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FORMATION OF SCIENTIFIC VIEWS ON HUMAN DEVELOPMENT

The paper presents the retrospective analysis of the formation and development of the human potential theory. Scientific approaches to determining the nature and the contents of the «human potential» concept are considered. Particular attention is paid to structural characteristics of the human development concept. The study has resulted in recommendations aimed at clarifying the conceptual foundations of the human development theory.

Keywords: human potential; human development.

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ФОРМУВАННЯ НАУКОВИХ УЯВЛЕНЬ

ПРО ЛЮДСЬКИЙ РОЗВИТОК

У статті представлено ретроспективний аналіз становлення та розвитку теорії людського потенціалу. Досліджено наукові підходи до визначення сутності та змісту поняття «людський розвиток». Особливу увагу приділено вивченню структурних характеристик концепції людського розвитку. За результатами дослідження розроблено рекомендації щодо уточнення концептуальних основ теорії людського розвитку.

Ключові слова: людський потенціал; людський розвиток.

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ФОРМИРОВАНИЕ НАУЧНЫХ ПРЕДСТАВЛЕНИЙ

О ЧЕЛОВЕЧЕСКОМ РАЗВИТИИ

В статье представлен ретроспективный анализ становления и развития теории человеческого потенциала. Исследованы научные подходы к определению сущности и содержания понятия «человеческий потенциал». Особое внимание уделено изучению структурных характеристик концепции человеческого развития. По результатам исследования разработаны рекомендации, направленные на уточнение концептуальных основ теории человеческого развития.

Ключевые слова: человеческий потенциал; человеческое развитие.

Problem statement. The theory of human development has long traditions in economics. Economists of different schools starting with the Physiocrats have been solving the problems of its formation, operation and accumulation, composition, structure, measurements etc. Various methodological approaches and techniques considered human potential as a microeconomic and macroeconomic phenomenon.

The theory of human development is based on the theory of production factors formulated by the classics of economics, who developed the methodological principles that later allowed analyzing such intangible elements of production as knowledge, skills and experience. Marxism research of labor costs, skills, qualifications, and the creative nature of work was a significant contribution to the theory of human development. Its followers studied the category of capital which in economic terms is most similar to the current concept of human potential.

Russian researchers emphasized the special role of education in the development of production and accumulation of wealth. In the second half of the XX century the

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theory of human capital was developed by G. Becker (2003), T. Schultz (1963) and others.

The theory of formation and effective use of intellectual and creative characteristics of individuals with the analysis of such categories as "labor", "human factor", "workforce" were deeply developed in national economics.

Improved knowledge on the possibilities of human being in reprocessing appeared in economics in the late XXth century. The applied aspects of the intellectual potential theory such as accounting and evaluation of intellectual resources of a firm in the form of intangible (intellectual) assets have been developed. The concepts of human resources development and knowledge management are the rapidly developing areas studying the influence of human potential accumulation on the productivity of economic actors.

The genesis of scientific ideas and views on human potential is characterized by the diversity of approaches. At the same time there is no holistic concept of human development. Many theoretical aspects of human development such as the nature, structure, features of its reproduction, specificity of economic relations in the field of institutional interaction remain insufficiently studied.

Literature review. The results of scientific research of various aspects of the problem under study are presented in the works of such scholars as M. Armstrong (2002), G.S. Becker (2003), E.N. Golovanova (2013), T.N. Liebert and J.C. Shepelev (2013), A. Marshall (2007), A.A. Muradov (2013), I.I. Rodin (2013), T.W. Schultz (1963) etc.

The purpose of the study is the definition of the scope of human potential as a scientific category within the concept of human development, the definition of fundamental structural elements of this concept, and scientific prerequisites for the formation of human development theories.

Key research findings. The concept of human development is the result of a long evolutionary synthesis of many scientific schools and economic theories. The first attempts to examine and assess the role of human beings in the development were made by the classics of economic theory. A. Smith (1962) and his followers believed that the man is not only the source, but also a part of the social wealth. Treating human being as a goal of social production, directly or indirectly, can be found also in the writings of representatives of other schools (Becker, 2003). The marginalists, for example, formulated the principle of rational human behavior within market economy. Through the formulation of the main tenets of the marginal utility theory they came close to the foundation of the consumer behavior theory. One of the founders of the Cambridge school and the neoclassical direction A. Marshall (2007) having synthesized a number of ideas on the man's role in economy directly associated wealth accumulation with human development. He made the following statement: "The production of wealth is just a means of maintaining human life, a means to meet his needs and to develop his forces – physical, mental and moral. But the man himself is the main means of production of wealth, and he also serves as the ultimate goal of wealth" (Marshall, 2007). In the 1930s J.M. Keynes (2007) singled out the development and implementation of human capabilities and the empowerment of personal choice as an essential condition for economic growth.

