

УДК 316.443 (076.1)

Стригуль Марина

кандидатка соціологічних наук, доцентка
Національного авіаційного університету, Київ, Україна

Maryna Stryhul

Ph.D. in Sociology, Associate Professor
National Aviation University, Kyiv, Ukraine

E-mail: maryna.stryhul@npp.nau.edu.ua
<https://orcid.org/0000-0002-6086-4017>

Хомерікі Олена

докторка соціологічних наук, професорка, завідувачка
кафедри соціології та політології Національного
авіаційного університету, Київ, Україна

Olena Khomeriki

Doctor of Sociological Sciences, Professor
Head of Department of Sociology and Political Science
National Aviation University, Kyiv, Ukraine

E-mail: khomeriki.olena@npp.nau.edu.ua
<https://orcid.org/0000-0003-3702-0390>

MAJOR INNOVATIONS IN THE SYSTEM OF EDUCATION

Abstract. *The article examines the main trends of modernization and commercialization in the field of education in the context of globalization. Particular attention is given to the transformation of higher education into a market-oriented service and the risks associated with the loss of its intellectual and social value.*

Key words: *education, institution, higher education, sociology.*

Undoubtedly, among the major innovations in education, at least three of them constitute a peculiar challenge of the present. There is modernization, commercialization of education and regionalization of education and upbringing.

Originality of the educational situation, a certain 'artificial' character of education inherent in pedagogic and scientific

schools beginning from Socrates undergo destruction by globalization processes and global market in particular.

According to the French sociologist J. Baudrillard, consumerism in the modern world turns into certain dependence, and thus onomania develops. For such individuals, goods lose their importance and are gradually turning into the symbol of affiliation with a certain social medium, a group etc., and the very consumption is gradually turning into the sense of life. Taking into consideration the mentioned conditions, in the society of consumption education and knowledge obtainment constitute a certain advertised and informationally formatted product that requires involvement of managers and marketologists in its selling, performing advertisement actions and campaigns.

However, massification and especially commercialization of education are quite dangerous for the classical institution of education. Whereas education as another global commercial trend threatens the very institutional foundations and its contents. P. Altbach, director of the Center for International Higher Education at Boston College, admits it and mentions that higher education is being more and more frequently studied as goods that can be sold and bought the same way as any other goods. Nowadays, commercialization of this sphere is reaching the level of global market. Indeed, the World Trade Organization (WTO) is already considering the issue of inclusion of higher education in the sphere of its interests; as a result, import and export of educational services might become the subject of the sophisticated procedures of the organization and legal regulation of its decisions. Thus, within the unified transnational system of education, the key role will be played by more financially provided educational institutions. If the similar phenomenon occurs, higher education in all its manifestations will become the object of free trade rules.

P. Altbach in his paper 'Higher Education in the World' claims

that, in accordance with their origin, universities stimulate local economy. Any university creates economic benefits for its community through local purchases, real estate investments and expenses of students and teaching staff. Since Humboldtian reforms in Germany, an increase of the number of 'grants' at the universities in the USA and appearance of Japanese imperial universities in the 19th century, universities have been created for providing the contribution into economic development. Universities support knowledge and technologies on the basis of the fields that use knowledge accumulated at establishments including graduates' skills. Universities have made their contribution into this development through creating science parks and even investing in companies that use universities on the basis of knowledge. Technically, HEIs have often being included in nation economic plans, and the state is increasingly relying on them as active subjects of economic and technological development. The idea of general education provides students with major knowledge necessary in the modern society, as well as with the skills of logics, critical thinking and writing. Curricula in most countries of the world are traditionally based on special knowledge of specific disciplines and do not include the general education [1].

The American sociologist J. Bloom claims that for the past several decades one of the disputable issues regarding higher education has been the idea of recognizing education as a social good (adding value to society, teaching its citizens) or a private good (aimed at gaining money and satisfaction from getting privileges as a result of education obtainment). The logics of discussion dictates that if higher education is a private good, then those getting benefits from it – i.e. students – must pay. If higher education is primarily a social good, then society is obliged to provide support [2].

As a result, in many countries investments of a big part of budget in education have been stopped or decreased. D.

Kipr mentions that under such conditions public academic institutions asked to finance the bigger part of their expenses through increasing tuition fees becoming more and more commercial and selling their services on the market. Generally, for the past decades the cost of higher education services has drastically increased. Requirements of mass access in combination with increasing expenses on scientific research universities exert bigger pressure on the states to provide financing. That is why state bodies in many countries have shifted financial responsibility for higher education on the 'users', i.e. students and their families. In several cases, credits and other financing programmes have been introduced.

