

Higher education and culture: global challenges

N. Terentieva

Taras Shevchenko Chernihiv National Pedagogical University, Kyiv, Ukraine

*Corresponding author. E-mail: nataterentyeva@gmail.com

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Abstract. The author represents the idea of educational leadership from a position of leadership country potential in the global world through the level of human capital as an indicator of integration, which defines the internal capabilities of the country regarding knowledge production and its use for industrial and social development; new relationships between countries producing knowledge and countries that have a deficiency of knowledge are described. The article shows the author's vision of interdisciplinarity as the basis of the new product production in the knowledge information society. The article emphasizes that the research of educational phenomenon is impossible without knowledge integration from different fields and areas of research but university education provides the integration of philosophical, educational, economic, technical (technological, engineering), natural (environmental, noosphere), political (nation, state formation), legal (legal, economic and legal), cultural, historical, sociology knowledge, that enables to produce innovative intellectual product as the basis of new technologies.

Keywords: culture, education, leadership, globalization, meritocracy, knowledge product, academic integrity

Introduction. Civilization challenges of the XXI century which are worth emphasizing by national scientists in the field of high education are ongoing globalization that comprises all areas of society and not only mutually enriches and interdepends the mankind but also intensifies the competition between countries, peoples, individuals in the process of their interaction and geographic and economic mobility; – variability that progresses in any field of work and is based on the innovative type of development; – democratization and humanization of modern societies while strengthening of the requirements to personal competence and human self-sufficiency; – the new civilization phenomenon formation – network society through the innovative ICT development (V. Kremen, 2014) [7, p. 8-9]. The network society as a new social system that forms globally is characterized and determined by the structure and configuration of the information flows (M. Kastels, 1996-1998), which form the basis of the information economy where competitiveness depends on the ability to generate, manage and effectively use information based on knowledge.

Information society especially the knowledge society requires professionals who are sound in this society and can create innovate product (new knowledge product), which can improve the credibility of a country in the world rankings, producing new technologies as the basis of production in the information society, based on studies that trigger new product production.

Education as a part of culture in the process of development is the integral part of the perspective developing directions of Ukrainian culture: problems of human being, nation, state, national traditions and their updating according to the imperative of our time, cultural dialogue at the international level, nation's awareness of the appropriate place in the world-wide historic importance process [2, p. 345]. Culture is the expression of the human achievement level in the historical progress. Globalization, information society and market economy affirmation, democratization requires appropriate cultural providing in the context of intelligence increasing and the desire to get education. The end of the twentieth century shows sociopolitical paradigm changes into sociocultural ones. The role of culture as a human development component is defined in the following areas: cultural and historical heritage preservation; cultural heritage access implementation; the creative social potential development; cultural diversity promotion

in the modern societies [2, p. 363]. The main features of the global cultural situation of the XXI century are the phenomenon of globalization, high-tech, the idea transformation about the purpose of human (humanitarian) development and the cultural role in it.

Goal. The aim of scientific research is defining features create a new Knowledge Product in a globalized society, taking into account national culture.

Materials and methods. We define the following methods: Theoretical (description, comparison, generalization, idealization); Empirical (the studying of the products and papers, projecting).

Results and Discussion. The end of XX and the beginning of XXI century is characterized by polyparadigmatics in the high education as well as university education development (N. Bordovska, O. Rean). The university education frameworks are cultural axiological, academic, professional, technocratic, humanistic, which can obtain either consistently or separately in different historic periods [3]. It is impossible to insist on the priority of one framework as modern society requires their integration that promotes quality growth and upgrading both educational services and knowledge product.

At the cultural level globalization processes are manifested in increasing of world market of cultural services and goods. Talking about education, we mention educational services and the productive power. Higher education gets greater social dimension, as the mission of higher education institutions include the labor market, which involves the interaction on the level of an employer – university, expands the list of sociology professions regulating relations among the individual and the social institution. These professions mean that graduates should acquire legal, sociological, psychological competences in general, but administrative and the conflictological competences must be learned at the high level through practical implementation, forming a planning and surveying thinking. The above-mentioned confirms the cooperation at the levels of «the social institution – the social institution», «the social institution – the personality» «the personality – the personality» in the global world.

Globalism involves rethinking of economic, environmental, communicational, informational and other aspects according to their nature and correlation with culture and cultural implication of technical and technological process-

es at the level of supranational and national opposition. This conflict is manifested through the establishment of leadership: top position of countries, leadership in technology, and leadership in scientific knowledge by means of cognitive / creative product and so on. Unfortunately for Ukraine, according to V. Kremen, the distinctive trend is not only the cognitive decline of the own product manufacturing, but also its construction to the local level [8, p. 194].

The level of human capital as an integration indicator is of great importance for position evaluation (leadership potential) of the country in a global world, which shows the internal country capabilities regarding knowledge production and its usage in industrial and social development. Thus, there are new relations between the countries that produce knowledge and countries that have a lack of knowledge – cultural opposition to globalization, as it implies a culture of thinking, planning (forecasting) modulation, production and usage of cognitive creative product. At the national level this opposition appears in the economic, technical, technological and information-communicative ways. So, the epoch of cultural confrontation begins with globalization.

