

ECONOMIC SCIENCES

DEVELOPMENT OF EDUCATIONAL POTENTIAL IN THE CONTEXT OF REGULATION OF BEHAVIORAL MODELS OF LABOR MARKET ACTORS IN THE NEW ECONOMY

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Ukraine is one of the leading countries in the number of educated people, well-known features of a typical Ukrainian specialist is also hard work, ingenuity and talent. However, in terms of welfare it is not at the highest positions in the world. So, the economic situation in the country does not match the qualitative characteristics of human potential, mainly due to the absence of favorable conditions for its realization. Given the considerable human potential, Ukraine could demonstrate higher rates in science and technology, as well as in the sector of research and development, which is important for ensuring innovative development – the prerequisite for sustainable development.

Educational potential of the state is the source and foundation of social development as the direction, content and quality of education of young generations, their type of thinking, worldview, which is a derivative of education, directly shapes the society of the future. That is, the understanding and acceptance of the ideological foundations of the concept of sustainable development by the youth at the phase of professional identification determine the direction and dynamics of development of national economic system.

For ensuring the quality of educational potential, it is advisable to use the instruments and methods of active influence, which help an individual to choose relevant, competitive profession that will allow to disclose her personal and professional qualities. The most productive from the point of view of prospects of labor potential usage are instruments for development/adjustment of professional and educational intents of the

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youth, because at this period of personal and professional formation an important choice of profession and educational institutions is made, the choice that will determine the efficiency of future employment, job satisfaction and life, the choice that will have long-term consequences for the individual and the state.

The impact making on the character and content of the process of educational potential formation is possible through the correction of individual (typical) professional educational trajectories, which in previous studies are defined as the step-by-step movement of an individual from one status to another in order to obtain formal qualifications, and institutional confirmed competences, accompanied by the accumulation of knowledge and skills, the acquisition of professional experience as well as facilitating transition to the appropriate position on the labor market and is the result of a complex interaction of various factors determining the peculiarity of identity the external impacts [1, p. 69]. Thus, the direct and indirect impacts on the choice of an individual trajectory in the process of transition from one status to another, which have considerable potential for productive use of labor resources in the future.

The professional educational trajectory can be characterized by a direction and intensity. The direction of professional educational trajectory is determined by its aim and determines the sequence and content of the stages of professional development, which with a relatively high degree of probability will ensure the achievement of a certain goal in the future. The intensity of the professional educational trajectory is a quantitative indicator of its typicality (or popularity) and is defined at the transition points as a share of the contingent, which chooses a certain direction of the next stage of professional formation to the total constituency of the previous stage [1, p. 70].

The study of professional educational trajectories and values of young people is based on a common conceptual framework, according to which the social behavior of young people is the result of a complex interaction of various factors determining the peculiarity of an identity and external impacts on it. This approach allows us to establish the relationship between the intentions, aspirations of young people and actual achieved performance, identify the impact of social factors that determine the development of professional and educational trajectories of groups of young people with different social and educational backgrounds, among them – the social background, the territorial factor, the institutional barriers in the education system, the financial conditions of the youth,

family revenues etc. It is assumed that these factors largely determine the strategies of accumulation (or lack thereof) of human capital in the form of obtaining formal education, participating in additional educational programs, accumulation of new skills and knowledge, self-education, mastering computer literacy etc. [1, p. 72].

Modification of the trajectory can be influenced (adjusted), when an individual stops at certain points making a decision on further steps (choice of educational institutions, labour market, migration, lack of purpose). Factors influencing decision-making vary according to the nature of the transition, the objectives of the subject, his personal and professional characteristics, knowledge and skills, the level of cultural, moral and physical development, environment, marital status, the socio-economic conditions etc. We are convinced that bringing all of these factors into a single system at different levels of transition may serve as an objective basis for the design and specification of measures to manage professional educational trajectories and form the educational potential of sustainable development.

In the process of analysis of the contemporary professional educational trajectories, we are faced with the manifestations of asymmetry that is not the result of instant actions, but the result of the accumulation of problems in the field of education for several decades. Firstly, it is structure, form and conditions of employment, the level of labor productivity. Secondly, the system of values, aims of young people on the future of life and work that were not effectively developed throughout the period of independence of Ukraine. It should be noted that young people have too high expectations of employment, they are trying to adjust the working conditions to their lives, and not vice versa. At the same time, they are capable of working, expect benefits from their work such as a participation in decision-making process, prefer flexible forms of employment.

Such value preferences affect career choices and decisions concerning education, the choice of the institution, as well as long-term employment. But if we focus our attention on the level of revenues and earnings of Ukrainians it will be clear that the primary motivation for an employee is the level of material prosperity. And the main reason for choosing the profession, and, of course, jobs for young professionals will be a decent wage. We understand that this is not always the choice of «profession-work» matches. More often school

graduates deviate from its optimum path of professional precisely because of the motives of a material nature [2, p. 197].

The need for influencing a professional educational trajectory is due to the economic expediency of correcting or preventing false steps in professional development in order to forestalling remote negative consequences. A professional educational trajectory is highly personal and an individual constructs it according to different objectives that he pursues; a profession that he wishes to receive; the availability of free time; the degree of country's educational infrastructure development; the level of family wealth; personal preferences; stereotypes in society; the external environment; the existing relationship between the entities and educational institutions and a wide range of other subjective and objective factors. However, despite its personal character, nowadays in Ukraine the certain erroneous standards of professional educational trajectory exist, which, in the opinion of the majority of the population are able to provide an individual who chooses them, a certain level of prestige and status in the society, while not quite achieving its main goal – ensuring a high level of competitiveness in the labor market and self-realization.

The study of professional educational trajectories, as an important tool of influencing the process of professional and educational intent of the youth adjustment, leads to the conclusion that under modern conditions of the actualization of factors such as technological progress [3, p. 16], promotion the sustainable development of the economy, necessity for human personality formation, there is a growing need for adjustment and development of the non-material component of educational potential, what becomes possible with the active use of instruments of professional educational trajectories regulation.

Taking into account the actual need of preserving educational potential of the state and creating conditions for realization by its carriers the function of popularization and implementation in practice the principles of sustainable development, important tasks are: identification of priority and perspectives of jobs that will be needed in the future; ensuring the development of necessary physiological, personal and professionally important qualities of an individual; identification and correction of professional educational trajectories of the youth, which should become the basis for the provision of professional and qualification balance on the labour market and improve the content of career guidance activities with regard to motivational factors of professional choices of young people; orientation of development of higher education on the formation and

reproduction of a new quality of educational potential; promoting investment in human capital (loans, scholarship programs, grants for students); providing an adequate level of funding for educational and research activities of educational institutions.

Under modern conditions the development of the effective system of educational potential formation with the effective implementation of sustainable development principles will foster development of a contemporary regulatory framework, allows to promptly update and develop mechanisms and instruments of identification of current and future needs of the labour market, which, in its turn, will ensure a high level of competitiveness of the economy and opportunities for innovative development of society.

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