

AN EDUCATION AS A DETERMINING FACTOR OF FORMATION OF A RURAL EMPLOYMENT POTENTIAL IN THE CONDITIONS OF TRANSITION TO A KNOWLEDGE ECONOMY

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Abstract: The article defines and analyzes the state of the educational sector in rural areas as the basic structure in the development of the labor potential of the individual and proved that the equal access to qualitative education for students of secondary schools is possible only thanks to the government's support, which should be directed to make access to the knowledge and information easier for people. Determined that education is one of the key factors and prerequisite for the development of skilled labor potential in the conditions of the knowledge economy. The most important role in life-long education plays a pre-school education and secondary education, as they lay learning skills; develop intellectual and creative potential of the individual from the early childhood.

Keywords: an education, the knowledge economy, an employment potential.

1. Introduction

In the recent decades, developed countries concentrate their attention on the using of knowledge and the requirements to the labor resources are also increased. The noticeable changes in the structure of production and consumption of the world GDP are directed at the increasing of the share of services. The part of the products of the agriculture and mining are decreased in the world trade, but the international trade of the knowledge and technologies is growing very fast.

Great changes are observed on the market of labor, which are displaying on the cheapening of the physical and rising in a price of the intellectual labor. The economy becomes more oriented on the increase of a return on human intellectual capacity. An educational component has a great impact on the formation and development of labor potential under conditions of the knowledge economy. Considering the subject of our research, we will concentrate our attention on the possibilities of obtaining a good education in preschools and secondary schools in rural areas of the region, because the capacity for intellectual and creative activity develop exactly in the childhood and adolescence and the intellectual and creative activity is the base for realization an active labor activity by young generation in new economic conditions.

2. Materials and Methods

The scientific works of M.Dolishniy, S.Zlupko, O.Hrishnova, D.Bohynya, S.Vovkanych, E. Libanova, L.Semiv, L. Shaulska, L.Shevchuk, S.Pyrozhkov, K.Jacob have the methodical processing of the problematics of determination, creation, development and use of the labor potential. I consider that according to the new challenges of transition to an information society, where the process of establishing of the economic system of knowledge occurs, there are a necessity to research new trends in the formation of the labor potential by increasing intellectual and innovational orientation of using potential components.

The first purpose of the article is an analysis of the state of the educational sphere of rural territories as the basic structure of the development of the labor potential of the individuality. The second purpose is to deeming an ability of acquisition a proper education in the network of the secondary schools in rural areas of the studied region.

During the researching were used such methods as bibliographic (study and elaboration of scientific papers devoted to the formation and use of labor potential.

Analysis and Synthesis (during the construction of causal relationships and identifying patterns); economic and statistical (while processing the official statistics of different levels); a method of grouping (to determine the common features and to formulate conclusions on the totality of the studied objects).

3. Results

The main conditions for the development of the knowledge economy is a human capital, an innovative activity and the development of intellectual potential. The possibility of accumulation and growth by the way of accumulation of knowledge, experience, abilities and skills is the characteristic of the human capital. However, the existence of the human capital is not enough for the development of rural areas of the region. If there are a great human potential, but there are not appropriate mental qualities, which are able to provide the search of innovative solutions and their adaptation to the realities of the everyday economic life of the peasants, an innovative development will not exist on the rural areas. Moreover, nowadays the human capital is slowly reducing. The demographic crisis caused long-term changes in the structure of the rural population, as a result on the one hand the load on the farmers under the working age increased significantly, on the other hand a refill aggregate of the working able individuals slowed. The education plays a great role in the improving of the quality of human capital.

The education as a complex socioeconomic category revealed in the following aspects: 1) the education as a process of the transmission of knowledge and information and an implementation of the skills and abilities; 2) the education as the result of the process of transmission of the socially significant knowledge; 3) the education as an organizational - economic system, that is a branch of the socio-economic activity. The education consists all forms and methods of purposeful and unintended impact of the social and natural environment on the human, which together with the self-education have a result on the formation and development of the human personality. In this sense the education is the basis for the formation of the educational potential of society [2, 15].

On the level of every person the receipt of higher level of education means getting greater life chances, enlargement of the choice and reduce the social and individual risks (loss of income, employment, health). The education determines the conditions of work (usually people with higher education work in more favorable conditions); the risk of unemployment is getting lower, the time for the job search is getting shorter; the chances to find the work of creative nature are getting higher, provides higher income.

Obviously, the education and competences of the person facilitate also to the formation of the informal ties, forming of the social capital. People, who are more educated, better adapt in the conditions of the changing world.

