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Professional competences of Youngers for globalized Economics

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Abstract

Globalization has contributed to the transformation of the entire system of international economic relations, impacted significantly on the formation of labor relations within the world economy. Modern socio-economic changes in society are seen as moving from 'material' to 'intellectual' economy or the 'knowledge-based economy'. New society is to actively use the professional education in their labor force forming. Access to and use of this good in the labor force forming largely determine the State strategy for the development of professional education in order to contribute to achieving the necessary level of professional skills of the labor force, on the other hand, the strategy of State regulation of the labor market, including through the mechanisms of reducing labor market structural disbalances; improving of the labor force quality; achieving equilibrium in the labor market through the formation of professional competences due to the needs of employers in the circumstances of intensification of migration flows, as well as the increasing influence of the intercountry integration and globalization. Because of the time lag between the processes of professional training of the potential employees and the demand for professionals from potential employers, the problem of structural unemployment is even more acute, there is overproduction of the specialists, unclaimed in the labour market. The unemployment is increasing and what is strategically more important - youth unemployment with higher professional education. All this determines the need for the systematic investigation of the motivation of Youngers in the process of formation of their professional competences, their professional orientation in the modern socio-economic conditions of the intercountry integration and globalization, their expectations of professional competencies. All this is extremely important in order to identify trends in the socio-economic behavior of young people in the process of their professional development which are to be systematically compounded in the model of the development of the youth segment of the labor market in the context of the intercountry integration and globalization.

Keywords: youth, professional competences, labor market, institute of higher education, globalisation

1. Introduction

The higher professional education market aroused in Russia together with the reforms of other spheres of economic life in order to reveal the professional education as the merit and private economic good and the investment resource with the certain rate of benefits. Due to the results of the Russian monitoring research the demand function for the benefit from the investments in the higher professional educational is characterized by the high elasticity of demand due to expected income. Rational choice of the consumer of this good of higher professional education is characterized by the expectation of such probably economic features as: the future income, the future job of interest, the prestige of the diploma, the prestige of the university, etc. [2]. All these allows us to consider the contemporary good of the educational services of the higher professional education for its consumers due to the point of economic theory as the 'attributive good of luxury' with derivative benefits.

2. Main theoretical and empirical points

Market of the educational services of the higher professional education was borne by both economic and social burden. Substantial importance in shaping the education market is to reveal the concept of 'economic benefit' to the investment resource – educational services of higher professional education, and understand the good - education services of the higher professional education as the merit and private economic good.

Terminological difficulty in determination of the education market arises due to the need of Good 'educational services of higher professional education definition as the merit and private

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economic due to the expected social and economic benefits.

Educational services of the higher professional education are economically descriptive due to the method of funding, as the merit good, which ensures by the State and the private economic good, the demand for which is defined due to the current purchasing power of the population [5].

Today in Russia the proposal of educational services of higher professional education is proximately for the 58.5% provided by the State and municipal institutes (universities, academies) of higher professional education. In this regard, the conditions of equilibrium on the market of educational services of higher professional education, taking into account the nature of the financing of the professional education, what is almost for the 50% provided by the Russian State (financed by the budget and though free for the students). Being the merit good, educational services of higher professional education (HPE) are characterized by the features of non-exclusive consumption of and non-competitiveness. The economic feature of the defined merit good as the 'not competitive' (what is the feature of the all merit goods) is formed due to the accessible supply for this good of educational services of the higher professional education, what presently draw a picture of oversupply of the good to the consumption demand, that creates the competition among the producers of this good (the universities), but not among the consumers (students).

The other feature of the merit good and also partly of the educational services of the higher professional education in terms of definition as the merit good which is non-exclusive consumption is only can be limited today in Russia by the results of the School State Exam, but the determined barrier of its pass is allow to ignore this and define now the good of the educational services of the higher professional education as proximately characterized by the merit good's feature as the 'non-exclusive consumption'.

Defining educational services of higher professional education as the private economic good, should be considered the market mechanism of supply and demand, and though price formation, which in turn reflects consumer behavior and capabilities (welfare). The level of family welfare of enrollees can be examined by the analyze of the statistical data on the population of the Russian Federation in respect of their generated consumer demand for educational services of higher professional education.

Even though the current price range for the educational services of the higher professional education and the level of income of the population, according to the study the functional dependencies and their economic assessment, allows the population to learn and show the availability of the good 'educational services of the higher professional education' supply that fully provides the customer demand.

Generalizing these results, we estimate the availability of good the educational services of the higher professional education considered as a whole for the Russian Federation, due to the results of:

1. ANOVA of the minimal and maximal price of the good educational services of the higher professional education in Russian regions by the factor of influence of consumers through the demand forming;
2. Regression analysis of the relationship of per capita monetary income with the value of consumer spending, a minimum and maximum cost of educational services of the higher professional education viewed for the data of the Russian Federation regions.

Summarizing the above basic types of economic behaviors of consumers good 'educational services of higher professional

education', can provide a general typology of dominant types of the socio-economic behaviors of modern Russian youth with respect to investments outcome in education on the following criteria: 'education as the economic good', 'education as the investment resource', 'awareness, perception of education as the economic good and the investment resource'.

Under modern conditions of social development, market mechanisms, economic globalization and the formation of stable relationships 'labor-employee of the new type', it's necessary to describe and analyze the different of the consumer behavior attitudes toward the private economic good 'educational services of the higher professional education'.

