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**THE ROLE OF SOCIALIZATION OF HUMAN CAPITAL DEVELOPMENT IN
GLOBAL COMPETITION CONDITIONS**

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Abstract

The article deals with the issues of socialization of human capital development. The emphasis is placed on the fact that modern globalization puts forward new demands on the person from the point of view of its educational level, acquired competences, mobility, since the "human factor" is a key element of a new model of post-industrial development. Accents are shifted from "economic rights" to "social rights". In the conditions of globalization of national economies, the key factor in the economic growth of any country is the formation of a highly developed and competitive human capital. Unlike other types of resources, human creative abilities are the core of the innovative potential of the individual and are inexhaustible in nature. The problem under investigation is particularly popular for Ukraine in view of the current geopolitical and socio-economic transformation.

In the article the modern specificity of development of human capital in the conditions of economic socialization and under the influence of global tendencies is considered. The main quantitative indicators of human capital development, changes in the structure of employment, the level of state support of the educational sphere and scientific researches are analyzed, and their trend models are constructed. The place of Ukraine according to the indicator of human development index among other countries of the world is determined. The SWOT analysis of the educational system of Ukraine is provided, which gives an opportunity to assess the existing situation and the prospects for its improvement.

The mechanism of the influence of socialization on the formation of qualitative human capital is formed and graphically reflected. The basic problems of reproduction of human capital are determined and a set of measures aimed at increasing the efficiency of its use and development is proposed, among which: development of an innovative model of the state policy of development of human capital; involvement of the private sector in the process of investing in human development; optimization of the mechanism of distribution of public funds allocated to education; increasing the accessibility and adaptation of educational services in accordance with market requirements; the inclusion in international programs of quality assessment and competitiveness of human capital, etc.

Keywords: *human capital; socialization; education; employment; national economy; state; globalization.*

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РОЛЬ СОЦІАЛІЗАЦІЇ РОЗВИТКУ ЛЮДСЬКОГО КАПІТАЛУ В УМОВАХ ГЛОБАЛЬНОЇ КОНКУРЕНЦІЇ

Анотація

У статті розглянуто питання соціалізації розвитку людського капіталу. Акцентовано увагу на тому, що сучасна глобалізація висуває нові вимоги до людини з точки зору її освітнього рівня, набутих компетенцій, мобільності, оскільки «людський фактор» є ключовим елементом нової моделі постіндустріального розвитку. Акценти зміщуються з «людини економічної» до «людини соціальної». В умовах глобалізації національних економік ключовим фактором економічного зростання будь-якої країни є формування високорозвиненого та конкурентоспроможного людського капіталу. Творчі здібності людини на відміну від інших видів ресурсів виступають ядром інноваційного потенціалу особистості й мають невичерпний характер. Досліджувана проблема є особливо популярною для України з огляду на поточну геополітичну та соціально-економічну трансформацію.

У статті розглянуто сучасну специфіку розвитку людського капіталу в умовах соціалізації економіки та під впливом глобальних тенденцій. Проаналізовано основні кількісні показники розвитку людського капіталу, зміни в структурі зайнятості населення, рівень підтримки державою освітньої сфери та наукових досліджень та побудовано їх трендові моделі. Визначено місце України за показником індексу людського розвитку серед інших країн світу. Представлено SWOT-аналіз освітньої системи України, який надає можливість оцінити існуючу ситуацію та перспективи її поліпшення.

Сформовано та відображено графічно механізм впливу соціалізації на формування якісного людського капіталу. Визначено основні проблеми відтворення людського капіталу та запропоновано комплекс заходів щодо підвищення ефективності його використання та розвитку, серед яких: розробка інноваційної моделі державної політики розвитку людського капіталу; залучення приватного сектору до процесу інвестування у розвиток людини; оптимізація механізму розподілу частки державних коштів, спрямованих на освіту; підвищення доступності та адаптація освітніх послуг відповідно до вимог ринку; долучення до міжнародних програм оцінки якості та конкурентоспроможності людського капіталу тощо.

Ключові слова: людський капітал; соціалізація; освіта; зайнятість населення; національна економіка; держава; глобалізація.

