

Economism, commercialization and massification of university education (on the example of american and european educational systems)

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The main point of the article is to disclose the essence of the phenomena of economism, commercialization, and massification of the university education. It has been noted that the massification and especially commercialization of education are quite dangerous for the classical institute of education. The era of globalization, informatization and mass consumption affects significantly the development of educational institutions. In addition, the last decades are characterized by the modernization of society and higher education, focused on the development of market relations. As a result of higher education reforms, a peculiar environment of the commercial education has appeared, which requires the existence of new rules of interaction, status-role relationships, value-normative formations. Commercialization, in fact, appears to be a kind of challenge of our time; however, in society there are scientific disputes about how large-scale this process is, what form it takes and how it affects the quality of educational services. Consideration of the American and European models of higher education makes it possible to understand the essence of the emergence in the scientific literature of such concepts as «Academic capitalism», «Market-type University» and «Entrepreneurial University», to analyze the emergence of private education, profit and to determine the priority task of commercialization. 'Academic capitalism' is a policy of higher education aimed at the transformation of universities from a center of liberal arts to the entrepreneurial periphery, where the scientific research is conducted exclusively with commercial purposes. The reasons for the emergence of academic capitalism and entrepreneurial university have been defined in the article as they are very different in society. On the one hand, universities need new sources of income in the context of reduced public funding, on the other - the companies themselves seek to remain competitive in global markets, they are interested in new scientific knowledge and results that can provide universities for them. In general, the phenomena of entrepreneurship, the importance of entrepreneurial universities for the development of the educational system, their extreme role in innovation, corporate culture and the transformation of the social process as a whole have not been revealed in the sociological literature sufficiently.

Keywords: *society, University, sociology of education, commercialization, Institute, academic capitalism, entrepreneurial University, modernization*

Економізм, комерціалізація та масовізація університетської освіти (на прикладі американської та європейської освітніх систем)

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Головний зміст статті полягає в розкритті суті явищ економізму, комерціалізації та масовізації університетської освіти. Зазначається, що масифікація й особливо комерціалізація освіти є доволі небезпечними для класичного інституту освіти. Ера глобалізації, інформатизації та масового споживання суттєво впливає на розвиток інститутів освіти. Крім того, останні десятиліття характеризуються модернізацією всього суспільства і вищої освіти, зорієнтованої на розвиток ринкових відносин. В результаті реформ вищої освіти з'явилося своєрідне середовище комерційної освіти, котра вимагає існування нових правил взаємодії, статусно-рольових взаємовідносин, ціннісно-нормативних утворень. Комерціалізація, по суті, постає своєрідним викликом сьогодення; тим не менш, у суспільстві точаться наукові суперечки з приводу того, наскільки масштабний цей процес, у якій формі він протікає та як позначається на якості надання освітніх послуг. Розгляд американської та європейської моделей вищої освіти дають змогу зрозуміти суть появи в науковій літературі таких понять, як «академічний капіталізм», «університет ринкового типу» та «підприємницький університет», проаналізувати появу приватної освіти, прибутку та визначити першочергове завдання комерціалізації. В статті визначено причини появи академічного капіталізму та підприємницького університету, адже в суспільстві вони доволі різноманітні. З одного боку, університети потребують нових джерел доходів в умовах скорочення державного

фінансування, з іншого - самі компанії прагнуть залишитися конкурентоспроможними на глобальних ринках, вони зацікавлені в нових наукових знаннях і результатах, які можуть надати їм університети. У цілому, у соціологічній літературі недостатньо мірою розкриті феномени підприємництва, важливості підприємницьких університетів для розвитку освітньої системи, їхньої надзвичайної ролі в інноваційній діяльності, корпоративній культурі та трансформації як соціального процесу загалом.

Ключові слова: університет, соціологія освіти, комерціалізація, інститут, академічний капіталізм, підприємницький університет, модернізація.

