UDC 338.46:37.07:339.9

L. Savyuk,
PhD (Economics),
Institute of Industrial Economics, NAS of Ukraine, Kyiv

THE SPHERE OF EDUCATIONAL SERVICES IN THE CONTEXT OF WORLD GLOBALIZATION

Formulation of the problem. The becoming of an independent Ukrainian state inextricably is linked with the formation of a competitive economy based on the introduction of innovations, recognition of the immaterial knowledge of the field and educational services as a source of country's strategic intellectual and human capital.

The start and dynamical growth of the sphere of knowledge comes at the beginning of the third industrial revolution, which began in the middle of the twentieth century and continues nowadays. This period is characterized by such elements of technological progress as complex electrification, mechanization and automation of production, high-quality metallurgy, production of aluminum and plastic products, development of unified transport systems, jet technology, nuclear energy, microbiology, new types of construction and other innovations. In addition to the indicated signs of the third industrial revolution, this period is characterized by qualitative changes in the forms of organization of science and education. Science has become an industry of knowledge with a sharp increase in the level of secondary and higher education, which has created the preconditions for their merger into a single industry with the subsequent formation of the Knowledge Economy (KE) in developed countries, or "knowledge-based economy") [1]. Along with the KE there is a categorical notion of innovation economy (IE). It should be noted that these concepts in scientific research are often counted as interchangeable and identical, which cannot be accepted. Therefore, there should be a clear understanding of the fundamental differences and features of the KE, the first element of which is the inclusion of the education system as the basis for the formation and improvement of the intellectual and human capital of our country.

It is impossible to ensure the organic and sustainable establishment and development of a national KE, without studying the specific features, the emergence of the specifics and the mobile roots of such a global phenomenon. Without understanding that KE is guided by the production, distribution and use of knowledge and information, in the future, our country's economic growth and competitiveness cannot be achieved. The source of these positive changes should be the production of creative innovative ideas, rather than the production of goods. In order to attract these qualities, Ukrainian society should be associated with the harmonious development of the education system as the main component of the KE.

Analysis of problems and recent publications. According to the Organization for Economic Cooperation and Development (OECD): "knowledge today is recognized as an engine of labor productivity and economic growth" [2]. It should be noted that the OECD is an international organization that brings together 35 countries of the world, most of them high-income countries and high human capital development index (HCDI) and are considered to be developed. The OECD treaty was signed on December 14, 1960 in Paris, but this treaty came into force on September 30, 1961, based on the European Organization for Economic Cooperation (EOEC) to coordinate the economic policies of the OECD countries and to agree on a program of assistance to developing countries.

Today, this organization unites most countries of the European Union, the United States, Australia, South Korea and Japan. After the collapse of the USSR, Estonia and Latvia joined the organization, and the OECD actively cooperates with countries that are not its members (in particular with Ukraine) within the framework of specialized programs and international events.

Practically, with the beginning of the organization, the theoretical foundations of the economic substantiation of the KE as a social phenomenon and the driving force of the country's economic prosperity began to emerge in the United States.

Historical prerequisites for the necessity of transition to KE are considered by J. Mokyr, who proposed his own approach to the classification of knowledge and researched the scientific and technological progress of mankind with a view to the past [3]. In his studies, J. Mokyr draws attention to the qualitative characteristics of the KE and proves its significance for the economic prosperity of the state system. Like J. Mokir, R. Delbridge connects the development of the intellectual and human capital of a society with institutional changes on the platform of the KE [4].

Consistent stages of the development of the concept of KE, institutional analysis of the formation of this model of the economic structure of society is studied in the work of E.V. Popov. This study outlines the basics for constructing a modern KA concept based on research by F. von Hayek, M. Scheller, F. Machlup, P. Druker, G. Kleiner, B. Milner and others. [5].

The theory of KE was reflected in the scientific research of such famous scientists as F. Machlup [6, 7],

D. Bell [8], V. Inozemtsev [8], Y. Korchagin [1], P. Drucker [9, 10].

The scientific basis for the use of knowledge for the production of economic goods and the role of human capital, a determining factor in the development of the modern economy, are highlighted in the works of modern scientists of domestic scientists: Antonyuk [11, 13, 14], Yu.Z. Drachuk [12], OI Amosha [13], O.F. Novikova [14], V.M. Heyets, V.P. Seminozhenko, B.E. Kvasnyuk [15], Kis S.Ya. [16] and others [22-26]. In these works it is stated: "Given the limited resources in modern economic conditions and the need to find effective mechanisms for compensating for their absence, priority is given to economic activity through processes aimed at increasing the share of intelligence or intellectualization, and the significance of this process increases with the assessment of existing and new possibilities of formation economic strategy of development of domestic enterprises, especially industrial enterprises, taking into account the consequences of economic and social phenomena ".