JEL: A14; E22; E24; J24; F01; F6

Introduction. The modern world environment has a steady tendency towards dynamic changes, while the problem of exhaustion of material economic resources, which prompts mankind to take decisive action, remains a priority. Thus, the priority direction of the further development of each country is sustainable development, which is directly connected with the continuous growth in the world markets of high-tech innovative products, goods, works and services. This means that the key to the economic growth of any country is the formation of a highly developed and competitive human capital.

Particularly popular is the problem of the formation of competitive human capital for Ukraine, due to adaptation to the requirements of the European economic space, slowing down of economic growth, a decline in the development of the social sphere and a number of existing geopolitical obstacles. Taking into account the above, Ukraine needs to transform and modernize every single sector of the economy at the national and local levels, with a view to orienting the society towards higher education, mobility, labor and innovation activity.

Analysis of recent researches and publications. Under conditions of global transformation, the trend of actualizing the problem of the formation and development of efficient human capital is inherent in research and publication, both in post-Soviet countries and in developed countries. The fundamentals of the theory of

human capital and the methodological foundations for managing its development are reflected in the writings of many foreign scholars. Among them, the most well-known works are G. Becker, G. R. Bowen, K. Marx, A. Marshall, J. Mila, V. Petti, D. Ricardo, A. Smith, L. Turou, S. Fisher, M. Friedman, T. Schulz and others. Among the Ukrainian authors who are investigating the problems of human capital development, one should note the works of scientists: V. Antonyuk, S. Bandur, N. Verkhoglyadova, V. Voronkova, N. Golikova, A. Grishnova, I. Davydova, L. Davydyuk, M. Formerly, G. Zakharchin, L. Ilyich, A. Kolot, A. Kuzmin, V. Kutsenko, V. Lagutin, J. Larina, E. Libanova, V. Lich, V. Mandibura, D. Melnychuk, A. Nosik and etc.

V. Astakhov, M. Bublyk, S. Dyatlov, N. Kovalisko, M. Krytsky, V. Medvedev, V. Ognevyuk, T. Finikov and others study the role of education in modern society, its place in the structure of human capital. Among the sociologists for working out the theoretical essence of the category of human capital for a long time engaged V. Radayev, Yu. Bychenko and others.

Previously unsettled problem constituent. However, the issues of the social dimension of human capital development and the effectiveness of the mechanisms of the influence of socialization on human development in the conditions of the strengthening of globalization processes remain insufficiently researched.

The aim of the article. The purpose of this work is to identify current features of the socialization impact on human capital development in the market conditions of the global economic space and to identify a set of measures to improve the efficiency of its use and development.

Results. Modern globalization places new demands on the person from the point of view of his educational level, acquired competencies, mobility, since the "human factor" is a key element of a new model of post-industrial development. The emphasis is shifting from "Homo economicus" to "Homo sociologicus", where the level of education, as justified in work [3], becomes not only a source of growth in human well-being, but also a factor in strengthening the competitiveness of the entire national economy in a globalizing environment.

At present, in the economic literature, the study of scientific views and theoretical and methodological approaches to the modern interpretation of the category of "human capital" showed that there is no consensus among scientists about the essence of the concept. From our point of view, human capital is a socio-economic category that characterizes a person as a complex system of relations of a post-industrial society, which is at the center of all types of economic activity, capable of self-organization, renewal and self-improvement, and acts as an intellectual, creative factor and key building resource, socio-innovative model of economic development. The main components of human capital are: knowledge, skills, professional skills, experience; natural abilities, talents, intelligence; health; motivation; mobility; information; spirituality and culture and so on.

In the context of increasing global competition, when there is a rethinking of the role of man as a key factor in increasing the competitive advantages of the national economy, human creative abilities, in contrast to other types of resources, are the core of the innovative potential of the individual and are inexhaustible in nature. The main differences of the creative person are: non-standard approach to problem solving, creativity and scale of thinking, purposefulness, rapid response to the implementation of new ideas, etc. The introduction of new technologies raises the requirements for the development of the innovative component of human capital and the use of its intellectual abilities.

The development of high-technology technologies results in the demand for highly skilled workers and professionals. The role of education is growing. Intensification of the processes of globalization places new demands on the person, where the level and generation of new knowledge, abilities, competences of the person (initiative, adaptability, entrepreneurship, communicative, etc.) is at the forefront. The share of intellectually trained professionals is growing.