Экономизм, коммерциализация и массовизация университетского образования (на примере американской и европейской образовательных систем)

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Главное содержание статьи заключается в раскрытии сущности явлений экономизма, коммерциализации и массовизации университетского образования. Отмечается, что масификация и особенно комерциализация образования являются достаточно опасными для классического института образования. Эра глобализации, информатизации и массового потребления существенно влияет на развитие институтов образования. Кроме того, последние десятилетия характеризуются модернизацией всего общества и высшего образования, ориентированной на развитие рыночных отношений. В результате реформ высшего образования появилась своеобразная среда коммерческого образования, которая требует существования новых правил взаимодействия, статусно-ролевых взаимоотношений, ценностно-нормативных образований. Коммерциализация, по сути, предстает своеобразным вызовом современности; тем не менее, в обществе идут научные споры по поводу того, насколько масштабный этот процесс, в какой форме он протекает и как сказывается на качестве предоставления образовательных услуг. Рассмотрение американской и европейской моделей высшего образования дают возможность понять суть появления в научной литературе таких понятий, как «академический капитализм», «университет рыночного типа» и «предпринимательский университет», проанализировать появление частного образования, прибыли и определить первоочередную задачу коммерциализации. В статье определены причины появления академического капитализма и предпринимательского университета, ведь в обществе они весьма разнообразны. С одной стороны, университеты нуждаются в новых источниках дохода в условиях сокращения государственного финансирования, с другой - сами компании стремятся остаться конкурентоспособными на глобальных рынках, они заинтересованы в новых научных знаниях и результатах, которые могут предоставить им университеты. В целом, в социологической литературе в недостаточной мере раскрыты феномены предпринимательства, важности предпринимательских университетов для развития образовательной системы, их чрезвычайной роли в инновационной деятельности, корпоративной культуре и трансформации социального процесса в целом.

Ключевые слова: университет, социология образования, коммерциализация, институт, академический капитализм, предпринимательский университет, модернизация.

Determination of the relevance of the topic and the formulation of a scientific problem in the context of the subject of science.

The main point of the article is to disclose the essence of the phenomena of economism, globalization and massification of the university education. Economism is seen to be a part of globalization of education, a global corporatization of education provides training for the global labour market using human capital economic theories.

In general, the globalization of higher education is considered to be a process of increasing interdependence and convergence of national economics, trade liberalization and market, dominated by competition, struggle, transnational education and the commercialization of knowledge, as well as the erosion and disappearance of national boundaries and models of education.

Statement of the scientific problem.

Development of the global market of educational

services and management in universities have led to institutional changes in the system of higher education. As an example we may study an American university managed by legislators, economic and political leaders of the society where private universities are controlled by political councils. We should mention that the similar administration model was described in the paper of the American sociologist T. Veblen 'Higher Learning in America: A Memorandum On the Conduct of Universities By Business Men' at the end of the 19th century. Traditionally, not the faculty members but non-professionals are entitled with the control over operation of American universities.

Today, there emerges a lot of works by authors trying to substantiate who stands behind university management under the conditions of globalization [2]. However, the answers to these questions are not always clear and are primarily connected with economic processes in the modern society.

Aim of the article is to analyze the concept of higher education, economism, commercialization and massification of university education as manifestation of the globalization of higher education and to justify the methodology for sociological macroanalysis.

Analysis of recent publications.

Modern development of foreign education sociology is described in papers by M. Archer, J. Beaulieu, R. Boudon, J. Coleman, N. Luhmann, J. Meyer, J. Passeron. The authors mentioned consider the education system within the context of its socio-typological, morphogenetic, functional-systemic specific features, as an instrument of establishing distinctions (discernings), communication, gabitualization. All the processes mentioned are inherent in the system of education of both institutionalized and non-institutionalized forms. Institutionalization of the education system is accompanied by its establishment as a completely autonomous system is able to develop following on from the limited interference of other social subsystems with its operation.

Presentation of the main results.

Postindustrial society is characterized by the emergence of corporate universities transforming technologies of production and knowledge delivery, introducing different innovations and contributing to knowledge distribution within the epoch of postindustrialism. In general, it means that traditional universities lose the monopoly on providing educational services: dynamics of development of different activity

spheres influences the mechanism of knowledge delivery.

Together with the rise of the above mentioned phenomena, universities see the emergence of privatization, temporary employment, division of labor. Under these conditions, academic rights, freedoms and culture undergo certain influence. Alternatively, 'academic capitalism' is developing at the universities meaning structural reconstruction of integrative elements of the university and emergence of new structures, paying schemes for several aspects of academic career, and increase of tension [8]. The problem of higher education lies in administration that finds its reflection in the fact that a classical American university has no full management which would comply with the needs of 'academic capitalism'. In the classical study on higher education administration, professors M. Cohen and G. Marsh talked about the fact that universities were not administrated at all: they constituted a unique social object labeled 'organized anarchy'. Within the modern society, there is a need for a distinct organizational and administrative solution – like, for example, at General Motors enterprises. Especially it concerns the new distance training programmes offered by both real and new virtual universities.

