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1 Lomonosova Str., Bld.6, LV-1019, Riga, Latvia e-mail: isma@isma.lv

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# The main trends of competitive professional training for the innovation economy requirements

**M Drogomyretska, O Khrystenko\***

*The Department of Management and Logistics, Poltava National Technical Yuri Kondratyuk University,  
Pershotravnevyi avenue, 24, Poltava, Ukraine, 36011*

*\*Corresponding author's e-mail: drogomyretska@gmail.com*



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## Abstract

The given paper is dedicated to the determination of the main trends of training of specialists for the requirements of innovation economy. The existence of the intense competition for people with innovative qualities and creative thinking in today's world is defined by authors. It is proved that the economy of any European country develops rapidly due to the effective functioning of educational systems. That is why innovation educational systems create the necessary conditions for a breakthrough of educational technologies separate directions and contribute to the development of human capacity and training of specialists, able to learn the latest techniques and technologies.

*Keywords:* competency, higher education, innovation economy, innovation infrastructure, professional training.

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## 1 Introduction

The new type of economy, the formation of which is taking place nowadays, is often called "the innovative economy", emphasizing in such way the significant role of innovations in the development of all aspects of social life. Following the position of Ruth Ann Hattori and Joyce Wycoff, "innovation is as much a mindset as it is a set of principles, practices, skills, tools and techniques. It is a belief in the future, strong conviction that things can always be better; confidence in the positive force of new ideas; faith in the power of people working together toward a common objective; trust in imagination, ingenuity, intuition and instincts as well as rational thought, analysis, evaluation and measurement" [1].

Companies are urged to be innovative to gain a competitive advantage in business, the survival of local organizations greatly depends on the capacity building that comes from various innovations; and even institutions of higher education often promote themselves as leaders in innovation. Higher education plays an important role in providing people with skills for innovation.

## 2 Main part

According to the well-known Lisbon Strategy [2], education and training entered the central stage of the European policy making. It was realized that lifelong learning is a key driving force for employment and, as part of the so-called "knowledge triangle", for growth, affecting innovation, competitiveness and sustainable development [3]. In other words, higher education systems are important for each country to develop the critical skills needed to accelerate development, especially under the innovation economy requirements.

In order to accelerate the innovation process in the economy, it is important to modernize the existing systems of higher education and to a large extent the development and further implementation of innovative models of learning in higher education designed to prepare qualified cadre. In any case, such a training model should be not only based on the principles of sustainable development, but also aimed at developing future specialists with new qualities, which are in demand by the companies functioning in the context of the innovation economy.

Tony Bates emphasizes that "innovation requires a broad mix of academic subject domains. For instance: in manufacturing industries, 50 % of highly innovative professionals have engineering / science degree. In contrast, in business and finance industries, the bulk of the highly innovative workforce is formed by the business graduates, social sciences graduates, and law graduates. Moreover, a significant proportion from all fields of work in a highly innovative job: 60 % of engineering / science graduates; 58 % of arts / agriculture; 50 % of education graduates" [4].

The critical skills that distinguish innovators from non-innovators can be determined as follows: creativity; ability to present ideas in audience; alertness to opportunities; analytical thinking, ability to coordinate activities; ability to acquire new knowledge.

The characteristics of the innovation economy of the future require that professionals have diverse skill sets (they should be able to create and implement different projects, as well as to explore, analyze, make, implement solutions of various problems in any area of the national or regional economy) and also have the modern higher education, which provides the know-how to obtain the existing skill set.

Institutions of higher education should be turned into innovative center of the educational system by creating an

infrastructure to support innovation (venture fund, technopark, training structures, expertise, consulting, certification and so on), focused on efficient economic results.

Being the significant part of innovation infrastructure, institutions of higher education usually promote innovation activity of enterprises and organizations. Innovation in the European universities develops in three main directions: research, educational and protect activities. All, which can be said concerning this fact, is that the main three areas in which education should focus in the nearest future are the following ones:

- supporting innovation.– as universities are the most perfect place for innovation creation, they need to provide more support for students who come up with new inventions to help them develop their valuable insights into feasible businesses;
- successful collaboration with industry – there is a

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great importance of having industry partners, able to provide input and ongoing support on curriculum offered by institutions of higher education and by providing students with industry experience;

- interactive teaching methods – students should be active learners, while teachers should be facilitators to teach students how to learn.

## 3 Conclusions

From the above mentioned we can conclude that higher education in the European countries is becoming massive and rapidly commercialized. Institutions of higher education are gradually transformed into full market actor and the emphasis in vocational education is shifting from the transfer of qualifications to the set of the key competencies.

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