

ENHANCING THE INTELLECTUAL POTENTIAL OF THE REGION THROUGH THE INTEGRATION OF BUSINESS AND EDUCATION *REGIONA INTELEKTUĀLĀ POTENCIĀLA PAAUGSTINĀJUMS BIZNESA UN IZGLĪTĪBAS INTEGRĀCIJAS CEĻĀ*

Tatsiana Serada

Polotsk State University, t.sereda@pdu.by, Novopolotsk, Belarus

Elvira Voronko

Polotsk State University, Mg. oec., e.voronko@pdu.by, Novopolotsk, Belarus

Abstract. *Enhancing intellectual potential is becoming a global goal for the development of modern society, since the intellectual potential development index is a major component of the human development index. The society needs new knowledge and, accordingly, new methods and models for obtaining them. One of the ways to increase the intellectual potential of a region can be the integration of business and education through the extensive use of the dual training model, which represents significant advantages for the employer, for the educational institution, for the future specialist and for the state. To solve this problem and form a practice-oriented educational environment, it is necessary to implement a social partnership mechanism that ensures the optimal balance between the realizations of the interests of all parties involved in the education process.*

Keywords: *dual training, education, Education Index, Human development index, intellectual potential.*

Introduction

Improving the quality of education is one of the urgent problems of the development of the education system. Today, enterprises need specialists who are capable of self-realization, are socially mobile, able to develop and change their own life strategy, and are easily adaptable in the modern conditions of economic development of the relevant region and country. Society needs new knowledge and, accordingly, new methods and models for obtaining them. The aim of the research presented in this article is to show the need for the integration of business and education as one of the conditions for increasing the intellectual potential and innovative development of the region. The article used analytical, economic methods, Conceptual and Empirical Research.

Main body

In determining the level of a country's economic development, the key criterion is the Education Index. According to the Human Development Reports (1990-2017), the level of the Education Index is ahead of the value of the Human Development Index, both in Belarus and Latvia, which is displayed on the graph (Figure 1).

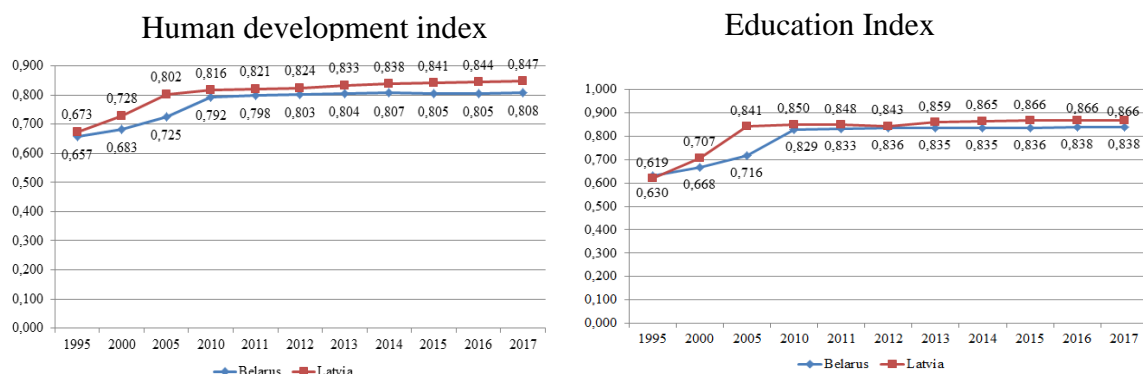


Figure 1. Dynamics of the human development index and the education index for the Republic of Belarus and Latvia (compiled by the authors according to United nations development programme, 1990-2017)

Note that the countries represented are at approximately the same level of development in terms of the indicators studied. In the ranking of countries in the Human Development Index by the United Nations Development Program (UNDP), the United Nations Development Program (UNDP) 2016, according to data calculated at the end of 2015, Latvia ranks 46th, Belarus is 50. Education in 2015, Latvia ranks 25th, Belarus ranks 26th among 188 countries (*Humanitarian Encyclopedia, 2019*). The achieved values of the indicators ensure that Latvia and Belarus are in a group of countries with a very high and high level of human development.

In order to retain and improve the achieved positions along with the development of the economy and society, it is also necessary to improve the education system, since the state can lose or acquire educated people, reducing or increasing their intellectual potential accordingly. The index of the development of the intellectual potential of society is an essential component of the index of human development, therefore, increasing the intellectual potential, and with it the quality of education, becomes the global goal of the development of modern society.

The tasks of universities as the main generators of innovation and producers of educational services in such conditions of development are extensive enough (*Voronko, 2018, p. 127*).

The main task to be solved by the education system is to form a new model of vocational training that would overcome the lag in the structure, volume and quality of labor resources from the real requirements of specific enterprises and organizations. Mechanisms of management of educational processes are in need of serious study in order to increase efficiency of employment in the medium term (*Ziankova, 2018, p. 108*).

The problem of modern education today is how to move from fundamental knowledge to innovation and provide training for a practice-oriented specialist. To do this, it is necessary to actively engage in the commercialization of fundamental knowledge, the education system must acquire new, practice-oriented content without losing its fundamentality. These circumstances explain the close attention to universities in the modern conditions of social development. At present, they perform both traditional functions (training, research, social, economic, etc.), as well as fundamentally new ones - integrating and inclusive (*Voronko, 2014, p. 82*).

Very often, young professionals experience difficulties in competition in the labor market. The term of adaptation to the conditions of activity takes several years after the termination of the institution of education, which requires both additional efforts from the young specialists themselves and cash costs for retraining from the companies in which they work. This situation is the cause of the growing contradiction between the system of higher professional education and modern business.

