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The impact of continuing education on the development of personnel of the enterprise

The directions of creation and development of the system of training, professional retraining and professional development of personnel for strengthening of enterprise competitiveness are determined.

The development of human potential, the system of training, professional retraining and staff development remains one of the most acute problems of the Ukrainian economy. As Ukraine is significantly lagging behind developed countries in the ratings of the quality and competitiveness of the workforce, it is so important to restore the theoretical and methodological basis of the development of personnel competences as the foundation on which the enterprises of aviation industry relies, their competitive advantages are formed, conditions for social and economic development of regions and national economy as a whole.

Innovative economy assumes the presence of a special situation in the social and labor sphere, which is characterized by a significant proportion of highly skilled personnel. Aging knowledge, skills and abilities exacerbates the problem of discrepancy between the expected and actual professional competencies of employees. The modern educational system does not have time to form the necessary range of professional competencies for the hired worker and the employer, which initiates the improvement of the quality of the workforce by restoring the categorical methodological base and supplementing the applied tools of the labor economy.

Despite the relevance and significance of the problem under consideration, the ways and means of managing the development of personnel competences have not been fully explored until now. Not many problems with the structural and process innovations in the system of training, professional retraining and qualification improvement of the personnel of enterprises are insufficiently studied.

Enterprises act as the subjects of investment in human capital for a number of reasons. The first and obvious reason is the shortage of specialists in the labor market, in which the firm feels the need. But often in the presence of the necessary specialists, some firms prefer not to hire new, more qualified specialists, but to improve the skills of their own personnel. At first glance, such behavior seems irrational, since releasing a specialist with inadequate qualifications and hiring a new specialist with the necessary qualifications, the firm bears lower marginal costs than investments in raising the skills of their already hired professionals. Indeed, in the second case, the firm will be forced not only to raise wages (as the demands of wage workers, as a rule, grow in proportion to their qualifications), but also directly pay for the training of their employees. This behavior of firms is connected not only with the struggle of trade unions for the rights of hired workers, but with other considerations. It is about maintaining a favorable psychological climate in the team,

career advancement, staff rotation, support for team spirit, which is especially important in those kinds of activities, which require collective efforts, as well as in research units of firms.

According to research, the most effective investments that bring the highest dividends are investments in professional development and staff development.

When developing investment projects related to the training and development of company personnel, determining the strategy of these investments and assessing their effectiveness is a complex theoretical and methodological problem. The strategy of investing in education is influenced not only by the company's identified needs in the training and development of personnel, but also the nature of training, the company's position in the labor market, and the turnover of staff.

In the human capital, the state also invests, spending a significant part of the national income on the development of the education system, providing social guarantees to students, providing loans and subsidies for education. Under the definition of priorities and optimal size of public investment means the concentration of state resources in those areas where the attraction of private investment is impossible or inappropriate. In other cases, it is more expedient to develop market mechanisms and stimulate private investment (citizens in their own education and enterprises in the education of their employees) with the help of tax and credit mechanisms.

At the moment, firms are spending more and more money on advanced training and retraining of their employees. Naturally, continuous production training requires some investment in human capital.

Consequently, modern modernization stimulated investment in the "quality" of workers as an "intangible" asset, turning today their development into an "intellectual, creative revolution" in production.

Despite the problems associated with the unfavorable economic and demographic situation, mostly low labor productivity, a small innovation activity of domestic business and a lack of interest in the process and results of education, the system of training, professional retraining and professional development remains an institution capable of solving problems, key challenges of the innovative economy associated with improving the quality of human potential.

In today's conditions, the importance of intellectual labor and capital increases, demands for systematic and continuous restoration of competencies of workers are increased, but the traditional educational system is still inertial, so the gap between the competences it has formed and the needs of the innovative economy remains significant, which determines the need for modernization of the system of continuous training and retraining of personnel.

The development of the system of training, retraining and professional development of personnel should be based on educational and research integration, which will provide the learner with additional opportunities for self-education and self-improvement, and the system of higher education - the conformity of the directions of improving the quality of the workforce to the requirements of the innovative environment.

Now, many studies have already proved that the introduction of innovative methods for implementing a competent approach to improving the quality of the work force has a significant practical value, since it allows us to develop a strategy for development and to ensure the growth of the competitiveness of workers.

Addition of the system of training, professional retraining and professional development of coaching staff, integrated into innovative and educational processes, ensures its structural and process transformation, problem-oriented development of key multifunctional, poly-object and interdisciplinary professional competencies, which will facilitate more varied and multistep training. Therefore, it is advisable to develop a strategic partnership between government bodies, business, public organizations and universities as key institutes of coaching, creating conditions for effective synergetic management, diversification and correction of professional competencies of university staff and their partners.

At present, the content, forms, methods and technologies of activity on forming the competences of the labor force, aimed at improving the quality of life of the population, creation of conditions for productive labor activities, which ensure the development of the economy, are not sufficiently studied.

Conclusions: Innovative socio-economic development and provision of multi-level competitiveness (country-region-enterprise) can be achieved with the active participation of large (leading) national universities in the development and implementation of programs for the formation of key professional competencies of the employees of the basic regional business structures and the balanced integration of the training system, professional retraining and advanced training of personnel and the labor market in the given territory / enterprise.

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