

Postmodern Openings

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Thinking on the Edge of Globalism. Are there Prospects for Educational and Economic Reforms in Ukraine?

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Abstract: The article reveals the essential features and conditions of the long-term process of development of competitive innovation economy - knowledge economy on the example of Ukraine, where the dialogue of late postmodernism and early post-industrialism create special regional conditions. The article characterizes education as not just a form of social consciousness and practice, but as a social and cultural engine and simultaneously marker of civilization development level; considers higher education system from the point of view of society request to form specialists of high qualification level and as a result powerful factor of regional economic growth; offers the directions of Ukraine higher education reforming, which still has signs of late postmodernism.

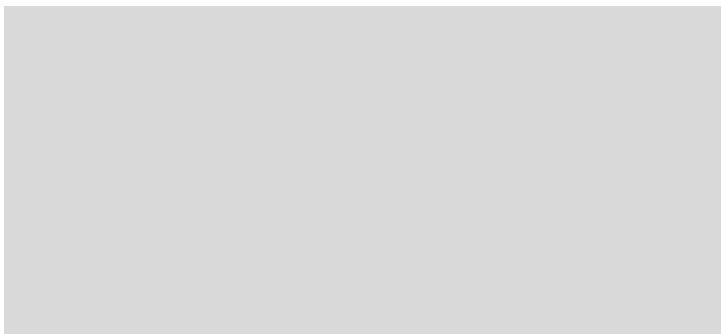
The authors of this article have proved that the synergy of the economic and educational-scientific spheres is capable of changing the global laws of society's existence and returning the course of history to a truly humanistic, technological and divinely attentive course. The development of innovative activities, the introduction of new technologies, which in the long term to overcome the negative trends, primarily related to the need for structural reform of the educational sector in Ukraine and other regions, which are attractors of world change. In particular, cardinal changes require higher education as the most important resource potential that determines the direction of sustainable economic development.

Keywords: *Socio-economic development of the region; synergy of educational-scientific and industrial spheres; knowledge economy; higher education; reforming; sustainable development; post-industrialism.*

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Introduction

In our opinion, the concept of knowledge economy was clearly defined by social educators and economists at the beginning of the second millennium: this synergy includes (or will include at a sufficient level of development) high quality and production of goods based on knowledge-intensive technologies, corresponding to greenness, permanent development, subject-centeredness and evolutionism. This implies a significant segmentation, inclusiveness, entailing the need for a new educational paradigm (Powell & Snellman, 2004).

Specifics of development and reforming of Ukrainian education in the late twentieth century is determined by the preliminary absence of statehood for 70 years, since the 90's - a rapid complex transformation after independence. During this period, new values and opportunities appeared in almost all spheres: economy, ideology, politics, culture. The "common denominator" of these opportunities and reforms was freedom, marketability, and democracy, which determined the direction. However, the proclaimed prospects were provided with neither experience nor a conceptual program of action. Postmodernism came to Ukrainian culture and consciousness late - in the 1990s of the twentieth century and organically increased the fragmentation, multimodality and alternativeness of meanings, ideas and perspectives. Society turned out to be differently prepared for deconstruction and dismantling of established dogmas: its different strata differed in the level of pretensions, participation, involvement in segmented and often marginalized movements; they differed in the degree of reflection, material, volitional and other possibilities.

Since Ukrainian education, as well as other forms of social consciousness, has not yet assimilated the ambiguous but critically progressive experience of postmodernism, it makes sense to analyze the valid for Ukraine prospects of educational development - still relevant postmodern and current innovative. We have noticed that in scholarly research over the last 3-5 years, there has been an acute debate as to whether the postmodern experience of the late twentieth century has a positive impact on current educational demands, whether it was simply a period of sanitization of previous shortcomings and a way to "reboot" for new "tabula rasa" methodologies (Popescu, 2018).

