THE POSSIBILITIES OF APPLICATION OF MARKET MECHANISMS IN THE MODERN MODEL OF EDUCATION

Nadezhda K. Vasilieva
Doctor of Economics Sciences, Professor, Head of the Department of Economic Analysis, FGBOU VO "Kuban State Agrarian University named after I.T. Trubilin" Krasnodar, Russia

Elena I. Mychko,
Doctor of Pedagogy, Professor, Professor of the Institute of Pedagogy, Immanuel Kant Baltic Federal University, Kaliningrad, Russia

Vyacheslav P. Vasiliev,
PhD, Candidate of Economics Sciences, Associate Professor of the Department of Accounting Theory, Federal state budgetary educational Institution of higher professional Education «Kuban State Agrarian University named after I.T. Trubilin», Krasnodar, Russia

Natalya I. Gerches,
PhD, Candidate of Pedagogical Science, Associate Professor of the Department of Natural and Humanitarian Subjects, Tyumen Industrial university, Tobol Industrial Institute (Branch), Tobolsk, Russia

Khabiba S. Shagbanova,
Doctor of Philology, Professor, Professor of the Department of Philosophy, Foreign Languages and Humanitarian Training of Internal Affairs Officers of the Tyumen Institute of Advanced Studies of the Ministry of Internal Affairs of the Russian Federation Tyumen, Russia

ABSTRACT
The modern economy is characterized by the processes associated with the gradual exhaustion of the possibilities of using traditional resources to ensure economic growth, which is caused both by the approximation of the physical limits of the use of resources and by a decrease in their efficiency. In this regard, the system of scientific knowledge in the field of innovative processes and new technologies should be a fundamental element of the modern model of economic growth. In the economy of any country, investment and innovation play a huge role. The inflow of investment resources ensures social reproduction on a constant or increasing scale. In turn, the qualitative component of investment is innovation, which determines the possible direction of investment in new technologies, products and services. All this makes it possible for the economic system to reach a qualitatively higher level of development. Given the fact that the obvious advantages of the development of socio-economic systems of industrialized countries are provided by the transition to an intensive type of expanded production on the basis of scientific and technological progress and an active process of investment in innovation, in modern conditions, the study of the relationship of investment and innovation as the fundamental factors of economic growth becomes particularly relevant. In this regard, a number of questions arise, scientifically based answers to which will not only provide an increase in theoretical knowledge about investment and innovation as factors of economic growth, but also provide opportunities for more effective implementation of innovation policy by the state. First, how can we describe the relationship between investment and innovation from the point of view of modern economic science? Secondly, what is the role of the state as a component of the country's innovation system? Third, how can the state influence the development of this system? In the scientific literature is widely present analysis of investment and innovation as a factor of economic growth. The issue of joint consideration of these factors, the study of the relationship of investment and innovation in the education system, which leaves room for theoretical research, is insufficiently worked out.
Keywords: education market, educational services, Economics of education, innovations, educational investments

Introduction

Scientific and technological progress has an impact on economic growth and welfare of the population. The key factor in improving the quality of products and services, saving labor and material costs, increasing productivity, improving the organization of production and improving its efficiency are the achievements of science and technology. The current state of the economic space of the Russian Federation, market mechanisms and relations in the production and social spheres, their transformation restructuring cause changes in the requirements of society and the state to education. It becomes one of the fundamental factors of stable economic development, growth of competitiveness and strengthening of national security of the state, as it provides the need for highly qualified specialists.

Thus, education can be seen as a process in which students receive certain educational services that improve their level of knowledge, the acquisition of professional skills. Before exploring in detail the concept of "educational service "briefly outline the essence and main features of "services " as a whole. They are given the following definition: any activity or benefit which one party is able to offer to the other is not primarily intangible and does not result in any acquisition. It is generally accepted that there are two levels of analysis of economic phenomena: at the micro - and macro-level. Due to the fact that this Chapter will focus on economic growth, it is necessary to describe what indicators are used to calculate economic growth at the macro level, since this level is the main in the study of economic growth. The first assumption is that the educational program will lead to a change in the attitudes of participants. Second, changing attitudes will change the behavior of participants. And as a result, it can be concluded that individuals who have been trained in the program will be more likely to apply knowledge and skills at the enterprise or create a new business than others.

