

## THE FUNDAMENTAL CHARACTER OF THE EDUCATIONAL FACTOR OF ECONOMIC DEVELOPMENT IN INDUSTRIALISM CONCEPTS

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The critics of “postindustrial society” concept as the only theoretical source for giving education the priority role among the factors of economic development has led to the necessity to study all the trends of industrialism in institutional economic theory. The author gives the grounds to the fundamental character of the educational factor of economic development from the point of view of evolution and institutional theory.

For many years in the papers of popular western and Russian economists the theory of “postindustrial society” has been the only conceptual proof and theoretical base of studying the regularities of educational sphere functioning, defining the approaches to establishing the role of education in the process of economic development and the ways of its modernization.

However, in papers published in the last 10 years a number of ideas of “postindustrial society” concept seem rather doubtful.

Industrialism (from lat. industria - activity, industrial), linked with the growth and qualitative improvement of material production branches, in economic theory was treated as the evolution basis of economic development of society. However, the representatives of different economic schools and their contemporary followers did not have the unified opinion concerning the moving powers influencing the dynamics of this process.

Critical approach to the theory of “postindustrial society” as the only and sufficient theoretical foundation of the research of education sphere should be accomplished on the basis of antithesis concepts - the theories of “industrial”, “neo-industrial” and “super industrial” society.

Industrialism concepts were chronologically developed in the framework of institutional and evolutionary direction of economic theory in the system of society development theories.

The attitude to the participation of human capital in economic progress and its priority

degree is defined by the loyalty to this or that industrialism concept. At the same time the detailed analysis of theoretical statements of all industrialism theories makes it possible to make a conclusion that *the representatives of all scientific concepts* share the attitude that there is the leading priority role of human capital in social and economic development.

Therefore, it is possible to make a conclusion that in the context of the demand in establishing and developing innovative economy, education sphere should come through a number of structural and institutional changes and become the key progress factor.

As for the role of science and education the value of the ideas of “neoindustrialism” is the following: the new intellectual factor (knowledge factor) of economic evolution is treated as the *creative transformation of resources*. The ability to be creative is changing the method of combining production factors, by this improving the technology and providing the innovative way of development.

The importance of ***the synthesis of all industrialism schools concerning the role of education as a fundamental factor of economic development*** is that it *does not reject the factor of material capital as a significant resource of economic progress*.

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