Therefore, it is necessary to pay attention to the mission of education which is, first of all, a culture-shaping one, to the issue of university management and fundamentalism capacities enabling to analyse the culture of entrepreneurship and its influence on the operation of pro-American education systems among the existing institutional changes at American universities.

'Academic capitalism' is a policy of higher education aimed at transformation of universities from a center of liberal arts to the entrepreneurial periphery where scientific research is conducted exclusively with commercial purposes[8]. Let's look at the reasons of academic capitalism, whereas they are quite diverse within the society. On the one hand, universities need new sources of income under the conditions of state financing cuts. On the other hand, companies themselves strive for staying competitive on global markets, they are interested in new scientific knowledge and results they can get from universities. Common interests of universities and companies caused 'the second academic revolution' and defined modern relations between universities, government and industry. Whereas a university entering the market relations can be either directly interested in receiving revenues from

patents, licenses or firms of additional income or competes for external financing without focusing on obtaining revenues from contracts or donations. But in both cases, university life is interfered with orientation at market values and competition.

It is worth mentioning that there exist several scenarios of academic capitalism's development. The first lies in capitalism being a system based on private property and knowledge which is also a subject of private property. Hence, under such conditions, students are offered with extraordinary opportunities of obtaining education, and universities, in their turn, compete with one another. Under these conditions, knowledge emerges within global and local social processes. On the labor market, there is a fight for designing knowledge of low intellectual level. There is observed personification of knowledge, and the very development of academic capitalism leads to extinction of a university as a social institution of education which has been performing a range of agreed functions.

Universities should do their best to preserve the balance between academic and postacademic values. The fear of academic capitalism lies in the latter leaving less and less opportunities for development of academic interests, for publications and fundamental research. In connection with this fear, there appears a negative reaction and resistance to 'academic capitalism' and 'a university of market kind'.

Under such conditions, a 'research-entrepreneurial university' integrating cultural traditions of the European and American higher education becomes one of the possible solutions of the issue of preserving the balance between a university of market kind and segregation of higher education as culture-forming factors. It is no commercial organization selling educational services and research results, but it turns into a major supplier of highly-qualified human capital, scientific, innovative, technological solutions transforming knowledge from an element of exclusively spiritual life into the phenomenon of the modern society, the source of innovation of the new science-intensive economy [8].

We have to mention that existence of crucial problems modern universities face requires re-comprehension of their mission. Massification of the university education is one of the major problems. At the end of the 18th c. – beginning of the 19th c. while formation of the modern university model, only an insignificant part of the society was covered by higher education, and to master it was rather an

exception than a rule. Under these conditions, it was possible to introduce strict requirements at the entrance to the university (i.e. a command of Latin and Greek) and to maintain the high level of instruction designed for prepared audience with relatively homogenous intellectual potential. However, the situation changes critically while transition to mass education. Therefore, there increases dispersion at the level of preparation of applicants and motivation of pupils, not to mention their level of cultural and intellectual development. Many modern HEIs solve this problem the following way: they lower the level of requirements at the entrance and, undoubtedly, during the process of training; moreover, they have to align the process of training of students partially playing the role secondary school has been playing before earlier [9].

Within the transition to postindustrial society, creation and development of entrepreneurial universities are of great necessity. Nevertheless, in the European society the above mentioned phenomena are developed enough, while in Ukraine they need significant development.

Generally, sociological literature fails to cover to the sufficient extent the phenomena of entrepreneurship, significance of entrepreneurial universities for development of the educational system, their extraordinary role in innovational activity, corporate culture and transformation as a social process as a whole.

We have to note that the very notion of 'entrepreneurship' was introduced into the scientific discourse by A. Smith. Alternatively, the English scholar R. Cantillon was one of the first to present the issue concerning development and formation of an entrepreneurial university giving to entrepreneurship a separate economic function and a function of social risk. In works by such theorists as J. Schumpeter, F. Hayek, B. Karlof, the role of innovations and the innovational character of entrepreneurship (use of new technologies, scientific developments etc.) was emphasized. The most developed model of an entrepreneurship university is abroad; the conceptual principles of formation of such university are formulated by B. Clark (1997) [5]. The issue of university management was elaborated by C. Cameron, H. Mintzberg, B. Speernie, A. Stevens. The phenomenon of an entrepreneurship university, innovations, academic knowledge and development of globalizational economy were described in works by J. Ropke [4].

