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DEVELOPMENT OF EDUCATION AND SCIENCE: AN INTERDISCIPLINARY APPROACH

KOLOT A.M.,
Doctor of Economics, Professor, Head of Department of Personnel Management and Labour Economics, Vice-rector on scientific and pedagogical work, SHEE "Kyiv National Economics University named after Vadym Hetman"

The article methodologically proves that in conditions of the new economy the available narrow-subject, narrow-discipline divisions of economic issues become counterproductive. The reasons actualizing development of the interdisciplinarity are highlighted. It is proved that a synthesis of research that involves the interpenetration and mutual methodological principles of the various sciences, overcoming unacceptable methods of economic determinism should become one of the main research objectives of economic schools.

Keywords: Interdisciplinary approach, interdisciplinary formats, causes and development potential of interdisciplinary, synthesis of scientific research, economic education and science.

Statement of the problem

In a period of uncertainty when the past has exhausted itself, and the future of the new economy and globalizing world, remains unclear, unpredictable as ever, the role of basic science that can produce new knowledge, explain the nature of economic phenomena and processes that are difficult to understand, is guided by logic traditional thinking. This fully applies to the explanation, *the new reading*, if not all, then for most economic processes and phenomena.

We must admit that a new reading, mentioned above, meets many obstacles on it's way, because of which the economic science is extremely difficult to work proactively, to change ourselves and change the world around us with new challenges. Impartial analysis shows that overcoming the crisis, where the science of economics (assuming that

it is not the only one) find itself, is not possible without changing the aspect, ratio of the research methodology enrichment, content of *cross-disciplinary tools*. Indeed, the methodological arsenal of schools, which operate in the field of economics, entered the twenty-first century requires updates, additions with achievements of related scientific schools – sociological, philosophical, political and so on.

Economics can work proactively, identify current trends and development trends and to fully carry out its mission only if the methodological principles of research are updated. A part of the upgrade, of course, is mastering the modern research methodology that requires using a full *potential of multidisciplinary approach*.

Analysis of recent research and publications

Elements of an interdisciplinary approach in the study of social, economic, administrative guidance and educational activities have been available until now. Problems of interdisciplinarity in its broadest sense are found in the works of domestic and foreign scholars, including A.I.Ananyin [1], G.V.Zadorozhnyi [3], I.M.Kozubtsov [4], A.Toffler [8], M.A.Shabanova [9]. But the scale and effectiveness of interdisciplinary practice in both economics and education are extremely scarce. There is no fruitful dialogue between members of related research schools on borrowing methodological tools, along with lacking joint efforts in solving applied problems. In our opinion, among the scientific and educational community dominates the belief that interdisciplinarity is a problem and issues of a global nature, where lies the future of scientific research and economic development economics education.

The purpose of the article is to justify the idea that economics and education require a methodological update, part of which has become the most widely used multidisciplinary approach. The attention is focused on new challenges in the field of interdisciplinary practice that researches of economic schools are facing entirely, which should provide synergies related sciences, increasing cooperation and mutual enrichment at methodological, instrumental level.

The main research material

Phenomena and processes that are behind "the scenes" of interdisciplinarity are sufficiently complex, multifaceted and varied, and therefore very difficult to give a detailed description of this phenomenon in one, although wide format.

For a comprehensive description of the category of "interdisciplinarity" a minimum of nine positions should be considered.

1. *Interdisciplinarity* – interpenetration, mutual approaches and methods of the various sciences (disciplines) (hereinafter for short text when science is understood as a branch of economic science, economic and educational courses that are taught in universities).

2. Interdisciplinarity – the possibility to detect, recognize, perceive what was hidden in the bosom of a single science using the methods and tools for other sciences.

3. Interdisciplinarity in a research direction of economic means, on the one hand, the transfer the social, economic and administrative methods, instruments outside the study of the economy and on the other one, interact with other economists, researchers, borrow their methodology and application tools.

4. Interdisciplinarity – expanding interdisciplinary connections as "antidotes" excessive narrowing of the subject, a field of research, problems of economic subjects.

5. Interdisciplinarity – borrowing interrelated scientific methods, tools, results of the study, using their theoretical schemes, patterns, categories, concepts.

6. Interdisciplinarity – attempts to overcome the expansion of a socalled "economic imperialism" in most branches of economics. It's about undue dominance in economic sciences of theoretical and methodological principles and tools of neoclassical mainstream and efforts to enrich the economic achievements of science with other contemporary economic, sociological, philosophical theories.