3. Methodology

In our researches on the student youth we study the value orientations, including the value of higher education, on the basis of several indirect characteristics taking the fact that students undergo the active stage of their secondary socialization into consideration. According to the definition by A. I. Kovaleva, socialization is a "process of formation and development of a person that consists in the mastering of social norms, cultural values and models of behaviour during the whole of his/her life, which allows to function in this given society" [3]. This is a double-sided process. One of its sides consist in the fact that society constantly assigns an orientation of socially acceptable behaviour and thinking for a person in different forms, by different means and with various effects. The other side of the process of socialization is personal mastering of these organizing and orientating impulses that society initiates. The result of the socialization is resultant of many differently directed influences. Since we examine the period of life when people are getting education, we can speak only about a certain level of socialization. This level of socialization is exposed to changes because any educational system directly acts as an institute of socialization. Besides, the macro-social environment begins to exert greater influence on a person during student years. This macro-social environment begins to be realized as essential and as a source of orientations and regulator of the choice of an outlook on life. Therefore, in many respects value orientations will reflect the accepted in society life orientations, depend on an actual situation and change, sometimes significantly. At the same time value orientations are autonomous enough and can be reproduced from generation to generation not only in order of direct inheritance (through family), but also through mass media and network communication in various social communities [4].

The theoretical elaboration of youth problems, as we understand it, must chiefly follow the path of solution of a number of contradictions, which have been formed in the practice of empirical researches. It is also closely connected with the question about the sociological providing of youth policy, social and youth work and other theoretical scope of scientific knowledge about youth. Many attempts of Russian researchers are aimed at the development of a theory of youth, which would be more adequate to practical purposes. One of such theories is based on the thesaurus approach. Within this theory, the youth is interpreted as a social group consisting of:

1. People, who assimilate and appropriate a social subjectivity, have the social status of young people and identify themselves as being young;
2. Thesauruses, which are prevalent in this social group;
3. The symbolical and prevalent world, which expresses and reflects these thesauruses.

Such components of the concept and such a connection between them, which is understood as reflection of the social reality, change the very view on sociology of youth.

The thesaurus concept of youth gives an opportunity to make the ways of development of youth social subjectivity clear and find out its controversial traits both as an “objectivated” activity and in facts of self-consciousness, which perform an important regulative function^[1].

The circumstance that institutionalized world is not much assimilated by a young person demands compensatory actions from himself, i.e. self-independent and predetermined interaction in peer group. Gradually he is familiarizing with area, rules, realities of this world. The mechanisms of this familiarization are construction and projecting of social reality. The constructions and projects of a young man can essentially differ from constructions and projects of a “responsible adult” (parents, teachers, etc.) and besides dynamically change. One of the peculiarities of youth milieu is combination of several thesauruses. It causes event-trigger hyperbolization of one of them, which is considered to be the most suitable in this particular life situation.

The general arrangement of social reality construction includes:

1. adaptation for conditions of environment (trial and mistakes; recognition of parts of environment and rules; alteration of behavior according to rules; understanding and legitimating of a part of environment through “our”);
2. completion of building of reality (symbolization through “good” and “evil”, construction of symbolic universe; compensation for the inaccessible; activities for protection of “my world”, separation of independence zone);
3. Restructuring of environment conditions (ignoring of unimportant; change of proportions and combinations according to thesaurus; action beyond “my world” in compliance with own symbolic universe).

The tendency toward a spiritual side of their vital activities (family, health, love) is noted in the answers of the students from the regional institutes of higher education. At the same time, both groups have evaluated the factor of possessing political power as less significant. Although, seemingly, the image of a rich chief especially in the regional understanding is still identified in mass consciousness with stability and prosperity. Both groups of the questioned students strive for liberty and independence, safety and security. As regards to the question on altruistic beliefs – to live not for myself, but for other people – although they are present in the students’ answers, but represent rather small group of the respondents.

4. Conclusion

If the students of Moscow and other regional institutes of higher education have differences in the value orientations then they are not exceeding the scale to speak of some significant gap between them and what actually separates the capital from the province. Patriotic aspirations are more typical for students from the regions as well as intentions to work in the professional field, willingness to wait for a job placement guaranteed by a native institute of higher education after the graduation, slightly higher level of optimism in the view on the future and others. But as a rule these differences are too insignificant.

Under modern conditions of development of innovative economy the key issue of importance has a matching high-quality characteristics of the workforce needs of the economy and, in particular, the requirements of the labour force in the labour market. Rationality of behaviour of economic agents

leads them to realize benefits “higher vocational education” as an investment instrument with the ability to obtain investment income. The monitoring results held by the author from 2001 to now allow to determine the nature of the investment behaviour and attitudes of young people for the good of the Russian Federation “Higher vocational education” as an investment resources, as well as to determine the opinion of consumers goods in respect of specifying it as a private and public. Despite the multiplicity of positions regarding the definition and evaluation of the elite and even the elite education and the importance of his society as a social elevator formation and predetermination of social strata, the process of globalization, including educational space, and erases obvious differentiated features in the availability of higher education, making the formation of other socio-economic characteristics and remove the accent of social elevator in the stratification of social networks. In a globalized system the values in the thesaurus of young Russians are becoming more autonomous, expressing the desire and ability to defend their self-identity, and concept formation in the system of value orientations of youth bear the load base values of modern society attributive nature.

On the basis of such a systematic study, forecasting and modeling of these processes it is possible to develop cross-cutting, integrated programs of government and market regulation of labor and employment, and in particular the youth segment of the labor market on the one hand, and the scope of professional education as the system due to socio-economic potential of the labor force and the development of the society as a whole on the other, by defining the model of development of Russian's segment of the labor market in the context of the intercountry integration and globalization, minimize structural imbalances in the labor market, develop an adaptive and efficient policy of inter-country labor migration on the qualitative and quantitative components, as well as to optimize the process of internal reproduction of the labor force, to increase the level of the competitiveness of the national labor force and also the employment potential of the nation.

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