One of the ways to solve the existing problem is to use the dual system of vocational training, which has received world recognition as a form of training. The essence of dual training lies in a balanced combination of theory and practice through the cooperation of enterprises, educational institutions, authorities. Dual learning is defined as a form of training that involves a combination of training in an educational institution with periods of production activity. The dual training model is a system of methods, organizational forms, means of their implementation, as well as methods of teaching technology in terms of professional training based on the interaction of an educational institution and an enterprise.

Practical orientation allows students to acquire the necessary minimum of professional skills, organizational experience, and a system of theoretical knowledge, professional mobility and competence. The practice of employing graduates in recent years shows that potential employers in the selection of personnel express interest in personnel who already have experience in addition to special education.

The dual system of training specialists is aimed at improving the model of training professional personnel, taking into account the economic needs of specialists in order to

increase the investment interest of the regions and increase their innovative activity. The basis of education should be the creation of an environment focused on competition between students and, thereby, to the maximum extent conducive to the formation of the future specialist's competitiveness.

For the formation of a practice-oriented educational environment, it is necessary to implement a mechanism of social partnership with the real participation of the employer in a mutually beneficial resource exchange, and this implies:

- the creation and support of an Internet resource for organizations of personnel, graduates, students with the possibility of entering and searching for vacancies, as well as entering, searching and analyzing resumes of students and graduates of the university;
- creation of an automated system for managing the interaction of the university, students, employers;
- conclusion of agreements on cooperation with organizations-personnel for the training of specialists;
- the provision by the contracting authorities of internship sites for students and university teachers (*Sereda, 2018, p. 426-427*).

The created Internet resource of the organization can also be used as its advertising platform. The interactive advertising content creates a positive image of the company among consumers and the free access to the statistics used to evaluate the effectiveness of decisions (*Sereda, 2018, p. 131*).

Introduction of the dual training system offers significant advantages for the employer to an educational institution for future specialist and for the state, which effectively solves the problem of training qualified personnel for its economy. The advantages of the dual training system (compared to the traditional form of education) include:

- strengthening the practice-oriented educational process, while maintaining the level of the theoretical component;
- training in accordance with the real needs of employers, which contributes to the employment of a significant number of graduates due to the needs of employers;
- formation of professional, social, organizational, psycho-physiological adaptation by influencing the personality of a specialist in the course of practical training at the enterprise;
- ensuring a higher motivation of students in gaining knowledge, due to high-quality performance of official duties at the workplace;
- saving financial resources for the selection and selection of personnel increases the interest of employers in the education and training of their future employees;
- the concentration of an educational institution on the transfer of fundamental knowledge, allows to increase not only the mobility of a graduate in a professional direction, but also makes him competitive in the modern labor market;
- reduction of budget expenditures on training specialists, co-financing the learning process from business;
- an increase in the material, technological and technological equipment of the educational process;
- implementation of self-financing opportunities for students during their education (*Voronko, Sereda, 2018, p. 72*).

Conclusions and suggestions

Thus, one of the conditions for increasing the intellectual potential of a region is the integration of business and education through the extensive use of the dual training model. Using the dual education system will help solve two problems simultaneously: to improve the quality of vocational education and reduce the shortage of highly skilled workers. The high

reliability of the dual training system is explained by the fact that it meets the interests of all the parties involved (business, educational institution, enterprises, students, the state). For an enterprise, dual education is an opportunity to prepare for themselves personnel exactly «to order», ensuring their maximum compliance with all their requirements, saving on expenses for searching and selecting employees, retraining and adaptation. For students, dual training is an excellent chance to gain independence early and easier to adapt to adulthood. For the state, this system effectively addresses the issue of qualified personnel for its economy.

The established cooperation of universities and businesses will lead to the effective use of their existing resources, and ultimately to the development of the region and increase its competitiveness, by increasing the intellectual potential.

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Kopsavilkums

Šajā rakstā izglītība tiek uzskatīta par svarīgāko dzīves kvalitātes rādītāja sastāvdaļu. Tiek pētīta cilvēka attīstības indeksa un izglītības indeksa dinamika Latvijā un Baltkrievijas Republikā. Sasniegtie rādītāju apmēri nodrošina, ka Latvija un Baltkrievija atrodas valstu grupā ar ļoti augstu un augstu cilvēku attīstības līmeni. Tomēr darba devēji norāda uz nepieciešamību uzlabot turpmāko speciālistu profesionālās apmācības kvalitāti.

Mūsdienu izglītības problēma mūsdienās ir veids, kā pāriet no fundamentālajām zināšanām uz inovāciju un nodrošināt praktiska speciālista sagatavošanu. Viens no veidiem, kā atrisināt esošo problēmu, ir izmantot duālas profesionālās izglītības sistēmu, kas ir atzīta par pasaules mēroga apmācību.

Raksts atklāj būtību un pamato nepieciešamību izmantot duālas apmācību sistēmu kā nosacījumu intelektuālā potenciāla palielināšanai. Tiek atklāti šī modeļa priekšrocības salīdzinājumā ar tradicionālo darba devēja, skolas, nākotnes speciālista un valsts izglītības

formu. Lai veidotu uz praksi orientētu izglītības vidi un izmantotu duālu apmācību modeli, ir jāievieš sociālās partnerības mehānisms ar reālu darba devēja līdzdalību abpusēji izdevīgā resursu apmaiņā. Pastāvīga sadarbība starp universitātēm un uzņēmumiem ir faktors reģiona attīstībā un tās konkurētspējas paaugstināšanā, palielinot intelektuālo potenciālu.