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UNIVERSITIES IN EDUCATIONAL PARADIGMS OF ECONOMIC SOCIETY

Стаття присвячена соціальним передумовам і наслідкам трансформації ролі університетів у процесі становлення нової освітньої парадигми. Виявлено епістемічні та аксіологічні параметри співвідношення традиційного та сучасного підходу до функціонування університету. Визначено перспективи інноваційного розвитку вищої освіти в умовах глобального інфосоціуму.

Статья посвящена социальным предпосылкам и последствиям трансформации роли университетов в условиях появления новой образовательной парадигмы. Обнаружены эпистемические и аксиологические параметры соотношения традиционного и современного подхода к функционированию университета. Определены перспективы инновационного развития высшего образования в условиях глобального инфосоциума.

The paper is devoted to the social preconditions and consequences of transforming of the role of universities in terms of a new educational paradigm. Epistemic and axiological options value of traditional and modern approach to the functioning of the university are revealed. The prospects of innovative development of higher education in a global information society are identified.

Ключові слова. Вища освіта, університет, наука, інновація, освітня парадигма, економічне суспільство, знання, цінності.

Ключевые слова. Высшее образование, университет, наука, инновация, образовательная парадигма, экономическое общество, знания, ценности.

Keywords. Higher education, university, science, innovation, education paradigm, economic society, knowledge, values.

Introduction. Philosophical and theoretical, Social science and socioeconomic studies in recent decades focused on the problem of the crisis of education, including ways of which - consistent and concerted efforts of new educational concepts. Their main feature is support still not institutionalized or partially institutionalized forms of education, such as informal, continuous, distance education and more. Similar processes are as glowing transformation of European educational paradigm formed and established during the XVIII-XIX centuries and rate of formation of the new situation of higher education, first of all - a new understanding of the place of the university in the value system and the values of the globalized world. Accordingly, updated on new social conditions of existence as a traditional university education center, its impact on social processes of the global info- society and a new type of its scientific and economic activity.

Analysis of scientific papers on the solution of the problem. Research of the role of the University in a globalized and individualized society dedicated to working Z. Bauman, M. Tlostanovaya, D. Ivankina, S. Stepanov; paradigmatic dimensions of the problem of education reveals V. Budanov, comparison of modern educational institutions with the classical Humboldt model University is based on fundamental research G. Shnedelbah; the role of the university as a factor of innovation investigated T. Kalinowski, S. Kosolapova, A. Proshkin, L. Nichuhovska, A. Proshkin, O. Fomkin and B. Kucenko.

Problem definition. The article aimed at detecting the social conditions transforming the role of higher education in modern society. The objectives of the study is epistemic analytics and social transformation of higher education, identifying a new role for education centers, including scientific and educational meanings of the University in terms of its impact on innovation processes of economic society.

Research results. Significant transformation of the world educational space occur in paradigmatic changes in science, global rearrangements in the economy and the restructuring of society. Educational concepts that come to the forefront of social, philosophical and pedagogical studies present reflected in the appearance of cognitive and humanistic technology in education, the implementation of information and distance education models, etc. However, the difference most clearly modern educational environment is the institutional factors that make open education system, bringing it beyond the university environment and integrating it into the subject of everyday life.

New dimensions of social functioning university expressed at comparative analysis of its classical and contemporary forms. Formation of the classic model of

the university is due to the prevailing Enlightenment ideals of conceptualizing knowledge of the cult of science and progress. The social importance of classical university was to legitimize the leading scientific paradigms shaping the guiding principles or fundamental values of society. In fact, universities as educational center belonged key role in the origin, retransmission and support axiological orientations, because they were the centers where "created values necessary for social integration, and has trained most teachers designed to improve and transform them into social skills" [1, p. 162].

This cognitive instruction that is implemented within the university, linked to the "philosophical universalism" (M. Tlostanova), which provided, on the one hand, the accumulation of knowledge within the educational environment, and on the other hand, storage and retransmission of a universal, general scientific picture of the world. Thus, the University transferred the knowledge that identifies them as "universal." Their interpretation of today is not exclusively associated with institutionalized, formal education: the question of continuous education provides the opportunity to be "in the situation between changes in knowledge, while be in two knowledge realities: one that exists, and that which replaces and is new, different. Such knowledge are necessary theoretical knowledge, the generalized nature, since they can not reflect the reality of the subject as expressed in perfectly knowledge form (as a constant), but the movement of knowledge gaps between the states "[2, p. 34].

