new pedagogical techniques of an educational process. The basic idea of the new system of economic education is the unification of study and elements of entrepreneurship and innovation in pedagogical, individual, collective and work activity using the basic principles of economic component that will help the formation of professional competencies of each young man and lay the foundation for the study of the industry economy in which they will form their professional competence in the future.

The knowledge that school students receive should have a strong applied focus as the study of economics foundations must end with the tried-and-tested ways of putting into practice effective models, the development of hypotheses and problem-solving techniques (training or real), the formation of certain skills and knowledge that make up the operational component economic culture.

The educational experience at school shows that students' inner motivation to get profound socio-economic knowledge forms the cognitive component of economic culture since cognitive core competencies can be effectively formed only on the assumption of pupils' involvement into an independent and active learning activity.

Thus working in conditions of educational, scientific or information student-centered space, at the initial stage of the educational process pupils appear to be information consumers taking the first steps of transition into the category of researchers and inverters of economic process models. As the eventual result it provides the best working conditions in the process of the development of their economic culture competences and contributes to the development of their person creative potential.

The next stage of economic culture formation in the authors' view is the transition to the level of junior specialists' training, which allows expanding the scope of tasks and information both in economic and non-economic disciplines.

Taking into account the existence of a competent approach it is important to form a college (technical school) students' adequate understanding of the concept of "entrepreneurial competence" that should be complemented with an emotionally-positive desire to develop and implement economically justified master plans, business plans, strategic and marketing plans. Implementing these tasks it is effective to use a project and technology-oriented approach through the search and economic feasibility of the best (optimal) variant of resource use, that is, getting the maximum result at minimum cost. Particular attention during the period of economic culture formation of younger professionals should be paid to management issues that provides a high degree of cultural relations between the leader and his mid-level subordinates. Under conditions of the situation uncertainty, management culture is the basis of management decisions.

Thus the importance of economic culture formation in the structure of college graduates' professional training is determined by several factors: firstly the specifics of their professional duties in the future that are closely connected with economic problem solution and the administrative decision making; secondly the requirements of market relations with their difficulties to the specialists' economic competence; thirdly the need to develop a system of economic knowledge and junior specialists' training quality, and finally the students' involvement in the real economy and economic process that strengthens their economic culture, broadens the range of their economic interests, forms constructive and critical features

of economic thinking and strict analysis of phenomena, which occur in the economic process as a whole.

In the period of globalization there is a tendency of cultural rapprochement of peoples and development of economic relations between states. The task of the university at this to prepare, in these circumstances, a new generation of specialists for national and international economy, that is “to form a person” with an innovative type of thinking and innovative type of culture, ready for an innovative and uncertain type of activity. That would be an adequate response to the transition of society into an innovative type of development since innovative economy is impossible without innovative education.

Innovative technologies in education are not just information and communication technologies, which are inextricably intertwined with the use of modern learning environment in which the pedagogical discourse is developing, but, above all, with increasing information literacy and culture of opponents.

Taking into account the specificity of continuous development of information technologies nowadays and requirements for the development of new curricula based on their application, the need to raise information literacy, which in the information society is complicated and increased to the stage of information culture, becomes clear.

Despite a certain amount of research in this area, the problem of information culture in the preparation of international level specialists remains under-investigated. Accordingly there is a need to strengthen the information culture in the formation of a new concept of educational result.

There is not a definitely formulated definition of “information culture” in education. At present, there is not a study, which has investigated this problem as a whole, and therefore there have been some contradictions in the definition of “information literacy” and “information culture” among scientists.

In our opinion, the latter must be regarded as a kind of general human culture. The authors propose to consider the basics of personal information culture on two levels: the first level is associated with the disclosure of the structure of knowledge, skill and ability community - that corresponds directly to human activity in information sphere, the second level of understanding is related to the characteristics of the required changes of person culture particles.

In general, “information culture” is, above all, a profound essence understanding of the process of receiving, processing and analyzing information. Thus, the updated education model should be based on the information technology industry and information culture as the part of economic culture.

Based on the analysis of scientific and educational literature, own research and experience we have developed and offered for discussion the theoretical model of a cluster system of economic culture formation in the conditions of continuous economic education (Figure 1) (Mamanazarov, Gushko, Kulishov, 2016).

As you can see in the figure, there are some interrelated components of economic culture, namely: the system of continuous education (school, secondary specialized college, university, retraining and adult education); the sector of core competencies of economic culture; the effective innovation system of the real economy, which combines and provides information to all market subjects at the country level. Accordingly, the economy should influence the education system through requirements for the quality of its training, the necessary range of specialties and, consequently, the economic culture formation in the conditions of continuous economic training.

