

DOI: [10.26565/2786-4995-2021-1-07](https://doi.org/10.26565/2786-4995-2021-1-07)

UDC 378 (477)

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BUSINESS EDUCATION IN UKRAINE IN THE CONDITIONS OF GLOBALIZATION

Abstract. The article identifies the main shortcomings and fundamental foundations of the development of business education in Ukraine in the context of globalization and suggests ways to modernize this education, taking into account the advanced world experience.

In the concept of long-term socio-economic development of any country, it is important that the transition to an innovative, socially-oriented type of development is impossible without the formation of an appropriate institutional environment. One of the reasons for the low level of innovation activity at the present stage can be called by the fact that the previously carried out reforms, which radically changed the economic conditions of management in our country, almost did not touch the foundations of the old institutional model. At the same time, the institutional environment of the innovative economy is characterized by a developed competitive environment; favorable conditions for the massive emergence of new companies, including innovative sectors of the economy; the effectiveness of public administration and local self-government that meet the modern needs of socio-economic development. Education is undoubtedly one of the most important directions in the formation of an innovation-oriented institutional environment, both in the long and medium term. The creation of a business education system contains mechanisms for adapting this most important type of educational service to the constantly changing market requirements. At the same time, business education is a subject to globalization both as a part of the educational services market and as a basis for the further development of transnational business and global capital.

Of course, both vocational education in general and business education as an integral part of it are the most important factors of economic growth and socio-economic development at the present stage of transition to an innovative type of economy. At the moment, business education must be considered as one of the key elements of the innovation infrastructure. The sphere of business education, in turn, is also an object of organizational innovations, focused primarily on the formation of a business education system, increasing the efficiency of interaction between subjects of the business education market at the international, national and regional levels.

Keywords: *business education, globalization, labor market, socio-economic development, innovative economy.*

JEL Classification: M21

Formulas: 0; fig.: 0, tabl.: 0, bibl.: 10

Introduction. The end of the twentieth century and the beginning of the third millennium were a time of change, based on the social, political and economic changes that took place after the Second World War, as well as the technical discoveries and inventions that marked the beginning of the scientific and technological revolution. Thanks to the development of technologies, with the support of telecommunications, information and transport systems, the cooperation of previously isolated nations has led to the globalization of the world economy. [1] Globalization has embraced capital, technology, governance, information and key markets. Some scientists and public figures describe this process as covering absolutely the entire world community and absolutely all spheres of life. According to Professor M. Karnoy at Stanford University (USA), "Globalization, along with information technologies and the process of innovation, are revolutionizing the organization of labor, the production of goods and services, relations between nations and even local culture. There is not a single community in the world that is immune from the influence of this revolution. It changes the very foundations of human relations and social life. "

Business education is a subject to globalization both as a part of the educational services market and as a basis for the further development of transnational business and global capital. However, the tendencies of the ongoing changes in business education are common for the development of the entire education system, these are the mobility of students, ensuring the continuity of education throughout life and the practice-orientedness of educational programs. All three directions are closely interrelated and inseparable. [2]

Research analysis and problem statement. Many scientists, both foreign and domestic, paid attention to various aspects of the issue of professional development of personnel and the development of the system of professional and business education. Among them are V. Brockbank, D. Parson, J. P. Drucker, S. Arzhiris, V. Savchenko, G. Shchekin, D. Bohinia, I. Bondar, M. Semykina, A. Levchenko, L. Shcherbak, M. Drozach and others.

The main purpose of the article is to determine the state of business education in Ukraine in the context of the global economy and to identify the main ways of its modernization.

Research results. The globalization of the education system expands the knowledge base, expands the scope of scientific research, and enriches curricula. First of all, globalization has affected universities, this happened as a result of the growing role of higher education, both in developed and developing countries. Among the specific projects contributing to the unification of nations the following can be identified: "European Convention on the Equivalence of Diplomas Opening Access to University Educational Institutions" (1959), "European Convention on the Equivalence of University Periods of Study" (1956), "European Convention on the Academic Recognition of University qualifications "(1959). However, the greatest resonance was caused by the signing of the Bologna Declaration on June 19, 1999 in Bologna, the city of the world's oldest university, by representatives of 29 European countries, which marked the beginning of the Bologna Process. The provisions of the Bologna Declaration are interrelated: the continuity of education, the mobility of both students and workers, requires uniform comparable degrees and qualifications. Providing quality education in today's rapidly changing world is possible thanks to the lifelong learning program and increased attention to the practice-orientedness of curricula and the development of competencies. All provisions of the Bologna Declaration are based on the principle of close cooperation, subject to the obligatory preservation of the best in their national education systems.

