

## РОЗДІЛ 3

## ДОСЛІДЖЕННЯ ПРОБЛЕМ МОЛОДІ ТА ОСВІТИ

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## SOCIAL EXCLUSION AND INCLUSION IN HIGHER ECONOMIC EDUCATION

**Лисиця Надія Михайлівна** – доктор соціологічних наук, професор, Харківський національний економічний університет імені С. Кузнеця, пр. Науки, 9 А, Харків 61166, Україна, e-mail: nmva0908@gmail.com, ORCID ID: <http://orcid.org/0000-0001-8726-1331>

**Nadiia Lysytsia** – Doctor of Science (Sociology), Professor of S. Kuznets Kharkiv National University of Economics, 9-A Nauki Ave., Kharkiv 61166, Ukraine, e-mail: nmva0908@gmail.com, ORCID ID: <http://orcid.org/0000-0001-8726-1331>

*Інформація в соціальних мережах основне джерело, що визначає вибір професії випускниками шкіл. Вибір випускниками шкіл вищої економічної освіти в останні роки підданий коливанням, які викликають занепокоєння не тільки співробітників університетів, але і вчених. Спостерігаються явища соціальної ексклюзії у вищій економічній освіті, що обґрунтовує необхідність його дослідження і актуальність даної статті. Метою статті є аналіз причин і наслідків соціальної ексклюзії і визначення перспектив соціальної інклюзії в вищу економічну освіту. Показано, що соціальна ексклюзія у вищій економічній освіті з'являється через експліцитні та імпліцитні причини. Розглянуто показники адаптації студентів до двох систем відносин. Контент аналіз вимог роботодавців до випускників показує, що випускникам вищих навчальних закладів не вистачає навичок ведення переговорів, вмінь правильно складати сценарії презентацій, знань емоційного інтелекту, які забезпечують емоційний контроль в процесі комунікативних практик. Для набуття досвіду успішних комунікацій рекомендовано використання стратегій, пропонує В. Юрі. Залежно від конкретної ситуації, мотивації і системи відносин (викладач - студент або випускник - роботодавець), можливе застосування різних стратегій В.Юрі для досягнення інклюзії або недопущення соціальної ексклюзії, демотивації, втрати інтересу до економічної освіти, яка необхідна для організації власного бізнесу та успішної самореалізації. Запропоновано етапи забезпечення соціальної інклюзії у вищій економічній освіті, які і є перспективами вдосконалення вищої економічної освіти.*

**Ключові слова:** соціальна ексклюзія, соціальна інклюзія, вища економічна освіта, адаптація, відчуження, перспективи.

*Information in social networks is the main source that determines the choice of a profession by school leavers. The choice of higher economic education by school leavers in recent years is subjected to fluctuations, which cause concern not only for university staff, but also for scientists. We can observe social exclusion in higher economic education, which justifies the need for its study and the relevance of this article. The purpose of the article is to analyze the causes and consequences of social exclusion and determine the prospects for social inclusion in higher economic education. It is shown that social exclusion in higher economic education appears because of explicit and implicit reasons. The indicators of adaptation of students to two systems of relations are considered. Content analysis of the requirements of employers graduates shows that graduates of higher education institutions do not have enough skills of conducting negotiations, abilities to suggest scenarios of presentations, knowledge of emotional intellect, which secure emotional control in the process of communication. To get experience of successful communication, it is recommended to use W. Ury strategies. Depending on the situation, motivation and relationship system (teacher – student; graduate–employer) it is possible to apply various strategies of W. Ury to achieve inclusion in higher economic education and prevent social exclusion, poor motivation, lack of interest in economic education, which is necessary for organization of business and successful self realization. Stages of ensuring social inclusion in higher economic education, which are the prospects for social inclusion, are suggested.*

