

Chapter 11

Professional Training for Structural Economic Transformations Based on Competence Approach in the Digital Age

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ABSTRACT

The intensive development of the society of the digital economy inevitably entails tasks in the field of knowledge management. Priority resources become information and knowledge, obtained on the basis of expert experience. Competencies that are competitive advantages in the market are innovation, competence, creativity, cognition. Therefore, the transition from the physical to the digital economy requires fundamentally new approaches in the sectors, and in production, and in education, training, formation and management of innovative human capital. The paper considers approaches, tools and mechanisms for students to develop innovative-oriented competences based on project training. The key moments in this approach should be the initiation and generation in the University Ideas, their prototyping, scaling and commercialization to the market.

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INTRODUCTION

For the implementation of structural transformations associated with the formation of a forward-looking innovative digital model of economy adequate staffing is required. In this regard, it is required to organize extensive training of new specialists using a project approach, which will form an innovation-oriented competence required for the new era.

In the context of rapidly changing economic trends in the distribution of the world market, the task of shaping human capital comes to the fore. The penetration of digital technologies into all spheres of the economy, the need to create an innovative infrastructure requires a rethinking of existing models in education that are adequate to the trends of the macro environment.

The common pattern for all projects in the field of digital technologies is their client-oriented, speed of implementation and use of information as a driving resource. This makes it necessary to take into account the specific features of a particular consumer in a particular place, as well as the use of technologies for digital transformations (mapping) of real business processes. New conditions for the implementation of projects require different approaches, both to their management and to the modernization of the company and universities in general.

In the opinion of the authors, a higher school plays a priority role in influencing the development of all sectors and the economy as a whole.

The education system permeates all the structures of society, is associated with each industry, with any sphere of activity. Therefore, only from the position of taking into account the direct and side effects of its influence on society, it is possible to propose directions of development in the strategic programs of social and economic development of the region.

The direct task of the higher school is to increase the amount of knowledge accumulated by society, to process and transform information into knowledge, to generate new information and new knowledge, to form a specialist that is competitive with domestic and world standards (Kupriyanovskii et al., 2017).

In this chapter, authors attempt to develop the following provisions relating to professional training in shaping innovative-oriented competences in a digital economy:

- Disclose the content of innovative-oriented competencies as the potential of digital entrepreneurship, formed under the influence of environmental factors and conditions
- Develop models for the formation of innovative-oriented competencies based on the project approach
- To substantiate the impact of innovative-oriented competencies among students on the effectiveness of business project implementation in the digital technology market
- To offer a motivational system for the formation of innovative-oriented competencies through cooperation between the university and business structures

Material provided by that chapter is logical and consistent disclosure tool problems professional training for structural economic transformations based on competence approach in the digital age.

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