When they talk about building a unified European and, further, world, education systems, first of all, they mean the mobility of students and teaching staff. Integration into the global community helps students realize the interdependence, integrity and unity of the whole world even at the stage of study, when they get the opportunity to participate in various transnational business projects, change universities in the course of their studies, study the traditions of doing local business and establish useful connections for the future. Nowadays, HR agencies and employers themselves often give preference to a candidate who has worked or studied in another country for

some time, it is believed that such a person has a more flexible mindset, adapts faster to new things and is better prepared to propose and implement innovations. Increased mobility of both students and workers is facilitated by modern information technologies, which provide opportunities for online information and learning, and thus make a huge contribution to blurring borders between countries.

The mobility of the educational system allows for the implementation of the lifelong learning program prescribed in the Bologna Declaration. It becomes one of the main guidelines in the implementation of reforms in education, as it avoids discrimination on any grounds. If we use a systematic approach in the study of additional education, then it is necessary to consider this system in interaction with the environment. In this case, the environment, that is, sociocultural demands, affects this system, creating a demand for an employee who is able to function in a constantly changing society, where information on some technical disciplines becomes outdated every year. In a society of this type, lifelong education becomes a prerequisite for maintaining the professionalism of workers. Education and self-education is, first of all, the concern of the employee. It is also in the interests of companies to provide access to additional education, as this will ensure their competitiveness. It should also be useful for universities to keep in touch with former students and, giving them the opportunity to replenish their knowledge, to be able to position themselves as an institution that produces and supports a specialist who is flexible in a changing world. Additional education is becoming a universal task.

The concept of lifelong learning has revealed a tendency towards convergence and even confusion between work and study. This tendency is fully consistent with the concept of practice-oriented educational programs, when educational institutions are tasked with preparing a person for work in an environment where his responsibilities are constantly changing, where information comes from a variety of formal and informal sources, where it is more important to take initiative rather than blindly obey. To compete successfully in today's globalizing world, you need to be a knowledgeable, well-trained specialist. At the present stage, the best results in training specialists are achieved by increasing the time allocated for practice and even transferring training to production itself. This trend can be expressed in different ways: from the use of the case method in classroom work to training in the workplace, when a student is studying remotely. Distance learning and coaching are seen as the most effective methods for staff development. Practical orientation in this case is achieved due to the fact that the employee gets the opportunity to immediately apply in practice the newly acquired knowledge and ask questions that arise in the process of activity.

Business education is formed in the image and likeness of business, which is the basis of globalization processes in the world. Thanks to this, the construction of a global knowledge society was begun, including not only the countries of Europe, but also the rest of the world. It is a systematic and institutional change that is becoming synonymous with building a higher education and research system within individual countries and between peoples. Globalization is not a simple interconnection of economic changes and political agreements that unite nations and societies, but rather a shared responsibility for being part of the global system.

In the concept of long-term socio-economic development of any country, it is important that the transition to an innovative, socially-oriented type of development is impossible without the formation of an appropriate institutional environment. One of the reasons for the low level of innovation activity at the present stage can be called the fact that the previously carried out reforms, which radically changed the economic conditions of management in our country, almost did not touch the foundations of the old institutional model. At the same time, the institutional environment of the innovative economy is characterized by a developed competitive environment; favorable conditions for the massive emergence of new companies, including in innovative sectors of the economy; the effectiveness of public administration and local self-government that meet the modern needs of socio-economic development. [3]

Education is undoubtedly one of the most important directions in the formation of an innovation-oriented institutional environment, both in the long and medium term. The appearance of the modern vocational education system in Ukraine is due to significant political and socio-economic changes that have taken place in our country since the end of the 80s of the twentieth century and continue to occur at the present time. One of the most significant features of these changes was the diversification of vocational education due to the liberalization of the economy, the development of the institution of private ownership of the means of production and entrepreneurship. A significant, both quantitatively and qualitatively, segment of the educational services market has emerged, focused on training entrepreneurs, businessmen, and functional specialists of commercial structures, the sphere of business education. The creation of a business education system contains mechanisms for adapting this most important type of educational service to the constantly changing market requirements.