7. Interdisciplinarity – is not only drawing techniques, instruments of various sciences, but also the integration of the latter in the sense of multidisciplinary design objects, objects whose processing is able to present new scientific knowledge.

8. Interdisciplinarity – scientific and pedagogical innovation that creates the ability to see, recognize, and perceive something that is not available within a single science with its specific, narrow object, matters and methods.

9. Interdisciplinarity is its broad, functional sense – is a synergy of various sciences, which involves development of integration processes, increasing interaction methods, tools to obtain new scientific knowledge (it is not a mechanical drawing, but the integration, design of new paradigms, new interdisciplinary volume in the objects and subjects of study).

In practice, interdisciplinary approach can be implemented using two main formats, scenario or approaches.

During the implementation of the **first**, most common, interdisciplinarity figuratively *"cites bridges*" between different sciences, informally combines them without breaking their isolation, uniqueness, originality.

This pluralism, differentiation of sciences is kept, and may even grow, and interdisciplinary built over them, connects, integrates methodological and instrumental terms.

Thanks to the **second format**, interdisciplinarity emerges as a real tool combining science, the emergence of integrated products, projects, interdisciplinary research objects, further mastery of which is essential for science and education.

Interdisciplinarity is not only a phenomenon of economics and economic education. This phenomenon applies to all branches of knowledge. At the same time emphasizes the fact that interdisciplinarity is especially important for economic research and education institute. This is due to the fact that the main object of our research is an economically active person, economic activities, and those relationships that accompany this activity.

Economically active person has at least four incarnations – biological, employment, social and spiritual. Besides this main object of study, the primary resource and economic interests of media lives simultaneously in three worlds:

- in the natural world;
- in the world of engineering and technology;
- in the world of people (society).

Such a complex interweaving of economic research and production of new economic knowledge is possible only on the basis of interdisciplinarity.

Of course, the elements of an interdisciplinary approach to the study the social, economic, managerial tendencies were available till now. It is hard to imagine, for example, studying the problems of public finance without theoretical and applied science tools such as macroeconomics, national economics, public sector economics and so on. Ongoing research by labour scientists on problems for motivating work has always relied on the achievements of psychologists, sociologists and social philosophers.

We note that the agenda is fundamentally facing new challenges regarding the use of interdisciplinary research practices. The latter, in our opinion, as the scale and the formulation of objectives should be much more diverse, methodologically verified for a number of objective and subjective circumstances. "Time spent in own "economic trenches" – as G.V.Zadorozhnyi said – where, figuratively speaking, "the light of God can not be seen", in a trench *artificially isolated* from contemporary reality and experimentally proven in other provisions primarily of humanology, the science has already expired. And those who *do not notice that*, are not just behind through their ignorance, but with ignorance in furtherance *helps* with deadly scenarios of destruction of Human, Nature, Life. Updating the economic research methodology, and the whole of economics accordingly, requires entry into meta-physics, wide door of which opens *management philosophy* as actual thinking human heritage" [3, p. 20].

Next, focusing on what we have – is the realization of new challenges in the field of interdisciplinarity and understanding of the causes, circumstances, trends that are developing in an interdisciplinary approach.

It is extremely important to ensure that the challenges we face in the area of interdisciplinarity are not those that were several years ago. "Tangle" tasks increases, they become more and more. Why is this happening? What is the catalyst, the root cause? Why there are more common view that future research and economic education lies in interdisciplinarity?

The first reason – is the unprecedented complexity of economic, social, administrative systems and related institutions. Capturing the mechanisms of functioning and development of such systems becomes increasingly difficult, if not impossible without the use of different approaches and methods of science. A characteristic feature of the new economy that is formed to intensify and strengthen the relationships of all economic and social processes of reproduction and the emergence of new, more complex problems, requires a systematic, interdisciplinary approach to solve them.

The second reason – is increasing mobility, transience, fast changes in everything that surrounds human and his institutions. Those changes (in the second half of the twentieth century) occurred within 15–20 years, now becoming a reality in 4–5 years. Under these conditions mono-science, mono-subject on its own a priori can not fulfill its traditional missions and sustained increment of new knowledge.

The third reason – is the deepening of specialization of science as a result of trends in scientific cooperation and division of labor, which were established at the beginning of the last century.

