

PROBLEMS OF HUMAN CAPITAL REPRODUCTION

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LIFELONG LEARNING AS A FACTOR OF QUALITATIVE DEVELOPMENT OF THE HUMAN CAPITAL

The world is changed substantially, if in the last century the amount of knowledge increased twice every thirty years, but now the knowledge is updated every year, by some estimates to 15% [1]. In this regard, the public demands for the quality of the professional education are increased, learning technologies are constantly updated, economic conditions in which higher educational institutions operate are changed, the competition in the market of educational and research services escalates, and the attitude of the public in relation to the higher education is changed. The experts observe such trend: the more person is educated, the more he needs to update his knowledge regularly. Such employees are always competitive, mobile, their knowledge and skills help them to climb the career ladder and to get a higher salary.

Ukraine took the 83-d position among 187 countries in the Human Development Index, according to the report of United Nations Organisation [2]. Traditionally, such indicators as the duration and quality of life pull down Ukraine and the level of education supports «afloat». In our country there is the dissonance in the increasing of the employees with higher education and reducing their part in the process of further professional development.

However, the formation of the innovative economic model requires not only gaining higher education by employees, but also lifelong learning and permanent professional improvement [3, c. 197].

According to the statistics in Ukraine among employees with higher education (3684, 8 thousand persons) only 1020.9 thousand persons improved their qualification in 2014, including 16.4% of executive positions, professionals and experts in various fields – 47.5%, technical employees – 2.8%, among workers – 33.8% [5]. Unfortunately, only 0,8% of the agricultural employees improved their skills, professional, scientific and technical activities – 0.8%, industry – 5.2% [9, c. 96]. Such statistics shows that there is no professional development and therefore economical one too.

In Ukraine the labour force professional development is underestimated as by employers so by employees in comparison with the countries of Organisation

for Economic Cooperation and Development. In this regard, employees are renovating their professional knowledge not on regularly basis. The frequency of professional training in Ukraine is still very low, and in some areas there is no professional development of more than once per 50 years. For example, in the countries of the European Union the periodicity of training of employees is about once per three – five years, in Japan – about once a year [7].

The common positions of the majority of economically developed countries, such as Germany, France, and the United Kingdom in the field of human potential development are focused on continuous professional development and lifelong learning generally [6; 8]. This process largely happens, directly, due to the employers and the employees themselves, but governments facilitate development of lifelong learning institutional environment to provide participation in field of the continuous professional development of wide range of employees.

One more factor which is critical for employees involvement in the process of vocational development is a level of wage on the labour market. The low level of remuneration of labour in Ukraine diminishes the personal interest of employees in own professional development. In Ukraine, the average wages by the government on March 2015 is 3863 UAH (180 \$ USA). According to a new report of the United Nations Organisation [2] about average salary of employees in 72 countries, the average monthly salary is 1,480 US dollars, exceeding the level of wages in Ukraine more than 4 times.

Thus, analysing the general trends of lifelong learning as a factor of formation of the qualitative characteristics of the human capital in Ukraine and the European experience we can draw the following conclusions:

- for the decision of coming challenges we need to create a national strategy in the field of continuous professional development of employees, according to the European programmes of continuous development of employees;

- to develop the vocational standards for different sector of economy with the involving wide public of employers, trade unions, experts and specialized institutions, and moreover, with the initiative of the Ministry of Education and Science of Ukraine to bring over the European experts to such process;

- the government and employers have to create some favourable conditions to provide attractiveness for foreign investors and getting modern technologies with objective to provide both: as to increase labour force quality as to get high level salary;

- the government have to confesses not only formal education, but also possible forms, formats and methods of studies. On one hand, the government facilitates the possibility to gain innovative knowledge from different origins, in using formal and informal ways, and on the other hand it has to provide a corresponding opportunity of obtaining a formal qualifications and their confirmation too.

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ЛЮДСЬКИЙ КАПІТАЛ ЯК ФАКТОР ЕКОНОМІЧНОГО ЗРОСТАННЯ

Людський капітал в умовах переходу до постіндустріального суспільства виступає одним із найважливіших чинників економічного зростання і його необхідним елементом, що представлений властивим людині багатим запасом знань, розвинених здібностей, визначених інтелектуальним і творчим потенціалом. Процеси його ефективного функціонування та модернізація економіки становлять єдиний процес формування інноваційного суспільства. Якщо джерелом конкурентних переваг кожної країни у минулому були доступ до сировини, дешева робоча сила, зручні транспортні маршрути, то у сьогоденні – інвестиції у інтелектуалізацію виробництва, що передбачає високу кваліфікацію працівників та постійне її підвищення. Освіта в ХХІ столітті здобуває нові