We Ukrainians proceed from a sense and reflection of our state of affairs in the relationship between economy and education, so we are impressed by Ken Moffat's (2019) opinion: in postmodern educational and socioeconomic discussions developed capitalism with its "global

technologies" (even in clusters that are not related to profit) must find a compromise and interaction between pragmatism, concrete situationality and values that have survived the test of time. We understand the development of this idea as a routine reflective and transformative activity of educators, economists, and culturologists.

We suspect that, on a deeper ethnopsychological level, these shortcomings can be explained not only by the "express method" of assimilating the postmodern European experience, but also by a lack of genuine self-identity, connection to the world context, and other factors that border on existential philosophy.

On the other hand, we understand: the final postmodern "sanitation" of Ukrainian consciousness and the exit from the current military and political crisis (not only in Ukraine, but also in Europe) can accelerate the development of innovative educational and economic activities that have changed both the living conditions and the mass consciousness in a humanistic-spiritual, moderately consumerist and maximally productive and personally active way. This requires innovative and technological general education and vocational training. Both aspects, like the development of the economy and social forms of consciousness, must obviously be guided by common topical guidelines - innovation, hi-tech, marketing, efficiency, eco-friendliness, demand, multi-modality, synergy, etc.

Relevance of the article. In the previous paragraphs we have outlined the current transitional state of Ukrainian society in the cultural, political and economic aspects. However, in order to substantiate the significance of the topic, we will proceed from dialectical mutual determinacy: the existential essence of humanity is certainly not material, but its existence is based on the physical state. This suggests that the welfare of the state, and in our case, the region, will be determined by a new synergy of humanitarian and productive spheres, which requires first general methodological, philosophical and interscientific research. Everyone knows that all forms of social consciousness and practice can no longer be isolated: the interpenetration of ideologies, technologies, and the production of material and immaterial goods is obvious and natural. That is why at the beginning of the XXI century in the developed countries of the world began the transition to a new type of economy based on intellectual resources, knowledge-intensive, digital and information technology (Nordén & Avery, 2021; Porter, 2021). The global context of events, ideas, and intensions has demonstrated that this transition is a special case of globalization, informatization, and innovation, and therefore regional societies, countries,

governments, and informal leaders have no other evolutionary option than to follow this direction.

Ukraine in this context can be seen as an important region at the junction of the dialogue between Eastern and Western cultures, as well as on the border between the postmodern and postindustrial (in the broad sense). Determining the strategic goals of socio-economic development of the region as a complex system is impossible without understanding the requirements for such development. In a broad sense, the development of any object is defined as a special kind of qualitative transformations, leading to the emergence of something new; *is a socio-economic, civilizational and educational process that results in a change in the quality of something, a transition from one qualitative state to another, higher one* (Porter, 2021). According to this universal law, we will consider the development of the region as a complex process of change in its environmental, economic, social, spatial, political, spiritual and cultural spheres, which leads to qualitative transformations and, ultimately, to changes in the living conditions of the usual person. And the development of the region should move in the direction of social progress, manifested in an increase in social wealth, i.e. the totality of objective and subjective conditions of life-support and human activity, and harmonious development on this basis of the man himself, nature, production, society and the state as a whole.

The international significance of the article is particularly pointed: despite the regional orientation of the problems, everyone understands: the military victory and further educational and economic evolution of Ukraine will be a catalyst for global humanitarian changes throughout the civilized world.

These considerations actualize **the purpose** of our article - to determine the main civilizational contours of education reform in Ukraine in the interaction "material - spiritual" using promising ideas of Ukrainian educators, economists, sociologists, philosophers of education on the general guide "economy of knowledge and education economy".

Achieving this goal requires the theoretical solution of such partial **tasks**: a) to carry out the general statement of the problem and prove its relevance (realized in the introduction); b) to make a brief review of the latest and most relevant international articles to determine the scientific and philosophical context; c) to model the general intentions of reforming higher education on the Ukrainian pedagogical philosophical ground.