There is global informatization and the formation of a new social person. To date, a new stage in the scientific and technological revolution has been formed, the main export product of which is information (patents, licenses, know-how), which is the result of national intelligence. The quality of human capital serves as the supreme and main objective of the socio-economic development of the states and acts as a priority of the national interests of such states-leaders as the USA, Canada, Germany, Japan, China and others [2, p. 77].

In the context of globalization, there is a tendency to increase the value of each employee (as the carrier of a certain stock of knowledge, skills, creative potential), which forms the system of relations between economic relations subjects regarding the use of human capital. Such a trend can be identified as "economic socialization". Human capital, in turn, is a certain reserve of unique qualitative characteristics that are, to a certain extent, congenital and accumulate throughout the life of the individual by investing in it and its interaction with other social groups and environments, which ultimately enables self-realization, gaining income during labor activity, increasing labor productivity, increasing competitiveness, mobility, innovation and income of both economic entities and the national economy as a whole.

An important component of the study is the quantitative assessment of the above parameters. Thus, the level of competitiveness of human capital in a generalized form can be estimated quantitatively using the integrated index - the Human Development Index (HDI). This index is a summary and used to assess long-term progress in the three major dimensions of human development (Fig. 1).

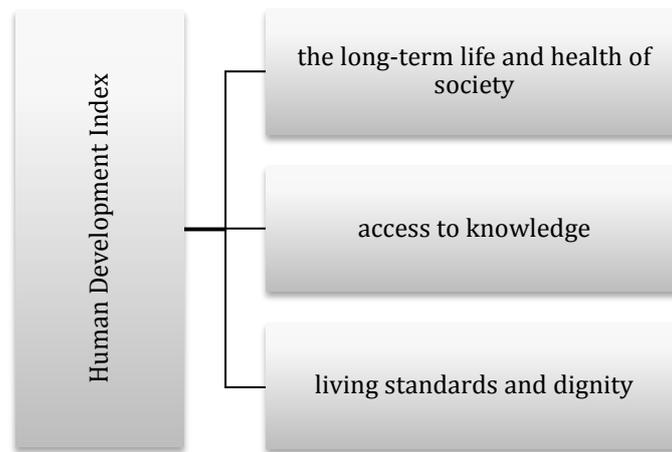


Fig. 1. The main components of the Human Development Index (HDI)

Source: author's development on the basis of [8].

In 2017, the index of human development in Ukraine amounted to 0,751 (Table 1), indicating a high development of human capital. Thus, the country ranked 88th in the ranking of 189 countries and territories of the world.

Table 1. Dynamics of the world's HDI for 1990-2017.

Year	HDI of Ukraine	HDI of Czech Republic	HDI of Belarus	HDI of Kazakhstan	HDI of Germany	HDI of USA	HDI of Norway
1990	0,705	0,730	..	0,690	0,801	0,860	0,850
1995	0,664	0,796	0,683	0,685	0,868	0,885	0,917
2000	0,671	0,862	0,792	0,765	0,921	0,914	0,942
2005	0,715	0,865	0,803	0,781	0,928	0,918	0,942
2010	0,733	0,879	0,807	0,793	0,930	0,918	0,946
2015	0,743	0,882	0,805	0,797	0,933	0,920	0,948
2016	0,746	0,885	0,805	0,797	0,934	0,922	0,951
2017	0,751	0,888	0,808	0,800	0,936	0,924	0,953

Source: built on the basis of [9].

Between 1990 and 2017, the HDI value of Ukraine increased from 0,705 to 0,751 (Figure 2), increasing by 6,5%. Such changes are due to the fact that in the period from 1990 to 2017, the average life expectancy in Ukraine at birth increased by 2,3 years, the average duration of training increased by 2,2 years, and the expected duration of training increased by 2,6 years, and the GNI of Ukraine per capita decreased by about 24,4%.

The dynamics of the index of human development of Ukraine for the years 1990-2017 can be described by the polynomial trend of the 4th degree ($y = 0,0006x^4 - 0,0127x^3 + 0,0899x^2 - 0,2329x + 0,8605$) with the determination coefficient $R^2 = 0,9896$, indicating a positive dynamics in the future.

