Modern trends in innovative development of business education

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Abstract. The relevance of the proposed research is determined by the fact that in the context of globalization appears a need to develop methodological approaches to business education, which serves as one of the factors of economic growth. Key methodological issues of substantiation of business education remain insufficiently studied, so there is a need for their theoretical rethinking, systematization and further development in market conditions.

For the effective implementation of the outlined programs for the development of innovative higher education that correspond to the strategic goals of economic policy in Russia, it is necessary to proceed from the provisions that the development of innovative higher education is an investment in the future and a means of enhancing the country's economic growth. The search for new models of integration of innovative higher education, science and production is one of the main tasks of modern economic science. In view of this, scientific research within the framework of the new economic policy, which provides a qualitatively new level of economic and social development of society, is very relevant.

1 Introduction

The modern business education market in Russia needs effective government regulation. For the progressive development of this important segment of vocational education, it is necessary to create legal and organizational conditions to ensure network activity and coordinate the activities of government bodies, business structures, public organizations and also the universities of business education.

In world practice, there are many factors linking higher education and economic growth. A review of international research shows that there is a close relationship between the level of higher education and science, productivity and economic growth of the country as a whole. Research confirms the importance of investment in education, as better educated economies are more sustainable.

An important feature of business education and its difference from classical economic education is the practice orientation and applied orientation of programs, implying the importance of practical skills and abilities to apply new theories, modern concepts and
effective management models in practice. The main task of business education at the present stage is to prepare entrepreneurs and business leaders who are able to respond to the modern challenges of globalization of the world market and manage the development of a new innovative knowledge-based economy.

2 Methodology

The specific features of state regulation of business education in countries with advanced economies are decentralization, a balanced distribution of functions, powers and responsibilities between government bodies, professional business associations and business education institutions. This approach presupposes horizontal networking, in which the state transfers regulatory functions to local authorities, non-governmental (commercial) and public organizations, while retaining the functions of control and development of a common strategy. This approach is based on modern concepts of public administration, such as New Public Management and Good Governance. The introduction of the principles of these concepts into the system of public administration in Russia will increase the efficiency of government regulation in general and business education in particular.

Theoretical understanding of the concept of knowledge management and its connection with the model of key competencies makes it possible to consider the network approach not only from the position of improving state regulation of the business education system and improving the quality of training of qualified management personnel, but also from the position of developing new industries and technologies. From this point of view, the network approach has value in determining forecasts of labor market needs, which is relevant for the Russian economy [1].

At present, the process of forming the project competence of students is acquiring great importance, the possibilities of which are not disclosed enough, the issues related to the social and pedagogical support of the formation of the project competence of students are not fully investigated.

The theoretical and methodological basis of the study was the general scientific principles of the systems approach in education; synergistic approach; specific scientific principles of the environmental approach, and the constructivist approach; competence-based approach; theory of pedagogical design [2].

Competence-based approach as a way of structuring the content of students' project competence in the modern dynamically developing world is becoming a necessary condition for the development of education in connection with the demand for a creative personality that quickly adapts to changes.

Currently, the competence-based approach is defined as:

- a new educational paradigm, which implies a change in the basic principles of designing the content of education, the interaction of teachers and students, the transformation of basic norms and values that regulate the actions of significant actors in the field of education;
- a new model for assessing educational results;
- a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and assessing educational results;
- as a terminological shift in the system of categories of the theory of education and a transition to the consideration of the goals, content, results of education through the terms "competency", "competence".

To date, the results of education research from the standpoint of a competence-based approach make it possible to organize information about the project competence of students in order to increase the efficiency of social and pedagogical support of their formation.
Recently, the concept of "support" has found great importance. It should be noted that to date, researchers have not come to a consensus regarding the definition and essence of support [3].

Support is most often viewed as a method that ensures the creation of conditions for the subject of development to make optimal decisions in various situations of life choice, which is always based on the interaction of the supporting and the supported persons.

Support is considered with different definitions as:
- method,
- system,
- Sphere,
- process.

Social - pedagogical support is understood as a process containing a complex of purposeful sequential pedagogical actions helping a person to understand the emerging life situation and ensuring his/her self-development based on reflection of what is happening [4].

Thus, the theories of social and pedagogical support act as a procedural basis for the formation of project competence of students.

The available studies make it possible to note that project competence is the ability to use effectively and with a value-based professional-personal attitude the acquired competencies of project activities (dynamic combinations of knowledge, skills and abilities) in standard and non-standard situations with a quality that ensures the achievement of goals and obtaining socially expected results.

Formation of project competence of students in a university is possible only under the condition of systematic project activities of students with the integration of the subject and methodological direction of training with educational design.

At the same time, the level of the problem investigation of developing the project competence of a future specialist in the field of education does not meet fully the challenges of the modern labor market and education, does not provide a scientifically grounded model of social and pedagogical support of the process of forming students' project competence in the university education system and the system of its implementation [5].

The development of a model of social and pedagogical support of the process of forming students' project competence for project activities in the system of university education raises the problem of choosing theoretical and methodological foundations, from the positions of which the essence of the studied phenomenon and its main characteristics are revealed, taking into account the strengthening of the systemic and environmental approaches and the development of the achievements of the synergetic and constructivist approaches.

The systematic approach is manifested in the observance of such principles as:
- integrity;
- structuredness;
- interdependence of the system and environment;
- hierarchy.