Since the subject of the study is a spiritual-material synergy, has a high level of generalization, we applied general scientific, philosophical and pedagogical **methods** to achieve the goal. The first include generalization,

deduction, establishing direct and exportable correlations between global phenomena; the second include reflection based on scientific and empirical experience, metaphilosophical modeling of world pictures, and using globalization settings for analysis. The method of general pedagogical modeling and prediction of results (changes) is partly used.

Beginning the analysis, the authors suggest that the reform of the material (mainly economy) and spiritual (education) social superstructures should take place integratively and scientifically centrally according to the principle "from the general to the specific". At the same time evolutionarily primary is ideo-spiritual component (education, culture, noosphere state of society, idea), which will be rhizomatic to determine the lower levels of the system.

A review of the literature on perspectives on the economics of education and the educational economy in light of postmodern and postindustrial approaches

In this section we turn to the works of scholars from various countries and try to prove that "cultural postmodernism" and "economic postindustrialism" are still relevant problems of the world scientific discourse and can be applied to the educational and economic realities of today's countries.

Western European scholars are now concerned with the fundamental question of what higher education should be after the postmodern revision. Obviously, the epistemological, educational, and ideologically oriented functions of universities are a thing of the past. For example, R. Barnett several years ago, in his article, launched a discussion to confirm the thesis: criticism, deconstructivism, and structuralism were necessary trends of the second half of the 20th century, and now higher education must return to objectivism, ecocentrism in a broad sense, and the functional training of professionals to work under post-truth conditions (Barnett, 2020).

However, the concept of postmodernism gave rise to numerous regional models of creative economy, directly correlating with the subject of our article, and we can consider the Ukrainian continuum as a regional phenomenon. We have seen that this approach works in relation to other countries. For example, M. Ketkhaio, based on a study of authentic economic and educational clusters in Thailand, draws an important conclusion: *Product development in the creative economy by adopting the concept of postmodernism is a new method of establishing uniqueness, focusing on multipurpose use*

(Ketskhaio, 2018). In our opinion, Ukraine has a similar and sufficient potential to develop and produce goods and services that complemented both consumer demands and multicultural diversity in the form of artifacts and mass-produced goods on the basis of educational and cultural and consumer-economic spheres.

However, we must also recognize the shortcomings of postmodern criticality. For education, economics, or other relatively hierarchical structures of society, the postmodern paradigm of criticism has revealed the failure to account for resources, management factors, and production diversity in both regional and institutional manifestations. Postmodernism has not solved these problems, but it has pointed them out. Its weakness is in its underestimation of the material and technological foundations of education, progress, and spirituality (Bowden, 2018). Therefore, today's scientists propose to solve such problems through integrative interscientific and interdisciplinary processes. The interaction of science, education, economics, and technology also presupposes a general and personal overcoming of "postmodernist fears and doubts" by active social subjects. J. Lyotard's (1984) theory of the primacy of personal knowledge as a factor of overall efficiency and productivity can help this. Scholars are now talking about this again: the multimodality of subjective practices, experiences and educational intensions, personal successes and achievements can have a cumulative effect and result for overall development (Zouda, 2018).

Scholars who apply postmodern criticality rarely write about the economics of education or the educational economy (knowledge economy). They suggest analyzing such things in pragmatic-cluster perspectives, contrasting social reflection and personal practice with general capitalist ideas and systematized knowledge (Moffatt, 2019); or they suggest resorting to comparative interdisciplinary critiques, such as in the range of *political economy-political sociology-postmodernism*. Thus, postmodern reconstruction has stimulated a new surge of comparative studies of educational systems and their relation to economics and sociology in the context of globalization (Slaughter, 2001). The latter approach allows us to project classical economic or social theories into the educational realities of postmodernism, where the main thing is the human being as the object and subject of globalization.

