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GLOBAL TRENDS OF BUSINESS EDUCATION DEVELOPMENT

The recently accelerated transformation of global priorities has significantly affected the nature, structure, and directions of reproductive processes in education, within which the expectations of consumers regarding receiving new educational and related services from that part of international producers, whose market positions were considered not until recently, have fundamentally changed only unshakable, but only possible.

Students of many modern universities in leading countries are seriously counting on the formation of those practical competencies that could provide them with extremely fast success in business and obtain correspondingly high profits. Instead, a significant number of professors who teach them were deeply convinced: without teaching a comprehensive, but the quite necessary theoretical basis of the main economic disciplines, one cannot do. Their motivation was primarily related to the formation of a modern worldview of the graduate. However, at the same time, a completely understandable question arose about the perceived and real benefit/harm of «excessive» theorizing/practicism of all currently existing approaches, primarily due to the fact that modern theories are produced in the modern scientific establishment. In particular, five or six new methodologies appear every year, and this is an extraordinary amount for a professor, not to mention a higher education recipient. It should be noted that apologists of exclusively applied content of university courses did not always become successful entrepreneurs in their careers, just as

supporters of exclusively theoretical approaches did not always gain recognition as well-known methodologist.

However, additional complications regarding the identification of global trends in business education were also added by a certain uncertainty of the problematic society, with its growing creativity according to R. Florida [1], strengthening of permanent modernity according to J. Friedman [2], and the concept of posthumanism, according to N.K. Hales [3]. Note that the dominant features of the conceptual model developed by N.K. Hales is becoming more and more popular and important in the global scientific environment. However, the majority of modern researchers are convinced that a compromise option cannot always be identified as the most effective and acceptable for both «practitioners» and supporters of the theoretical background.

In view of the above, it should be noted that the possible hybridization of the parametric essence of the development of business education with its mandatory trendiness and rapid sectoral dynamics looks quite competitive. The most important sectoral and horizontal trends of updated business education should be: the creation of a network society with its numerous, according to V. Castells [4], risks and advantages, and the formation of global scientific (academic) networks with their multi-level signal management. This will make it possible to quickly identify scientific, didactic, organizational, and commercial messages, through the corresponding impulses coming from society, in particular:

- creating a system of «dynamic textbooks» and other manuals, which involve rapid indicative changes to the content, character and structure of training. This kind of educational activity will forever reduce the gap between learning and reality;

- further «keysenization» of the educational process, which reaches unheard of scale in view of the global pace of integration of competencies of higher education seekers, aimed at strengthening active activity within the real business environment; adaptation of existing cases to local conditions and dissemination of new ideas on

international markets is extremely important, which will naturally lead to the diffusion of multichannel didactic producers;

- generation of joint (teacher-student) commercial educational projects in a real economic environment with the stipulated possibility of promoting its optimized versions to international markets;

- powerful market singularity of the development of business education through the system stimulating and preventive measures that are able to quickly block the negative trends of global modernization and humanization of the hybrid global society.

In view of the above, it should be noted that the development of business education is an important modern trend of the global convergence of educational systems and is aimed at achieving optimal balance and accessibility of the created didactic products due to the validation of selective trends, which include: hybridization of parametric essence; further evolution of the network society; the development of dynamic textbooks, the «keysenization» of the educational process, and therefore the integration of the developed competencies of higher education students; generation of joint (teacher-student) projects, framework singularity and selective humanization of the entire society.

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