At the same time, when comparing HDIs with its values in other countries (Figure 3), we see that during 2004-2017 there has been an intensive growth of the value of the researched indicator in Ukraine, which, in the long run, will favor the transition to a rating of countries with a very high level development of human capital. For this purpose, the fourth-order HDI polynomial trends for Ukraine ($y = 0,0006x^4 - 0,0127x^3 + 0,0899x^2 - 0,2329x + 0,8605$) and third order for Norway, the country with the highest HDI values for the last 25 years ($y = 2E-05x^3 - 0,118x^2 + 236,89x - 158523$) with the corresponding values of the determination coefficients $R^2 = 0,9896$ (Ukraine) and $R^2 = 0,9963$ (Norway). The estimated anticipated values of the HDI according to trends trend in the short term (as early as 2022) predict Ukraine's achievement of this year's HDI in Norway.

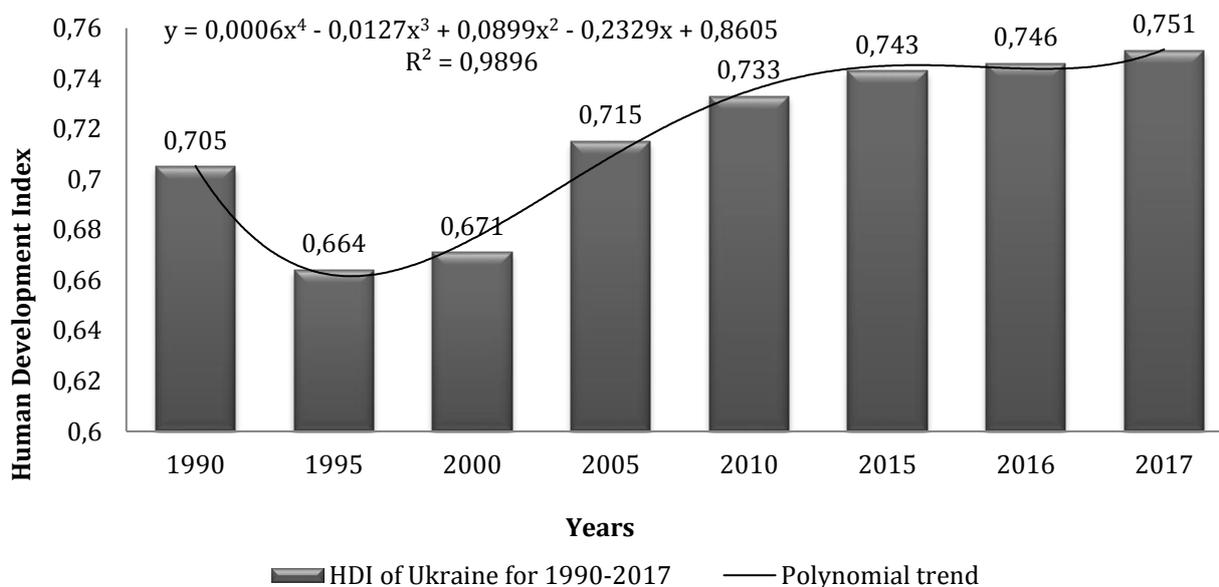


Fig. 2. Dynamics of the index of human development of Ukraine and its trend for 1990-2017.

Source: developed by the authors based on [9].