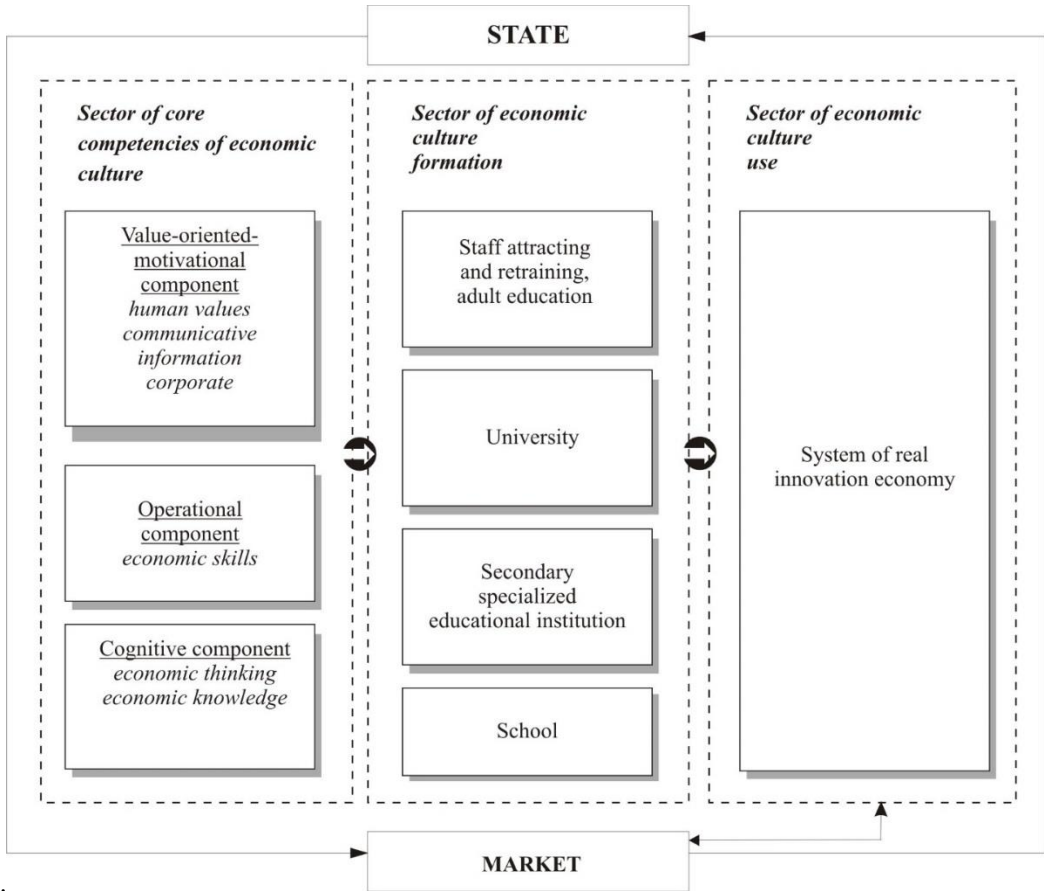


Fig. 1. The theoretical model of a cluster system of economic culture

The cornerstone of the structural matrix of economic culture formedness at the society level is a well-organized social medium, which determines behavior norms of both individuals and society as a whole, legal and moral standards of the work of economic mechanisms, etc. Taken together, all the standards of a particular society underlie the lifestyle, that is, the way people live will depend on regulatory factors, economic development of a society and social medium. That is what we see in the analysis of a lifestyle in different economic systems. Therefore, the level of economic development of a society will usually depend on the maturity of a society, standards and a lifestyle. At the same time the living standard of people from a certain society influence the formation of social medium – the circle is closed. Consequently, all the components of the economic culture matrix are interconnected.

Conclusion

Transformation of modern models of economic development, strengthening the role and capacity of influence of mechanisms of international and national regulation on the

development of national economies, the internationalization of innovative progress, informational society formation provide a significant influence in shaping and approval of modern paradigm of educational globalization and strengthening its competitiveness in the educational market.

It is impossible in one article to disclose topical issues of educational globalization formation. However, our latest research review of scientific approaches allows drawing some conclusions about the modern paradigm of economic culture formation should be connected with the position of formation and consolidation of market mechanisms, formation and development of service market in the educational system taking into account global processes. Knowledge, at that, becomes the “fundamental social factor” that is the basis of economic development of a country while educational institutions refer to the subject of economic activity and hence to the center of the society economic culture formation.

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