Nowadays there are wide network of the educational establishments, different in the types and forms of ownership. The first link of the system of education is the preschool education. The improvement of the economic stability in the country, the increase of the employment of women in the labor sphere, the changes in the demographical situation and that fact that parents understand an importance of the preschool education- all this points led to the positive dynamic in the number of children who visit preschool establishments. Such trends are typical for Mykolaiv region as well, table 1.

At the end of 2013 on rural areas of Mykolaiv region there were 400 preschool establishments for 1490 seats. Noteworthy is the fact that during the study period, the number of such institutions is gradually increasing. Similar is the tendency for increasing the number of children in pre-school programs on rural areas. Level of coverage children under the preschool age of pre-school education on rural areas of the region increased from 24 (2000y.) to 57% (2013y.).

However, children from the rural areas less involved in pre-school education, comparing with the city, which is

objectively displays their readiness to obtain schooling. Preschool establishments covered children on urban areas in 2013. on 79% and rural - 57%.

Up today preschool education still to be a problem area in the countryside, despite the fact that there are more such establishments than in the cities (in 2013 the number of preschools at the cities 175, on the countryside - 400), they are visited by less number of children (in the 2013 amount of children in the preschools in the cities- 30000, in the countryside-13,1).

An access to the qualitative education is complicated because of the problems of the well-being of rural residents, geographical distance or physical unavailability of such objects, their inappropriate condition.

145 400 people under 30, including 33 600 preschool children reside on rural areas of Mykolayiv region on January 1, 2014. It should be noted that about 70% of urban residents are from the villages. Therefore, it is definitely that Ukrainian village was and still is the main source of the reproducing population of Ukraine.

The network of educational establishments of the country is formed on the basis of demographic, ethnic and socio-economic situation on educational levels (primary, basic, complete secondary education). There are 43,208 secondary schools, which are representing 76.8% of day schools of the area Table 2. and give a different level of educational services in rural areas of the Mykolayiv region. The educational system that operates in rural areas is crucial for the further development of the individual, society, nation and state, the key to the future of Ukraine. A rural school - is not only educational institution, but also a center of cultural life of the peasants.

In the cities school takes only the social order, but in rural areas it is a multifunctional institution which plays a major role in providing personnel for agriculture and affects on the socio-economic and cultural development of the village. Around the school is formed a specific environment that reflects the family traditions, family relationship, methods of farming, etc.

Over the past 14 years the number of secondary schools on rural areas of Mykolayiv region decreased for 109 units., and the number of students in them – by almost 42 thousand people. The overall decrease of the number of children reduces the average class and schools sizes. Thus, in the recent years there is a stable trend to reduce student contingent. At the turn of 2000/2001 academic year the number of students per one general education institution was

Table 1

The availability and coverage of children in rural areas of Mykolaiv region by preschool programs

Indicator	2000	2010	2011	2012	2013
Number of establishments, total	343	382	392	394	400
Number of places, th.units.	12,7	14,4	14,5	14,4	14,9
Number of children thousand.	6,2	9,6	11,1	12,0	13,1
Level of coverage children, % from the number of children of appropriate age	24	43	47	49	57
Number of children in the establishments per 100 places, people.	49	67	77	83	89

Source: [4, p.438 – 442]

Table 2.

**Secondary schools of the villages of Mykolayiv region and some indicators
of their work (at the beginning of the school year)**

Indicators	2000/ 2001	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014
Quantity of secondary schools-(total)	672	592	581	572	562
- in urban areas	131	133	130	130	130
- in the countryside	541	459	451	442	432
The number of pupils in secondary schools, thsd.	93,6	56,1	53,9	52,2	51,2
including in the establishments:	92,5	55,4	53,2	51,6	50,6
- day	92,5	55,4	53,2	51,6	50,6
- Evening (variables)	1,1	0,7	0,7	0,6	0,6
The number of pupils per general education institution, persons	173	122	120	118	119
Graduated pupils of secondary schools, thsd.	14,0	11,4	10,4	9,9	6,1
- Graduated from the school of the II level (received a certificate of the basic secondary education)	9,0	7,6	6,6	6,0	2,4
- Graduated from III degree (received a certificate of secondary education)	5,0	3,8	3,8	3,9	3,7
The number of teachers persons	8383	7579	7494	7526	7410
The number of students who study at the daytime secondary schools per one teacher persons	11	7	7	6	6

Source: [3, 403 – 408].

173 persons, at the beginning of the 2013/2014 academic year - 119 people, that leads to an increase in the number of ungraded schools in rural areas.