The trend of specialization, deepening the division of scientific labor of different scientific schools is not a bad thing. But it remains an open question as to ensure the integrity, consistency perception of the world economy, the modern social system in conditions of autonomy of scientific schools and educational activities.

Now lets detail the outlined above. *Let's start with the latter reason that actualizes interdisciplinarity.*

Even half a century ago for academic economists who were concerned mainly with economic theory, the problem of interdisciplinarity as a result of specialization of thought did not arise, but instead dominated by the desire to distance themselves from the other sciences, to build a niche, establish independence. In the well-known methodological work of J.S.Mill, first published in 1848 [7], he justified through the need to consolidate the special status of the political economy of social philosophy. Later this scientist defended the independence of the political economy from attacks of sociology by Auguste Comte [10]. After the classical economic theory consolidated its subject matter and specific method of research, has established itself as the basic economic discipline, a new phase began – the professionalization of economic research, and the principle of "one subject – one method" began to retreat into the past.

With the deepening division of labor in economic research and educational activities, the prevalence of narrow-objects and objects of study accelerates the design of specialized disciplines with their programs, textbooks, scientific publications, research and teaching schools. Each school creates its vision for the economy and society, its terminology, its own scientific, theoretical constructs and more. At some point, a narrow, specialized guidance both in research and in educational activities had positive results: there were new hypothesis of compounded detailed knowledge about phenomena and processes and mechanisms of their functioning; expanded portfolio of analytical materials; defining the research instrument. All this contributed to the solution of specific economic problems. But the historical reality of the present practice argues that there is always a limit to deepening division of labor, "red line" for which you can not move. First of all its concerns is the sphere of science and education.

Both domestic and international practices argue that the deepening division of labor in the field of research and education has not only a positive, but also the potential and real adverse effects. As part of the recent numerous boundaries between disciplines, the fragmentation of knowledge, the limited horizons of professional scientists, decreased ability to perceive the economy and society as a system, in a civilizational dimension. To overcome these undesirable manifestations *it provided the potential involvement of interdisciplinarity*.

The main rationale interdisciplinary approach under conditions of increasing specialization in research – *is enrichment of related sciences with borrowing methodological tools, to join efforts* to explain the nature of the new phenomena and processes and determine social trends, including economic development. This interdisciplinary approach facilitates engagement of methodological tools from related areas of science and the increment of the basis of scientific knowledge.

It is crucial that the practice of interdisciplinary research involves the use of *available capacity concepts, theories, and doctrines,* formed by researchers of different disciplines. The synthesis of various theoretical constructs should facilitate the search for truth, gaining new theoretical knowledge, overcoming the contradictions that are the coordinates of excessive specialization, appearing as unresolved.

For large-scale, deliberate use of interdisciplinary tools the real preconditions are created for mutual reinforcement of economic development and other factors, it is possible to interpret a new ways to solve old problems, identify unused sources of economic development, on the one hand, and non-economic resources with not fully used development – on the other.

It is important to realize that an interdisciplinary approach is not absorbed and does not restrict the method of each of the sciences, but creates conditions for a relief, a broader view of the specific object (matter) of research, increases scientific knowledge as a means of solving tasks with higher efficiency. Thus, interdisciplinary practice opens new perspectives for timely and adequate response to the cur-rent economic, managerial, social needs, to the fullest potential of using "non-economic methods for studying the economy" and "economic methods to study the non-economy" to achieve synergy of interdisciplinary interactions.

One of the key reasons that are developing inter-disciplinary perspective, as mentioned above, is the *complexity of economic and social problems and the need for radical renewal of methodological tools* of economic research. Let's emphasize that this update

is primarily concerned with development of the new economy, which is characterized by a hierarchy structure and other factors of development. If the traditional system of management of the main driving factors is primarily material and energy, the new economy in the foreground has intangible assets. This means that objects of scientific research in the old and the new economy is fundamentally different. Traditionally, the object of the study was the industrial production of its material and energy inputs, their reproduction within the meaning of mechanical materialist perception. Today at the forefront of research is to be phenomena and processes that are increasingly difficult to explore in the usual coordinates of mechanical materialist approach.

Let us look at this fundamental fact. The economy of the traditional type a person is about technology, to serve it. In the new economy, rapidly evolving, people and equipment are reversed, that is, technology serves people and often even pushes it out of the process. However extraordinary importance comes for knowledge and other intangible assets (manufacture, operation and sale) which are functioning under other laws.