The supranational level includes supranational corporations that create supranational civilization strength that accelerates globalization through such factors as the brain building development and formation of personal competencies and skills. In our opinion, the supranational level is equatable to noospherezation, which provides critical and innovative potential organization of university and human development and the new human thinking through university education, in particular in the field of university education in the context of strategic planning of sustainable development, and it provides responds to social, economic, scientific and cultural aspects; global knowledge formation in order to solve some global problems; critical thinking and active citizenship development; awareness, sociability and transparency of the institution within its autonomy.

It is difficult to create a new product within the scope of one branch of knowledge (economic areas), as integration in society has reached a level that a new product can be generated only in the limits of existing branches of knowledge. Some new integrate sciences are dynamically created, including securitology (the sciences about safety) education study (the sciences about education) university study (the sciences about university education as a phenomenon) and others. For example, securitology as a branch of integrate knowledge provides the integrate studies including natural, technical, medical, agricultural, social, political, and military sciences «specific scientific disciplines with genealogy that dates back to the beginning of a scientific understanding of reality» (L. Kozhenevski, 2015) [5, p.71].

Some aspects of the new Product Knowledge are described in the researches by V. Kremen, V. Andrushchenko, M. Evtukh, N. Terentieva (exactly the same issue wording), T. Zhyzhko, N. Demyanenko, A. Sliusarenko, Z. Samchuk, national scientific research institutions, research and classical universities also do researches in this area. According to the scientific and statistical reports (V. Kovtunets, 2015; methodological seminar, 22 September 2015, Institute of Higher Education National Academy of Pedagogical Sciences in Ukraine) new knowledge product is mainly produced by academic and teaching staff in the uni-

versity education sector, and seldom by research institutions, despite the lack of funding of university research and other higher education institutions.

New knowledge / innovative / creative information product is the research result (both fundamental and applied), carried out mainly of theoretical and inventive character, due to insufficient funding of applied research of natural mathematical and technical area. Ukraine has appointed the need to create their own innovative product according to their funding in the following order: learning to use new technologies for material production, their processing and junction, creating nanomaterials and nanotechnology industries; high use of greenfield technologies and environmental protection; modern information and communication technology development, robotics technology; new technology and equipment introduction for high quality health care, treatment and pharmacy services [11].

Information society is characterized by rethinking of the relationships and interrelations between the knowledge areas which are accepted not separate, independent and unrelated, so they are considered to be different exertions of noosphere knowledge formation, which is a manifestation of new planetary consciousness and new planetary thinking. New creative information product can be represented only through integration.

In the information society knowledge becomes a direct productive power, that requires the ability to apply newer knowledge which can be got throughout life while practical activities. So, a person should get important competences through practice that helps to take solutions in different professional and personal issues. The knowledge of various sources are based on the global information infrastructure and depends on such priority areas of human activities as science, technology, politics, economics, culture and education. Nowadays it is impossible to determine any knowledge according to the classic subjects; it is complex, problem-oriented and interdisciplinary. In the meantime knowledge is individual and collective with synergetic nature.

The new knowledge scientifically generated, high-quality human capital training on the basis of high-quality education, creation of additional wealth by manufacturing sector and business are inseparable components of modern knowledge society. The role of methodological, systematic, interdisciplinary human knowledge which is necessary for the efficient operation of various knowledge and huge amounts of data while solving new and unusual problems is increasing.

Paying attention to the study of university education it is necessary to emphasize the areas of knowledge that studying this phenomenon in separate industrial areas produce new knowledge product directly or indirectly, which is the basis to create an (integrated) information knowledge product. Any monographic studies held by departments of research institutions with definite issues can be the basis of the primary new knowledge product which is a first step of the integrate / interdisciplinary / creative product creation. Whereas the phenomenon of university education is a research subject for academic staff in Institute of Higher Education National Academy of Pedagogical Sciences in Ukraine, it is worth emphasising on these developments in the context of the origin and development of a new field of integrated knowledge – university study (V. Luhovyi). Research interdisciplinary can be shown after even a brief

content-analysis of individual researches: Higher education of Ukraine: state and problems (2015) [6] – economic, technical, legal knowledge integration and statistical presentation of general information; The development of the highest university potential through globalization (2015) [13] – the integration of philosophical, educational (management, comparative pedagogical), historical, economic knowledge; Development of quality providing in Ukraine: informational and analytical review (2015) [12] – the integration of educational (management, comparative pedagogical), political knowledge; Theoretical and methodological substantiation of effective financial and economic models in higher education development (2015) [15] – the integration economic, educational, political knowledge; Higher education as a factor in overcoming of axiological schism in Ukraine (2015) [4] – the integration of philosophical, educational, cultural, sociology knowledge; University phenomenon through time and space challenges (2014) [9] – the integration of philosophical, historical, political (creation of nation), economic knowledge; University phenomenon in the context of "knowledge society" (2014) [17] – the integration of philosophical sociology, economic, cultural, technical and technological knowledge; Cycle optimization of the of social and humanitarian subjects in higher education in Ukraine through European integration (2014) [8] – the integration of educational, humanitarian and social communicative knowledge; Theoretical and methodological foundations of natural and engineering higher education modernization in innovative and technological development of the society (2014) [16] – the integration of engineering, natural, technical, philosophical, historical, educational knowledge and others.