Thus, V.P. Antonyuk remarks that the emergence of the concept of the KE is due to the increasing influence of intellectual capital on the economic development of the states in the macro-economic aspect, transforming it into the primary and driving force of the emergence of a new world economy [11].

The authors of the article [12] note that with limited resources in modern management conditions and the need to find effective mechanisms for compensating for their lack of - the priority place of economic activity are processes aimed at increasing the share of intelligence or intellectualization. Thus, according to the authors, the scientific sphere plays an important role in the functioning of the branches of the economy and society at the current stage of development of the KE in conditions of intensification of globalization and integration processes in the world.

The authors of the monograph "Human capital of the regions of Ukraine in the context of innovation development" of the Institute of Industrial Economics (IEP) of the National Academy of Sciences of Ukraine identified the role of the regions of Ukraine in ensuring the social and innovative development of the state. The monograph also substantiates the proposals for the development of regional innovation systems as the basis for the formation of KE.

It should be noted systematic, substantiated and fundamental researches of the scientific group of the IEP of the National Academy of Sciences of Ukraine concerning the development of theoretical and methodological principles of interdependence between human and sustainable development, the competitiveness of the regions and the Ukrainian state as a whole [14] .

In the scientific paper [15] the essence and peculiarities of the knowledge economy in the conditions of accelerated globalization of world, economic and political space are considered. The authors substantiate the factors influencing the implementation of KE in Ukraine, based on studying the experience of foreign countries that have chosen the way of KE formation, indicators and indicators for assessing the efficiency of such an economy. Based on existing educational, scientific, and technical potential, the authors substantiate the measures of the state policy, which promote the efficiency of economic transformations and the formation of the national innovation system of Ukraine as the basis of institutional support of the KE.

Kis S.Ya. in their studies shows that KE reveals a new role and place of human intelligence in modern society, when knowledge today is a decisive factor in economic development, an instrument of innovation, competition and economic success. It is emphasized that the main consequence of the growth of intelligence should be considered an increase in the number of tasks that the company's staff carries out using non-standard solutions, new ideas, proposals and other own and involved results of intellectual activity [16]. From the point of view that technology and innovation management is a social process, the development of intellectual potential should be based on the development of the individual of each individual employee, which is related to the following:

- any new introduction, innovations are unique and are the result of individual creativity;
- consumer requirements for the quality of new products are so high that the success of commercialization of innovations is largely ensured by the application of various knowledge;
- The research staff acts as a generator of ideas, his knowledge, skills and abilities, as well as personal qualities, are the initial stimulus for the emergence of innovations;
- creativity of workers requires stimulation and development, as they tend to become the source of innovative ideas, ways of solving problems or making emergency decisions.

Despite the fact that the ability to creativity is more often laid in a person from birth, manifestations of their full potential are possible only in conditions that promote their development and embodiment.

The purpose of the publication. To substantiate the necessity of transition of the Ukrainian economy to the KE platform in the conditions of the third industrial revolution and its prospects on the sixth technological path. This research presents a scientific justification for the fact that the first driving force of KEs should be the formation of a qualitative and competitive system of national Ukrainian education in all its possible dimensions – formal, non-formal and informal. In this case, informal education means intentional or conscious education, but not is institutionalized [16]. This form of education is less organized and structured than formal and non-formal education. Informal education can in-

clude educational activities in the family, in the workplace, in the local community and in everyday life on an independent, family or social basis.

Introducing the main material. The form of economic structure, based on the production and consumption of high-quality knowledge, it's called "Knowledge Economy". It be should note that the formation of a knowledge-based economy becomes a priority direction of strategic development of the most developed countries of the world, the basis of modernization, which influences the level of programs of national development.

The concept of KE, or the economy, created based on knowledge, is becoming more and more popular all over the world. However, it should be noted that the United States remains the pioneer in creating the KE as the highest stage in the development of a post-industrial economy in combination with an innovative economy. In the territory of Europe, the KE is partly formed, but European countries are pursuing a determined and persistent effort to formulate national economic structures, in which most of the gross domestic product (GDP) is provided by the activities of producing, processing, storing and disseminating information and knowledge.