We must admit that in research of socio-economic nature ever more frequently a human once considered one-sided, overly simplistic, ignoring his internal integrity of particular worldview, moral and spiritual values, motives, abilities in creative, productive activity. So it is time to go beyond the hardened paradigmatic schemes, mechanistically-subject, each factor of human perception, which is both a major factor and strategic resource, and the goal of social development.

The special significance of interdisciplinary approach and conduct based on comprehensive scientific research becomes clear for a number of patterns and trends of the new economy that can not be mastered, and are guided by traditional methodological tools. In the new economy that is rapidly evolving, many components are reversed, roles, values in economic and social life require other estimates, another perception [5, p. 3–10]. The efficiency of labor, the role of economic and non-economic factors, the performance of intellectual work and more are now to be measured at different logic, and different methodological tools.

It is also important to realize that the effect of introduction of modern information and communication technologies is not always conducive to increased productivity in the traditional sense, but creates a fundamentally new quality management, technological communication processes. This phenomenon is called **productivity paradox**, the essence of which can be explained as follows. It is known that most of the computer hardware and other ICT tools are used in service, management and education. Information technologies and processes in these areas are not always amenable to formalization, generating effects that do not fit in traditional performance appraisal.

The new economy created a fundamentally different format of relations between the design and manufacturing (copy) information and product innovation, manufacturing and service. For example, this information product, the operating system usually requires substantial costs of designing, while production (copying) lack of minimum physical and financial costs. Other formats are taken by correlation between development of new products, their production and training of personnel for service. For example, copy the information product does not require either high cost or high-quality staff. However, the value is updated with user training of new information products, adaptation of products to existing systems and networks.

A fundamentally important feature is the fact that, unlike traditional goods and services are of knowledge feature, the information, intellectual product remain with the owner and can be sold as long as there is demand for it. As part of the global changes taking place in the economy under the influence of information and communications revolution, the content and nature of management activities is changing with transformation of management technologies and philosophy of management.

As noted above, one of the reasons mainstreaming interdisciplinary approach is *the increasing mobility, transience, fast changes in all* that surrounds economically active people and institutions they created.

In developing this thesis, one should pay attention to multi-directional, super complex changes in the structure and hierarchy of inputs in the life cycle of technology, innovation, products and services that significantly affect the content (also ambiguous, contradictory) nature of work, the form and scale of employment structure of motivations, the whole system of relations in the workplace.

A number of other objective factors of significant changes in the ratio of standards, technical, economic, biological and social time is under the influence of

these changes. Here is a typical example. The history of mankind is in the middle of the twentieth century, a period when the usual duration of generations (on average 25 years – from the birth of mother before next birth), is initially equal to the period of replacement of the dominant technology in the 1970s and 1990s – the replacement of dominant technology occurred every 5–10 years, with the next contraction period of 2–4 years to replace the century. So, for replacement of one generation by another, the technical-technological, organizational, technical, institutional framework in the economy changed repeatedly. For a brief period of time change are not only accelerated, but also acquired a new quality of technical, technological, informational state of the economy and society in general. At the same time significantly increasing competition in various forms that require fundamentally different resource quality of work, the pace of activity, logic and motivation of social and labor behavior; rate and extent of adaptation to changing realities; importance of moral and spiritual values; format of education (lifelong learning); competence (the ability to work in a team and in information environment, the capacity for communication, adaptability and thinking unconventionally, etc.).

Complex factors of internal and external origin, among them – are the dramatic changes in the structure and hierarchy of driving forces of economic development, instability of social and economic development, permanent crisis, the growing asymmetries in development of economy and society, the need to provide sustainable social development dynamics – do actualize development economics. Society needs a new economic knowledge, innovative programs, projects, and solutions with deep scientific study. In recent years the interest in knowledge, projects, proposals, produced by economics increased sharply. It is not hard to make sure that there are more people (especially young and middle-aged) who sincerely want to know the nature and mechanisms of economic systems, comprehend the economic mystery, get the scientific interpretation of the facts of economic reality.

These arguments would seem to have to convince economists and other scientists in importance and promising interdisciplinary approach. Major barriers to the establishment of productive interdisciplinary inter-actions are among the proper scientific and educational community. Other shows on the one hand, underestimating the potential of interdisciplinary enrichment, and the second – literally the importance of methodological tools of science.