We see that in the studies of postmodernist oriented philosophers we can find answers to ontological questions of the current relations of education, science, economy and society. For example, postmodern methodology allows us to trace social existentialism from Enlightenment hope to post-industrial "disillusionment," preceded by Auguste Comte's (1853) sociological perspective, Karl Marx's (1909) scientific-materialist

organization of social well-being, and other paradigms. S. Seidman and J. Drysdale used such a methodology to mediate social theories and concluded that the economic (production) and cognitive (scientific and educational) spheres are guided by two motivational factors, interest and perspective (Seidman & Drysdale, 1997). And both movements begin with the personal.

Post-industrial trends in today's Ukraine are increasingly acquiring the features of technology, environmentalism, sustainable development and permanent education. Present-day scientists believe that sustainable development is economically evolutionary and extends to all spheres of public and private life. The closest correlation is production of goods - preservation of the environment - education (as a multiplication of a spiritual resource for the first components). H. Kopnina, who researched futurological perspectives on education, argues: education requires self-development and self-monitoring to achieve sustainable development goals (ESDG) (Kopnina, 2020, p. 280). The main fundamental keys of such education and its integration into public, productive, saving activities can be expressed by a number of key words - inclusiveness, permanence, biodiversity, preservation of uniqueness and multiplication of diversity. Its planned and spontaneous mass involvement in these reforms involves meta-regionalism: *indigenous learning, ecopedagogy, ecocentric education, education for a stable and circular economy, empowerment and liberation* (Kopnina, 2020). The sustainable development of the knowledge economy is realized in two directions - environmental education (EE) and education for sustainable development (ESD) (Castellanos & Queiruga-Dios, 2021). However, an analysis of sources and living social trends shows that the knowledge economy paradigm has recently become more and more slender and monitored. It seems that existential universals (general laws of being) are inherently deductive, they can be defined and their natural and civilizational effects foreseen. In the next chapter we will consider the views of the Ukrainian genius V. Vernadsky (1945), who argued that the development of geology, biology, and social meta-consciousness (noosphere) is a chain of events of the same plan. Such an approach we trace in the tendencies of anthropogenesis, which seems to make a gradual turn toward the natural, but remains technological and reflexive.

The high level of competencies, their technological sophistication, flexibility, and relevance to the dynamic context requires regular reforms along the lines of innovation. In this context the work of the famous English scientist B. Simon (2005) «Can education change society?» who identified the problems of educational processes 70 - 80s and determined their evolutionary and civilizational meaning. In particular, he expressed an

ingenious idea: if man, by changing himself, changes the world, then all evolution is a total educational process. The scholar argues that education as a factor of culture should be aimed at the full realization of the individual's potential abilities (Simon, 2005).

However, according to the scholar, it is impossible to ignore the subjective experience of man, his ability to develop, to change the environment by influencing it: *education has a great future, and I urge everyone associated with it to understand this and continuously struggle to realize the potential inherent in it* (Simon, 2005, p. 144). B. Simon is a commitment to restrained evolutionary optimism. He believes that the implementation of advanced educational ideas will place humanity in a unique civilizational setting.

Eastern European scholars have successfully observed that the development of a knowledge economy along the lines of sustainable development is the "ultimate education" or "education for the end of the world as we know it" (Stein, Andreotti, Suša, R., Ahenakew & Čajková, 2022). We are not inclined to romanticize or exaggerate too much the significance of integrative educational-economic changes, but we understand: cultural, politico-military, economic and other global developments point in many ways to civilizational finality. The only thing we can't say yet is whether this is an intermediate finality before the next quantum leap, or whether it is final in principle.