According to the portal "Encyclopedia of Contemporary Ukraine", KE is an economy in which knowledge is the driving force of progress, is concentrated in human capital, when human are viewed not only as a factor of production (labor) but also as a result. The process of developing such an economy consists in increasing the stock of abilities and the set of human needs [17].

It is possible to agree with this definition in part, but it should be noted that the KE is still determined not only by the specified priorities. According to economic approaches, market relations in the emerging global markets for services, including educational, the concept of KE is changing. Thus, in many scientific sources, an KE means a certain state of the state's economy, characterized by the transition of knowledge into a category of goods, where the product itself becomes a carrier of unique knowledge, and knowledge becomes one of the main factors of production.

Famous Austrian economist Fritz Machlup, who migrated to the United States in 1933 and he was recognized as a lecturer at the Universities of Buffalo, Johns Hopkins and Princeton, in the late 1950s defined the core components of the field of knowledge as human activity [6].

Prof. F. Machlup was not only a well-known theoretician in the field of market organization of production, marginality in microeconomic studies, concepts and multipliers of foreign trade, but also possessed a unique gift in taxonomy. The task of taxonomy is the formation of principles and methods of classification and nomenclature of difficultly organized hierarchical systems. F. Machlup formulated a complex definition, measurement and interpretation of those activities that can be properly described as the production and distribution of knowledge: "Knowledge-production" is any human or anthropogenic activity that is effectively designed to create, modify or confirm in the human consciousness, its own or someone else's, meaningful apperception or awareness that it may be.

F. Machlup, after processing statistical data, determined the amount of American society spending on the knowledge sector as of 1958. He also categorized these costs by product type and identification of major consumers [7]:

1. The total expenditure on the development of the knowledge sector amounted to $ 136.436 billion, accounting for 29% of the country's GDP.

2. By type of product, this amount falls into five main sectors:

• education – $ 60.194 billion (44.1%);

• research and development – $ 10.990 billion (8.1%);

• Mass Media – $ 38.369 billion (28.1%);

• information technology – $ 8.922 billion (6.5%);

• Information services – $ 17.961 billion (13.2%).

3. The second classification of expenses for the development of the knowledge sector identifies its main clients:

• the US government spent $ 37.968 billion on this appointment (27.8% of the total);

• business – $ 42.198 billion, or 30.9% of total expenses;

• other consumers – the remaining $ 56.270 billion (41.3% of the total cost).

The scientist F. Machlup pays special attention to the education sector, as the first and main echelon of the field of knowledge. At that time, he proposed a proper cautious and ingenious sort of statistical data available at that time, based on which he carefully studied the current research of the expected return on investment in human capital.

F. Machlup, being an elite educational policy analyst, noted that additional investments in education could not at once provide higher returns than investments in the country's fixed capital. However, he argued that the quality of education will be improved, its value will be reduced, and profitability will be increased by reducing the school age rating to fourteen years and improving school and university curricula at all levels of educational programs.

The third industrial revolution continued the formation of the fourth and fifth technological structures of the economy and provided the basis for the transition to the sixth technological structure of the post-industrial economy in the developed countries of the world. With the beginning of the 21st century, the US, Switzerland, Sweden, Ireland, the Netherlands, Hungary, Canada, Belgium, Great Britain, and South Korea are actively developing KE and the information society in a globalized world [18]. Today, these countries became the first in the top ten leaders in creating economic wealth based

on GDP, dominated by "knowledge" types of economic activity.

In his work [1] Yu. A. Korchagin conducts a comparative analysis of the second and third scientific and technological revolution in terms of growth and development of human capital. For the second industrial revolution with 2-4 technological structures of the economy, there is a mass vocational education, the growth of the duration and quality of life of people, the creation of scientific and technological centers and organizations, the growth of innovation, the formation of a civil society and democracy in developed countries. These processes contribute to the development of an industrial society with a high productivity of labor.

The third industrial revolution, which formed in the 21st century, has led to the transition of developed countries into the post-industrial economy with the rapid formation of the KE and the information society. At the same time, the growth of intellectual and human capital contributes to accelerating the development of quality education and innovative business and science based on techno polises, silicone valleys, and replacement of the national wealth of human capital, the creation of the knowledge industry and the high quality of life of society.

Pioneers in the field of the theory and practice of forming the field of knowledge, and in the future KE, systematically, approached its goal – a qualitative change in the economic structure of mankind. Each historical epoch generated its own dominant means of production and the assessment of new knowledge. The main stages of the formation of KE in the XX-XXI centuries should be due to continuous research and the discovery of the following scientists, organizations and their research (Table 1).

