

Trends in the development of economic education in the conditions of new industrialization

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Abstract— This article is devoted to the trends in the economic education development and the knowledge management in the informatization conditions. In this research the authors show the analysis of global trends in the world and Russian education that are important for improving the professional training of graduates at the Universities of Economics. They emphasized the current socio-economic requirements to the higher economic education system, the features of the graduate formation as a product of the education process, the prospective directions of the economic education modernization on the basis of information technologies.

Keywords— *economic education, technologization, knowledge management, informatization, industrialization.*

I. INTRODUCTION

The intellectual potential of workers becomes the main resource for improving the national competitiveness in the modern conditions of the new industrialization. There is the continuing development of the Russian information society and new world markets of knowledge and technologies in the conditions of increasing globalization and the simultaneous aggravation of the competition between countries and regions. All these exacerbate the struggle for the advanced technologies development. There is no doubt that economic science and economic education are the fundamental conditions for the future socio-economic achievements of the country. And the trends in the science development are reflected in the education system and determine the possibilities of the society economic development. However, at present there are a number of contradictory trends that concern the technologization and informatization of the economic education. They affect the ability to the efficient work in the conditions of the new industrialization. This article is devoted to the identification and analysis of these trends.

II. LITERATURE REVIEW

At present, in the economic education development there are a number of trends that significantly affect the process and the result of a single electronic educational environment creation and the important features of knowledge management based on the informatization.

Trend 1 "The integration of the economic education". The globalization processes contribute to the information increasing and improving the mechanisms of the information exchange between the Universities of Economics both on the national and international levels; the pedagogical and professional communities (including the private and state sectors of the economy); the public organizations in the field of the education and the state institutions that are the regulators of the education system [3, 5].

Thus, the Russian University of Economics is implementing a number of measures to promote the integration of the economic education. There are the specially organized interuniversity students and teachers exchange, the conferences with the international participation, the foreign companies participation in partial financing of the educational and research programs. There is also an experience in the use of foreign audio, video and scientific literature (in the original language) in the educational process, the distance and mixed learning that is based on the integration of the information and pedagogical technologies. The aim is the implementation of several international Internet-projects. There is also the marketing research of the educational systems of different institutions and countries, etc.

In many ways, the integration processes in the field of economic education are supported by the introduction of international standards of the economic education quality and the system of double diplomas. This contributes to the knowledge base development, which allows to form a single educational environment and integrate it into the emerging educational and scientific clusters both at the regional and interregional levels.

Trend 2. "Development of the continuing economic education system". The life dynamics and significant socio-

economic and technological changes are associated with the new industrialization and contribute to the understanding of the real need for constant updating of organizational and individual knowledge [4]. The new socio-economic needs of the society cast doubt on the traditional perception of the education, particularly the economic education as a system of secondary vocational and higher education institutions.

It is obvious that in the current conditions it is necessary to involve the narrow specialists of enterprises and institutions in professional training of the future bachelors in Economics, taking into account a certain training profile. At the same time, changes of the legislation and economic trends in the economic sectors both within the country and in the world emphasize the importance of the continuing retraining of economists in accordance with the peculiarities of their work.

The interaction between the educational institutions of different levels is increased and the interuniversity systems are developed on the principle of "School" - "University College" - "University". The educational institutions have to involve in the educational process those teachers who are able to combine the personal experience of the practical work in the economic sphere with the knowledge of modern pedagogical technologies and foreign languages. The skills of research and development work are very important for the teacher of Higher School of Economics. The authors notes the increasing role of advanced training and specialists retraining faculties in the field of Economics, especially those ones which use the distance learning technology in their activities.

The described phenomena increase the interest of educational, commercial and scientific organizations in the expansion of interaction on the basis of the single electronic educational environment. It also concerns the creation and continuing improvement of the knowledge base of scientific, scientific-practical and methodological nature.

Trend 3. "Individualization of the economic education". Changes in the system of the economic education mean taking into account the individual students' needs. They involve a variety of educational programs in the field of economic culture and financial literacy, increasing flexibility and the ability to choose the educational process schedule. The implementation of new pedagogical technologies, such as the designing educational trajectories technology, allows to expand the students and teachers opportunities in the conditions of interactive teaching methods, the special attention to the independent students work organization, the frequency and quality of individual consultations. These features contribute to the more focused and efficient development of the students' knowledge database, including in the field of practical application of financial and economic knowledge and competencies.

Trend 4. "Commercialization of the economic education". It is also important to note the gradual and partial commercialization in the format of both the research-development and experimental-development works in the financial and economic sphere by all participants of the educational process at the University of Economics, the development of consulting services, the organization of short-term training courses and training sessions for the system of the specialists advanced training in the field of Economics,

quantitative methods and mathematical modeling in the field of Economics.

Educational institutions of higher education of Economics have to strengthen ties with commercial organizations, actively participate in regional and sectoral cooperation in order to implement the commercial projects to partially compensate the lack of the state funding.