**Keywords:** social exclusion, social inclusion, higher economic education, adaptation, alienation, prospects.

**Formulation of the problem.** The last decades have changed the information space: it has become saturated with various kinds of information. Information ceased to be regulated and practically ceased to be monitored, since social networks are the access to any source of information. The greatest interest to information of social networks is demonstrated by youth. First, they are more technologically advanced than people of the older generation. They are a generation Z, the information space for them is a normal way of life, not an involuntary

necessity. Secondly, they view social networks as a source of objective information or, at least, do not feel the imposition of opinions through this source. They believe that the decision to believe or not to believe information in social networks they take themselves. It is not surprising that when choosing a higher economic education, young people turn to information in social networks to make a final decision about the institution of higher education. As a result, there is a sense of social exclusion or inclusion. The phenomenon of social exclusion or social inclusion appears as a consequence of the perception of information about the rating of the university, the specialties offered by universities, acquaintance with the feedback of students who are already studying at the university, information about the staff of professors and lecturers who deliver lectures and conduct seminars. It is known that, exclusion implies “exclusion, alienation, distancing from the main course of public life ...” [1]. Inclusion is the opposite process of involving people into social life. However, the problems of social exclusion and social inclusion in higher economic education were not considered by scientists, that justifies the relevance of this article.

#### ***Analysis of recent research.***

The problems of social exclusion and inclusion were the subject of study of the classics of sociology E. Giddens, E. Durkheim, X. Silver and modern scientists. F. Borodkin, V. R. Schmidt, M. Castells, L. Kurmysheva and others. F. Borodkin considered various types of situations of exclusion [2]. V. Schmidt analyzes the relationship of social problems, studying exclusion and inclusion [3, 4]. LK Kurmysheva notes that the possibility of a significant reduction in exclusion through inclusion methods is possible. Generalizing the classical theory of stratification, the author identifies the categories that explain the division of people in society [5].

***The purpose*** of the article is to analyze the causes and identify possible consequences of social exclusion and the prospects for social inclusion in higher economic education. To achieve the purpose, it is proposed to solve the following tasks: to analyze the degree of research of the problem in the sphere of education, determine the reasons for social exclusion and social inclusion in higher economic education, justify alienation in higher economic education, consider ways of adaptation of students to the educational environment and professional systems of relations.

Social exclusion in the sphere of higher economic education is explained by a number of reasons: sometimes these are explicit reasons, for example, poor academic performance, insufficient motivation or loss of motivation for learning in the process of education, lack of understanding of the scope of their professional competencies, inability to combine the development of professional skills at work and in the process of study, which leads to disorientation and ignoring the lessons. Implicit reasons: cognitive dissonance, state of uncertainty as a basis for hesitation in choosing a direction in the field of economic education.

Alienation from a full and qualitative professional education occurs when:

- there is an excessive theorizing of subjects;
- there is a fear of staying out of work in the labor market;
- there is a fear of losing the opportunity of successful work;
- there is a shortage of money in the family of parents or in their family;
- conviction that in practical work it becomes possible to get more knowledge, skills and, as a consequence, the priority is given to work;
- the desire to get another diploma abroad, which is significant for getting an opportunity to work in Europe.

Social exclusion in higher economic education is manifested in the process of adaptation of students to two systems of relations: formal – study, when there is a need to build relationships “student-teacher”, “student-employer” and informal – the relationship with costudents in the university. Indicators of adaptation in these systems of relations, and, hence, inclusion can be: the ability to combine good normal study with work and personal life; full inclusion in the professional environment and achievement of success in work and study; a well-formed system of values, on the basis of which priority is built on the degrees of responsibility and self-identification of oneself as a specialist is observed; respect for the professional environment and yourself as a part of this environment.

Indicators of poor adaptation to these systems are: inability to combine study with work, study with personal life, study and active hobby, poorly formed cognitive spirit, cognitive dissonance, lack of a formed system of values and, as a consequence, lack of setting for specific professional competencies, domination of the state of uncertainty, which prevents from making a good impression on the employer.