This understanding indicates the direction, but does not specify the nature of development. Currently, many economists propose to provide exactly the sustainable nature of development, considering it as one of the global problems of our time. The analysis of the scientific literature showed that the term "sustainable development" has no unified regional content. Thus, some Eastern European authors interpret sustainable development as economic growth that meets the material and spiritual needs of present and future generations while maintaining the balance of historically established ecosystems (Hryniv, 2021). Others - define sustainable development as stable socio-economic development that does not destroy its natural basis (Holubets, 2006). Third, the sustainable development of a complex socio-economic system (region) is understood as a stable improvement in the quality of life within the economic capacity of the biosphere, the excess of which leads to the destruction of the natural mechanism of environmental regulation and its global change (Herasymchuk & Polishchuk, 2021). However, in international discourse we meet the concepts of sustainability and sustainable development, which are correlated as an idea/process, approach/implementation. Most of the questions are raised by the concepts. Researchers note *the sharp criticism of the concept of sustainable development because of*

its imprecise definition, the emergence of the concept of sustainable development in the 1990s debate and its entrenchment in certain fields of knowledge, and the emergence of new alternatives to sustainable development, such as degrowth and buen vivir (Ruggerio, 2021, p. 147).

Consequently, we can summarize: the residual, but still quite strong socio-cultural tendencies of late Ukrainian postmodernism are in search of a compromise with expressive post-industrial tendencies. The field of such a compromise and synergy has become a new interaction of education and economy of Ukraine, which is gaining momentum in the new geopolitical conditions of Eastern Europe. The approaches to higher education for sustainable development available in scholarly discourse, shown in typological and historical light, allow us to summarize the tendency (Nordén & Avery, 2021; Hallinger & Chatpinyakoo, 2019).

Vectors of sustainable and syncretic educational and economic development. Ukrainian view. Ukrainian and foreign view.

We will follow a deductive path in this section, so we want to outline the most general perspective of higher education reform, which again needs a "top-down" approach, and this we mean not the linearity of management, but the rhizomic nature of the new evolutionary idea. The category of rhizome is key and structural. According to J. Deleuze & F. Guattari, it denotes a non-systemic and nonlinear way of organizing wholeness and contrasts it with the unchanging linear structures (both being and spirit) that are typical of European culture (Deleuze & Guattari, 2014, p. 437).

Current society is experiencing a series of crises in different parts of the world: military conflicts, pandemics, food crises, so conscious intellectuals and intellectual elites are pinning great hopes on a total reform of education. It is a question of introducing new paradigms based on sustainable development, civilizational evolutionism, cosmicism, etc. Since the authors of the article represent Ukraine, it is appropriate to recall the Ukrainian and even East Slavic educational-philosophical tradition - the noosphere cosmism of Volodymyr Vernadsky. This scientist foresaw humanitarian-civilization crisis 100 years ago and outlined a kind of meta-theory of "salvation" of mankind through reason, knowledge, foundations of sustainable development (Vernadsky, 1945). The Western European resonance of Vernadsky's (1945) noosphere philosophy is found by scientists in Teilhard de Chardin and argues that those ideas are absolutely congruent with the challenges of the 1920s (Fuchs-Kittowski & Krüger, 1997). For example, it has already become evident in our time that a discrete

world (divided into sciences, spheres of influence, ideologies, etc.) can survive only under conditions of cephalic integration, between scientific penetration, ideal primacy over matter (Khanin, 2018). The key to this new system of interaction and synergy is the new paradigm of economics and business, which should be guided not so much by financial expediency as by high-tech, close interaction with education and other forms of social consciousness.

Since the beginning of the 2000s in the Ukrainian scientific establishment first appeared, deepened and spread the sense of a new stage of social development, and then scientific works and philosophical reflections on the themes of transformational, innovative and even epochal changes in all spheres of life began to appear consistently. At the basis of such global changes scientists saw sustainable development as the main visionary vector of interaction between humanistic ideology and production, as well as technology, the total involvement of the humanitarian forms of social life in its global, material and prospective side. Recently, the concept of education in Ukraine has significantly expanded and deepened. V. Kolesnyk notes that education today is the main, strategic factor not only socio-economic, intellectual and spiritual development of society, but also a decisive factor in its survival and security (Kolesnyk, 2015). The significance and innovative role of Ukrainian education in the XXI century was described by V. Kremen in different ways. He proved that education cannot remain in a classical position because of the new demands of life. If we reject production, evolutionary and other strategic challenges, education should *provide high functionality of a person under the conditions of rapid changes in knowledge and technology, awareness of the realities of the globalized world, the ability to live and act in such circumstances* (Kremen, 2005).