The strategic goals of business education are:

- 1) transfer of economic and managerial knowledge;
- 2) development of skills for effective business conduct;
- 3) expanding the possibilities for making independent non-standard decisions in production management;
- 4) the formation of professional competencies, life position and worldview of company specialists. [4]

Of course, both vocational education in general and business education as an integral part of it are the most important factors of economic growth and socio-economic development at the present stage of transition to an innovative type of economy. At the moment, business education must be considered as one of the key elements of the innovation infrastructure. The sphere of business education, in turn, is also an object of organizational innovations, focused primarily on the formation of a business education system, increasing the efficiency of interaction between subjects of the business education market at the international, national and regional levels. It is necessary to highlight a number of features that directly affect the problems of education in general and business education in particular.

The features of this era cannot but leave a serious imprint on the formation of the system of this integral part of a single educational stream. First, the impossibility of preserving the model of education, traditional for an industrial society, based on the intensive provision of educational services in the first 20-25 years of life with episodic "professional retraining" in the future. Now we should talk about the formation of a fundamentally new system of lifelong education, which would take into account the growth of the dynamism of needs, as well as the individualization of demand and the possibilities of meeting it. [5]

The growth of private (personal) expenses in the formation of a person's educational strategy is increasing. The increase in paid services in education in modern Ukraine is usually associated with the post-communist transformation, accompanied by a severe budget crisis. In fact, there was an overlap of two crises - budgetary and systemic. Overcoming the budget crisis did not lead to a weakening of the role of private money in the development of education. On the contrary, the flow of funds from citizens to education is increasing. Funds are directed not only to traditional education sectors (secondary and higher), but also to new forms of vocational education.

Individual preferences are manifested not in the choice of an educational institution, but in the individualization of the programs of the educational institution itself. Citizens and corporations have their own specific requirements for the competencies that the school must provide. Of course, an individual approach does not lead to the development of a single unique program for each person, although this is possible. A personal educational program is formed as a combination of a large number of modules offered by an educational institution. [6]

Globalization makes it inevitable for a serious educational institution to compete in the international educational market. This presupposes the formation of alliances and joint programs

with various educational institutions, including foreign ones. The role of international associations and standards is increasing, which by no means unambiguously influence the formation of breakthrough educational programs and technologies.

Strengthening the importance of the practical orientation of education associated with obtaining a set of competencies. This requires a change in education technologies, and post-industrial technologies themselves create the basis for such changes. New opportunities are being created to accelerate the acquisition of competencies through simulators, various kinds of simulators, information and communication systems. This determines the main directions of transformation of the education system in general and business education in particular, including the transition to the development of individual educational trajectories and the most flexible "client-oriented" schemes based on the credit-modular principle, a competence-based approach, increased requirements for quality control of education at all its stages. [7] It is now necessary to train clients (listeners) throughout life, and postgraduate programs are beginning to play an increasing role in the educational services market. To build a new education system, a fundamentally new philosophy of organizing a breakthrough is needed, based on an entrepreneurial strategy, the essence of which is to identify the challenges and needs of the future as a basis for building a new model focused on future challenges and future demand. The breakthrough strategy gives a chance for the creation of a different institution, unique and highly effective in the logic of future needs. This is especially important in a post-industrial society, which is characterized by a sharp increase in the dynamism of socio-economic life and uncertainty in the development of all aspects of the life of society. [8]

Conclusions. The uncertainty of long-term trends allows us to draw two conclusions regarding the construction of a development strategy in the modern world, the consideration of which should underlie the construction of a modern economy, modern business and modern business education. [9]

1. The structures created should be as flexible and adaptive as possible; able to adapt to the rapidly changing challenges of the time. In fact, adaptability takes the place of a rigid plan for achieving a goal, if we understand a goal as a specific organizational form. However, the form itself cannot be a guideline (goal), since the goal itself, as it was seen at the beginning of the path, is certainly transformed. An organization must always be ready for this, i.e. able to adequately respond to ongoing shifts.