Loss of universalism can be considered as the basic premise of the educational crisis that took place during the second half of the twentieth century and led to the emergence of new educational paradigms. The latter can be considered in two main dimensions: epistemic and social. The first defines the research activities in the educational environment: dominant for nearly two centuries Humboldt educational model provides "academic freedom and unity of research and teaching [9, p. 2]. Science is the foundation for this educational activity, and therefore paradigmatic uncertainty and pluralism in science influences the position of education.

Observe Today Education as epistemic design comes from a social cognitive level: universalism inherent in the idea of the university is paradoxically narrow because it is included in the disciplinary boundaries that have not met the requirements of the information society. In the last born between dissonance narrow specialization and the inability to fully master this specialization for dynamic accumulation of knowledge and information inherent in the modern time.

Equally problematic is disproportion and between "target traditionalism" university conservatism and ways of structuring scientific knowledge on the one hand, and the demands of modern economic requirements aimed at innovation, then - to overcome tradition on the other. In this sense, the model performs disciplinary inflexibility and inconsistency of educational research paradigms. In this connection M. Tlostanova says: "rhizomatic, interdisciplinary communication and general knowledge of the process of interdisciplinarity impact on the concept of knowledge, at the disciplinary divisions that were inherited from the Kant-Humboldt University. They endlessly obsolete, like most rigid division of humanities, social and natural sciences "[8, p. 182-183].

The social dimension of the transformation of educational paradigms due to the fact that "the decline of cultural universality that is no longer enthusiastic and devotion, and given the fact that society is rooted cultural pluralism, received sufficient institutional support, monopoly or even privileged role universities in creating and selecting the values down to zero today"[1, p. 163-164]. The loss universities privileged position in the utterance axiological orientations and philosophical architectonic concept formation is that they are no longer seen as the main educational environment. Universal Knowledge narrow disciplinary orientation does not meet the requirements of modern society: in fact, today a person such knowledge is not required, it is nowhere to apply them.

Concept informal education and life long education is actually trying to overcome the crisis, which generated loss universities the right to determine the criteria for professional status and competence. Last change their status in the information society where knowledge becomes available, and at the same time "the claim of the academic community on how to be unique and natural haven of all those who are committed to the highest knowledge, becomes more and more hollow in the ears of any person except for the one who proclaims it "[1]. This generates ambivalent situation in which higher education is beginning to be seen as "an institution that is located on the border between knowledge, preserved in libraries and summaries and computer teacher, and knowledge that operate in the production" [4, p. 21]. On the one hand, the latter conceptualized and structured within higher education, on the other hand, the rapid obsolescence of knowledge leads to a critique of the functioning of education in society, based on the technology developed abroad with such speed that ensure professional competence is a specialist impossible - as long as the student learns, it loses its own relevance.

Thus, the temporal dimension of university education is presented as a kind of projection of the past. This shows, in particular, described S. Klepko task of

higher education, which is "on the one hand, should sustain in the living state is produced in the history of mankind, and codified knowledge in the texts, on the other hand, it must" scan "information, which operates in their respective domains of the environment to which it provides its graduates "[4, p. 21]. As you can see, within the educational process often occurs structuring an existing knowledge, while producing such knowledge is outside the university.

On the one hand, such a task can not be considered necessary - it plays an important role in the progress of science. On the other hand, learning under these conditions has a significant drawback: According to Z. Bauman, "short-term training, passed in the workplace under the guidance of employers, focused directly on specific activities as well as flexible resources and rapidly renewable materials for self-study kits offered on the market without mediation universities become more attractive (and recognize the benefits of a more worthy) than a full university education, which is unable to promise even today, let alone how to guarantee a career for life "[1, with. 165]. Thus, the training starts to happen outside universities.

From the above it follows until "legislator" scientific values and concentration of professional competence was university education expressed temporal projection into the future: epistemic meanings, educational values and ideological priorities emerging in scientific and educational environments and further adapted to practical human activity in other areas. Today, the ratio of "flips": knowledge born of economic practices and theoretic in universities. Hence the inability of higher education "keep up" with constant and continuous technological achievements of the revolution: in fact, "making it" - it always go back, but because in a dynamic pace of technological development "make it" impossible. Or may be involved in the creation of technological revolution, or did not take.