Scientist consolidated around himself like-minded people around the universality and priority of education as a factor in the development and salvation of humanity: man in his "self" opposes the global, and the mental and immanent opposes the technological. In this regard, the education of the second millennium is not just the provision of knowledge and competence, but is the sphere of the solution of existential issues, the formation of social stability and security, the possibility of existence, development and greatness of the individual in a global context (Kremen, 2005, p. 158). P. Kryazhev's views update the knowledge about the essence and meaning of education: education allows humanity to develop towards the ideals of peace, freedom, social justice (Kryazhev, 2018). This scientific approach also extends to V. Kudina, who is more focused on human values. Among them there are no good or bad: they are in the whole cultural

achievement of humanity, so education is a "spiritual force" that guides man (and in an educational environment man guides himself). Therefore, education offers a person all the achievements and ideals (Nychkalo & Kudina, 2000, pp. 6 - 7). In the same work N. Nychkalo considers education as a way to personal perfection as well as the need for social involvement and responsibility (Nychkalo & Kudina, 2000, p. 6 - 7). In the same work N. Nychkalo considers education as a path to personal improvement, as well as the need for social involvement and responsibility.

S. Sysoyeva holds similar views on the essence of education, pointing out that so far Ukrainian education is perceived as a special sphere of social life. But already now the majority of conscious citizens understand: education is something compulsory, necessary, and primal. It is similar to the archaic processes of getting food and getting protection. Education is a common, but unique opportunity for everyone to become a person and a creator of human civilization (Sysoyeva, 2021). V. Ohnevuk also views the civilizational development of society and humanity as the cumulative result of the education of its citizens: *the phenomenon of education is determined by its influence on the development of man and society. The 19th and 20th centuries have convincingly proved that only the society that cares about creating conditions for personal development of an individual, for his socialization and identification as a member of this society, can ensure the reproduction of civilizational foundations of its functioning and development* (Ohnevuk, 2009, p. 2).

The considered views of scientists on education naturally refer to its important component - higher education. Higher education in the UNESCO document "International Standard Classification of Education" is interpreted as education *that provides an active social position of the subject, successful intellectual activity in the chosen sphere of social life, carried out not on dictate, but on scientific principles; potential for creative development in the chosen sphere of activity and independent assimilation of new objects of this sphere* (Bondarenko, 2018, p. 49).

Since Ukraine is a region for which and on the basis of whose ideas and characteristics we define the contours of integrative economic and educational reforms, we make analysis and conclusions so far at this actually intermediate level of generalization and future implementation. Under such conditions, in our opinion, we can proceed first from the economic peculiarities and then from the spiritual ones. The requirement of innovativeness of regional development in present political and economic conditions is caused by the globalization of the world economy. Building an innovative model of development involves the diversification of the economy, in the structure of which the leading role belongs to new sectors of knowledge and high-tech areas of production. And, according to M.

Dmytrenko, the share of the high-tech sector and knowledge economy in the gross domestic product should be more than 30% (currently about 12%), the contribution of the innovative component in the annual growth of GDP - at least 4% (to date does not exceed 1, 5%), and government spending on research activities should be at least 2 - 2.5% of GDP (currently - 0.2%) (Dmytrenko, 2021).

The inventory of requirements for socio-economic development of regions on the basis of the rating of authoritative ideas allows us to present the most important positions and their explication.

