



THE STATUS OF THE UNIVERSITY, RESEARCH AND ITS RESEARCH IN THE KNOWLEDGE ECONOMY

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ABSTRACT

Education is one of the important conditions for the successful development of every country and region in the world. In the information society, education is becoming a prerequisite for life success and is an important quality factor that is at the forefront of life dynamics. Science, research and the university system - the university forms the basis for the educational process that shapes the personality. This requires research into the unknown laws of nature, society and human thought. Human knowledge is created by a complex system of individually learned experiences, facts, relationships, thought processes and values. The relationship of knowledge and information is intertwined. The university must create the conditions for a thorough study of the functional essence of each process with the state of the overall construction of life, penetrating into the emerging patterns.

KEY WORDS:

Quality of life, new education system, science, research, information, knowledge economy, education networks, communication technologies, digital technologies.

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INTRODUCTION

EDUCATION

The most natural means of upbringing and education has been, and remains, human-to-human contact. Indeed, today the world belongs to what they knew in time that education and knowledge is the gift of life.

It should be emphasized that each process is tied to an appropriate value, a measure of quality that has its dimensions and testimony. Education, contact and cooperation have a qualitative organization that is at the forefront of existing systems in the dynamics of life in terms of its improvement. Its improvement is conditioned by the application of human quality and the possibility of developing this quality. Positive effect in this respect has scientific knowledge and art, which programmatically develops beauty, harmony and vice versa depresses the superficiality and lowness of each species.

There is a higher quality of man, there is an inspiration that forces one to transform the current quality into a higher quality. This includes the advent of new higher education educational systems and a qualitatively new approach or methods of thinking. Science, research and the university system - the university creates the basis for pedagogical work and forms 'personality'.

The university is presented by science, which must seek and analyze the continuous and future needs and capabilities of society in order to fulfill its function as a tool of scientific prediction. It is from this function that the task of predicting the direction of the development of science itself also arises. To ensure the continued progress of society, science must anticipate the pace of its other subsystems, complementing their development with new ideas, principles and decisions. All of this requires research, penetrating deep into yet unknown laws of nature, society and human



thought. Science itself, in which scientific prediction is the main moment, requires, in particular, now a forecasting assessment to determine its prospective intentions.

THE GOAL

The aim of the paper is to point out the position of the university, education and its research in the knowledge economy. In the information society, education is becoming a prerequisite for life success and is an important quality factor that is at the forefront of life dynamics Science, research and the university system - the university forms the basis for the educational process that shapes personality.

METHODS

The methodology is based on determining the aim of the paper, its main reason, by pointing out the position of the university, education and its research in the knowledge economy.

In processing this paper we used common available scientific methods, namely analysis, synthesis, comparison, induction, deduction as well as statistical methods. The structure of the paper is created in accordance with the requirements for scientific contributions (introduction, aim, methodology, results, discussion and conclusion).

The scientific nature of the paper is based on where the university is presented by science, which must seek and analyze the continuing and future needs and possibilities of society in order to fulfill its function as a tool of scientific prediction. Science itself, in which scientific prediction is the main moment, requires, in particular, now a forecasting assessment to determine its prospective intentions.

In accordance with the set goals, we focused on resources that document the issue. We analyzed the forecasts for the development of science, the knowledge economy, education systems and the labor market.

THE RESULTS

Vision - forecasts on the development of science and education have a special status, but they must nevertheless respect the concept, approach and their interaction with other forecasting categories. Forecasting is a process and system of scientific prediction of the future based on an analysis of the latest science and technology knowledge and on the analysis of other interrelated areas. The vision, long-term forecasting, is the synthesis of the triple bond, namely:

- retrospective analysis of the past,
- current diagnoses,
- forecasts of the expected future.

At the same time, the process of anticipation is based on the experience that the present materialized reality represents past scientific knowledge. On this basis, current scientific knowledge and discoveries represent the future of life, the future reality. Here comes the subjective qualities and knowledge of man, thoughts, ideas, attitudes, skills and values, which in person are inseparable from the relationships arising between man and the surrounding reality. Especially today when new indicators of changes and trends are emerging that are objectively taking place in today's information and learning society.

The more the role of science in the management of individual processes increases, the more it is necessary to model the development of science itself and to use the modeling method in the management of scientific activity. It should be noted that this is not only about building different models of science, but also about the real problem that comes to the forefront, namely the problem of the model of scientific activity and its link to the pedagogical - educational process.