During the period of the industrial transformation of society the economic thought in general was influenced by the processes of material accumulation. Capital accumulation and material factors were considered as the universal determinants of progress. However, it was the factor analysis of sources of material wealth growth that caused a new vision on the role and the importance of a human in the economy. The thing is that, conceptually, the economic thought came to human development through the concept of "human capital". The impetus for the emergence of the latter was given by T. Shultz (1963), an American scientist of the 1950–1960s who in search of productivity growth sources has identified an unknown parameter initially called "residual factor". It was later identified as acquired and developed abilities to work. The research of his followers allowed formulating the concept of "human capital" which came to be understood as the body of knowledge and skills that performs the dual function of capital goods and consumer durables (Schultz, 1963). "Human capital" factor enables us determine the fundamentally important source of economic development which is the knowledge and expertise and therefore correctly identify the economic role of education, science, health, hitherto regarded as consuming and unproductive. Human capital involves the use of resources, and therefore is related to costs. To carry out investments in human capital and its accumulation future benefits should compensate for costs. According to the theory of "human capital" its accumulation can take various forms. The most obvious of these is capital accumulation (development of abilities and skills) during school and after school training as well as the acquisition of knowledge and skills in the course of professional activities. Here also belongs family upbringing. There are other forms like investment in health, migration, getting information on economy's functioning, labor market and other engagements ensuring the development of intellectual and physical abilities and possibilities for their implementation, improvement of work efficiency. One may accept or reject this logic; however, we must admit that the concept of "human capital" became a milestone in the overall trend of changed attitude to education, health, culture and other public services, in particular in terms of their resource provision.

In the area of international economic cooperation in recent decades an independent direction has been formed – the promotion of human resources development which is undoubtedly genetically connected with the theory of "human capital".

"Human development" with all the nuances specific to different interpretations used in various international organizations means maximizing of human potential and its effective use for economic and social development. Problems of "human development" include demographic problems, employment, health, nutrition, housing and urbanization, environment, education and training etc.

The concept of human development due to its structuring allows us using the results in quite a number of ways which can be seen in the UNDP annual reports on human development and national reports from different countries. Already the first report in 1990, along with the development of the theory and measurement of indicators contained a section on urbanization (UNDP, 2014). Subsequent reports analyzed such aspects as the necessities of life, different dimensions of human security, opportunities for social development by reducing military spending, new areas of cooperation, poverty alleviation, employment, the globalization impact, consump-

tion patterns, the relationship of human development with environmental sustainability criteria and many others.

The Institute for Socioeconomic Studies of Population suggests a more comprehensive approach to the definition of human potential and the use of three components: physical, mental and social health; professional educational resources and intellectual potential; cultural and moral values, spirituality and socio-cultural activities of citizens (Muradov, 2013). The first group – the characteristics that determine the quality of human potential in terms of health – is crucial, because ultimately not only the physical ability of citizens, but processes of demographic reproduction and the very existence of the population depend on it. The second group of indicators actually builds the boundaries for labor potential of society and involves all forms of general and special education including the training of highly qualified specialists as well as the intellectual potential of a country, the basis for creative and innovative activity. The third group reflects the cultural and moral potential of society which includes the system of moral values and the depth of their internal assimilation by an individual on which other qualitative characteristics (health, education, profession, intelligence) largely depend. Each of these components in the context of specific indicators depending on the purpose of measurement can be detailed and integrated.

Fundamental difference between the concept of "human development" and the concepts of "human capital", "human resources" and its other predecessors is that human development is seen as a two way process. On the one hand, it is the formation of human capabilities (health strengthening, knowledge acquisition, skills enhancement), and on the other hand, it is the realization of acquired skills for productive purposes (work) or for leisure, cultural and political activities. A number of other features characterizing the fundamental aspects of human development can be distinguished as well. They are E.N. Golovanova (2013), I.I. Rodin (2013), V.P. Sukhareva (2013):

- the analysis of the implementation of human development opportunities;
- focus on the activity of humans as subjects of human development;
- attention to not only prospective employees, but also to children and future generations;
- more distant horizon for a analysis;
- treating education as a valuable in itself process, part of culture, not only the condition to advance training and work experience;
- recognition of high importance of the off-production activity of women, support for women's equality and their status improvement;
- giving priority to the sectors which contribute to better quality of life, but do not have direct impact on income production (housing construction, sanitation);
- reliance not only on economic and financial institutions, but also on non-governmental, non-governmental organizations, religious and cultural institutions.