Tab. 1. *Leading positions of regional socio-economic development*

Qualitative Characteristics	Explication
Complexity	Means that full-fledged (effective, safe, technological, further - see on the list) reforms and their results are possible when the transformation touches all regional components.
Proportionality	The development, interaction, degree of transformation and need for resources will affect the components of the regional socio-economic system in different ways, based on expediency, nature of synergy, importance, etc.
Safety	The nature and depth of reforms should be such that they do not disrupt the full functioning of the region during the period of transformation.
Technological soundness Efficiency	Reforms must be carried out by methods that are energy-efficient, compact, comprehensive, modern, i.e. "evolution is carried out by evolutionary methods.
Innovativeness	Provides for the maximum replacement of old ways of interaction, production, services with new ones, as far as appropriate; is characterized by the change of traditional ways of society in cases where they hampered development.
Sustainability	Means the observance of such a balance of production, development, activity, when effective and technological transformations allow the preservation of resources and ecology for future generations.

The table is summarized and compiled by the authors of this article

All of the above principles and attributes of regional socio-economic development involve the intellectualization of all spheres of socio-economic practice, interaction. Even those that have traditionally been considered

mechanistic or simplistic. This is understandable, since any products, services or primary product must be competitive, and therefore meaningful, processed and presented in the appropriate marketing, cultural paradigm. Consequently, the knowledge economy is a non-alternative strategy. Ukraine, first of all, must overcome the complex of raw materials, because it contains primitivism of production and non-participation in the further fate of the commodity in the archaic sense. Already now in Ukraine we see inconsistent, but growing application of innovative forms of post-industrial economy, which turn into an intellectual and cultural resource: startups, projects, technoparks, technological platforms and other clusters of knowledge economy.

These trends require a combination of aspects of development in the range of regional - national - international - global. The analysis of the works of promising Ukrainian scientists allows us at this stage of the discourse to summarize the main educational-economic tasks for the rapidly evolving country:

1. Ukraine must build at the state level a system of implementation of scientific developments in production. This requires horizontal interaction between subjects of promising research, technology producers, managers, investors, manufacturers.

2. The government should promote the growth of investment attractiveness of the region.

3. Within the framework of the global concept of sustainable development the state should organize and activate mechanisms for environmental protection, regulation and control over the use, circulation and restoration of resources.

4. The economic sector should monitor global trends, hi-tech and new technologies and produce high-tech products.

5. the economic sector should establish multi-vector cooperation with research organizations and individual scientists and provide the material and technical basis for innovative research.

6. Educational and scientific sector of the region should conduct training and staff development, monitor innovation and investment activities on an ongoing basis (On innovation and the knowledge economy, 2021).

Considering the latter task, the implementation of innovative forms and mechanisms of sustainable development of the region requires the appropriate quality of human capital both in terms of professional and qualification level of the population and the improvement of their economic consciousness, which indicates their ability to master innovation processes. The new innovation strategy of economic development is implemented

taking into account national, historical traditions, mentality of the population, its culture, identity and uniqueness, which fit into the national innovation system, increasing its internal potential.

We also want to note the need for organizations to consolidate and pay attention to human capital, starting with attention to talents, unique ideas, personal human intentions as the main factor of economic and intellectual growth. We believe: now more than ever, the level of competitiveness of present-day innovation economy is determined by the quality of professional personnel, the degree of their socialization, communicativeness and creativity.

At the present time not a single state will be able to maintain its competitive position in the global economy in the long term at the expense of cheap labor and saving on the development of social institutions, in particular, the educational sector. Therefore, the cause of innovative development of the economic sphere of Ukraine is the formation of a new knowledge-based economy, which improves the quality of future personnel training and on this basis expands the employment of highly qualified personnel. In the development of present economy new knowledge becomes the dominant factor of production, and traditional factors - natural resources, labor, land and capital - become secondary. Thus, the main factor in evolution is new knowledge, and the prerequisite is its effective practical use.

