

Territorial Ground of Educational Economy

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Abstract: Currently, there is a transition from the production economy to the intellectual, including the economy of education. In place of competition as the dominant relations of economic entities comes partnership and cooperation. Education is now viewed as an activity. The pursuit of learning is primarily the emergence of human's inner humanity, a person's artificializing and in this sense, the whole education and the development are only applicable to that person. The resource of education is education itself. It is based on two austerities — diligence (industry) and discipline. There are several laws of activity arrangement. The territorial typology of universities includes city, local, regional, national and world universities.

Key words: economy of education; education as an activity; the typology of universities

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1. Economy of Education

Since the industrial revolution period and its gradual shift to the market era, the economy has been primarily an economy of manufacturing and agricultural production, and, consequently, economic relations were dominated by competition. The division of labor and specialization of production was inevitable.

We are entering the era of intelligent economies, including the economy of education that is managed by cooperation rather than specialization, identified by activity union until the planetary consolidation and cross-curricular, interdisciplinary complexation.

If the common economy is associated with the achievement of economic goals (profit, financial growth, and other economic, commercial and financial indicators), the economy of education is based on the increase of human capital, the increment of humanitarian and cultural values, knowledge, etc. (Levintov, Platonov, 2015).

2. The Concept of Education as an Activity

Before discussing the economy of education, it is necessary, in our opinion, that some of the basic concepts are introduced, and above all of them — the concept of education as an activity.

The educational activity is, first of all, the formation of the human being in the person. Both education and development are applicable only to the individual, but not to society, institutions, organizations, and even more so not to natural objects.

The concept of development is etymologically related to the “scroll”: we unfold the scroll but have no knowledge about its content. And because the development is so unexpected, mysterious, new, risky and

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unpredictable — it becomes attractive. We not only lack an instruction before unfolding the writings, but we also miss an idea about the author and its meaning, and therefore we call the unknown author God, fate, Navigator, Cosmic Mind, Space, accident...

But the same metaphor of the “scroll” can be read completely differently: we unfold or we are unfolded — and the text, written for everyone, is read by each in his own way. This is, for example, the Jewish tradition of reading the Torah scroll, the same text, for about 4,000 years, is being understood and interpreted by various people and every time with a new meaning.

It is as unexpected, curious, unique, risky, uncertain and attractive as in the first case.

Knowledge (theoretically framed information), data (unformulated information), technology, ideas, norms, rules, bonds — are only morphological material of education which builds the statue of the developing person.

The resource of education is education itself. It is from this statement that the concept of all education being, first of all, self-education comes from. The idea of “long life” education is also built upon that very view. The reserve (a resource that is waiting to be used) of education is primarily science. This expectation explains the noticeable delay of education compared to science, especially in the early stages of the academic path. The resource of education is clearly defined at the individual level, but at the same time is easy enough to evaluate through quizzes, tests, and exams. The boundaries and content of the reserve are quite blurred and uncertain. Finally, the storage of education is filled with a culture that fundamentally has no dimensional and substantive restrictions. In the course of education, a person can reach a level at which the distinction between “self” and culture disappears. This means that this person is in fact, already an educated person, however, that does not stop the endless educational journey.

Education may include vocational training or be associated with vocational training, but this is not a necessity. For example, school education does not prepare for professional activity, it is valuable in itself and as an entry point into the cultural world.

Education includes two doctrinal asceticism: hard work (industry asceticism, introduced by M. Luther) and discipline (voluntary asceticism to study medieval scholar, *discipulus*). Education always involves the will of the student, his desire to become Human. This is not only an individual need: society as a whole is interested in the education of all its members and undertakes obligations to ensure universal education.

In the production economy, transport plays the role of a mediator between production and territories, between producers and consumers, strengthening the division of labor. In the educational economy, the transport function is performed by the Internet, mass media and communications, publications and printed materials, presentations that unite people, individuals, and not their products and raw materials.