The first attempt of scientific comprehension of the notion of an 'entrepreneurial university' was made in 1998 by Burton R. Clark who introduced it [5].

In the article 'An Entrepreneurial University: the Strategy of Institutional Development', P. Schulze singles out two ways of realization of the university entrepreneurial function. The first direction is related to the preparation of future entrepreneurs – i.e. people ready to establish their own business and bear responsibility for it. The second direction constitutes the entrepreneurial activity of the university itself lying in creation of business incubators, technoparks, subsidiary firms, etc. The university must engage students and graduates in entrepreneurship providing them with both information-consulting and resource assistance. As an example, we will consider the USA: 300 firms with a general annual turnover of 4 billion dollars are operating at Oxford University with 1 billion going to the university. At Harvard University, the resource capital (endowment), the university's capital used for its entrepreneurial activity is 18 billion dollars, and at the George Washington University it is about 500 million dollars, at 280 universities and colleges it is above 100 million dollars.

It is necessary to examine the other aspect as well – i.e. creation of technoparks and business incubators.

Business incubators have reached the biggest popularity in the USA where they are included in most scientific-technological parks. More than 160 business incubators are operating in the USA today. The first association of business incubators, as it has been already mentioned, was established in the USA in 1985. Nowadays, it is the largest one and consists of about 800 members from different countries of the world. Similar associations have been operating for a long time practically in all Western European countries.

Hence, business incubators and technoparks are strategic success factors for the modern HEI system of personnel preparation [8].

It is worth mentioning that the role of education in the society changes drastically together with the transition from the stage of industrial to postindustrial development. According to the Ukrainian researchers D. Livanov and A. Volkov, this transition is characterized by some principally new features, i.e.:

- a change of training technologies that is technically marked with a transition to application of new training methods and models (application of online courses, trainings, case-study, project activity etc.);

- massive renovation of personnel employed at high school. Hence, this index presumes presence of professors, scientists and administrators of a high

level. Certainly, the conditions are being created requiring the HEI that longs for taking better rating positions to employ highly-qualified specialists;

- expansion of territories of universities and construction of multifunctional university campuses;
- emergence of professional development centers, innovational training technologies, powerful centers of collaboration between the university and the employer.

Considering all the above mentioned, in the nearest future universities of an entrepreneurial kind might become not only necessary for society and essential for wide strata of population but also quite efficient. Whereas within their operation, such universities combine both scientific-educational and innovation activity.

Focusing on the importance of entrepreneurial universities in the modern system of education, it is necessary to single out their main tasks:

- creating conditions for development, ensuring involvement of investments for creating innovations,

- creating conditions for training competitive graduates, able to produce innovational goods and to be needed within innovational economy [6].

Hence, when the USA, Germany, Great Britain, Singapore, the PRC already have created preconditions for emergence and development of such higher education institutions, in Ukraine it is too early to speak now about the presence of such preconditions.

The preconditions for entrepreneurial university transformation are as follows:

- expanded development (existence of technoparks, research centers, laboratories able to establish external relations);

- an administrative core consisting of central management groups and university divisions;

- diversification, presupposing extension of financing bases;

- an integrated entrepreneurial culture within which innovations are considered an essential condition of successful and sustainable development of the university;

- stable academic structures, their stability ensures sustainable development of education and science [1].

At the same time, it is crucially essential for higher educational institutions, interested in the long-term successful development, to transform timely in response to key challenges of the new higher education paradigm within the society's transition to postindustrial development. It is the

entrepreneurial university that might become one of the possible efficient forms of a higher educational institution under new conditions. We will examine major specific features of the entrepreneurial university in more details.

According to the American researchers H. Torp and B. Goldstein [1], the entrepreneurial university:

- is a prominent research HEI;
- constitutes a unique educational company with age-old history, corporate culture, customs, traditions driving the entrepreneurial spirit;
- conducts applied research and priority research aimed at solving complicated problems, often of an innovational character. At the same time, a big part of daily routine work is performed not within academic circles, but innovational centers with entrepreneurial culture necessary for everyday creation of start-ups;
- is a HEI with its employees being specialists in production of knowledge and their application in practice (creation of new technological centers, enterprises or reengineering of existing non-efficient enterprises). One can't define that innovations used while creating universities, new enterprises or restructuring the existing ones don't contribute to economic development, whereas economic development is a by-product of successful operation of the entrepreneurial university.

Such university is gradually refusing from existent traditions, cultural patterns, creating its own corporate culture instead.