We note the following leading factors to stimulate entrepreneurial activity of the University of Economics employees:

firstly, the development of intellectual potential of the Universities of Economics;

secondly, the creation of the scientific and educational centers and small innovative enterprises network within the Universities of Economics;

thirdly, the concentration of the pedagogical community efforts on the process of commercialization of existing knowledge;

fourth, the convergence of the Economics and the real sectors of the economy.

III. RESEARCH METHODOLOGY

The research is based on the cognitive aspects of the modern political and economic theory, evolutionary and institutional economic theory. The main thesis is that the basis of the new industrial model of higher economic education is the knowledge accumulated by members of the scientific and scientific-pedagogical community, as well as the representatives of the real economy sector and innovation. At the same time, the most important element is the employee and his professional ability to creative work in the conditions of the information and pedagogical technologies integration.

IV. PRACTICAL SIGNIFICANCE, PROPOSALS AND RESULTS OF IMPLEMENTATIONS

The described trends contribute to the further development, modernization and competitiveness of the economic education system in the global scale, as well as to the increase in the number of applicants aimed to get the quality higher economic education. The increase in the number of specialists with higher economic education is more typical for socially and economically developed countries. It affects the speed of their economic development and the growth of the non-material product share in the structure of the gross domestic product. The integration processes in the field of the economic education, the development of the continuing economic education systems and partial commercialization of the results of scientific and educational activities in the financial and economic field require the intensification of the information and knowledge management system implementation. In our opinion, it is advisable to approach the management of the system of information and knowledge flows within the Universities of Economics at several levels.

The first management level requires the creation and operation of a system of the information and pedagogical technologies integration. It contributes to the maximum availability of the information relating to all aspects of the educational process and its results for students, applicants, teachers, and also for the administration of educational

institutions, government officials, sponsors and business partners. The implementation of the second management level is associated with ensuring the greater efficiency of the coordination of the interaction between individual departments and employees of educational institutions (using the modern communication and information technologies). The third level requires the creation of an electronic information database that optimizes the exchange of scientific, methodological and educational information and promotes the activation of research activities within the single electronic educational environment.

Let us focus on the issues of assessing the usefulness of knowledge and competencies of the Universities of Economics students and graduates.

Firstly, the usefulness of the acquired knowledge and competencies of the Universities of Economics students can be assessed only over time in the process of their use in the professional activities after getting the economic education.

Secondly, it is difficult to assess the usefulness of the knowledge and competencies acquired in the process of the economic education at the individual level. It may be due to the complexity of their allocation from all knowledge of the working graduates of the Universities of Economics for the further measurement and quantification.

Thirdly, the usefulness of the acquired knowledge and competencies is a function not only the knowledge and competency of teachers and the activities of the University of Economics in general, but also of the personal qualities and psychological characteristics of the students, their level of motivation, the presence or absence of basic knowledge, starting key and subject competencies.

The production of the knowledge system within the educational activities of the University of Economics is also characterized by a number of features.

In contrast with the production of other goods and services, in the educational process of the University of Economics the participants in the creation of the final product should be the manufacturer together with the consumer. Consequently, the knowledge system of the University of Economics is a synergetic result of the multilevel interaction of teachers, students, interested organizations and enterprises [2]. The demand for an individual approach to every student of the economic baccalaureate requires the creation of the individual modifications of the knowledge system in the educational process at the University of Economics. Thus, the projected individual educational trajectory should be supplemented by individualized working conditions of the teachers.

However, the practical implementation of this feature complicates the coordinated process of the teaching staff management and requires more complex mechanisms of accounting and management of the knowledge creation process at the universities of Economics which consist of various structural units. The creation of the single electronic educational environment involves the unification of the economic education institutions of different levels with the organizations and enterprises that differ in the economic activity nature, ownership form. They are often located at a considerable distance from each other.

The described features suggest the projecting and development of the corporate knowledge system based on the

information technologies. This system helps to improve the coherence of the interaction to rise the characteristics quality of the final product – knowledge and competencies of the graduates of the Universities of Economics.

The presented aspects create the need to apply the quality and knowledge management system in the economic sphere, taking into account the key features of the educational activities of the University of Economics, knowledge production and dissemination technology within the scientific and educational processes. We also research the nature of the relationship between the structural units of the University of Economics (small innovative enterprise, basic Department, computer center, etc.).

In addition to these aspects, our country is characterized by the special national features of the economic education system development, affecting the nature of the formation and functioning of the single electronic educational environment. Thus, despite the reflection of the global trends in the Russian educational system, the increase in the number of students, bachelors and masters of Economics is not accompanied by the proportional economic growth, the increase in the productivity and gross domestic product per capita [1]. One of the reasons for this situation is the number of the teachers and research workers who migrate from Russia, as well as the students who study abroad. At the same time, the number of the research workers and teachers from economically developed countries who work in the Russian scientific and educational institutions is not large enough, although it tends to increase.