Of course, these negative factors actualize the processes of optimization of the schools that in some villages are inevitable. However, in our opinion, closing of the schools can only be done for two reasons: first one - the lack of the school-age children in the village; second one - the desire or initiative of parents to transfer children to another school, where created better conditions for quality education.

It should be consider that the optimization of the network is extremely expensive, because it requires funding not only the acquisition of buses, but the high cost of maintenance, the repair of roads, construction of playgrounds for children and on a noticeable improvement in terms of training and education of students. Only then the optimization of education can be supported by society, especially by families of the seniors who understand the need of improvement of the quality of knowledge for their future.

Another problem of the development of the school education on rural areas is reducing of socio-pedagogical and psychological support of the educational process. According to the command of the Ministry of Education, Science, Youth and Sports of Ukraine №616 from July 2, 2009 such positions as practical psychologist and social pedagogue introduce into the secondary schools of cities if there are more than 700 students in each establishment and into the rural schools if there are more than 300 students. Unfortunately, the quantity of such schools in rural areas of Mykolaiv region is very small. Respectively, when the number of students is 200, the wage rate will be 0.75 from the full rate in the rural areas, 100 students - 0.5, less than 100 students - 0.25 of the full rate.

A reduce of the support of quality teaching staff of schools located on rural areas has a negative impact on the level of training of students. As already mentioned, the

demographic crisis caused the decrease in the number of children, and thus the reduce of the load of the teaching staff. Not always young professionals are provided with proper housing and living conditions in rural areas. The effective systems of moral and material incentives for teachers do not exist. Currently, providing of the schools on rural areas by the teachers of foreign languages, computer science, natural subjects, remains to be an acute problem. There are many cases when teaching certain subjects carried out by non professional people. The fluidity of the teaching staff among young professionals, remains to be an acute problem.

It should be noted that a strong increase in the quality of education is the introduction of information and communication technologies. It is laid in the State target program "One hundred percent" that envisages an implementation into the learning process of secondary schools ICT. Thus, on the Mykolaiv region in order to create an unified educational information space was implemented project "Single educational space of the region" by means of the software system "Course: Education".

According to the command of the Ministry of Education, Science, Youth and Sports of Ukraine № 729 of 06/21/12 this project has grown into the wide Ukrainian experiment and Mykolaiv with another 4 regions of Ukraine create the innovative products, that will significantly simplify an accounting of information in the education of the region. It should also be noted, that during the work, Mykolaiv region became one of three leading regions of Ukraine - implementers of the project "Single educational space of the region". And by rating implementation around the region the top five areas are Pervomaysk, October, Nicholas, Novoodeska, Pervomajskiy. However, there is a problem with uninterrupted wireless Internet connection with all rural consumers.

Therefore, I consider that the equal access to qualitative education for students of secondary schools is possible only

thanks to the government's support, which should be directed to make access to the knowledge and information easier for people. To ensure the proper functioning of the education as a base for the sustainable development of the country and release it into the level of the most advanced post-industrial countries should exist a systemic education reform, which must be the subject of social consensus and the understanding of the fact that education - is one of the main instruments of civilization progress and economic development.

An innovation is a prerequisite of the building of a modern educational policy and acquiring a new quality of all educational space. The innovations in education should be related to changes in its structure, content, technologies, techniques and training methods and also in the systems of organization and management. The goals of innovative education should include humanization, formation of ecological consciousness, ensuring continuity and variability. Moreover, under the continuity of education is necessary to understand continuity and change of the quality and abilities, including high-quality mastering of the new knowledge. In other words the continuity of education means not only the creation of appropriate system, but also requires to start the processes of self development, self education, forming of its own responsibility and professionalism.

The organizational innovations in education may be associated with the development of public-private partnership (PPP). Its role PPP can play in creating systems (clusters) that combine educational, research and scientific organizations and industrial base. This structure will give an opportunity to improve the efficiency and quality of the educational process, to develop its applied orientation, maximum use of intellectual, physical, information and human resources for training and development of innovative processes.

4. Conclusions

The requirements for intellectual and creative abilities of people increase in the modern terms of information and knowledge society. This requirements force the employee in the workplace look for opportunities to improve their skills. Thus, education is one of the key factors and prerequisite for the development of skilled labor potential in the conditions of the knowledge economy. The most important role in life-long education plays a pre-school education and secondary education, as they lay learning skills; develop intellectual and creative potential of the individual from the early childhood. Thus, the increased attention to the education, solving existing problems, understanding of its absolute priority in today's development can prepare children for successful self-employment and meet the needs of the personalities that have a high level of creativity potential, which in turn will provide dynamic progress of Ukraine.

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