Table 1

The main stages of the formation of the Knowledge Economy [5]

The author of the study	Country	Content of scientific research	The end of the study year
M. Scheller	Germany	The theory of purposeful acquisition of new knowledge	1924
F. von Hayek (Nobel Prize in Economics)	Austria	Consideration of new knowledge as a factor contributing to significant time savings in the production process	1945
K. Dawson	United Kingdom	Creating the first classification of knowledge	1962
F. Machlup	Austria / USA	The main provisions of the knowledge economy	1966
P. Drucker	Austria / USA	Creation of the theory of knowledge management	1968-1993
Michael Polanie	Hungary / USA/ United Kingdom	Introducing the concepts of explicit and conditional knowledge	1985
I.Nonaka	USA	Creating a theory of knowledge transformation	1995
F. Dretske	USA	Development of the theory of knowledge management	1995
G. B. Kleiner	Russia	Socio-economic aspects of knowledge economy	2004
B.Z. Milner	Russia	The issue of knowledge management	2004
V.V. Glukhov	Russia	Assessment of the production of new knowledge	2005
Headquarters Committee - Unesco	France	Report "To the Knowledge Society"	2005

Here is a brief explanation to the table. 1. The introduction of the idea and the terms "knowledge society" and "knowledge economy" is often attributed to American political scientist R. Lane. In a 1966 publication, he considered a hypothetical model for reducing the value of politics and ideology in an intensive growth of science and education in modern society. However, it should be noted that it is in the works of P. Drucker and the innovative work of F. Machlup that an idea is formed and the concept of the "knowledge economy" is being developed.

Subsequently, by the end of the twentieth century, foreign scholars P. Drucker, M. Polanie, I. Nonaka, A. Drestske projected theoretical aspects of the concept of EAs into applied aspects of the transformation and management of knowledge as a competitive commodity. They also improve and adapt the theory of knowledge management to the practical aspects of the already established dynamic EAs in their countries.

As you can see, only in the beginning of the XXI century problems of the formation of a society of knowledge begin to be considered by scientists in the post-Soviet space. Therefore, a thorough study of the experience of foreign researchers in the field of the peculiarities and advantages of the establishment of the KE is a particularly important driver of accelerating the transformational changes in Ukrainian society.

Table 1 shows no data on Ukrainian scientists who are investigating laws and the dynamics of the growth of KEs within the territory of our independent state, as this issue is discussed above. However, this trend of research is also relatively young for the Ukrainian scientific school.

Did the forecasts of the pioneers come true in the spheres of growth of sprouts of the field of knowledge? Is this the basic foundation for the formation of human capital? To find out this fact, first of all, it is necessary to analyze the complex indicators of the world economic

development, such as the Knowledge Economy Index (KEI) and the Knowledge Index (KI) [19].

The Knowledge Economy Index (KEI) characterizes the level of knowledge-based economy in countries and regions of the world according to the World Bank methodology.

The KEI Complex Indicator Calculation Methodology was developed by the World Bank Group in 2004 under the "Knowledge for Development" (K4D) program to assess countries' ability to create, accept and disseminate knowledge. It is anticipated that this index should be used by states to analyze the problem points in their policies and measure the readiness of the country to move to a knowledge-based model.

The basis for the calculation of the KEI is the "The Knowledge Assessment Methodology" (KAM), proposed by the World Bank, which includes a set of 109 structural and qualitative indicators, which are grouped into four main groups:

1. The index of the Economic and Institutional Regime characterized by the conditions of development of the economy and society as a whole, the economic and legal environment of the country, the quality of regulation, business development and private initiative, the ability of society and its institutions to effectively use existing knowledge and create new knowledge.

2. The index of Education and Human Resources, which assesses the level of education of the population and its persistent skills in the creation, dissemination and use of knowledge through adult literacy indicators, registered students and schoolchildren ratio to the number of people in the corresponding age, as well as a number of other indicators.

3. The index of the innovation system is the level of development of the national innovation system, which includes companies, research centers, universities, professional associations and other organizations that perceive and adapt global knowledge for local needs, as well as create new knowledge and new technologies based on these innovations. This index takes into account the number of scientists working in the field of research and development (Research & Development – R & D), the number of registered patents, the number and circulation of scientific journals, etc.

4. The Index of Information and Communication Technology (ICT), which assesses the level of information and communication infrastructure development that should promote the effective dissemination and processing of information.