The current concept of human development was formed in the late 1980s. The main point in this concept is the statement that people are not only the means but also the main goal of economic development. The very human development is seen as a process of giving people a wider choice. However, the expansion of choices and opportunities is not possible without the observance of human rights and respect for fundamental freedoms. The first international instrument to proclaim universal sta-

tus of human rights was the Universal Declaration of Human Rights adopted by the UN General Assembly in December 10, 1948 (UNDP, 2014). The approach is based on the fact that human development is the purpose and the criterion of social progress. At different times the key development objectives were determined as economic growth, poverty reduction, basic needs and human resource development.

The concept of human development has 4 basic structural elements:

1. Productivity. People should be able to increase the productivity of their lives fully participating in the process of income generation. Therefore, economic growth is a component of human development.

2. Equality. All people should initially have equal opportunities in economic life, and therefore all barriers to such opportunities must be eliminated.

3. Sustainability. Access to opportunities should be provided not only for the present but also for future generations. In order to ensure the sustainability of human development we should make it possible to replenish all kinds of capital – physical, human, natural without debts to be paid by future generations. Such debts can take the following forms:

- financial, caused by long-term internal or external loans;
- social, caused by the neglect of investments in human development;
- demographic, associated with the continuation of uncontrolled population growth (or long-term large-scale depopulation);
- environmental, generated by irreversible depletion of natural resources and pollution.

Sustainability involves the equitable distribution of development opportunities between present and future generations, as well as within each generation without sacrificing anyone's interests. At the same time this justice is the equality of opportunities and not necessarily the equality of outcomes since the realization of opportunities is a matter of personal choice of each generation.

4. Empowerment. This should be done in the interests of citizens and through their own efforts. People need to participate fully in decision making that shapes their lives. They are born with certain potential abilities. The task of human development is to create the environment in which every individual can develop their abilities and potential of this development should be increasingly expanding. Tensions between market and regulation should qualify if the aim is to expand the range of people's choices, both present and future. Empowerment means increasing people's responsibility for the fate of their families, country and humanity in general, especially given the current "ability" of people to irreversibly ruin the nature.

The theory of sustainable human development is of considerable importance within the general concept of human development. Sustainability is one of the dominants of human development and potential. The essence of sustainable human development consists in equal access to development opportunities, both present and future. In the Human Development Report 1994 the following definition of sustainable human development is proposed: "Sustainable human development is such development which results not only in economic growth but also in fair distribution of its results, which restores the environment but not destroys it, which increases the responsibility of the people but not turns them into soulless executors. Such development gives priority to the poor, increasing their opportunities and enabling them to

participate in decisions that affect their lives. Such development is the development for people, for nature, for increasing the employment and advancement of women in society" (Becker, 2003).

To meet its own needs the humanity has to solve a wide range of problems: economic, social, environmental. However, to ensure the lasting development of society without jeopardizing the ability of future generations to meet their needs, it is necessary to achieve some balance in addressing all three groups of tasks. Ignoring any of them can endanger both further economic growth and further development of the society. If to represent each of the development parts as a circle, the intersection region will be the achieved balance between social progress, economic growth and environmental protection, which is the essence of the concept of sustainable human development.

Sustainability is based on the principles of "equality of opportunity for all generations". In other words, sustainable development means the moral obligation to leave for future generations at least the same level of opportunities for human development as the current generation enjoys. This implies, first, the inadmissibility of economic debts to be paid by further generations, secondly, adequate investment in education and health to prevent social debt for future generations, and third, the use of natural resources in a manner that will prevent their depletion and ecological debt.

At the same time the position when the concern about the fate of future generations causes the society to lose sight of today's problems of ecology and poverty can not be considered a consistent one. Economic development should not entail such a redistribution of income, which would threaten the welfare of people belonging to a different social group or another country.

Conclusions. Contemporary understanding of social development places the human into the centre of primarily reproductive circulation of connections on the assumption that a person is both the initial and the final point of socioeconomic development. Human or social dimension of this development is its determining dominant and also the condition for further development. Thus, the concept of human development incorporates the issues of production and distribution of goods and services with the issues of formation and use of human abilities and opportunities considering the development of human abilities as the ultimate goal of social progress without regard of their impact on income generation.

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