Here, information as a result of data interpretation based on individual abilities of values and



knowledge stands out as an important indicator with new trends in the demands for skilled human labor. Knowledge is the result of active learning, an expression of knowledge. At the same time, the transformation of data in information is presented by knowledge as a result of human values and intentions.

Human knowledge is complicated by a system of individually learned experiences, facts, relationships, thought processes and values. It is a system with a variable structure that is constantly evolving in the process of learning and cannot be separated from human thinking. There is also logical reasoning, but also intuition and a certain degree of uncertainty in the context. It follows that the relationship of knowledge and information intersects. Knowledge is used in the process of data selection and interpretation and decision making. At the same time, knowledge in the learning process is changing, transforming and developing. The information process of knowledge provides the prerequisites for understanding the systemic context and the possibility to use human skills for the interpretation of information, conditioned by individual learning, experience, acquired values and culture with competence to use it.

The university must create the conditions for a thorough study of the functional essence of each process with the state of the overall construction of life, penetrating into the emerging patterns. in that context. It follows that the relationship of knowledge and information intersects. Knowledge is used in the process of data selection and interpretation and decision making. At the same time, knowledge in the learning process is changing, transforming and developing

In the information process, knowledge provides the prerequisites for understanding the systemic context and the ability to use human skills for the interpretation of information, conditioned by individual learning, experience, acquired values and culture with the competence to use it.

The university must create the conditions for a thorough study of the functional essence of each process with the state of the overall construction of life, penetrating into the emerging regularities. It is desirable to focus thinking and methods on the goal of leading civilization in true, effective development along a defined path leading to a qualitative level. The university then creates a positive atmosphere of personal and social growth. This manifests itself in individual faculties and in increased preparation of the young and middle generation for living in an open society, in the European Union and society of the global economy. This translates into increased demands on the teacher and student, which is also a two-sided challenge.

The current stage puts fundamentally new tasks on the education system. There was a need for reform, setting a whole new goal, meaning and tasks for the school system. Our school system lags behind the dynamics of changes in science, technology and economics, the new structure and classification of sciences, the emergence of qualitatively new features and branches of knowledge, especially the altered relationship between science, education and practice. Today it is becoming increasingly clear that these emerging tasks cannot in any case be solved by existing methods and means of pedagogy. It also means that new pedagogical researches must be based on the agenda of the day, which must be based on fundamentally new methodological means, the results of logic and the general theory of systems.

New, up-to-date pedagogical researches, which are essentially the result of knowledge and thought, initiate creative thinking and consequently action, especially in today's learning society, come to the fore. It should be remembered that the rapid pace of innovation in technology, especially information technology, school, university is not the only source of information. There are electronic resources, multimedia, the Internet, attractive media, television, video, so-called. ecosocial competences of the man of the future and the knowledge economy.

DISCUSSION

Knowledge economy, education systems and labor market

The knowledge economy brings substantial changes to the structure of work, namely its intellectualization. Relationship to knowledge and knowledge becomes a significant condition for the



development of society. High qualifications are now required in all areas of human activity. Its basis is education as a product of education presenting skills. Education has a dual nature;

- individual - defined by everyone's need to acquire the required qualifications as well as personal ambitions;
- social - determined by the development of the information society and the technical and economic needs and capabilities of each country.

The company is interested in providing care for human development in every period, ie in pre-productive, productive and post-productive age. At the forefront of professional education is the content of qualification and retraining education.

Qualifying education consists of increasing, extending and renewing the education associated with adapting to the new work. Nowadays, specialized training focusing on acquiring special skills related to computer skills, communication and information processing and especially developing managerial skills is coming to the forefront.

Retraining education is focused on targeted retraining, whose task is to change the existing qualification by acquiring new knowledge, knowledge and skills for a new job-oriented profession.

There is also a supplementary retraining based on the requirements of the employer, which is connected with the completion of knowledge for the job seeker. It is related to occupational retraining, part of which is organized by the employer during working hours in order to achieve higher efficiency of work and employment of workers. Education and training affect an individual's path to employment in two ways:

- The first method is based on the qualifications acquired, studies confirmed by official evidence of completion of the relevant study. It is a standard approach to getting a job with some modification needed today.
- The second way represents a new trend, namely integration within a cooperative network that cooperates, educates, educates and teaches each other. There is a more open and flexible approach that promotes mobility, lifelong learning and the use of new technological tools.

