

Problems of Development of the Modern Education System As One of the Risks of the Global Economy

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Abstract: The modern world is entering an era of the high-quality transformations, the fundamental basis of which was the exhaustion of opportunities of the development of industrial civilization and the formation in the depths of the current global environment of post-industrial information civilization with fundamentally new economic system in which the role of the main production resource is information and the decisive factor of production become knowledge. Functioning of the world system of cooperation and production specialization for the purpose of creation of global products and service, formation of the global information systems, increasing influence of the international organizations and multinational corporations in the world market caused emergence of new risks in the global market.

Key words: Modern education • Global risks • Knowledge economy • National capacity

INTRODUCTION

The complex interaction between the emergence of digital technologies and their production is profoundly transforming economic activities. A characteristic feature of the establishment of a modern global information economy is the appearance of new ways of countries carriers to exercise swift and effective maneuvers in all areas of financial and economic activity. Information and Communications Technology has become a key component of this economic transformation, with the rise of a new production sector that extends its synergetic effects not only to other branches of activity, but also to all other economic activities [1]. Dominant position in the structure of the world economy goes to the information sector and its special segment - the economy of intellectual products. The major role in strengthening of competitive line items of the state on the global arena is played by information which is guarantee of superiority in the world market and at the same time acts as the precondition of search of new innovative ideas. There is a transformation of information into the strategic resource purchasing priority value in relation to natural, labor and capital and knowledge in determining factor of competitiveness of national economy in the world economy.

From an economic perspective, economic and business activities are characterised by profound changes that modify the behaviour of all economic agents. These changing trends explain an economic change that can be framed within a wide context: the emergence of the knowledgebased economy. The development of this new scenario in developed economies is characterised by rapid knowledge creation and easy access to knowledge, conditions that generate greater efficiency, quality and equity. The Evidence for the advent of a knowledge-based economy is seen in the increase and improvement of knowledge-intensive activities throughout all industries of the economy more than in the continuous expansion of a specialized productive sector [1].

Globalization is a factor of improvement of competition, creates positive dynamics of transfers of technologies, renders assistance to distribution of the best scientific and technical and technological practices, induces to implementation of the new management decisions as which main principle risk minimization and costs acts. With a global communications infrastructure has also come the transnational spread of ideas, cultures and information both among like-minded peoples and between different cultural groups-reinforcing simultaneous tendencies towards both an expanded

sense of global solidarity among the like-minded and difference, if not outright hostility, between different cultures, nations and ethnic groupings. Thanks to massive improvements in communications and transportation, virtually any place on earth can be connected to markets anywhere else on earth and can become globally competitive [2].

If knowledge is fundamental to globalization, globalization should also have a profound impact on the transmission of knowledge. The first is that globalization increases the demand for education, especially university education and this increases pressure on the whole system for higher quality schooling, often producing perverse educational consequences, particularly from the standpoint of equity [3]. Dynamic change of global economy involves reforming of education which of a method of simple reproduction of labor power was transformed to a revival and growth source economically and socially active national groups, capable to work in the market environment. The need to prepare talent for the fast-changing world of work is a top priority for companies focused on meeting their business¹. In the global higher education setting there is significant scope for strategy making, more so than in many national settings. The distribution of capacities and resources between nations and institutions in many respects determines their global position and potential but the possibilities are not closed [4].

National and institutional capacity to operate globally is also shaped by such factors as on-going investment in higher education; the communications infrastructure sustaining global connectivity; the size and shape of research programs; the qualities of steering instruments, organisational cultures and incentives; the subsidies allocated to cross-border programs such as research training, academic visits and research collaborations; the entrepreneurial spirit in institutions; the character of institutional autonomy and academic freedom, which are necessary conditions for identifying and maximising the full range of global opportunities [4].

Governments in a global economy need to stimulate investment, including, in most countries, foreign capital and increasingly knowledge intensive capital, which means providing a ready supply of skilled labor. This translates into pressure to increase the average level of education in the labor force. The payoff to higher

levels of education is rising worldwide as a result of the shifts of economic production to knowledge-intensive products and processes, as well as because governments implement policies that increase income inequality [3]. Human resources development is a crucial determinant of a country's long-term economic prospects. The most important characteristic of a new condition of the society considered as global information, is change of content of work and a method of inclusion of the individual in production process. The intelligence of the person becomes a major factor of production, production development with its progressing complication of public structures and communications led to awareness of strategic value of information resources in any area of human activities. In addition, the availability of skilled, trainable and productive labour at competitive costs is a major magnet for efficiencyseeking foreign investors.

Universities, the engines of economic growth, contribute substantially to human capital development. Universities stand at the centre of the knowledge-based economy development as they are currently one of the main agents providing education within the education industry [1]. Educational enterprises are increasingly exposed to transformations in society, such as the omnipresence of the Internet, the growing importance of distance learning, greater intellectual entrepreneurship, international collaborations and new models of partnership between universities, NGOs and business organizations².

In many nations international mobility; global comparison, bench-marking and ranking; and the internationalisation of institutions and system; are key policy themes; and governments and university leaders are preoccupied by strategies of cross-border cooperation and competition. For certain institutions, especially in the English-speaking world, international operations have become the primary mode of development. Global research circuits have been wired into the rapidly developing higher education systems of China, Singapore and Korea; and the first two are already players in the global degree markets [4].

Higher education is implicated in all these changes. Education and research are key elements in the formation of the global environment, being foundational to knowledge, the take-up of technologies, cross-border association and sustaining complex communities. Though

¹Global Agenda Council on the Future of Universities 2012 - <http://www.weforum.org/content/global-agenda-council-future-universities-2012>

²Who is responsible for training today's workforce? - <http://forumblog.org/2013/01/who-is-responsible-for-training-todays-workforce/>

higher education institutions often see themselves as objects of globalisation they are also its agents [4]. Universities are competing worldwide. They are trying to attract the best students and professors worldwide. By creating knowledge, by creating innovative patents, training the “knowledge workers”, diffusion of culture, etc. they are considered the key actors in the knowledge based economy [5]. Research universities are intensively linked within and between the global cities that constitute the major nodes of a networked world. Characteristically global cities have a high density of participation in higher education; there is a strong positive correlation between the higher education enrolment ratio of a nation or a region and its global competitive performance. Correspondingly, nations and regions that are relatively decoupled from the globally networked economy are typified by a low density of higher education [4].

All else being equal higher education capacity in the global environment is positively correlated to national wealth, the quality and quantity of constructive government support for higher education institutions, system size and competence in English [4]. Education must be considered as a key investment in modern economies because, as we have shown, within the framework of a knowledge-based economy there are strong and positive complementarities between economic activity and education in the explanation of economic growth and also country competitiveness on the global arena.

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