2. The state should play a minimal role both in organizing breakthrough structures and in solving problems of their functioning. The state has very limited opportunities to adapt to new challenges, and even more so a state with strong bureaucratic traditions and low efficiency of administrative processes. Therefore, projects that claim to be innovative should be as distant as possible from the state. In any case, after the creation of a new structure and its implementation. The state should be able to solve the so-called "negative tasks" - to remove all kinds of restrictions on this type of activity. But it should not try to solve "positive problems", i.e. propose specific organizational and other forms and solutions. The special role of the business education system, focused on the training and professional development of not only managers and functional specialists of large companies, but also entrepreneurs representing small and medium-sized businesses, is quite obvious. It is small and medium business that is the foundation of the innovative development of the economy, and it is business education that forms the necessary institutional environment for building this foundation.

Today, favorable conditions have been created for the integration of business education into the vocational education system of our country, which make it possible to implement the key principles of the development of the business education system in the context of the transition to an innovative type of economy, namely:

1) coverage of the widest possible range of educational structures and educational programs of business education, not limited to the framework of exclusively higher or additional professional education;

- 2) maintaining the leading role of higher educational institutions, which remain the intellectual, educational, methodological and research core of the vocational education system;
 - 3) activation of the role of regional education authorities;
 - 4) activation of industry professional associations, self-regulatory organizations, employers' associations;
 - 5) development of communication and marketing infrastructure for business education. [10]
- The implementation of these principles will make it possible to form a system of business education that meets the requirements of innovative development of the economy, will create conditions for full and equal integration into the international educational space, and will improve the efficiency of the functioning of educational structures and the quality of educational services.

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Стаття надійшла до редакції 19.06.2021
Статтю рекомендовано до друку 26.06.2021

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The article was received by the editors 19.06.2021
The article is recommended for printing 26.06.2021

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БІЗНЕС-ОСВІТА В УКРАЇНІ В УМОВАХ ГЛОБАЛІЗАЦІЇ

Анотація. У статті визначено основні недоліки і принципові засади розвитку бізнес-освіти в Україні в умовах глобалізації та запропоновані шляхи модернізації цієї освіти з урахуванням передового світового досвіду.

У концепції довгострокового соціально-економічного розвитку будь-якої країни важливим є те, що перехід до інноваційного соціально-орієнтованого типу розвитку неможливий без формування відповідного інституційного середовища. Однією з причин низького рівня інноваційної активності на сучасному етапі можна назвати те, що проведені раніше перетворення радикально змінили в нашій країні економічні умови господарювання, майже не торкнулися основ старої інституціональної моделі. При цьому інституційне середовище інноваційної економіки характеризується розвиненим конкурентним середовищем; сприятливими умовами для масової появи нових компаній, в тому числі в інноваційних секторах економіки; ефективністю державного управління та місцевого самоврядування, які відповідатимуть сучасним потребам соціально-економічного розвитку.

Одним з найважливіших напрямків формування інноваційно-орієнтованого інституційного середовища як в довгостроковій, так і в середньостроковій перспективі безсумнівно є освіта. Створення системи бізнес-освіти містить в собі механізми адаптації цього найважливішого виду освітньої послуги до безперервно мінливих вимог ринку. При цьому, бізнес-освіта знаходиться під впливом глобалізації і як частина ринку освітніх послуг, і як базис для подальшого розвитку транснаціонального бізнесу і світового капіталу.

Безумовно, і професійна освіта в цілому, і бізнес-освіта, як її невід'ємна частина, є найважливішими факторами економічного зростання та соціально-економічного розвитку на сучасному етапі переходу до інноваційного типу економіки. На даний момент бізнес-освіту необхідно розглядати в якості одного з ключових елементів інноваційної інфраструктури. Сфера бізнес-освіти, в свою чергу, також є об'єктом організаційних інновацій, орієнтованих насамперед на формування системи бізнес-освіти, підвищення ефективності взаємодії суб'єктів ринку бізнес-освіти на міжнародному, національному та регіональному рівнях.

Ключові слова: бізнес-освіта, глобалізація, ринок праці, соціально-економічний розвиток, інноваційна економіка.

Формули: 0; рис.: 0, табл.: 1, бібл.: 10