In theoretical terms, due to the fact that "all that universities have in the last nine years, made sense orientation or in eternity, or within the doctrine of progress, modernity stripped first, then rolled postmodern wiped Friend" [1, p. 167]. End of university impact on society is thus linked to the ideological crisis - no philosophical foundation on which earlier were based not only axiological dimension theory of education, but also the practical activities of universities. Discursive pluralism that exists in the world today, in the absence of a "monopoly of meaning" (A. Touraine). And the reason for this discursive pluralism is changing the scientific and educational environment on the one hand, and economic, on the other.

Therefore, higher education, getting rid of axiological and epistemic authority, finds himself faced with the need to find new forms of integration with the environment of modern economic society. This integration is due to two directions. First - is the inclusion of the education system of economic relations. As the Fomkin A. and L. Nichuhovska, "the West has long considered education as a sector of the economy. In the U.S., it takes 5 among other sectors, in the late twentieth century. Education sector has brought profits of \$ 265 billion and employed 4 million people. Even these facts show that thanks to its extra-budgetary activities of educational institutions (public and private) effectively woven into the system of economic relations. This aspect, in our opinion, should be the subject of a thorough study of the Ukrainian economy education "[7, p. 17].

The second area of integration of education and the economy is a transfer of knowledge and technology, which aims to research and educational institutions to production practices. Therefore, on the basis of such institutions actively created various centers that contribute to these processes - technology parks, incubators of innovative ideas and more. An example of effective implementation of such practices are U.S. universities, which for more than twenty years, there are "offices of commercialization" - special centers involved in the commercialization of discoveries made in academic units of the University of efficient distribution system proceeds of commercialization.

In this approach, the role of the university can be defined as a center of interaction of education, science and economy. This interaction is described by the "knowledge triangle" - the factor of innovative development, which demonstrates the trinity of education, research and development and innovation. Thus, "today's university status in society and the State University defines a new function - the function of the integrator knowledge. University and became a leading member of the organizing intermediary integration of educational and scientific institutions of production, cultural institutions and power structures. The purpose of this integration is a solution of interdisciplinary education and science payload and innovation activities with their implementation "[3].

Of course, the consequence of underestimating the prospects of such universities role in the educational activity is underdeveloped sector innovation economy: the emergence of innovative technologies and their adaptation and productive interdisciplinary integration in production provides both synchronous conducting theoretical developments. "The transition to an innovative way of economic development requires large-scale investment in human capital because human development is the primary goal and a necessary condition for the progress

of modern society. Here an important role is played by education, which is a strategic resource of the country, an important indicator of human development "[5, p. 102], - said V. Kutsenko. Therefore rethinking of paradigmatic understanding of the social role of the university Such an can not only find him a new place in the educational crisis, but also to transform society in general, activating its innovative potential.

Conclusions. Thus the universities in pax oeconomicana - «Economic world" (O. Neklessa) - gradually discovers a new social niche for its own existence. It is clear that in an era of global transformations and impairment traditional role of higher education losing its leading position in the educational systems, the transformation of university teaching and research at the Innovation Center is the answer to two major civilization challenges that led educational crisis. The first - a "crisis inherited institutions and philosophies" (Z. Bauman), which actually did not viable for classical humboldt university contamination of science and education and ultimately led to the loss of the priority role of universities in the provision of universal knowledge and the creation of socially important values. The second - a challenge of economic globalization that does not take university established way of structuring and theorizing knowledge gained from the environment to construct the educational process as "a projection of the past."

"The answer to these challenges is to develop new educational structures that result should so different from traditional universities today that become essentially a new type of institution - the innovation center, which forms the scientific value are not based on their tradition or their correlation with established view of the world, and based on the possibility of their application in a variety of practices. The social role of the university in this case is not saving Relay and knowledge, which in itself can not ensure an adequate level of preparation for life as a requirement for their practical implementation.

Then, turning to the "investment" and on the way to the formation of intellectual capital, higher education should put more complex task, which can be defined as "a preparation for life." The answer to the question of how this task should be performed in the new role of the university in modern society, there is the prospect of further studies on the social dimension of higher education.

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