It should be noted that the concepts of economic development and economic growth should be distinguished. Economic development is a broader concept than economic growth. First, development can occur in the absence of growth, in parallel with the emerging prerequisites for it. Secondly, changes in the form of structural changes and all kinds of innovations that can be attributed to development often occur during the crisis and do not immediately lead to economic growth.

Quality economic growth is usually attributed to growth that is achieved by increasing the return of resources, rather than by increasing their costs. This type of economic growth can be obtained through the use of more advanced technologies and factors of production, which is achieved by improving the level of education and skills of workers, mobility and efficiency of resource allocation, improvement of production and personnel management, the use of scientific and technological progress.

Strategy 2020 actualizes new guidelines in the field of sustainable growth of personal knowledge as an important element of the stability of society, developing in the electronic information format. The fundamental basis of the strategy is a high-quality multi-level continuing education in General and its professional component in particular. At the same time, the country's leadership notes that personnel training of specialists must, first of all, meet the requirements of economic realities with the use of advanced scientific achievements. We believe that this postulation of the problem denotes the dilemma of "social order" vs "economic profit of educational services".

The changing list of desired and desired preferences of individuals, their groups and society as a whole is a form of reproduction of economic information, which leads to the humanization of the results of economic growth. Consumers of various types and types of reproducible goods, including various information products, are in this case individuals, their groups and society as a whole. If earlier understanding of the effectiveness of growth results was a positive (descriptive) category, now it turns into a normative (Advisory) category.

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Of the three qualitative aspects of economic growth suggests three possible formulation of the problem of sustainable quality growth: video production, in which priority is given to the humanization of growth; reverse the setting of the priority intensification sources of growth; combined production is the priority the sustainability of the growth mechanism.

Expectations of growth in the number of studies in the next period will serve as the basis for expectations of increased demand for skilled labor, and, consequently, the growth of real wages in the research sector will be expected. Higher wages in the next period will reduce monopoly rents.

Thus, the expectation of further research in the next period will hinder research in this period by reducing the amount of rent that a successful innovator planned to accumulate. A leading role in what will be the long-term reproduction in a holistic pedagogy as an open synergetic system: expanded, simple or narrowed-play a relationship with its external environment, which is discharged or from which uncertainty is absorbed.

Building such a system allows you to centralize management decision-making. The role of specific enterprises is reduced to the maximum quality and full provision of services.

Materials and Methods
Methodological basis of the work includes the neo-classical economic theory and neo-institutionalism. The need for a combination of neoclassical and neo-institutionalist approaches in the study of the relationship of investment and innovation is due to the following considerations. The study should be carried out on the basis of the theory of Agion (neoclassical direction) because of its relevance and the lack of alternative theory. In the framework of neoinstitutionalism. Elements of the neo-institutional approach is logical to apply in the study of the innovation system of the country.

Through contract relations it is possible to describe the relationship of investment and innovation from the point of view of the theory of the firm. The combination of neo-institutionalism and neoclassical approaches is logical, their joint use does not contain internal contradictions from the point of view of methodology of modern economic science.

The following methods and techniques of analysis were used: formal logic, comparison, generalization, functional analysis, modeling and system approach – to summarize the results and identify the logical relationship. The empirical study was performed using special methods: graphical, correlation, regression analysis.

The empirical part of the work is based on data of domestic and world statistics, in particular, open the materials of Rosstat, IMF, world economic forum, CIA, normative legal acts of the Russian Federation, contracts for RD financing provided by domestic firms engaged in innovation.

Since clusters are new and important structures for the Russian economy, the state is indirectly involved in its management. Its representatives can be Federal authorities, including Executive, Federal development institutions, regional Executive authorities, large companies with state participation without formal membership in the coordination Council of the cluster. The competence of the participants of indirect management lies in the creation of the framework conditions for the functioning of the cluster: the General definition of goals, objectives, tools of cluster policy, its role in the overall socio-economic policy, mechanisms for financing cluster initiatives (projects).

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Normative legal documents, regulating tools and methods of their use by indirect participants of cluster management:

The concept of long-term socio-economic development of the Russian Federation until 2020; "Strategy of innovative development of the Russian Federation for the period up to 2020"; "Methodological recommendations for the implementation of cluster policy in the subjects of the Russian Federation" and others.