Tops and circumstances

The trace left by activity in time and space, places and events (chronotope actions), outer signs of activity, are all something that we base our judgment about the activity itself. With regard to educational activities such places are, first of all, educational institutions and events are certificates, diplomas, examinations, and tests, etc.

Activity nests in tops and situations, while tops, being primary and fundamentally similar to the climate, and the situation, in their ephemeral — the weather.

3. Activity Boundaries

Two types of borders should be noted:

- activity intensity limits
- diffuse borders (border of activity's mutual infiltration)

The first emphasizes the discreteness of operation. Diffuse boundaries are also not contrasting: are student startups an educational process or entrepreneurship? Consulting American professors — is it a business or a continuation of the educational process? Soviet agriculture is an educational institution or agricultural industrial businesses? Riedel Glass Factory in Tyrol producing glasses, goblets, and decanters — is it still a glass industry or already a wine enterprise?

Industrial enterprises are established — the activity finds itself. The difference between the always imperfect (flawed) location and perfect (complete) location allows us to formulate some laws of the location. The activity is not placed — it is self-disposing in the course of its historical development. There is also tremendous importance of crossing and intersecting with other activities, for example, wine and culinary, arts, and recreational activities. In these weaves and combinations, cause-and-effect relationships are disappearing, but everything is still looking for a connection with the rest, creating its meaning not only from itself but also from the linked environment.

4. The Law of Monotony

Every disposition strives to be itself.

The world resists change in every place and at the same time is vulnerable to changes in the very same spot. Nothing prevents us from throwing a stone into the pond, but very quickly the concentric waves from the thrown stone subside, and water gets the same calm and unruffled appearance.

4.1 The Law of Universality

Every arrangement tends to repeat the whole universe.

In each place, there is everything that can accommodate this place and therefore everything new that appears in this place displaces anything from the already existing order or distorts the existing proximity. American cities do not expel the animals and birds that lived here before the city, but in the city, these animals become an excluded community, beggars, enemies or victims of humanized nature (pets and plants) and technology (cars, roads, etc.).

4.2 The Law of Naturalness

Every ordering, even completely artificial, is a complex.

The complex is a natural or unnatural combination. The process of naturalization is establishing new connections and bonds that give the morphology of the material completeness and perfection of the place. Understanding and feeling are given to us through the beauty and harmony of each place, even if it is an imbalance.

4.3 The Law of Perfection

Every arrangement has already been made and that makes it perfect. Any act of settlement sooner or later “dies” in the place and gets the desired peace of the scene.

4.4 Territorial Typology of Universities

While discussing the problems (Babintsev, 2014) and prospects (Volkov, Livanov, 2016; Ivanov S., Ivanov A., 2009) of Russian universities, the activity characteristics and territorial differences in the network of universities are practically ignored: they remain in the shadow of funding issues and position in the hierarchy or ranking of universities.

There exists quite a wide range of types of universities: based on the size, status, organization, educational and scientific activities (Kutrowski, 2003). The proposed territorial typology does not deny functional and other differences but allows us to consider the spatial structure of the educational economy — from the urban to the planetary level. It is important to emphasize that this is not necessarily a hierarchical typology and it does not prevent the city university from becoming a world university. Moreover, the general trend is that neither do countries nor transnational corporations, but about 30 megacities will decide the fate of the world and determine the direction of human civilization, and, consequently, urban universities, indispensable attributes of a megacity landscape, will play a crucial role in the upcoming history of mankind.

City kind — town contra gown medieval wars are long gone, however, there still are relatively few universities that are owned by the cities and/or are working for the city. In Moscow, for example, from 939 higher educational institutions, but only one of them is a city university. City universities are located in large cities (New York, Boston, Portland and others in the United States), and in medium-sized cities (Freiburg, which has an old city University, is 222 thousand inhabitants, the same can be said of many other German cities) and, most often, in small cities (for example, the Austrian city of Krems – 1700 inhabitants). City universities are in close symbiosis with their cities (design, training, center of intellectual culture, etc.), here the most important phenomenon is the reciprocity of the city and the university; as a rule, city universities do not rush into the world rankings, but rather are keys that open the world entrance for the city. Actually, city universities in the world ranking of universities are represented very sparingly (World University Ranking 2016-17).