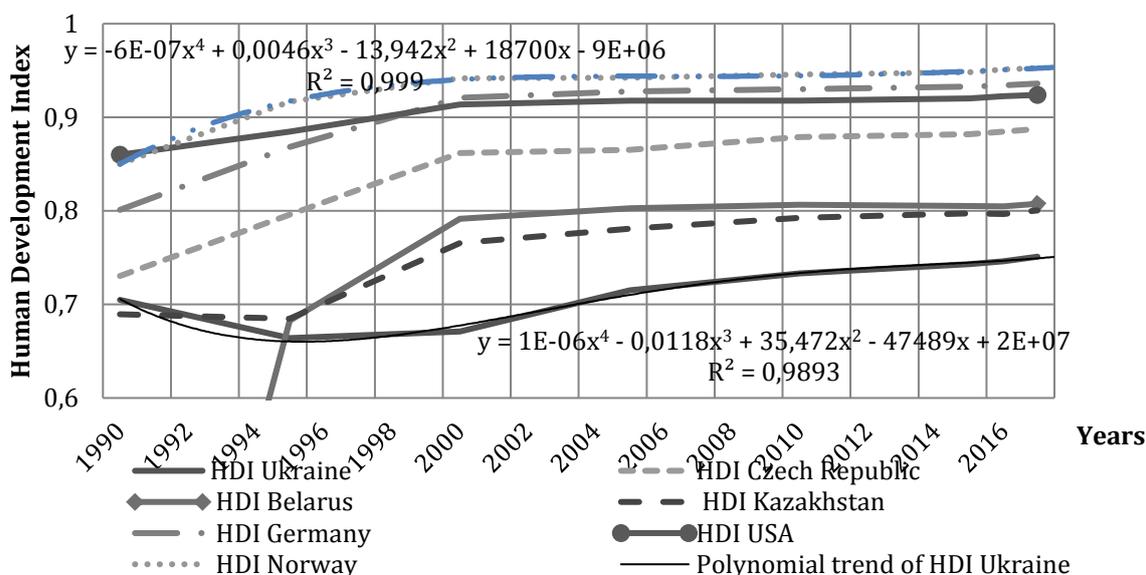


Fig. 3. Dynamics of HDI in post-soviet and highly developed countries and their trends for 1990-2017.

Source: developed by the authors based on [9].

To achieve high positions in Ukraine, first of all, it is necessary to pay attention to the current trends of development in the United States and countries of Western Europe. Recently, in highly developed countries, there has been a significant reduction in the role of industrial centers, which replaced centers of generation of ideas and creativity (silicone valleys, genetic engineering centers,

Thus, the traditional understanding of work is replaced by knowledge and intellectual abilities, the potential of developed human capital, since today more than 50% of the GDP of the largest OECD countries is created in the fields based on knowledge. In turn, this tendency leads to a modification of employment and the growth of tertiary, quaternary sectors of the economy (Table 2). This is also confirmed by the experience of Great Britain, where the largest employment area in the tertiary sector, according to government statistics for 2011-2018. In the services sector, about 76-91% of GDP is created (depending on the period and region) [6; 10].

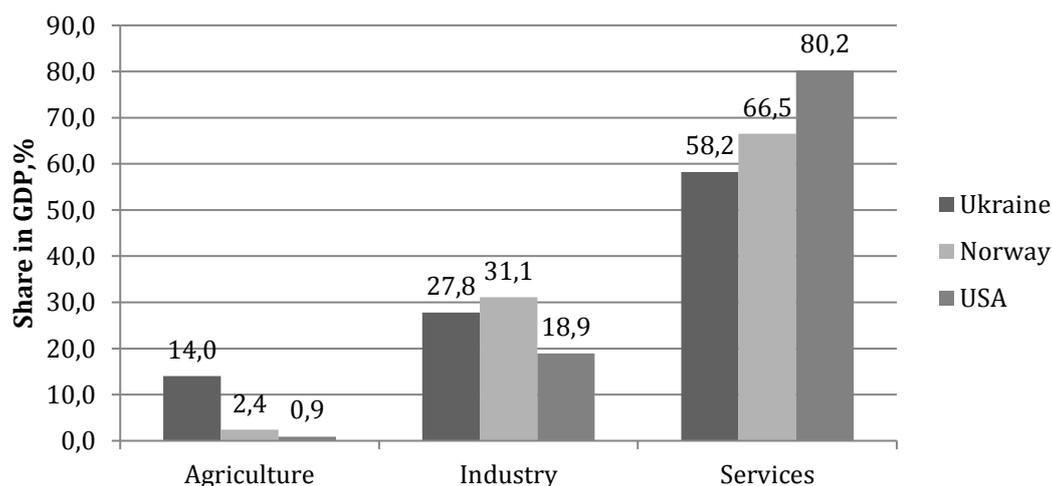
Data tabl. 2 can be represented schematically (Figure 4) and show that the structure of Ukraine's GDP at this stage of development corresponds to the trends of the global environment, as evidenced by the significant share of services in creating GDP (58,2%).