For each group of indicators, countries are rated from 1 to 10 points. The calculation takes into account general economic and social indicators that include indicators for the annual growth of GDP and the Human Development Index (HDI) of the country.

The Knowledge Index (KI) is the average of three of the following indicators - the Education Index, the Index of Innovation and the Information Technology and Communications Index. Are calculated these indicators for each country, group of countries and the world as a whole. The methodology makes it possible to compare individual indicators of different countries, as well as average indicators that characterize groups of countries. The researcher can compare the values of the given index for different groups of objects according to their individual indicators or aggregated indicators.

The World Bank Knowledge Assessment Methodology is an interactive tool for accessing the information system, which allows you to receive dynamic KEI and KI data for one country or group of countries in the format of charts and tables. Currently, under conditions of open access in the database, there are statistics on changes in the world ranking of countries in terms of development and creation of KE in the global market for the period 1995-2012. [20].

Particularly interesting from the perspective of this study is to analyze the data for certain representative sample of complex index KEI. In fig. 1 shows a diagram of the change of the KEI at three reference points for the collection of statistical data for 1995, 2000 and 2012. In the study, 9 countries were selected from 145 countries studied where the KEI: USA, Canada, UK, Sweden, Poland, Romania, Ukraine, Russia and Saudi Arabia.

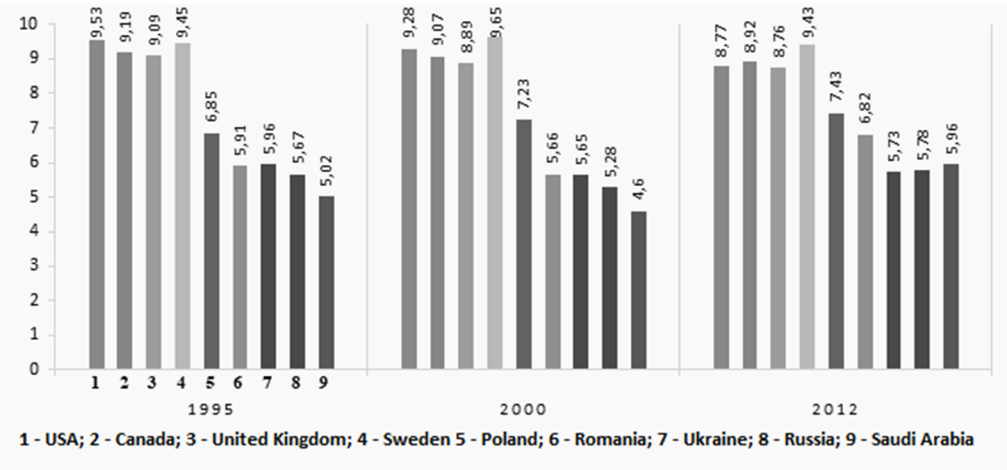

Fig.1 Analysis of the Knowledge Economy Index by the World Bank methodology

As you can see, the high value of the complex index of KEI is in countries with highly developed economic structures. However, at the same time, the United States, Canada, and the United Kingdom are beginning to lag behind in the dynamics of the KEI indicator from Sweden and other European Union countries. This fact confirms the sequence, purposefulness and determination of European leaders to the rapid formation of KE in its national economic space.

In 2005, the United Nations Educational, Scientific and Cultural Organization (UNESCO) published a report "To the Knowledge Society", which outlines knowledge-based contours. Among these contours [21]:

• active development of free access to knowledge;
• public participation in democracy;
• economics based on knowledge;
• creation of networks of knowledge and culture of innovation;
• free access to continuing education and training;
• use of scientific results in all spheres of public life;
• preservation of linguistic and cultural diversity.

Given these social changes, the essence of the information society lies in the fact that human civilization, after the agrarian and industrial stage of development, enters a new stage where information considered is the most valuable resource and its accessibility is the most important moment in this ideology. Information is just a tool of knowledge, when excessive information and its presence do not lead to increased knowledge. In the knowledge society, the most important point is "Learn to Learn," and new information technologies should contribute to the continuous improvement of personal and professional competence. At the same time, new technologies accelerate the creation and dissemination of knowledge everywhere, and education becomes the key value of society and KE.

It should be noted, that as of 2012, the team of the first ten countries - leaders in the IEE ranking, which included: Sweden, Finland, Denmark, the Netherlands, Norway, New Zealand, Canada, Germany, Australia, and Switzerland - qualitatively changed. The United States and the United Kingdom have lost leadership in the top ten leaders of developed KE countries.