Whereas education is an economic activity, and its development is carried out in the specific historical, political, and social conditions it is almost impossible to consider its development, phenomenon, trends, and prospects without the involvement of economic, political (including the creation of nation), legal (legal framework and responsibility), historical, sociology, philosophical, educational and other knowledge that, on the one hand make the research more difficult (difficult to cover all aspects), on the other hand promotes the research within limits of scientific knowledge and, therefore, creating a new knowledge product based on interdisciplinarity of its implementation.

It is necessary to emphasize some national development strategies, reports, analytical reports, concepts, etc., while studying tendencies of university education development as they represent the strategic directions and priorities which determine the latest trends, we can predict and / or identify new areas of development and expect the prospects. One of the most widespread approaches of trend identifying is based on the study of educational principles and specifics in the region, country, geopolitical space throughout the decades. Analyzing the stages of area / sphere / phenomenon etc., there are trends as development in order to find out some prospective areas for further research, based on a careful study, for example, educational policy, world, European and national regulatory frameworks documents; social development indicators, available regional and national educational statistics for a detailed analysis. This approach is mostly used by scientists in historical and comparative pedagogical research.

Trends as estimation can identify new areas as well as define the further development of a particular field, and describe the prospects of integrate scientific studies. These trends have prognostic nature (the current state evaluation and identifying the problems of the nearest future on the basis of statistic data, analytical and national reports, etc.). Set trends or deriving trends include setting goals and objectives to be reached in the next years. These set trends can then be understood as the desired outcome and thereby provide a starting-point for specific developments in education in the future – new trends formulation. Set trends shows future development results and predict primary ways of their realization through developing criteria, guidelines or recommendations for future.

Thus, identifying trends of university education development involves the integration of economic, technical, educational, legal, historical, sociology, statistical and most applied sciences as university education is either classic or professional. These beliefs are confirmed by different scientific researches, especially by the authors of the collective monograph «Higher education Ukraine: risks, hopes, success» (2015) [5, p. 7-89]. In the context of doctoral research the author identifies, for example, the trend of noospherology in education (especially university education) which is based on an interdisciplinary approach and is the integration of ecological, political, economic, educational, cultural, and sociology knowledge.

The issue of intellectual property is a great challenge of post-industrial society, because it has the following characteristics [1, p. 15-16]: a leading sector of production – manufacturing and processing; a leading principle of operation – theoretical knowledge arrangement, orientation to the future; strategic resource – information; basic technology – intelligent, scientific; the predominant type of exchange – information; basic professions – scientists, highly qualified specialists; social center – university; basis of power – knowledge, skills (oppose to industrial – property, technical skills, political organization); business evaluating criteria – the ability to innovate. Unfortunately, we have to admit that Ukrainian society cannot be characterized by every of these features, we are still at the level of the transitional period from industrial to post-industrial type of society, despite a great number of declarations that try to prove that this transition has been already over. There is no a system of meritocracy yet (by D. Bell, the main feature of post-industrial society [18]), and which social status involves only human intellectual potential and his ability to generate new knowledge.

We are sure it is important to emphasize on collective monographs. With some (sometimes long-term) developments, scientists can easily adapt them to the current requirements of scientific publications. And how long? Our experience shows great differences between working periods of national (Ukrainian) and foreign (European) colleagues in order to adapt own researches to the monographs. It takes Ukrainian scientists about two weeks, including other activities, for our European colleagues (Western and Central Europe) this period can last over two months, and some representatives of Eastern Europe do not consider it is necessary to adapt their own texts according to the requirements at all. We are sure to admit that national scientists have high capacity for work, responsibility and commitment to work overtime that, on the one hand, causes

stressful situations, especially at the end of the school year, conflictogenity, and professional burnout; on the other hand, it demonstrates prosumerism (J. Hodgson, 2001), when the definite distinctions between free and working time disappear, as production activities based on creative work becomes a form of individual's pleasure leading to self-development, self-improvement, self-expression. Thus, on the one hand, our potential producers of new knowledge product working in such conditions are potential, and the new knowledge product is made by other countries, nations, international teams of cross-border corporations where it is possible to create other conditions for scientists to produce new knowledge product; but on the other – prosumerism is a new knowledge product generators' feature.

Conclusions. So, «knowledge intensity» defines intellectual capital, which promotes the development of knowledge economy that determines the place (leader – an outsider) countries, nations, transnational corporations and others. The study of educational phenomena is impossible without knowledge integration from different fields and areas, and university education and research involve the integration of philosophical, educational, economic, technical (technological, engineering), natural (environmental, noosphere), political (nation- and state formation), law (legal, economic and legal), cultural, historical, sociology knowledge that enables to produce innovative intellectual product as the basis of new technologies that provide leadership in education, increasing «knowledge intensity» and intellectual capital, with completing meritocracy system.

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