Table 2. Structure of GDP by sectors of origin in 2017

Indicator	Share in GDP,%		
	Agriculture	Industry	Services
Ukraine	14,0	27,8	58,2
Norway	2,4	31,1	66,5
USA	0,9	18,9	80,2

Source: developed by the authors based on [12].

Therefore, it can be argued that the modern world economy is transforming into a qualitatively new system, which operates on the basis of the exchange of non material resources and goods, and a stock of knowledge, skills and experience.

**Fig. 4. Structure of GDP of Ukraine, Norway, USA by sectors of revenue in 2017**

Source: developed by the authors based on [12].

Of particular importance in such circumstances it becomes professional education of marginalized populations, training and educational factors in general, as it is in the educational process that socialization most fully exercises influence on the formation and development of human capital (Fig. 4).

In view of this, we will consider some indicators relating to the educational sphere and the state influence on it in the context of 3 countries (Table 3, Figures 5, 6).

Table 3. Government expenditures on education, research and development for 2010-2015

Indicator	General government expenditures on education (% of GDP)			Research and development costs (% of GDP)		
	Ukraine	Norway	USA	Ukraine	Norway	USA
Period						
2010	6,74	6,74	5,42	0,83	1,65	2,73
2011	6,16	6,45	5,22	0,74	1,63	2,77
2012	6,69	7,36	5,19	0,75	1,62	2,7
2013	6,67	7,47	4,94	0,76	1,65	2,74
2014	5,87	7,68	4,99	0,65	1,72	2,75
2015	-	-	-	0,62	1,93	2,79

Source: developed by the authors based on [12].

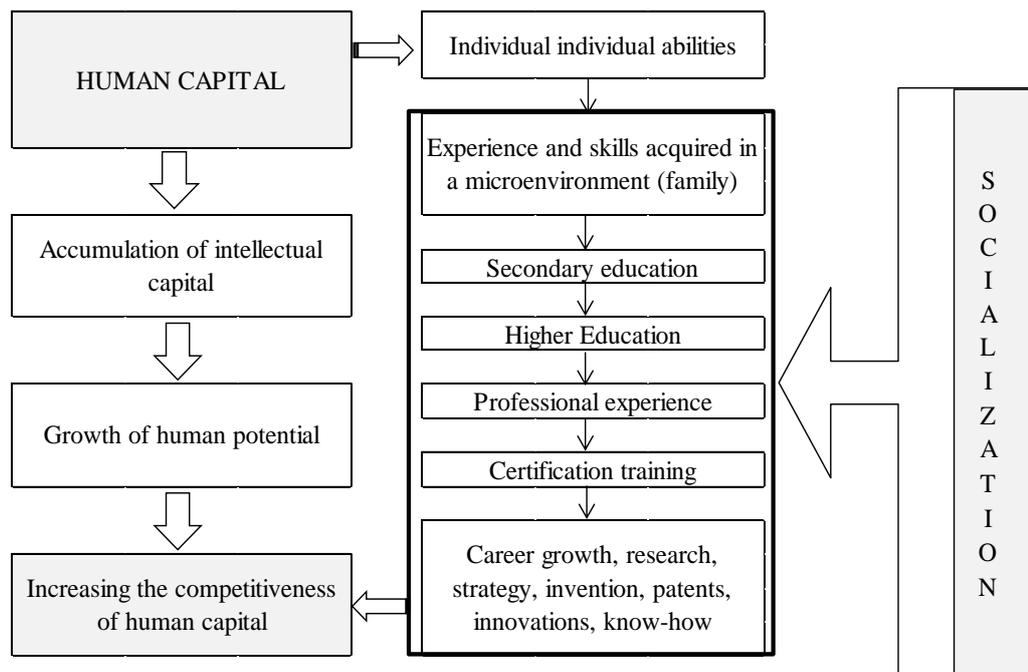


Fig. 5. The mechanism of the influence of socialization on human capital

Source: author's development.