We address the ideas of the American researcher J. Riglice who noted that the entrepreneurial university complies with the following requirements:

- demonstrates entrepreneurial behavior and acts as an organization;
- lecturers, students and employees are to be entrepreneurs;
- the university exists in symbiosis with the region and the medium through structural interaction and complementation .

For the sake of university transformation into an entrepreneurial one, according to our opinion, it is necessary:

1) to develop the 'entrepreneurial spirit' at educational institutions, to stimulate students. But, first of all, it presupposes that students must possess entrepreneurial skills, be able to act under risk, live in the consumption society, solve complicated tasks, think in the innovational way, conduct project and research activity, and, at the same time, – they must self-improve. Thorough work is to be done: change of curricula, inclusion of the range of disciplines

presupposing formation of entrepreneurial culture and entrepreneurial spirit in general to the obligatory studying list;

2) to create research medium, to encourage lecturers and students. This educational institution must contain research centers, development centers, scientific-research laboratories etc. and also such positions as lecturer-researcher, lecturer-consultant, lecturer-expert;

3) to develop infrastructure at higher educational institutions that particularly presupposes creation of business incubators, business laboratories, centers for entrepreneurship for students, organizations of commercial and non-commercial types which can both be included in the general structure of the university and exist separately.

Generally, the realization of the offered measures will allow making a serious step towards development of the Ukrainian market of science-intensive products and resource provision of higher school, will contribute to modernization of the whole Ukrainian economy. Formation of a civilized market supposes creation of its adequate social basis – i.e. reliance on civilized manufacturers: priority support of corresponding kinds of activity and professions; development of the market sectors bringing benefits to the society and not exhausting it to quit restoring raw resources. Therefore, development of entrepreneurial activity of universities is necessary not only for adapting science to the market, but also for bringing civilized image to the Ukrainian market.

Hence, it is obvious that the entrepreneurial university constitutes a higher educational institution making efforts to generate knowledge, transform it into practice, create new kinds of activity, conduct systematic changes and modification of the inner medium. Crucial limitations in the above mentioned spheres are connected with lack of financial and informational resources. Moreover, a significant role in this process is played by human factor. Application of the above mentioned resources is perceived as a specific feature of entrepreneurship. Nevertheless, entrepreneurial activity of the university is impossible without presence of such resources, whereas traditional universities solve the problem of resources as a task that is to be solved by the environment they operate in. However, if it indeed occurs, the entrepreneurial potential of universities gets lowered considerably.

In general, it is worth mentioning that economization and marketization are not to be equated with economic determinism.

In the first place, economic structures unilaterally define superstructure. This strong version of economic reductionism is improbable taking into account K. Marx's penchant for dialectic analysis [3].

In the second place, economic forms define the general character as a coordinated set of social forms during its long-term domination over economic components since they keep on recurring.

In the third place, relations of the class, founded on technical and social relations of production, lead to class economic struggle, and it drives history.

In the fourth place, economic dynamics produces bigger influence over social development than dynamics of any other social layer (e.g. law, politics, religion, art, philosophy). Actually, they are asymmetrically interrelated since economic dynamics is more powerful in the long-term perspective.

Generally, the globalizational phenomenon has become one of the most relevant and disputable issues of the present. The process of globalization has restored the old and produced new issues in different spheres of human activity including the educational one. Unconditionally, without modernization of education and higher school in particular, it is impossible to produce adequate answers to the questions set and to stay at a certain level of social progress.

Contribution of globalization to educational systems is quite ambiguous. Strengthening of influence of the USA as a superstate and trying to create a unipolar world, state, leaving the social sphere, only assist homogenization of education, pragmatization, decrease of the number of fundamental research.

There emerges the issue of mass character of higher education or its universal and all-purpose nature. Scientific-technological progress, on the one hand, and demographic crisis, on the other hand, have caused the higher education ceasing to be elitist.

However, because of the range of reasons, far not all can obtain fundamental higher education: education is becoming single-purpose, more and more students are obtaining Bachelor's degree.

Under the influence of globalization, integrative processes have increased significantly, finding their maximal development in the range of countries of the European. Whereas these countries are also observing significant processes: i.e. erasing of borders between states, creation of a single market of labor force, emergence of a need for

standardization of education and interrecognition of diplomas. Significant attention is also must be paid to economic competition between the USA, the EU and Japan that affects university education in a certain way.