The stereotypes of the past, immaturity of modern economic thinking cause a condition where many members of the scientific community and the early XXI century still hold the Schumpeter's opinion, who once wrote that the close collaboration of specialized areas of research will not provide the "pure" profit instead a "cross-pollination" of different sciences can lead to a "cross-sterilization". The reality of today is that such mass "sterilization" in science is a consequence of insufficient capacity using a multidisciplinary approach.

Sharing an opinion of M.A.Shabanova, who, reflecting on the problems of an interdisciplinary approach, said: "Frequent claims of economists on the need to take account of the wider social context of research, incorporating economic analysis advancements in other sciences tend to remain" good faith "in fact become ritual. Representatives of the other social sciences (sociology, psychology, etc.), studying economic issues clearly underestimate the possibilities for *economic* approach. In this regard, the benefits of *interdisciplinary* integration, even in cases when they are announced ... are underutilized and often not obvious" [9].

J.S. Mill ones said the words, which indirectly show the rejection of scholar of a dimensional view on the world economy: "It is unlikely that a person would be a good economist, if anything but economy is not involved..." [6, p.209]. This is due to lack of an interdisciplinary approach that an economic science is losing the ability to produce natural holistic vision of social and economic processes, development trends and ways to ensure stable dynamics.

O. Comte, one of the founders of sociology as a science, wrote that "all aspects of social life are so closely interrelated that a special study of any of them will inevitably be useless" [6, p.208]. Agreeing with O.Comte on the need for a comprehensive study of the socio-economic phenomena, J.S.Mill and A.Marshall, while not denying the importance of special economic studies, predicted that ensuring the unity of social sciences is the task of the future.

We reiterate that the vast majority of the scientific economic research in view of their peculiar object and subject, no doubt, has a clearly defined interdisciplinary. This means that theoretical and practical study of scientific area requires involvement of methodological apparatus and the complex achievements of science – social, philosophical, economic, psychological, etc. In the field of research, which we have the honor to rep-

resent, a scientist should be, so to speak, multiathlonist. In sports a multiathlonist should run fast, deftly jump, swim well, etc. So economists, managers need to possess competencies of philosophers, sociologists, psychologists and social scientists.

Only by using a multidisciplinary approach:

• It is possible to understand the nature, source of driving forces behind sustainable economic and social dynamics;

• Opened new dimensions for understanding the current role of human resources as having the values and goals of social progress;

• It becomes obvious the whole palette of risks and mechanisms of transformation challenges is in resource sustainability.

An interdisciplinary approach to the practice of economic research involves cross-consideration of the same issues, phenomena and processes in the light of various sciences (disciplines). Such review can not be considered a duplication of research, unjustified repetition and so on. In contrast, cross-sectional study designed to provide a synergistic effect to highlight the fundamental causes of the unstable socio-economic dynamics and take holistic, system solutions that promote sustainable economic and social development.

Once again not to "patch holes", not to imitate the modernization or revitalization, and consciously develop realistic socio-economic policies, it is necessary to know the nature of the underlying processes, trends of the new economy, to understand what is behind the scenes and hinders sustainable development dynamics. This is what causes us to seek on new scientific knowledge in the field of socio-economic development. Time is elapsing simple solutions. It's time to get rid of the consequences of the past and even today, when compiling, antinomy, and eclectics flooded most economic issues. Such scientific "achievements" at best are just useless and at worst – reflect a distorted economic thinking and prevent the formation of a balanced social and economic policy. By using the same modern methodological tools it is possible to waive many so-called eternal postulates of truths, established canons and also open up new dimensions of the world as economic and non-economic one.

We assume that employing the potential of an interdisciplinary approach, scientific society shall cleanse publication from repetitions, will lose "dogmatic scholarly approach", one-sided, simplistic view of the complex processes of social life, organize theoretical constructs that explain the patterns of development of the world economy and suggest measures to ensure sustainable economic and social dynamics. Certainly, the problem of overcrowding publications with simplistic, trivial statements did not appear yesterday, and the reason is not only the lack of interdisciplinary approaches. At the same time let's recognize that because of underestimation of interdisciplinary methodologies one can not get rid of clogged scientific parochial publications in the practice of scientific research.

Conclusions

1. Economics can work proactively, to identify current trends and development trends and to fully carry out its mission only if the methodological principles of research are updated. Mastering the modern research methodology that requires a full potential using of a *multidisciplinary approach* is a part of the upgrade.

2. Under developing of the new economy the available narrow-subject, narrow-discipline divisions of economic issues become counterproductive.