The reason for poor adaptation is the lack of information about the knowledge that is necessary for a modern employer, lack of practical skills, which lowers self-esteem, inability to identify and choose strategies and tactics for self-development in accordance with labor market requirements, ensuring of productivity and competitiveness.

M. Castells noted that “productivity and competitiveness are the determining processes of the information economy. The productivity, in the essence, is a derivative from innovation, and competitiveness – from flexibility. Thus, firms, regions, countries, economic units of all kinds, bring their production relations to increasing innovation and flexibility. The information technology and cultural possibilities of its use are essential for the

implementation of new production functions. In addition, a new type of organization and management, aimed at simultaneous adaptability and coordination, becomes the basis for the most effective management system" [6, p. 496].

"Millions of people constantly find and lose paid work, are often included in informal activities, and a significant number of them are involved in the grass-roots structures of the criminal economy. Moreover, the loss of a stable connection with a place of work, the weak positions of employees in contracting lead to higher levels of crisis situations in the lives of their families: temporary loss of work, personal crises, illnesses, drug addiction, alcohol, loss of savings, credit. Many of these crises are related to each other, generating a spiral of social exclusion going down" ... [6, p. 500]. The "spiral of social exclusion" is partially observed now in higher economic education. We may use as evidence of this the data based on the studies by A. Kashin, E. Polshchikova, Y. Sakhno, who noted, assessing the quality of graduate training, that the latter have poorly formed practical professional skills, and skills in working with clients, insufficient skills to solve problem situations, as a consequence of the gap between the theoretical knowledge, received at institutions of higher education and their practical use in real conditions [7].

Content analysis of requirements of employers to graduates of institutions of higher economic education allows the author to present the most popular of them. Experience of mounting advertising campaigns, work as a manager of social networks; knowledge of the programs Adobe Photoshop, Adobe Illustrator, Coral Draw; energy, responsibility, creativity; orientation at self development; skills of team work; ability of brainstorming; knowledge of the English language ( Upper Intermediate); experience of work in SMM, SERM; understanding the essence of financial market; abilities to write texts; experience to work with data basis; good communicative skills; orientation at the result; emotional control; ability to work with many tasks;; ability to life long learning [8].

Y. Balatsky writes about the reasons for exclusion in higher economic education. "Destructive information competition, as a consequence of gadgets use; psychological rejection because of the monologous format of lectures; the lecture offered as a sermon; clip consciousness of students; presence of a taboo on mechanisms of compensation (communication with a neighbor) [9, c. 73-74]. There is an exclusion in higher economic education not only because of the wrong model of students' behavior, but also because of teachers who can not or do not want to solve the problems they face. Y. Balatsky notes that the problems can be reduced to the following: "decreased oratorical motivation due to the decrease in the number of students in groups, migration zigzags of teachers, as a result of short-term employment contracts, inability to move to dialogue with students, and replication of knowledge in the format of lectures, detachment of lecturers from production process, which makes the lectures purely theoretical" [9, p. 77-78].

Y. Balatsky considers the phenomenon of "excessive skills" to be the cause of the problematic employment of graduates and students. [9, p. 81]. Graduates, on receiving a diploma with distinction, possessing a large volume of theoretical knowledge, do not find a job in their specialty, since enterprises need specialists with specific skills that were not given special attention to at university. An example of such skills can be negotiation skills. Such skills are outside the specific profession, because they are in demand almost everywhere, where there is a need to work with people: partners, competitors, customers. "Today, people need to cultivate mental flexibility, psychological stability, professional adaptability" [9, p.81]. For this, it is necessary to learn to negotiate. Negotiation will become the environment for the implementation of the above qualities. The skills and habits of negotiation contribute to the development of prospects for inclusion in higher economic education, since business is a concept involving interaction, at least of two or more actors. Moreover, such subjects will allow them to form "soft skills", that is, practical communication skills within the framework of professional activity, the skills of conducting successful presentations, skills of negotiating and maintaining emotional control, the need and lack of which were noted by Y. Balatsky and A. Kashin, Y. Polshchikova, Y. Sakhno as a result of conducted sociological studies.