They took the thirteenth and fourteenth place. It is a pity to admit, but our state in the period from 1995 to 2012 has passed from 52nd to 56th place according to the World Bank rating - the cost of KEI for our country is 5.73. This fact is even more disturbing for the perspective of the future Ukrainian state, if we analyze the data of the ten leading countries in improving the positions of the World Bank rating (Table 2).

Analysis of Table 2 allows us to conclude that most countries with underdeveloped economic arrangements make significant efforts to create KE. The World Bank and other world institutions are improving tools for monitoring innovation and development of KE in the world. Ukraine needs urgent acceleration of the process of organic development of all branches of EA, and special attention deserves to increase the efficiency and quality of educational services as the key and main echelon of KE.

Table 2

Top ranking of countries with the best dynamics of KEI as of 2012 [20]

Country	Place in the rating (2000) / KEI	Place in the rating (2012) / KEI	Improve your rating
Saudi Arabia	76 / 4.60	50 / 5.96	26
Oman	64 / 5.28	47 / 6.14	17
Macedonia	73 / 4.76	58 / 5.65	15
Azerbaijan	94 / 3.61	79 / 4.56	15
Albania	96 / 3.52	82 / 4.53	14
Algeria	110 / 2.85	96 / 3.79	14
Rwanda	141 / 1.17	127 / 1.83	14
Belarus	70 / 4.89	59 / 5.59	11
Burkina Faso	133 / 1.82	124 / 1.91	9
Romania	53 / 5.66	44 / 6.82	9

Conclusion. Education and science are the main theoretical basis and structural factor in ensuring the economic development of the state. The dynamism and level of education are responsible for providing intensive economic growth in the transition to the "new" economy based on knowledge (neo economics) for differentiation between economically developed and developing countries. The quality of education is the main source and decisive factor in such growth. The key to this process is a human potential and, above all, education, competence, creativity of people and the conditions for their implementation.

The knowledge becomes the main source of competitive advantage in the 21st century. At the same time, it is hardly possible to speak about advanced educational attitudes in Ukraine, which is far behind the developed countries for the efficiency of the economy and the standard of living. Most people intellectually grow with education. This growth determined is by the quality of school and university education. The higher they are improved in terms of education, the better they are educated, and even more so their potential and competitiveness. The relatively low competitiveness of Ukraine's labor potential, recorded in the productivity and quality of work, innovation inhibition in most industries indicates significant disadvantages in the work of vocational schools, and above all the higher education.

Thus, in order to form a highly developed KE structure in Ukraine, it is necessary, first, to change the quality of education services sector. The field of educational services is a crucial tool and innovative driver for increasing Ukraine's competitiveness in the context of globalization of processes in the world and the formation of a global knowledge economy with markets and the transfer of innovative technologies.