Interdisciplinarity in its broadest sense is a trend, the issue and problem of a global nature. A complex of circumstances, reasons that are multifaceted, varied and contradictory, updates this problem.

3. Contemporary phenomena and processes in the field of economic development, more than ever are in need of philosophical, socio-cultural, socio-spiritual, non-economic thinking. Meanwhile, social, philosophical and political problems require organizational, economic, social and employment assessment, measurement and interpretation.

4. Recent research and the realities of today show that a constructive synthesis of theoretical research in this area *has to become a part of methodological, interdisciplinary updates in economics*.

Over the past years in the theoretical analysis, we have learned to share the problems of social and economic development in some parts, and at some point it was achievement, working to deepen research.

We believe that today the main task of a different order appears – to gather separate components into a single unit, to form generalized principles, new economic theory, and on this basis to construct a set of basic functional sciences (disciplines). This does not preclude the need for special, unidirectional studies of socio-economic issues. However, one must always bear in mind the presence of the "red line", which is undesirable to cross. We must not forget that *excessive specialization, spraying theoretical and applied topics has several flaws*. First of all is the dissipation

prevents complete understanding of economic processes of permanent complications. There are gaps at the intersection of research that fall from view of schools and individual researchers. However, the same problems are seen in the various overly differentiated subjects of research.

The flip side of this is the duplication of research, blurring the subject of scientific inquiry. New sides of not only theoretical but purely applied character are discovered where individual institutions, such as the labor market, social dialogue, corporate culture, social responsibility, etc. will not be considered as isolated autonomy, but as phenomena and processes that are interconnected, interact, are capable of cross-fertilization and produce a synergistic effect.

Evidence of excessive dispersion of scientific schools, academic economic research, a flip side of the coin is the presence of "dwarf" disciplines that could be selected themes or modules within a powerful, fundamental disciplines in the curriculum for many economists and managers.

5. Constructive synthesis problem is facing not only the domestic economic science. This problem has worldwide roots. "We are – says A. Toffler – on the verge of a return to large-scale... thinking to generalizing the theory to combine individual parts into a whole... The desire to consider the general context pull some quantitative details when more precise research... results in us learning more and more about less and less" [8, p. 223–224].

We consider it necessary to reemphasize that a constructive synthesis of theoretical research involves not just interdisciplinary cooperation and mutual enrichment at the methodological level, forming a systematic, holistic vision of the economy, the problems and contradictions of development.

6. One of the main objectives of economic research schools should be a synthesis research that involves the interpenetration and mutual methodological principles and methodologies to overcome the unacceptable economic determinism, which continues to leads the way.

Interests to clarify the nature of new developments, trends and directions of economic development require symbiotic economic, sociological, philosophical approaches to solving the pressing problems of their implementation in practice of research.

7. Interdisciplinarity – is one of the distinct signs present, which takes the future of research and development of higher education

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Колот А.М. Розвиток науки та освіти: міждисциплінарний підхід / Київський національний економічний університет імені Вадима Гетьмана

У статті методологічно доведено, що в умовах формування нової економіки наявні вузькопредметні, вузькодисциплінарні розмежування економічної проблематики стають контрпродуктивними. Виокремлено причини, які актуалізують розвиток міждисциплінарності. Обґрунтовано, що одним із основних завдань економічних наукових шкіл має стати синтез досліджень, який передбачає взаємопроникнення і взаємозбагачення методологічних принципів різних наук, подолання неприйнятної методології економічного детермінізму.

***Ключові слова*:** міждисциплінарний підхід, формати міждисциплінарності, причини та потенціал розвитку міждисциплінарності, синтез наукових досліджень, економічна освіта та наука.

Колот А.М. Развитие науки и образования: междисциплинарный подход / Киевский национальный экономический университет имени Вадима Гетьмана

В статье методологически доказано, что в условиях формирования новой экономики имеющиеся узкопредметные, узкодисциплинарные разграничения экономической проблематики становятся контрпродуктивными. Выделены причины, актуализирующие развитие междисциплинарности. Обосновано, что одной из главных задач экономических научных школ должен стать синтез исследований, который предполагает взаимопроникновение и взаимообогащение методологических принципов различных наук, преодоление неприемлемой методологии экономического детерминизма.

Ключеые слова: междисциплинарный подход, форматы междисциплинарности, причины и потенциал развития междисциплинарности, синтез научных исследований, экономическое образование и наука.

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