The individual's position in the network of cooperation in education is important. Above all, it is the adaptation and improvement of education and training systems. These must be implemented through cooperation with educational institutions and other stakeholders such as businesses and partnerships of local authorities. Such cooperation shall take place in the European Union. Another form of cooperation is the selection of a learning-oriented network, which at the same time represents the education system. There is both an internal network of education and an external cooperation network.

Internal education networks are focused on teaching methods associated with guiding students to collaborate. Practical experience points to positive learning outcomes in quality work teams, transforming know-how into the ability to think and act independently. The network of external cooperation finds a move towards regional and local cooperation, which has its specifics in science and technology parks, urban technology zones and other forms. Cooperation here is based on the exchange of information, on the application of investment and innovation processes with the aim of fostering the individual's employability.

Education as a property

Education belongs to the tertiary sphere and its product, education is considered to be a service financed as a public good from public funds. Our school system is an integral part of the economy and should meet the needs of the labor market.

In this context, it should not be forgotten today that education is a certain property of everyone, and a higher quality of man translates into a lower quality of the environment. It is necessary to transform the current quality into a higher quality with a new organizational structure. While the social character of education and this growth is conditioned by the organizational culture



that is the property of society.

This testimony stands out in conjunction with the task of giving everyone inevitably a space for a higher degree of qualitative application, a higher dimension of self-awareness, which should result in an exponential growth of personality.

It happens, however, that a graduate cannot work at home for various reasons, leaving for a higher salary abroad. He does the job he wouldn't do with a home education diploma. This is seriously devaluing our school system abroad.

This implies that our school system has to resolve the contradiction "between the ownership of education and its funding from public sources". The current system of normative funding of schools according to the number of students does not contribute to the quality of the school system and to the remuneration of teachers.

The position of grammar schools as well as secondary vocational schools must be clarified and resolved, preparing students for their future university studies and future scientific careers. To this end, it is necessary to define, formulate the structure and number of training fields to correspond to labor market consumption, while reflecting the dynamics of the development of science-related fields. Thus, which areas of new knowledge will be revolutionary, expressing the most progressive changes that will profoundly affect our daily lives. Furthermore, their method of financing with respect to the number of students and the difficulty of material and technical provision of the teaching process.

Our school system cannot create only "good workers" without ambition, but future professionals with active creativity of socially valuable works - outputs. These outputs are achieved on the basis of scientific information from scientific-research work expressed in scientific monographs, articles and articles of each university. In order to fulfill its role, scientific information must be processed and transformed into a form that makes it suitable for consumption. At the same time, it is of great importance to transform from general knowledge - theories into concrete applicable knowledge, to gradually specify it and to apply it scientifically. This site is of fundamental importance for innovative development.

Since the new school year, higher education has brought some substantial changes. There is the work of the newly created accreditation agency to assess the level of higher education. These changes affect students, educators, universities, especially funding. As far as students are concerned, one university study is free of charge provided that the statutory period of study is not exceeded. External study is paid if the university publishes the amount of tuition fees for a particular field of study by 31 October of the given school year. An external student is also entitled to a loan, but is not eligible for a social scholarship unless the Rector or Dean decides otherwise.

Importantly, universities are to be divided into vocational colleges, independent colleges and universities. Schools can only hire as many external students as there are full-time students. The funding of higher education institutions will depend on their inclusion in the type of school, with universities receiving the most. Furthermore, the employment of graduates of the given study program on the labor market will be evaluated. Certainly, other problematic issues arise, but we consider it important at this stage to emphasize that in the forefront, the student and the formation of his or her personality are related to the progressive educational process that the teacher forms, inseparably from relationships between man and surrounding reality. The introduction of a progressive concept of education and training, the improvement of new information and communication technologies in order to teach digital technologies at school, should be clearly accelerated.

CONCLUSION

The need to rebuild the education system at universities has matured and fundamentally new tasks are expressed in the expression "new quality in the transformation of higher education". True, taking into account the milestones of reform so far, stating that the agenda of the day is based on new pedagogical research based on fundamentally new methodological and methodological means built on the results of science, research and scientific knowledge.

Let me conclude my speech with a thesis on process thinking and education



- You don't know - we'll teach you
- you cannot - we will help you
- you don't - we don't need you.

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