In the process of the integration into the world community, the Russian system of the higher economic education has to change the previously used traditional pedagogical technologies [7], that are organically related to the nature of the national economy and the Russian mentality, to European ones. There are the principles of the Bologna Convention and international recommendations for the implementation of the quality system among them. Thus, there is an assimilation nature of the education system integration, which involves an emphasis not on the creation but on the consumption of already created knowledge and a delay in the knowledge introduction and knowledge-oriented technologies in the real sector of the economy.

It is important to note that the development of the economic education system in Western Europe and the United States was gradual. It was adequate to their socio-economic and scientific-technical development. But in our country the processes of socio-economic reforms and the period of the stabilization have led to a gradual aging of the material and technical base, deterioration of human resources, reducing the number of research works for the real sector of the economy. It is also necessary to show the destruction of previously developed relationships with relevant enterprises and research institutes, as well as the traditional system of distribution of the Universities of Economics graduates.

As a result of the transition to partial or full self-financing, many educational institutions are faced with the need to reduce the level of requirements for applicants while the entering process, and during all the educational process. This phenomenon contributed to the decrease in the level of the students and teachers corporate culture. To summarize we can

note that in the conditions of the current requirements to the economic education system by the society and the state, the Universities of Economics have to modernize the economic education system. We can note the form of creating the unified electronic educational environment and the integration of the information and pedagogical technologies [6].

In the described conditions the electronic educational environment of the University of Economics as a tool of the integrative association can perform the following tasks, which have principal significance for increasing the quality of the graduates professional training:

1. To provide the quality applied and fundamental economic education, which is based on the horizontal and vertical integration of the knowledge. We can also note the integration of the University of Economics with the research and educational centers and specialized commercial organizations, institutions in order to introduce a contextual approach to the educational process (training in the context of the future professional activities).

2. To contribute to the development of the laboratory and information basis of the modern economic education and the research of socio-economic issues through the cooperative implementation of the scientific and commercial projects within the University of Economics, using the principles of cooperation and sharing the resources.

3. To form an interested and prepared students contingent of the University of Economics due to the vertical integration of the structural units and competent use of the human resources, as well as to create the conditions for the development of specialized training at general educational schools (system of specialized economic classes at general educational schools).

5. To expand the employment opportunities in the profession of the majority of graduates in the economic bachelor's and master's degree programs by strengthening the ties with the specialized scientific and commercial organizations. It also can be made by providing the opportunities for the gradual integration of the students into the workforce in the process of passing different types of practices (training, production, pre-diploma ones) and diploma projecting. It's necessary to include the students into the implementation of the scientific and practical work in the functioning of the single electronic educational environment based on information and analytical technologies [8].

6. To contribute to the restoration of the human resources system in the economic sphere, through the involvement of the specialists from the specialized organizations to work in the structural units of the University of Economics which are connected by the single electronic educational environment.

V. CONCLUSIONS. DISCUSSION OF THE RESULTS

Thus, the development of the integration processes, including the integration of the information and pedagogical technologies, projecting the development of professional competence of graduates within the single educational environment, increase the ability to carry out educational activities of the Universities of Economics in accordance with the trends of higher economic education:

1. To promote the reasonable increase in the exchange of data and information between the educational institutions

which are engaged in the economic education and pedagogical communities, the state, the commercial and scientific institutions of the real sector of the economy both within the educational and scientific activities of the University of Economics.

2. To ensure the creation and development of the continuing economic educational system (secondary school - specialized organization), as well as to implement the necessary level of the teachers' academic mobility with the involvement of the specialists of the real economy sector within the University of Economics. It's also necessary to note the effective system of the knowledge exchange between the scientific and pedagogical community and the economists.

3. To create the conditions for improving the corporate interaction system within the University of Economics that allows to synchronize the educational programs of the basic and elective courses, as well as the entering and graduating requirements for the students. An urgent pedagogical task is to take into account the requirements of the employers, as well as to ensure the more intensive and long-term acquisition of the students' competencies related to the use of interactive and scientific-analytical methods of training and collaboration in the single electronic educational environment. These aspects allow to form the new knowledge base about the profession of the economist at various studying stages at the University of Economics. It will improve the quality of the graduates training at the University of Economics.

4. The development of the system of the multi-level interaction with the state, the commercial and scientific institutions of the real sector of the economy in the process of the pedagogical and scientific-practical activities of the Universities of Economics is on the basis of the use of resources of the single educational environment. It will partially solve organizational, methodological and technological problems, including to strengthen the material and technical support of the scientific-educational and pedagogical process, to intensify scientific, project and scientific-practical activities of all structural units of the University of Economics. It will contribute to the accumulation and implementation of the new fundamental scientific and practical knowledge in the educational process.

These trends and aspects of improving the training the future bachelor of Economics at the University of Economics were introduced in Plekhanov Russian University of Economics. At the global level they contribute to the acceleration of the modernization of the economy and economic education, the formation of the innovative culture in the science and economic education.

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