

Similar order is a commonly used practice, for example, in Germany. As first practical steps show us [1, p. 150; 2, p. 123] it makes sense to implement such order in our country. In order to offer a work contract it is necessary to receive permission from an elective authority body. Upon conclusion of work contracts for urban amenities, opinion of local population must be also considered,

It is necessary to consider that governmental regulation of communal infrastructure is not eliminated in countries with advanced market economics, but instead has deeply evolved under influence of specific needs in particular HPU fields.

In the opinion of well-known foreign scientists, who research the communal field (Daniel P. Kuaio, E. Smith, Mac-David etc.) in perspective, despite the presence of monopolistic life supporting systems, participation of private sector in HPU will be expanded on a contractual basis.

Therefore, analysis of European experience in housing and utility field, results of economic activities, regulatory documents and their application practice, confirm the necessity of their results employment in order to decrease material and emotional expenses during the HPU reforming processes and developing new forms of economic relations within the field.

European experience shows us the following directions of developing private business within housing and utility field [1, p. 85; 3, p.156] which may be successfully implemented in Ukraine and former USSR countries:

- household populace services: maintenance works, improvement of curtilage, collection, disposal and processing of household waste (Austria, Great Britain, Germany, France, Sweden);
- housing facilities management and maintenance (Austria, Belgium, Great Britain, the Netherlands, Sweden).
- maintenance and current road repairs (Austria, Belgium, Great Britain, Italy, France).
- transportation facilities (Austria, Great Britain, France, Sweden)
- cleaning and settlement gardening works (Austria, Belgium, Great Britain, Germany).

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### ABOUT THE CONCEPT OF INTENSIVE DEVELOPMENT OF EDUCATION AND SCIENCE IN THE CONDITIONS OF TRANSITION TO THE KNOWLEDGE SOCIETY

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*The article deals with the problems of ensuring the intensive development of science and education in Ukraine, and investigates scientific developments in this field. Some organizational solutions to the problem of innovative development of the national economy, improvement of management of it and the author's concept of innovative education are provided.*

**Keywords:** *innovation development, science integration, information exchange, educational center, scientific centers*

In order to successful development of Ukraine in the civilization space, should be ensured intensive development of science and education. And for this, in turn, it is necessary to trace some processes and author's work on this subject.

It is known that as the result of the innovative development of some countries and the growing gap of others, they will be divided into two groups. The first group consists of countries, the source of economic growth of which is the production of knowledge (the so-called «golden billion»), and the second group - the countries serving as the raw material appendage of the first. The second one is doomed to absorption, and the population - to disappear. In the light of this, Ukraine's progressive backwardness in the field of innovation from highly developed countries is becoming today the most important state problem, which already had caused not only deep economic but also political consequences, threatens the sovereignty, and national security of the state.

Today, the problems of the transition to an innovative economy are briskly discussed in our country. Unfortunately, in this context, problems of components, means of this transition - science and education, their intensive, qualitative development are not always considered. More precisely, practically not considered. Many (sincerely or insincerely) see the further development of science associated with an increase of its budget funding, and the development of education - with the transition to 12-year training (read: the National Council of Reforms approved the introduction of 12-year schooling in schools.) Funny National Party, funny «Reformers») However, only the funding of «walls», that is, the funding of scientific institutions (and not scientific results), the problem of transition to a knowledge society is unlikely to be solved.

It is very «fashionable» to insist on the creation of the innovative structures - technology parks, technopolises, business incubators, etc. As for the first, it is known that direct cooperation between the university environment and the industry of the developed countries actually leads to an innovative explosion. An example is a silicon valley. But this can only happen on the condition of mutual benefit for each of the parties, their economic responsibility. That's what allowed America to create the world's first university industrial park, which then crossed its borders and turned into the most democratic and most famous scientific and technological zone of the world - the so-called silicon valley.

Today, something similar (in all cases, on external grounds) is created in the capital of Ukraine - Kiev. Innovation Park Bionic Hill has officially launched a free university, which functioned in test mode. According to project's plans authors, more than 35 thousand high-paying jobs for IT specialists will be organized in the park. When the park starts to work at full capacity, revenue from resident companies is expected to reach \$ 1 billion a year [1]. However, when such projects are implemented with the help of administrative resources or (in conditions of continuous corruption) only for sponsorship funds (which excludes the economic responsibility of the project parties), there are some doubts about its success and duration. In our opinion, the life of this vivid project will continue until the sponsors' funds expire. And then the project will go away. It is possible that the creation of the park will become another portal for the so-called brain drain in a country with great innovative potential and high-tech production.