The USA and the EU are considerably increasing expenses on the educational sphere while countries of the third world experience significant regress. The split between state and economy and decrease of state financing have lead to privatization of higher education and, subsequently, emergence of the range of processes including both commercialization, diversification etc. The sharp development of private education contributes to emergence of the range of elitist educational establishments, characterized by high quality of education and designed for higher population layers. Strengthening of the liberalism ideology and attention to human rights for the sake of human development and accentuation of identity require an individual approach to education.

The world university educational system is represented basically as two models: i.e. a faculty (Europe) and a department (the USA) models. However, if we talk about the USA, all youth is engaged in the sphere of higher education, it is of a mass character. M. Trow, a prominent sociologist in the educational sphere, discovered that most Americans have the greatest faith in importance of higher education – and that can't be said about any other nation in the world [4].

Any American university is characterized by the following criteria: an individual approach, maximal possibility of taking into account interests of students, a great emphasis on independent work, duration of studying at the HEI, specific features of faculty members. This is a reflection of another system of values, upbringing which presupposes inviolability of private life, competitiveness, individualism.

Within such universities, all the courses, delivered by a lecturer, are original; the workload of a lecturer contains no more than 4 academic hours per week, and it is presupposed that his/her free time the lecturer dedicates to scientific activity. Therefore, at American universities alongside the main position of a lecturer there emerge new positions of lecturer-researcher, lecturer-analyst, lecturer-consultant etc.

Also, another specific feature is significant mobility: American students seldom study in their native city, whereas the system of higher education presumes their mastering knowledge of high quality and studying at a prestigious institution. The average age of education completion is 30-32.

When compared, the European universities are characterized by scientific research, academism, significant humanitarian training, early specialization and significant participation of state in the educational sphere. Hence, under the conditions of globalization and considerable integrational processes in the European education, significant competitiveness decrease of the European education in comparison with the American one, there have been made crucial efforts during the creation of the single European educational space and conduction of higher education modernization. Thus, the process of globalization finds its reflection in formation of the single integrational global educational space, contributing to free traffic of intellectual resources, creation of international projects and curricula, emergence of integrational processes in higher education.

Hence, high competition of HEIs for leading positions on the market can be considered to be a result of changing conditions in the sphere of higher education; universities are changing their direction at a consumer – state, employers, pupils. Under such conditions, there appears a necessity of searching for financing sources, whereas the more financing sources are there, according to researchers, the more sustainable position of the HEI within the changing medium will be.

Conclusions.

Emergence of competition in the sphere of higher professional education is caused, in the first place, by formation of the non-state sphere of higher education; in the second place, it is caused by commercial sector i.e. by emergence of paid education at state HEIs that, first of all, created the institutional basis for development of entrepreneurial activity.

The next position presupposes transformation of the university into an entrepreneurial organization, which is oriented at a consumer, has its own needs, follows business principles, responds to changes of demand on a certain product. At the same time, this entrepreneurial university performs not only training and researching in different social-economic and business spheres, but also contributes to significant investments from large corporations, state and separate individuals.

It is worth mentioning that in works of American and European sociologists much attention was paid to the examination of the concept of the entrepreneurial university. For example, the professor of California University B. Clark admits that the specific feature of the entrepreneurial university lies in its performing active and goal-oriented policy, focused on innovational activity of an entrepreneurial character, reflecting in the search for reorganization ways, increase of the level of revenues, in the attempt to win key positions on the market [5].

Generally, commercialization and marketization are reflected in:

- education being oriented at the market;
- the market being focused on education;
- educational capabilities being defined by the market, considerably funded and regulated by state;
- HEIs increasingly functioning as suppliers on the market of education;
- students becoming consumers;
- education resulting from needs of the society and focusing on the use of its educational results for fulfillment of economic desires.

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Цитування: Стригуль М. В. Економізм, комерціалізація та масовізація університетської освіти (на прикладі американської та європейської освітніх систем) / М. В. Стригуль // Науково-теоретичний альманах «Грані». – 2019. – Т. 22. – № 7. – С.49-57.

Citation: Strihul, M.V., (2019). Ekonomizm, komertsializatsiia ta masovizatsiia universytetskoï osvity (na prykladi amerykanskoi ta yevropeiskoi osvitynikh system) [Economism, commercialization and massification of university education (on the example of american and european educational systems)]. *Scientific and theoretical almanac «Grani», 22 (7),49-57.*

Стаття надійшла / Article arrived: 27.06.2019

Схвалено до друку / Accepted: 25.07.2019