One of the issues with the modern accent on a private good constitutes the fact that research universities are state establishments. Within the long-term perspective, fundamental research, for example, might lead to commercially valuable products, but the research itself usually brings little income. Fundamental research is a social good, and thus it requires support. Research universities are in the need of main research infrastructure, including talented (and often highly-paid) professors, modern laboratories and other objects, as well as PhD students. Moreover, many services provided by research universities are non-commercial. Research universities asked to commercialize their scientific research and other events. It might disfigure their most important missions and weaken them within the long-term perspective. It is worth mentioning that private higher school is quickly spreading in many parts of the world and is currently enrolling more than a half of all students in most Latin American and other countries. Except for several training establishments in the USA and Japan, private training institutions are usually not prestigious, have restricted objectives and programmes, depend on exclusively income obtainment for the sake of survival. Most of them are formal or informal commercial schools. Private sector in

higher education is defined as a private good whose students anticipate career progress. Privatization of state higher education contributed to narrowing the role of universities. In many countries, state universities are getting now a smaller part of their budgets from state sources. As a result, they are to have their own income from tuition fees, research, consulting, commercial enterprises and other sources [3].

Marketization of higher education is closely related to privatization. Functions of a university are increasingly submitting to market tendencies. Under such conditions, valuation and support are given to the knowledge able to bring income. Those fields of knowledge, bringing small income are considered non-efficient, and tuition fees constitute an example for operation of market forces.

All the above mentioned challenges are connected with the requirements of the market regarding universities. However, this tendency creates a huge contradiction between new accents and the role universities have been playing during the past century concerning providing the increasing number of students with the access to higher education. More sophisticated goals require bigger and more complicated academic institutions. In 1963, C. Kerr noticed that universities need bigger and more complicated administration and management structures to perform all of their new roles. This need is a requirement of higher responsibility – concerning not only money spending, but also fulfilling many aspects of the training enterprise including performance of students and efficiency of faculty members. Traditional academic administrations that generally take major decisions do not operate well within the large, sophisticated establishments of the 21st century. Universities are in the need of administrative structures able to coordinate different elements of the institution and to carefully define and measure resources.

Particularly, not farther than three decades ago American

sociologists A. Toffler and D. Bell admitted that education and knowledge are strategic resources of the epoch of postindustrialism. At the same time, the expression of F. Bacon 'knowledge is power' gets confirmed. It is not a surprise, that these are intellectuals who constitute the dominant part of the richest Americans. Just each fifteenth of those constituting the 1 % of the richest Americans have obtained income as capital gain, while more than a half of representatives of the group occupy administrative positions at big companies, about one third is represented by practicing doctors and lawyers, and the other third contains people of creative professions including professors and lecturers'. Considering the fact that 1 % of Americans possess 80 % of wealth in the United States, the above mentioned figures unambiguously show that power in the USA (and thus in the whole world) belongs to those who develop and use their intellect in the goal-rational way.

It is necessary to mention that technically commercialization has performed a drastic fall of prestige of science and the system of education. Nowadays, thousands of different 'pseudouniversities' have been established on the basis of small private enterprises and social organizations. To the large extent, the processes of commercialization have also influenced the quality of providing educational services and have shaped another worldview and attitude to obtaining knowledge in general.

Finally, the current reform of higher education presupposes strict compliance of universities (educational cycles, their contents, duration etc.) with requirements of big business as a source of working places. All these processes support the logics of 'diploma depreciation' described by the American sociologist R. Collins already 30 years ago. Higher education diploma turns from the certificate of high intellectual merits and the social status of a person into a plain card certifying minimal social competence – like a

passport or driving licence. Conceptually, commercialization is optimized for the growth potential of this sector. Taking into account all the above mentioned conditions, one might claim that commercialization of the system of education is a peculiar trend of the consumption society which introduction must be maintained with caution and prudence for the sake of preserving traditional values of the system of education.

Conclusions. It is worth noticing, that commercialization is one of the tendencies of education system change. By the end of the past century, there had developed a whole field of the world economy – i.e. the international market of educational services with annual volume of sales of about several tens of billions dollars and the number of consumers of about several millions of students. Obtainment of higher education by foreign students has become a new field of export. According to estimations by the World Trade Organization, the volume of the world education market is 50-60 billion dollars. The stable leader is the USA controlling almost the one fourth of the world financial educational turnover. The second place is occupied by Great Britain – 15%. They are followed by Germany – 12%, France – 9%, Australia, Canada, Spain – 7% .

References

- [1] Альтбах Ф. Г. Высшее образование и WTO: безумие глобализации / Ф.Г.Альтбах // Alma Mater. Вестник высшей школы. – 2001. – № 6. – С. 39–42.
- [2] Scott P. The Crisis of the University. London: Sydney Croom Helm, 1984. 277 p.
- [3] Slaughter S. Academic Capitalism: Politics, Policies, and the Entrepreneurial University. London: John Hopkins University Press, 1997. 353 p.

Контактна особа: maryna.stryhul@npp.nau.edu.ua М. Стригуль