Other organizational solutions of the problem in innovative development of the national economy, improvement of its management, including the option of resubdivision of branch scientific research institutes (NII) of the National Academy of Sciences of Ukraine (NAS) are also offered. The latter should be withdrawn from the NAS and transferred to the relevant higher education institutions. Such models of the integration of science and education are quite common in developed economies, in particular in the United States, where universities are not only educational centers but also powerful research centers. An example of such a solution in Ukraine could be, for example, being included in the Krivoy Rog National University of the Research Mining Institute and the Research Institute of Labor Safety and Ecology in the mining and metallurgical industry. However, we can state that a simple resubordination of the research institute to the higher educational institution will become one-hundred percent only as a bureaucratic change in the «roof» and will not give the expected effect to either science or education. Consequently, the effectiveness of a simple transfer of research institutes to universities will not be the one that exists in countries where such organizational decisions have been in top place for centuries.

The analysis of other measures (tasks, assignments) that were envisaged by the government, relevant ministries in this area, shows that practically all of these tasks are related to the extensive, quantitative development of science and education. In particular, such proposals include the task of changing, organizational subordination, or extending (and thus purely formal) autonomy of higher educational institutions, introducing student self-government, a new educational qualification level - the level of the doctor of philosophy in the fields of science, or other «funny» measures. Such measures are foreseen, in particular, by the law of Ukraine in higher education. One can show the formalism and bureaucracy of the most tasks contained in the state programs of innovation policy, the development of science and education, the inability of these measures to ensure the intensive development of science and education. But in the absence of limited publication, we will turn to the presentation of our own concept of intensive development of science and education. The proposed concept will allow for a truly reform of science and education and make appropriate changes in the context of the new technology of science management. We take the courage to declare that in the course of reforming the management of science and education in this direction, the return from them not only in Ukraine, as in any other state that was part of the former USSR, but even in the developed countries of the West, - substantially exceeds the achieved indicators, before the introduction of the provisions of the proposed Concept. The purpose, task of the concept is to link the objects of our study - education and science into a single system. The system functioning of education and science contrasts with the local one - when the both spheres operate autonomously, intersecting arbitrarily and episodic. The improvement, reformation of each of these objects should consist in building a system in which both education and science function as a single whole, as if «merge» into one, in which its components pass from one state (education) to another (science), and vice versa.

The benefits of the proposed approach can be proven by the opposite. In fact, as the result of the autonomous functioning of education and science, both spheres of activity, in particular, the education that lives (in the current conditions) scientific achievements episodically, sporadically, can be said to be accidental. As a result, both systems are bureaucratized. Under bureaucratization we will understand the deviation of the functioning (function) of the system from its purpose - its main goal, for which the system was created. In this case, the degree of bureaucracy is measured by the degree of the corresponding deviation. Full bureaucracy occurs when the system begins to achieve goals that are completely opposite to those for which it was created. Examples can be varied, since this is important for understanding the proposed concept. For example, management systems in the field of economy, its branches. Sectoral ministries are a vivid example of a bureaucratization of a management system when, instead of fulfilling its main, natural functions, it begins to «switch» to the implementation of functions related to self-preservation and extension. That is, instead of coordinating the activities of its objects (the musician manages himself, once said classics, the orchestra needs a conductor), the governing body (ministry, department) begins to take care of their own problems of self-preservation and expansion. Hence, an optimistic overestimation of its significance, its «cementation», the requirements of the constant expansion of its states, and so on. As a result of such (bureaucratic) management, his object is confronted with their own problems. As a rule, he plunges, while the parasitic control of the body flourishes. In particular, the Ministry of Economy in Ukraine. Production, the number of successful enterprises in our catastrophically decreases. The country has developed an oligarchic monopolistic model of economy, in which medium and small businesses are killed. This is a great «merit» in this particular governing body. At the same time, ministries, including The ministry of economy - are developing quite well. Excellent departmental automobile parks, expensive foreign cars, drivers - all at the expense of the state. And the main thing is that the state budget funds are used by the management of departments for the development of their own «business» (in fact, the transfer of public funds to their own accounts in foreign banks, «laundering» of state funds). Without going into details of the problem of bureaucratization and corruption in the government (this is, of course, the topic of independent research and far from the same), we note that the problems common to the central authorities of the economy are mirrored in the leadership of education and science, the ministry of the same name. In fact, nobody practically requires educational institutions to correspond 100% of the educational information to the latest scientific achievements. And this is the main objective of education at the stage of constructing an innovative economy, an information post-industrial society, a society of knowledge. The construction of an innovative economy, for a new civilization, is characterized by the fact that capital and labor, which are the basis of an industrial society, give way to information and knowledge in modern society.

Concerning the basis of the Concept. The Society of Knowledge, the Information Society (Third Wave by O. Toffler, «technician» civilization for K. Jaspers) is considered as a phase of the evolutionary development of civilization, in which the place of capital and labor, which is the basis of an industrial society, occupy information and knowledge. It is they who dominate society, become the main products of social production. The informatization and role of information technologies in social and economic relations are growing rapidly, the global information space is created, which provides effective information interaction of people, their access to world information resources, and so on. This interaction acquires new content, new quality.

It is important to understand, that Stounier wrote [2] that the information has some specific features. If I have 1000 units of land, and then I give some 500 people, then I will have only half of it. But if I have some amount of information and I will give half to another person, then I will have everything that I have. If I allow my information to be used, then I will be more likely to share something useful with me. The Ukrainian scientist V. Glushkov, known in the world of cybernetics, also spoke the same way, giving an apple as an example [3].