RESULTS

The empirical study conducted by the team confirmed the conclusions of the theory of the author that innovations become comparable in importance with investments as a factor of economic growth only in the group of developed countries, which is manifested in the relationship between the dynamics of domestic R & d expenditures and the dynamics of GDP in their average assessment. The distance from the technological boundary of the group of other countries is the reason for the lack of such a relationship. The emergence of an additional factor that affects economic growth in the form of innovation indicates the output of a group of developed countries to a qualitatively higher level of development compared to other countries. Qualitative economic growth is characterized by an increase in the share of innovation in the structure of economic growth factors and an increase in potential output. According to the calculations of E. Denison, the contribution of innovation factor in the economic growth of developed countries is about 2/3.4

The primary factor of economic growth is the ability to implement the investment process. It is investments that trigger the mechanism of economic growth. It should be clarified that not all types of investments have the same positive impact on the economic system. The solution of the problem of balance of professional training in the number and structure of graduates to the needs of specific territorial entities, taking into account their specialization, necessitates, firstly, combining the efforts of education, business, science and, secondly, the use of effective forms of their integration. One of them in modern conditions is the cluster approach. Existing policy methods of cluster formation, combined with a formal assessment of the cluster potential, do not lead to the expected results.5

One of them in modern conditions is the cluster approach. Existing policy methods of cluster formation, combined with a formal assessment of the cluster potential, do not lead to the expected results. Large-scale investments can trigger a multiplier effect, causing growth not only in the part of the economic system where the initial investment was directed, but also in related industries and industries. Depending on the specific areas of investment is determined by the nature of the reproduction process. These areas may include investments in technologies used in the country, imitation of technologies known in the world market that are new to the economic system under consideration, or creation of innovations.

There are the following signs of investment growth: high saturation of the economy with investments, sufficient for modern rates of capital renewal, including due to the inflow of foreign investments, leading to an active renewal of fixed assets; the predominance of advanced investment growth compared to GDP; the frontal nature of the investment process, covering the main viable economic activities; high flexibility, mobility of capital, ensuring its rapid overflow into the most promising areas.

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The very conceptual space of "educational services" is very diverse and polyvariative, but it is implemented in two directions: educational services as a process and educational services as a system of knowledge. Let's consider the main characteristics in the form of a short table:

Conceptual space of the cluster «educational services in Russian as a foreign language»

<table>
<thead>
<tr>
<th>Author/s of interpretation</th>
<th>EDUCATIONAL SERVICES IN THE RUSSIAN LANGUAGE AS THE PROCESS</th>
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<tr>
<td>S.G.Borisova</td>
<td>the process of providing knowledge and developing skills in a particular professional area</td>
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<tr>
<td>Sh.Z.Valiev</td>
<td>purposeful, organized by the educational institution creative process of transfer and accumulation of a certain amount of knowledge, skills and competencies in a separate educational program (specialty) to the consumer, transforming the consumer</td>
</tr>
<tr>
<td>V.A.Dolyatosky, O.A.Mazur</td>
<td>intangible actions aimed at the consciousness of the individual, ensuring the realization of human needs in obtaining a certain type of knowledge, skills, in the acquisition of a profession or qualification; provide satisfaction of demand in the labor market</td>
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<tr>
<td>I.B.Romanova</td>
<td>labor activity of the economic unit, aimed at meeting the needs of a certain entity in education (ie, in the acquisition of systematic knowledge, skills), carried out with the prior consent of the subject</td>
</tr>
<tr>
<td>N.N.Tereshchenko</td>
<td>the whole complex of actions: educational and training character, aimed at meeting the needs of the individual, as a result of which there is an improvement of existing and acquired skills</td>
</tr>
</tbody>
</table>

The special status of this cluster is also due to the objective duration of training, high cost, since the provision of services at this level involves significant human resources, training and material resources, in addition, these services increase the potential of the individual specialist. In fact, today the market of educational services in Russian as a foreign language is a system of socio-economic relations concerning their purchase and sale. At the same time, such services have a consumer value, market price determined by supply and demand. Their implementation in the electronic information society takes place on the Internet (for example, the use of Skype, online schools and other interactive technologies). At the same time, we consider the interaction of business, science and education in the cluster "Educational services in Russian as a foreign language" as a mutually directed process in which each party creates favorable conditions for the other participants.

The method of diagnosing the cluster differs in the composition and content of its stages: assessment of the degree of specialization of the territory and monitoring of the current economic condition of the complex. The first stage is organized on the basis of the coefficients of localization or specialization adapted to this field of research (for the economic sector by the number of enterprises and the number of personnel, for the educational sector-the number of educational institutions and the number of students) and supplemented, respectively, by personnel and educational employment; the second stage
is carried out on three levels ("cluster", "sub-cluster", "cluster core") with differentiation of the target, initial and calculated indicators and the expected result. Systematization and division of key indicators into formed groups makes it possible to analyze the impact of the existing cluster of educational services on four levels: education, personnel composition of the economy complex, the economy of the complex and the economy of the territory, which are focused on the quantitative assessment of the quality of training, staffing complex, efficiency. 

