

ENHANCING INSTITUTIONS OF HIGHER EDUCATION ECONOMIC SECURITY IN THE SUSTAINABLE DEVELOPMENT FRAMEWORK

Special features in strengthening the economic security of higher education are associated with the necessity to solve the tasks of the social sphere of the state, as well as to support the due state of its infrastructure. In the system of social relations, educational processes ensure the provision of a complex of non-material services. The dialectics of developing interaction between the subjects of society (people as individuals, citizens, as well as families, groups of stakeholders, cadre) and industries that directly contribute to their active life, determines the degree of the state's stability, which, in turn, characterizes the level of the country's protection from threats of destabilization and social degradation. Manifestations of turbulence within the framework of the new economic reality have become integral components of many global trends. Despite the above, in the neoindustrial information space of human existence in the 21st century, the civilizational vector is consistently evolving towards the value priorities of science, education, and knowledge. The immense spiritual wealth of nations is passed down from generation to generation,

It is as an outcome of generalization and widespread use of the accumulated educational potential in the middle of the last century that the concept of “globalization” first appeared. Further, based on the results of sociological theoretical studies, a globalist interpretation of universal development was proposed [1]. One of the Sustainable Development Goals identified by the UN [2] is to promote access for all citizens to continuous learning, as well as to create fair conditions for receiving quality education, including higher professional training (Transforming our world: the 2030 Agenda for Sustainable Development). In modern conditions, these factors, along with successful commercial and managerial activities, have become one of the main factors for ensuring decent living standards for individuals. Over time, having a high level of education and experience has become a prerequisite not only for successful scientific, entrepreneurial, political activities, but also for social status, including formal and informal presence among the ruling elites.

Current problems of innovative transformations are largely linked to the unpredictability of market imbalances, as well as the influence of factors of chaos and complexity in the development of socio-economic systems (SES). The risks of state regulatory systems failure require a high degree of balance between administrative and market management tools that support the resource provision of priority areas of SES and the reproduction of economic security conditions (in finance, energy, defense, industry, food).

We share the vision of the outstanding scientist A. Hilman that one of the most important functions of the state is to guarantee the competitiveness of the market. The state, with minimal interference in the market operation, ensures the certification of private property rights and the protection of life and property through the coercive force of the law [3]. The researcher's works emphasize the importance of the dilemma of creating public goods. As a rule, markets are not always effective in supporting activities to provide constitutionally guaranteed services that are beneficial to a wide range of citizens. This refers to the solution of problems of education and health care, ensuring national security, etc. Such issues should be considered as priorities in the activities of power structures. Their activities to fulfill the tasks of sustainable economic growth, full use of the country's labor potential should be coordinated with program commitments related to improving the living standards of citizens. Strengthening the material and intellectual resource base for the development of public goods allows, within the framework of constitutional norms, to guarantee citizens the necessary volume of education and health services. After all, the state is responsible for their provision even in the face of the most unfavorable external and internal threats to financial instability.

The organization of higher education is one of the fundamental elements of the national security system, providing a simple and expanded reproduction of human capital for the development of SES. Firstly, we are talking about military specialties and educational institutions with budgetary funding that train specialists in the social sphere, critical technologies, and internal security. Reliably functioning training of highly qualified personnel contributes to maintaining the competitive advantages of both individual industries and SES at the macro-, meso- and local levels. National interests in the sphere of higher education of the country describe its role and place both in the international and in the national system of the division of labor, taking into account the ideological and cultural views that are integral for theories and concepts, as well as the actually established economic relations. Thus, the economic security of higher education creates such situation in which guaranteed protection of national interests is ensured and this sphere develops in accordance with the medium and long-term needs of the country's socio-economic development. Educational space develops not only as a part of a whole in accordance with the priorities and characteristics of related industries, but also as a self-developing system. Its internal features largely depend on resource provision. If external funding is not enough to maintain normal functioning, then the

system after the exhaustion of the internal potential for self-development becomes unstable due to:

- features of the general development of SES;
- internal goal-setting and management, when an assessment of the internal potential and viability of the industry becomes a separate problem;
- occasional underestimation of any sub-industry, which can be corrected within the period when the complete degradation of the industry (sub-industry) has not yet occurred.

Threats of degradation can be consolidated around the key premise of the “disease of costs” articulated in a performing arts study conducted in the mid-1960s. The key message is the following: Labor-intensive industries such as performing arts and education have fewer opportunities than other sectors to increase productivity by, for example, replacing the labor force with capital. Markets, however, require that wages of workers with approximately equal skills rise over time in all industries at approximately the same rate. As a result, unit labor costs in the performing arts and education are expected to grow faster than in the economy as a whole. About a decade later, a similar analysis was presented: if prices as a whole rose by about 50% (in the previous decade alone), the most widely used higher education price index rose by about 70% (Bowen, 1976) (Data are provided for Australia (for UK data see Bowen (1968)).

R.H. Frank from the University of Cornwall suggested the following brief explanation of the “disease of costs”: “The basic idea is that while productivity gains have made it possible to assemble cars with only a tiny fraction of the labor that was once required, it still takes four musicians nine minutes to perform Beethoven’s String Quartet No. 4 in C minor, just as it did in the 19th century”. (As many experts noted Frank must have spoken only about the first part of Beethoven’s String Quartet No. 4 in C minor (Op. 18) which lasts approximately nine minutes. The whole Quartet sounds for approximately twenty-five minutes.) In short, increases in labor productivity are unlikely to offset gains in wages in the arts or in education as much as in industrial production, so different rates of cost increases are to be expected. The “disease of costs” is typical for sectors of the economy with all forms of ownership, without exception. The basic principle of disease of costs, in terms of the long-term financial difficulties common to all higher education, is this: the basic economic fact of life is determined by the very nature of the learning and research processes. For their implementation with the proper quality, especially at a high level, a certain degree of personal attention and personal interaction is required, which simply do not allow the same possibilities of technological change, mechanization and, if you like, an increase in “output per unit of labor” that are

characteristic of the production of such goods like feed grains or calculators. As a result, we of educational services will rise faster in the long term than prices in general.

The objectives for training professional personnel, regardless of the form of ownership of higher educational institutions, imply four components: socialization of the young as a form of preparation for work and independent life; in all sectors of the economy; in scientific, design and research organizations; in the higher education system itself. In the conditions of an avalanche-like growth of masses of various information, the structuring of which turns it into knowledge, the predominant part of time in the process of education in universities should be devoted to self-education. This presupposes long-term and intensive independent learner’s work with information flows. In the learning process, teachers must, firstly, transfer approaches and directions in the learning process, and, secondly, teach methodologies, methods, techniques for working with information and knowledge. With the formation of the information society, the transformation of knowledge into the main driving force of social progress, social productive forces, which is accompanied by the emergence of more and more modern knowledge, respectively, the moral obsolescence of most of the previous knowledge, the objective need for intensive and continuous training for intellectual workers is claimed throughout all their lives.

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