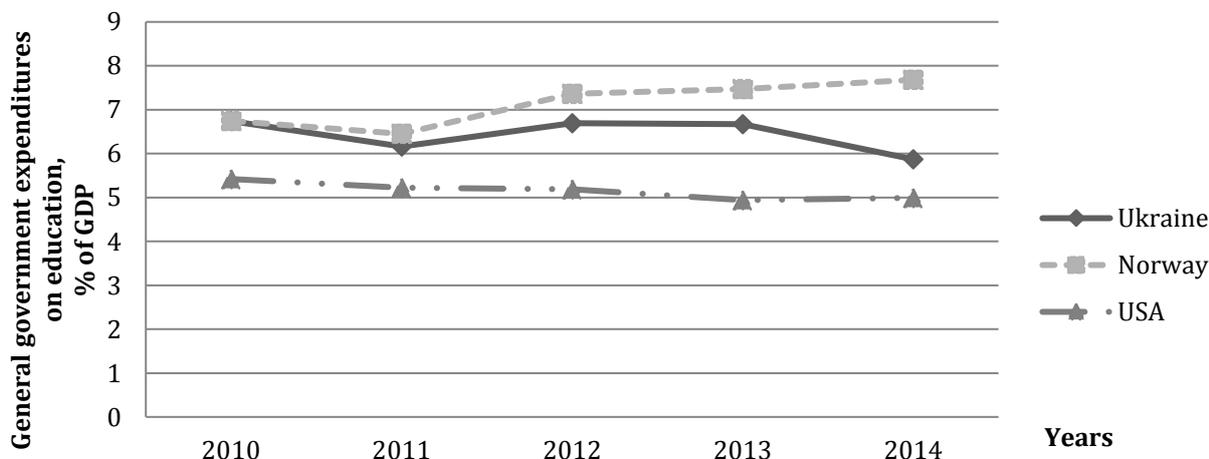


Fig. 6. Dynamics of public expenditures on education for 2010-2014, % of GDP

Source: developed by the authors based on [7; 11].

Analyzing the dynamics of public spending on education among the studied countries, it should be noted that the US government allocates 5-5,5% of GDP to education, while the cost dynamics is declining, the government of Norway - 6.5-8%, and the government of Ukraine allocates 6 % of GDP on education, on average, which is a fairly high indicator and indicates the existence of a foundation for the development of human capital. It should be noted that Ukraine's share of research and development expenditures in comparison with the countries is the lowest (Figure 7), it should also be noted that there is a tendency to decrease the analyzed indicator for the period of 2010-2015 by 0,21% (1,3 times). At the same time, taking into account the gradual decrease of state financing, Ukraine, ahead of the Netherlands, Sweden, Israel, France, Germany and other countries, according to the general relative indicator of the level of expenditures for higher education.

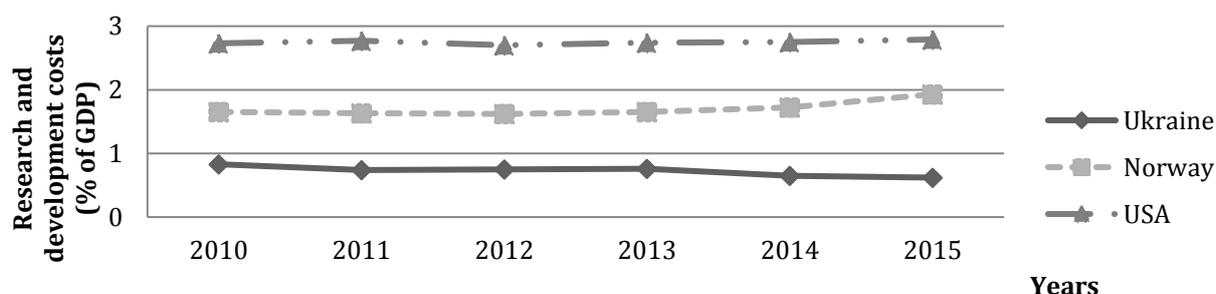


Fig. 7. Dynamics of public spending on research and development for 2010-2015, % of GDP

Source: developed by the authors based on [7; 11].