Local – such universities already exist, but they are not formally registered as local.

Here, first of all, it is necessary to introduce differences in the concepts of place and area.

Unlike places (in many languages, the place synonymous with the city: citi Latin, French cité, English city, la Ciudad Spanish, Polish Miasto město Czech, Ukrainian Misto, etc., in this sense, relative location place spot), the area (the most rich conceptual German Gegend (“Givens”), Landschaft, Gelände, Terrain, Land in English – the area in the Italian Campagna, Spanish la localidad, Ukrainian – mstest, uniformly in the group languages: Spanish terreno on French terrain, then Polish, Czech terèn) has:

- historically stable and clearly expressed reality
- the internal diversity of a higher order (in the city usually distinguish binary: center-outskirts, industrial zone-settlement, downtown-the rest of the city, etc.)
- historically formed unity on one or several significant grounds (ethnic, religious, activity, etc.)

The area is always locative, domestic, habitat (wines, products, crafts, occupations, etc.), colorful, not monochrome spot, it is not necessarily oriented by administrative or state borders.

Speaking of the local university, it is implied that it is about the area, not about the place.

The local university has a central campus, where master's and postgraduate studies are located as well as basic blocks of bachelor's degree, administration, library, publishing complex, etc. Recreational, sports, and sanative blocks, colleges, refresher courses and retraining, additional education structures, children's and “silver” universities, professional schools, business incubators, laboratories and workshops, research and design structures, as close as possible to the places of consumption of products and graduates of the local University.

A local University is the observance of three principles of universality:

- universal knowledge of the place and in-depth specialist knowledge of the **workplace**
- universal knowledge of all professions in this field (tourism, medicine, education, etc.) and in-depth knowledge of one of them, **main** specialty for this person

- universal and **convertible** in the rest of the world vocational education in the chosen specialty.

Regional – due to historical circumstances, regional universities are the most common type of universities in Russia. Recently, however, these universities have rushed in pursuit of the world and national rankings; as a result, Tomsk University employees, for example, were surprised to learn that they live and work in Siberia, which is not included in the circle of their scientific interests. At the same time, it should be noted that in fact, Russian universities have extremely weak autonomy in the financial and organizational spheres, in the choice of educational content and strategies for their own development (Knyazev, 2014). The question of how our regional universities, located strictly in regional, provincial and capital centers, are engaged in regional issues and regional development, is very ambiguous and has several answers.

National – usually a small circle of universities, from one to three or four (in the Czech Republic – Charles, France – Sorbonne, Mexico – University of Mexico city, Spain – Madrid, Salamanca and Barcelona, Switzerland – Zurich, Bern, Lausanne and Geneva, etc.), which determine the educational face of the country. As a rule, these are the oldest universities, they are surrounded by honor and respect, and therefore conservative and traditional.

World universities set the tone, form trends in the development of education and system, occupy a frontier position in the advanced areas of science and the latest methods of education and training. They occupy places in the first fifty or a hundred of the best universities in the world.

Unique in this respect, California has a population close to Spain, Poland and Ukraine (0.6% of the world's population), but has 10% of the world's top 50 universities: Stanford (4th in the world), California Technology (5), Berkeley (26), UCLA (27), San Diego (44). In total, 20 of the 50 best universities in the world are American, 32 of them are in the top 100 (World University Rankings 2016-2017).

One of the most striking characteristics of world universities is the presence of Nobel prize winners and the owners of other very prestigious scientific awards and titles.

Of course, the desire of each University to become a world University is natural. And this goal is quite achievable in the historical perspective. For example, The University of Königsberg in the 18th century was certainly a world University due to the fact that I. Kant worked here. However, in our opinion, the local importance of the University is very worthy as well.

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