So, if the agreements on material things lead to competition, then information exchange - to cooperation. That is, information is a resource that you can share without regret. The second specific feature of information consumption is that, unlike consumption of materials or energy, which leads to an increase in entropy in the universe, the use of information leads to another effect - it increases human knowledge, improves the organization of the environment and reduces entropy. In addition, in a post-industrial economy, there is a new resource - the source of wealth of the state. According to Stounier's definition, there are three main means by which a state can increase its wealth [2, p.81]: Constant accumulation of capital; military conquests and territorial harassment; the use of new technologies that convert recycled materials into resources. It is thanked to the high level of technology development in the post-industrial economy that the transition from «nonresources» to resources takes place, a new resource is opened - the source of wealth of the state becomes the main principle of creating a new wealth.

According to N. I. Gendin, the entry of mankind into the information society and the knowledge society puts forth qualitatively new requirements for the system of education. These requirements have led to the need to change the paradigm of education. If the essence of the old paradigm can be expressed as «Education for all life», then the essence of the new paradigm of education - «Education throughout life». The purpose of education is not the preparation of a person for future professional activity at the expense of accumulated during the study of a large volume of ready, systematized knowledge, but the development of the individual, mastering it by the methods and skills of obtaining existing and producing new knowledge. Factors that determine the content of the new paradigm of education: the transition from memorizing and accumulation of significant volumes of information in order to master the ways of continuous acquisition of new knowledge and selfeducation; The transition to the formation of an independent, rather than reproductive type of thinking, the ability to work with different information and different data; To form not only professional knowledge, skills and abilities, but also professional competence [4].

A «supporting learning» model, based on fixed, steady methods and methods, aimed at teaching to deal with existing situations, is no longer acceptable for a modern society, the distinctive features of which have been constant changes and a growing pace of life. The brutal growth of the speed of information exchange opened up vast opportunities for education, for the rapid introduction of innovations in all spheres of human activity and the development of competition, thereby opening up new horizons in improving productive forces and industrial relations, that is, in economic and social growth. Today, education is no longer a preparation for life, as it was 40-50 years ago, but it has own way of life. Life-long learning becomes a form of personal protection against the unpredictability of the modern world. The concept of intensive development of the proposed science and education is based on the methodology of system analysis, according to which the system can be represented as three: «input», «process» and «output». If you consider studying at a university as a system, then the «entrance» (educational «input») to it (the system of study) will be the training information that the student will have acquired during learning at the level of knowledge, skills, skills, and «output» of the system Will be the final knowledge, skills, skills of graduates as a result of learning. Then the process (learning) can be characterized as transforming the training information to the final knowledge of the graduate. As for science, scientific research as a system, then its «input» will be problems that are subject to research, and the results of research, innovation, which may include inventions, discoveries, «know-how», can be identified as «output».

If you consider studying at university as a system, not the «entrance» (educational «input») to it (the system of study) will be the training information that the student will have acquired during learning at the level of knowledge, skills, and «output» of the system Will be the final knowledge, skills, of graduates as a result of learning. Then the process (learning) can be characterized as transforming the training information to the final knowledge of the graduate. As for science, scientific research as a system, then its «input» will be problems that are subject to research, and the results of research, innovation, which may include inventions, discoveries, «know-how», can be identified as «output». Special attention within the framework of our concept is given to the requirements of the problems under investigation. As already mentioned, there should be available (valid, not fictitious) problems, and not so as to distinguish between the existing problems and the so-called «pseudo-problems»: «more» are not problems, «already» are not problems and «never» are not problems.

The next provision. The concept of innovative education is offered. Under it, we will understand the educational system, where the training information contains the maximum amount of knowledge about innovation, innovation, and ideally - it consists only of them. These are innovative training programs that contain (should contain) information on the most effective ideas, inventions, discoveries. In order to ensure the continual innovation of scientific programs, mechanisms are required for their systematic replenishment with new scientific information, implementation of the initial results of scientific research («output» of science) in education, educational standards: educational qualification characteristics, educational qualification programs (OS), educational and professional programs (OPP) and curricula - as an «entry» into education. The combination of these «exit» and «entry» should become the main task of the management of education and science development by the Ministry of Education and Science of Ukraine (MES), and the degree of combination of education and science - the criteria for the effectiveness of this administration. Concerning the organizational mechanisms for implementing the Concept, this is the subject of a separate study.

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## ПРАВОКОМПРОМІСНІСТЬ ЯК ВИЯВ СУТНОСТІ ПРАВА / COMPROMISE AND CONFLICT IN TERMS OF THE NATURE AND THE NATURE OF LAW

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Учасник конференції

*The article analyzes the features of compromise and conflict over the nature and the nature of law. The characteristics of social and legal areas define opportunities to influence conflict of law through compromise. On the example of natural law concept of law as categories that generate conflict and simultaneously determine the need for its compromise solution.*