References

1. **Юрий Корчагин.** Циклы развития человеческого капитала как драйверы инновационных волн [Електронний ресурс] / Юрий Корчагин // Портал "Learning Education Research Commentaries". – 2010. – Режим доступу: http://www.lerc.ru/?part= articles & art=1&page=70. 2. **Knowledge** Management. Innovation in the Knowledge Economy Implications for Education and Learning [Електронний ресурс]//Head of Publications Service/OECD Publications Service. – 2004. – Режим доступу: http://www. keepeek.com/ Digital-Assetv-Management/oecd/education/innovatio n-in-the-knowledge-economy_97892641 05621-en#.W kXXud9l_Dc #page5. 3. **Мокир Дж.** Дары Афины. Исторические истоки экономики знаний / Дж. Мокир; пер. с англ. Н. Эдельмана; под ред. М. Ивановой. – М.: Изд. Ин- ститута Гайдара, 2012. – 408 с. 4. **Delbridge R.** Knowledge, innovation and institutional change / R. Delbridge // Work, employment a. soc. – London, 2003. – Vol. 17, № 1. – P. 187-196. 5. **Попов Е.В.** Институциональный анализ развития экономики знаний [Электронный ресурс] / Е.В. Попов, М.В. Власов. – Режим доступа: http://www.m-economy.ru/art.php?nArtId=14 74. 6. **Robert Lekachman.** Reviewed Work: The Production and Distribution of Knowledge in the United States. by Fritz Machlup / Robert Lekachman. // Political Science Quarterly. – C. pp. 467–469. 7. **Fritz MacHlup.** The Production and Distribution of Knowledge in the United States / Fritz MacHlup. – Princeton, New Jersey : Princeton University: Literary Licensing, LLC, 2013. – 436 с. 8. **Белл Д., Иноземцев В. Л.** Эпоха разобщенности: размышления о мире XXI века / Даниел Белл, Владислав Иноземцев. – Москва: Свободная мысль: Центр исслед. постиндустриального общества, 2007. – 303 с. 9. **Теліщук М.М.** Трансформаційні та глобалізаційні теорії(Гуннар Мюрдаль, Пітер Друкер, Алвін Тоффлер, Д. Белл) [Електронний ресурс] / М.М. Теліщук // Електронний репозитарій Stud Book/Історія економіки та економічної думки. – 2008. – Режим доступу: http://studbook.com.ua/book_ m.m.-telishhuk-storiya-ekonomiki-ta-ekonomichno-du mki_863/120_transformacijni-ta-globalizacijni-teorigu nnar-myurdal-piter-druker-alvin-toffler-d.-bell. 10. **Концепция** «экономики знаний» П. Друкера [Електронний ресурс] // Экономический портал - EkoUniver. – 2009. – Режим доступу: http:// ecouniver.com/ economik-rasdel/istekuz/224-koncepci ya -yekonomiki-znanij-p-drukera.html. 11. **Антонюк В.П.** Формування інтелектуального капіталу : ситуаційний підхід / В.П. Антонюк. // Scientific Journal «ScienceRise». – 2016. – С. 34–37. 12. **Драчук Ю. З.** До напрямів підвищення ефективності інтелектуального потенціалу підприємств / Драчук Ю. З., Снітко Є. О., Завгородній Є. Є. // Научный вестник ДГМА. – 2017. – С. 144–147. 13. **Людський** капітал регіонів України в контексті інноваційного розвитку: [монографія] / В. П. Антонюк, О. І. Амоша, Л. Г. Мельник та ін. ; НАН України. Ін-т економіки промисловості. – Донецьк, 2011. – 308 с. 14. **Сталий** розвиток промислового регіону*:* соціальні аспекти*:* моногр. / О.Ф. Новікова, О.І. Амоша, В.П. Антонюк та ін.; НАН. України, Ін-т економіки пром-сті. – Донецьк, 2012. – 534 с. 15. **Стратегічні** виклики XXI століття суспільству та економіці України: В 3 т. / За ред. акад. НАН України В.М.Гейця, акад НАН України В.П.Семиноженка, чл.-кор. НАН України Б.Є.Кваснюка. – К.: Фенікс, 2007. – 544 с. 16. **Кісь С.Я.** Інтелектуалізація діяльності підприємств: доцільність, умови, технології: наукова монографія (за ред. д.е.н., проф. Петренка В.П.) / С. Я. Кісь. – ІФНТУНГ, 2015. – 269 с. 17. **Бахрушин В.** Неформальна та інформальна освіта: навіщо вони нам потрібні ? [Електронний ресурс] / В. Бахрушин // Портал Громадських експертів: освітня політика. – 2016. – Режим доступу: http://education-ua.org/ua/ articles/ 872-neformalna-ta-informalna-osvita-navishcho-voni-nam-potribni. 18. **Економіка** знань [Електронний ресурс] // Енциклопедія сучасної України. – 2009. – Режим доступу: http://esu.com.ua/search_articles.php?id=18730. 19. **Индекс** экономики знаний [Електронний ресурс] // Аналитический портал "Гуманитарные технологии". – 2018. – Режим доступу: http://gtmarket.ru/ratings/knowledge-economy-index/ knowledge-economy-index-info. 20. **Knowledge** Economy Index [Електронний ресурс] // World Bank. – 2012. – Режим доступу: https://knoema.com/WBKEI 2013/knowledge6-economy-index-world-bank-2012.
21. **Всемирный** доклад ЮНЕСКО : К сообществам знания [Електронний ресурс] // Юнеско. – 2005. – Режим доступу: http://unesdoc.unesco.org/images/ 0014/ 001418/ 141843r.pdf. 22. **Котов Е.В., Ляшенко В.И.** Оценка уровня модернизации городов и регионов при разработке стратегий опережающего развития // Опережающее управление социально-экономическим развитием регионов: устойчивое развитие экономики & электронное управление экономическим развитием : материалы четвертой международной научно-практической конференции / науч. ред. В. А. Подсолонко. – Симферополь : ДИАЙПИ, 2013. – С. 239 - 256. 23. **Котов Е.В., Ляшенко В.И.** Оценка процессов модернизации Украины и ее экономических районов // Вісник економічної науки України. – 2013. – № 1. – С. 55-69. 24. **Котов Є.В., Ляшенко В.І.** Україна XXI: неоіндустріальна держава або «крах проекту». – Київ: ІЕП НАН України, 2015. – 196 с. 25. **Lyashenko, V., Osadcha, N., Galyasovskaya, O., & Knyshek, O.** (2017). Marketing prospects of small developed African countries assessment for traditional Ukrainian exports. Economic Annals-XXI, 166 (7-8), 20-25). [Електронний ресурс]. – Режим доступу: http://soskin.info/userfiles/file/ Economic-Annals-pdf/ DOI/ea-V166-04.pdf. 26. **Pająk, K., Kamińska, B., & Kvilinskyi, O.** (2016).