Despite the high quantitative indicators of the level of financing, the problem of Ukrainian education, compared with education in the avant-garde countries, is the lag of its quality, low positions on the relationship between educational institutions and business, the introduction of innovative technologies in production, academic achievements, in particular humanities, sciences. Taking into account the fact that according to the WEU Global Competitiveness Rating 2015-2016, Ukraine ranked high - 14th among 144 countries - by the number of graduates [1]. Therefore, the problem of increasing the competitiveness of human capital in the process of socialization is the mechanisms of distribution of available resources and the effectiveness of their use. Taking into account the above-mentioned research material, it is expedient to conduct a SWOT-analysis, which provides an opportunity to assess the existing situation and the prospects for its improvement (Table 4).

The choice of the course of Ukraine to develop an innovation-investment model for the development of a national economy needs a peculiar breakthrough in the views on the relationship between the economic and social aspects of its development.

Table 4. SWOT-analysis of the educational system of Ukraine

Strengths	Weak sides
Relatively equal access to education	Inconsistency in education policy and demographic situation
Availability of free education	The presence of corruption
A wide range of specialties, levels of education	Unsatisfactory working conditions, training
Demand for skilled labor in the labor market	Inconsistency of teaching with market requirements, outdated teaching methodology
Availability of international study programs and exchange of experience	Unequal access to preschool education caused by queues at kindergartens
Provision of personnel in the field of education	Insufficient provision of educational institutions by technical means
Territorial accessibility to educational institutions	Weak development of educational online platforms
Possibility of disclosing creative potential	Non-recognition of diplomas
Opportunities	Threats
Increasing the effectiveness of funding	Instability of the demographic and political situation
Organizational restructuring, internal and external optimization of organizational forms	Increase in consumer price indices
Creating a competitive environment in the market of educational services	Change in market requirements, imbalances in the labor market
Encouraging private funding sources for education	Increased competition from European universities
Improve your own program and participate in international knowledge appraisal programs	Imperfection and inconsistency
Increase of capital expenditures in the field of education	normative legal basis of educational activity
Grant funding of joint research teams	The growth of uncertainty in the modern environment
Favorable student loans for higher education	The threat of a significant increase in bureaucracy
Creation of motivational programs of innovative development	Change of contingent of educational institutions
Restructuring of specialties in accordance with the requirements of the market environment	Reducing the function of social mobility

Source: developed by the authors based on [3-5].

This also leads to the search for innovative ways of developing institutions of higher education as drivers of social change under the influence of globalization. Under such conditions, as proved in [13], it is advisable to develop development strategies in the following areas: research work; international positioning of the university; the quality of scientific and pedagogical workers; material and technical support of the educational process and scientific activity; educational activity; contingent of students; management system at the university; informational support of educational process and scientific activity; social mission. Only in conditions of efficient reproduction of human capital, where investment in the activities of educational institutions is in the foreground, in the development of professional knowledge, it is possible to increase the competitiveness of the national economy.

Conclusions. Consequently, in today's globalization, education will be in the foreground as a way of life, rather than as a preparation for it. Therefore, in order to achieve a high level of human capital development and economic prosperity at the state level, it is necessary to implement the following measures:

- 1) development of an innovative model of the state policy of development of human resources;
- 2) the differentiation of the state and the increase of the share of private investment in human development;
- 3) optimization of the mechanism of distribution of public funds allocated to education;
- 4) rationalization of the quantitative composition of employees of the educational sphere;
- 5) creation of favorable conditions for access to all levels of education and categories of the population (preferential crediting, correspondence of the quantitative composition of educational institutions - students, teachers, development of motivational programs);
- 6) restructuring of educational services in accordance with market requirements;
- 7) review at the legislative level methods and teaching methods;
- 8) conducting research and monitoring indicators related to psycho-physiological changes in human rights in the acquisition of information;
- 9) computerization of educational institutions and equipping them with licensed software;
- 10) the opening of modern advanced laboratories for scientific research;
- 11) monitoring the quality of education through participation in international evaluation programs, etc.

Thus, in the global environment there is a tendency to increase the value of human capital as a factor of economic growth and the object of further research and improving the quality of educational services, as a factor in the impact of socialization, and the implementation of an effective public policy in this direction, will facilitate the implementation of existing opportunities for the formation of competitive human capital, the disclosure of its potential and the effective use of the results of the impact of socialization on the individual.

Prospects for further research will be the definition of innovative forms of human capital development as a prerequisite for the formation of a new model of working life in the context of global challenges and threats.

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