Thus, two interrelated objectives of the cluster are achieved: 1) social - improving the quality of services in the field of education through cooperation of actors; 2) economic – improving the economic efficiency of enterprises, the growth of employment, income and budget (synergetic effect). The analytical information structured on this basis can be the basis for making optimal management decisions about the future existence of the cluster. 

An important feature of building an educational cluster is that the maximum number of objects of education, science, business should be brought into interaction. This is achieved by analyzing their tasks to be solved in the process of forming a cluster, providing services and allocating organizations responsible for their solution. 

For the practical implementation of management functions specially created structural units: committees and services that form the structural and functional composition of the management system. This approach reflects the distribution of functions in the cluster and defines the management system as a special organization of specialized management elements, United in a single whole and designed to solve the problems of the cluster, built on the principles of cooperation and specialization. It is assumed that the services perform specific functions for the whole cluster or functional area (e.g. accounting, auditing, etc.) and that the committees coordinate the work of individual actors. 

The significance of the work is to improve the theoretical and methodological basis for the formation of clusters of educational services, allowing to apply the cluster approach in the educational sphere for any economic complex in any subject of the Russian Federation, taking into account their specific features. 

Discussion 


The relationship between investment and economic growth is present in the works of D. Keynes, P. Samuelson, R. Dornbusch, S. Fisher, J. Schumpeter, N. Kondratiev, E. Hansen, H. Mensch and others. Of special interest is the theory of F. Agyon, which is based on the modern understanding of the interrelationship of investment and innovation as factors of economic growth, taking into account the non-decreasing returns to scale in innovation and incorporating modern theories of endogenous growth. 

An important feature of this theory is that economies are not initially divided into developed, developing and transitional economies. 

In the framework of the institutional direction of economic thought, the theory of property rights is being developed (R. Coase, D. North, O. Williamson and others), the economic theory of contracts (A. Alchian, B. Klein, R. Crawford, O. Hart, G. Demsets, S. Pejović, R. Pozner, S. Chen, O. Williamson), the theory of public choice (J. Buchanan, M. Olson and others), the theory of firm and economic behavior (W. Meckling, M. Jensen, L. Theveno, K. Menard, G. Simon, T. Eggertson, O. Williamson and others). 

A.G. Aganbegyan stressed that "it is not only about increasing the growth rate of the economy, but also about the new quality of growth and the new content of each percent of the national income growth, the transition to an intensive path of development. In his monograph "Socio-economic
The low quality of economic growth means that development is based on old products, existing capacities, existing fixed assets. The quality of economic growth increases with the transition to the production of new products at new production facilities, the renewal of production assets on the basis of scientific and technological progress. At the same time, the issues of the relationship of investment, innovation and economic growth in the aggregate remain insufficiently investigated in the scientific literature. In addition, the analysis revealed the need to examine the relationship between investment and innovation through contractual relationships. It also requires empirical justification of the relationship between innovation and economic growth based on the theory of Agion.

Conclusion
On the basis of the developed subject-functional scheme of the innovation system of the country the problems of development of innovative activity in the Russian Federation are revealed and the measures aimed at their elimination are offered. These problems include the following: the insurance market is poorly developed in terms of insurance of innovative risks; credit institutions are not ready to finance innovative projects; intellectual property is poorly protected; the legislation on innovation provides freedom of action when concluding contracts, which in the current conditions increases the risks of opportunistic behavior between the subjects of the innovation process. These problems can be solved by targeted actions of the state, including co-financing by the state of part of the insurance premium from the Federal budget under innovative risk insurance contracts; stimulation of credit institutions to provide credit to the insured innovative companies; education of the population in terms of contractual relations in the implementation of investment in innovation. Russian experience in conducting evaluation studies has a relatively short history, compared with the experience of the United States and Europe, where this research direction appeared. At the disposal of both Western and Russian sociologists is a large array of data on evaluation studies conducted in the West. Despite this unique opportunity, it can be stated that at the moment neither Western nor Russian literature provides an in-depth analysis of the history of the formation of methodological principles for the evaluation of social programs.

REFERENCES