Modern trends of financial sector development under the virtual regionalization conditions. Financial and credit activity: problems of theory and practice, 2(21), 204-217 [Електронний ресурс]. – Режим доступу: http://fkd.org.ua/article/ view/91052/92128.

Сав'юк Л. О. Сфера освітніх послуг у контексті світової глобалізації

У статті розглянуто історію виникнення, становлення та розвитку економіки знань у контексті глобалізації економічних процесів. Проаналізовано етапи переходу та трансформації галузі освітніх послуг у вирішальну складову економіки знань. Визначено основні сектори сучасної економіки знань та їх структурні та функціональні особливості. На основі комплексного індексу економіки знань, що розраховується методологією Світового банку, проведений аналіз сучасних тенденцій зміни рейтингу країн світу у формуванні національних економік знань. Згідно проведеного аналізу зроблено висновок, що країни із розвиненими економічними укладами продовжують тримати лідерські позиції у рейтингу економічних укладів, заснованих на знаннях. Однак найбільший темп динамічних змін у формуванні економіки знань належить країнам, що розвиваються, та бувшим країнам СРСР. Обґрунтовано необхідність переходу економіки України на платформу економіки знань в умовах третьої промислової революції та її перспектив у шостому технологічному укладі.

Ключові слова: сфера освітніх послуг, галузь знань, система вищої освіти, вищий навчальний заклад, конкурентоспроможність, промислова революція, технологічний уклад, економіка знань, індекс, рейтинг.

Савюк Л. А. Сфера образовательных услуг в контексте мировой глобализации

В статье рассмотрены история возникновения, становления и развития экономики знаний в контексте глобализации экономических процессов. Проанализированы этапы перехода и трансформации отрасли образовательных услуг в решающую составляющую экономики знаний. Определены основные сектора современной экономики знаний и их структурные и функциональные особенности. На основе комплексного индекса экономики знаний, которая рассчитывается согласно методологии Всемирного банка, проведен анализ современных тенденций изменения рейтинга стран мира в формировании национальных экономик знаний. Согласно проведенного анализа сделан вывод, что страны с развитыми экономическими укладами продолжают удерживать лидирующие позиции в рейтинге экономических укладов, основанных на знаниях. Однако наибольший темп динамических изменений в формировании экономики знаний принадлежит развивающимся странам и бывшим странам СССР. Обоснована необходимость перехода экономики Украины на платформу экономики знаний в условиях третьей промышленной революции и ее перспектив в шестом технологическом укладе.

Ключевые слова: сфера образовательных услуг, отрасль знаний, система высшего образования, высшее учебное заведение, конкурентоспособность, промышленная революция, технологический уклад, экономика знаний, индекс, рейтинг.

Savyuk L. The sphere of educational services in the context of world globalization

The article deals with the history of the emergence, formation and development of the knowledge economy in the context of the globalization of economic processes. The article analyzes the stages of transition and transformation of the educational services sector into the most important level of the knowledge economy. The main sectors of the economy of modern knowledge and their structural and functional features are defined. Based on the complex economic economy index, which is calculated in accordance with the methodology of the World Bank, an analysis was made of current trends in the ranking of countries in the formation of national knowledge economies. According to the analysis, it is concluded that countries with developed economic structures still occupy a leading position in the ranking of economic structures based on knowledge. However, developing countries and countries of the former USSR have the greatest rate of dynamic changes in the formation of the knowledge economy. The necessity of transition of the Ukrainian economy to the knowledge economy platform under the conditions of the third industrial revolution and its prospects in the sixth technological order is grounded.

Keywords: sphere of educational services, branch of knowledge, higher education system, higher educational institution, competitiveness, industrial revolution, technological structure, knowledge economy, index, rating.

Received by the editors: 18.12.2017
and final form 22.12.2017