Consequently, higher education acts as a value in itself and as a means of achieving other goals. In this context, noting the value of education for the individual, distinguishes certain types of its manifestations: economic, social, moral and psychological. In the economic - it turns out that highly skilled labor, which accordingly requires higher education, each time paid better than the less skilled. The social value of education is associated with obtaining higher status in the social hierarchy. Moral and psychological value interacts with self-affirmation of the person, with the formation of his confidence in his abilities, awareness of his importance (Kremen, 2007, p. 173 - 175).

Conclusions

We can now summarize: for Ukraine (a country with a transitional type of democratic, educational and socio-economic reality) the way out is in the composition of postindustrial principles at the macro level and postmodern principles on the ground and at the level of specific personal strategies and intensions. At the same time, we understand that Ukraine is

still a marginal region, and thus a region favorable to postmodernist tendencies. As for the partial tasks set out in the aim of our article, we have come to the following conceptual conclusions.

1. From the point of view of the 20th century we understand: for Ukraine the meaning of postmodernist criticism in the range "knowledge society - happy society" can be effective only with expedient reductionism: we take the old tested and uncertain, uncertain, but new and rooted. Consequently, the revision of the content of education (objectivity) and the spontaneous involvement of people in global change (subjectivity) should produce a qualitative cumulative effect.

2. In the existing conditions in Ukraine in the first half of 2022 even against the background of military events new image, investment, socio-psychological and globalized factors of socio-economic development appear. We believe that in the conditions of at least relative military and political stabilization the Ukrainian socio-economic region can experience an intermittent development. In addition to the above, it requires a number of partial reforms at the junction of scientific and educational and economic spheres: a) state provision of targeted programs to organize the space of educational and economic interaction; b) state support for the development of the educational and scientific community, its interaction and integration into the global context, strengthening of links with enterprises in terms of scientific and practical interaction; c) financial and organizational support of the scientific-educational sphere by the state and interested economic structures in terms of support of scientific research, humanitarian initiatives, projects, etc.

3. Already now we can say that: a) the development and implementation of knowledge economy and higher education for sustainable development in Ukraine still has expressive regional specificity (diversity effect); b) this area gradually outlines the full scientific field of clusters, deductively filled with specific epistemes; c) educational, political, state, economic and other heteromorphic systems of the world every day become closer to Ukraine in understanding the monistic, unidirectional solution to the main global problems of the world; d) the economic and social problems of the world are becoming more and more important for Ukraine. Although we support the restrained optimism of B. Nordén and H. Avery regarding the desire to accelerate a "reset of consciousness," as the implementation of global learning for sustainable development is still limited, it holds back progress in addressing major global problems (poverty, access issues, ecosystem collapse, accelerating climate change, injustice) (Nordén & Avery, 2021, p. 34).

4. In our opinion, the essence and substantive balance of economic education and educational economy is based on the expediency of proportionality: clustering or globality; "expansion" in breadth or depth, the primacy of material or spiritual goals. We are convinced that the practical implementation of these ratios in the economy should be regulated naturally, and in education naturally hierarchically. It is meant that the educational process will take place not inductively (as in traditional education), but deductively, top-down. At the same time the top aspect is not administration, but spiritual guidance, inspiration, a sense of belonging to the reasonable sphere of the world (noosphere). Under such conditions, the economy will put forward spiritual-scientific demands based on the nature of innovative goods and services, and educational-scientific consciousness will guide the economy and at the same time consume the necessary resource for its own development.

At the end we note: reforming higher education in the context of economic changes in Ukraine also depends on the comprehensive implementation of a number of reformative and evolutionarily significant priorities in multimodal directions and types, which we pointed out and argued in the previous sections of the article.

Research limitation. The authors believe that the topic requires more extensive and ramified research, since only general observations and an overview of major trends are possible within the framework of an educational and philosophical article.

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