It is interesting to note that significant become the strategies, suggested by W. Ury: "Balcony", "BATNA", "Listen to their shoes", "Reframe", "Positive No", "Golden Bridge". These strategies, used in different situations, can help to find the adequate approach to the compromise with the partner and prepare the inclusion into the system of human people interaction [10].

**Conclusions of the study and prospects for further research.** For successful social inclusion in higher economic education, the following actions may be proposed, which, perhaps, will be prerequisites for prospects of inclusion in higher economic education. All actions are reduced to such stages.

- 1) Formulation of competencies based on the study of employers' requirements and the use of skills in modern business technologies, which will provide an opportunity of updating curricula, programs, offering the actual directions of training specialists.
- 2) Revision of teaching methods, which presuppose the variability of giving information to students and the dialogue regime in the process of lectures and seminars. As a consequence, not only the "clip-consciousness" of students is activated, but analytical thinking will also turn on.
- 3) Training strategies and tactics of negotiating taking into account the characteristics of partners and situations, which will preserve the information space of professional activity and gain business experience, improve the skills of choosing strategies and tactics of negotiating in the interests of partners.
- 4) Identifying ways of finding compromises based on mutual benefits as a result of conducting a focus group interview with representatives of enterprises, employers and those

who are potential employees. 5) Acquaintance with the rules of opposition to manipulation with the aim of achieving communicative neutrality and providing a basis for joint fruitful activity. 6) The definition of significant, priority values in the professional sphere and the choice of behavior patterns that coincide with the expectations of partners, which will secure mutual understanding and a result that would satisfy both sides of the interaction. All of the above mentioned are the prospects of successful social inclusion in higher economic education. As a result, there is a motivated choice of professions, ensured successful professional career. Further studies in this direction will allow us to identify and forecast changes in the behavior of consumers of economic educational services and improve the processes of adaptation to the formal system of relations: “student-teacher”, “student-employer”. The successful system of “student-employer” relations will form the basis for the preparation of a platform for organization of training personnel at enterprises and life long learning.

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*Информация в социальных сетях основной источник, определяющий выбор профессии выпускниками школ. Выбор выпускниками школ высшего экономического образования в последние годы подвержен колебаниям, которые вызывают беспокойство не только сотрудников университетов, но и ученых. Наблюдаются явления социальной эксклюзии в высшем экономическом образовании, что обосновывает необходимость его исследования и актуальность данной статьи. Целью статьи является анализ причин и последствий социальной эксклюзии и определение перспектив социальной инклюзии в высшем экономическом образовании. Показано, что социальная эксклюзия в высшем экономическом образовании появляется из-за эксплицитных и имплицитных причин. Рассмотрены показатели адаптации студентов к двум системам отношений. Контент анализ требований работодателей к выпускникам показывает, что выпускникам вузов не хватает навыков ведения переговоров, умений правильно составлять сценарии презентаций, знаний эмоционального интеллекта, которые обеспечивают эмоциональный контроль в процессе коммуникативных практик. Для приобретения опыта успешных коммуникаций рекомендовано использование стратегий, предлагаемых В. Юри. В зависимости от конкретной ситуации, мотивации и системы отношений (преподаватель – студент или выпускник – работодатель), возможно применение разных стратегий В. Юри для достижения инклюзии или недопущения социальной эксклюзии, демотивации, потери интереса к экономическому образованию, которое необходимо для организации собственного бизнеса и успешной самореализации. Предложены этапы обеспечения социальной инклюзии в высшем экономическом образовании, которые и являются перспективами совершенствования высшего экономического образования.*

**Ключевые слова:** социальная эксклюзия, социальная инклюзия, высшее экономическое образование, адаптация, отчуждение, перспективы.

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