The synergistic approach determines:
- holistic knowledge of objects;
- understanding the variability of value attitudes in the evolution of civilization;
- probabilistic approach to the analysis of pedagogical phenomena;
- recognition of the ineffectiveness of the technocratic approach.

The environmental approach determines the expansion of forms of education, including contemplation, sympathy; empathy; compassion; message; assistance; doubt; consent;
creation; co-creation, entering the university educational practice of tutoring and coaching [6].

The constructivist approach assumes:

- goal-setting in the format of creating pedagogical conditions for successful self-construction and self-growth of students' competence, and not the transfer of knowledge, skills, and abilities;
- motivation of learning through the inclusion of students in the search, research and solution of socially significant problems;
- designing training content based on generalized concepts;
- stimulating the mental activity of students, motivations for thinking aloud, encouraging the expression of assumptions, hypotheses and guesses, the organization of meaningful communication and exchange of views of students.

As a whole, these approaches reflect the observance of such principles as integrity, structural properties, environment dependence, hierarchy, probability, variability, constructiveness, communication, conceptuality. These principles have become part of the methodological block of the model.

The selection in the model of the target, methodological, substantive, procedural, diagnostic, effective blocks and their components makes it possible to reveal the organization of this process, to consider the constant interaction between its elements [7].

All blocks and components of the model of social and pedagogical support of the process of forming the project competence of students in the system of university education must be developed in accordance with the established definitions of the competence-based approach, as:

- a new educational paradigm, which implies a change in the basic principles of designing the content of education, the interaction of teachers and students, the transformation of basic norms and values that regulate the actions of significant actors in the field of education,
- terminological shift in the system of categories of the education theory and the transition to considering the goals, content, results of education through the terms "competency", "competence",
- a way of reconciling the content of vocational education and the needs of the labor market, focusing on the result of education in the forms of a person's ability to act in different situations,
- a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and assessing educational results.

The target block defines the motivational-value positions and functional roles of the student and the teacher in the process of achieving the student's project competence. The components of this block affect the value orientations and motives for mastering, implementing project activities in the educational process of the university [8].

The methodological block reflects the basic methodological approaches to the organization and implementation of the formation of project competence of students: systemic, constructivist, activity, competence, environmental, synergetic;

The content block will reflect the components of the project competence of students and the content of the curriculum courses of the basic specialty of research aimed at their formation.

The motivational-value component determines the motives for mastering and implementing project activities in the educational process of the university.
The cognitive component reflects the processes of analysis and processing of incoming information, the transformation of information into knowledge. Search, collection, analysis, processing of information makes it possible to use it productively in the process of solving design problems.

Within the framework of this course and within the framework of the implementation of student projects, knowledge, abilities, skills, competencies, personal experience are formed.

Knowledge characterizes the cognitive component by reflecting the process of processing information, comparing, generalizing, solving problem situations. Skills and abilities contribute to the implementation of studies to determine the degree of satisfaction of the educational request. This is the emergence and awareness of new educational needs of students, which occurs through the emergence of new educational goals.

The activity-personal component is expressed in the development of project competencies and the formation of experience in project activities.

Competencies are a set of interrelated personal qualities (knowledge, skills, abilities, methods of activity) that are set in relation to a certain range of objects and processes and are necessary for high-quality productive activity in relation to them. All innovations that arise in the course of the development of project competence become the property of the personal experience of students.

The procedural block involves the use of a system of forms and methods of educational activities of students in the framework of university education. It includes methods (educational, research, socio-pedagogical), means (events, information-communication technologies, personal project activities), forms of implementation of socio-pedagogical support for the process of forming project competence.

The diagnostic block is aimed at determining the level of motivational-cognitive, activity-personal components of project competence, which can be carried out by methods of testing, survey, questionnaire, expert assessment, study of documentation using a level scale.

The effective block includes a motivational-value attitude to project activities; knowledge of project activities; competence preparedness for project activities; experience in project activities.

As criteria for assessing the formation of project competence, can be singled out:

- a system of motives that provide a creative self-fulfilling orientation of project activities;
- a system of general psychological, legal and special knowledge that sets an indicative basis for the project activities of a future specialist;
- possession of experience in the implementation of structural design components;
- experience of team-building leadership behavior;
- identifying own style of project activity, the most adequate psychophysical, creative and charismatic potential of the student's personality.

3 Results
The procedural implementation of the concept of socio-pedagogical support presupposes an understanding of socio-pedagogical support as a process of interested observation, counseling, personal participation, encouraging the student's maximum independence, the process of encouraging him/her to self-manifest as fully meaningful goals.

Socio-pedagogical support of the process of forming the project competence of students in the system of university education on the basis of the proposed technology includes activities on:

- creating conditions that externally determine this process,
- direct development of specific components of students' project competence.

The content of the process of social and pedagogical support for the formation of project competence of students includes (fig. 1):

- involvement of students in project activities and coordination of their project activities;
- provision of opportunities (creation of a set of educational, educational and training programs, including professionally oriented ones);
- social learning;
- social education;
- development and implementation of technology and procedures to make full use of the available and potential resources of the university.

Fig. 1. The content of the process of social and pedagogical support for the formation of project competence of students.

**4 Discussion**
Modern practice shows that education is one of the main priority indicators of economic development in all civilized countries of the world. The trends of the modern paradigm of economic development reduce significantly the importance of material and resource support of the economy in favor of scientific and educational components. The innovativeness of the economy means the involvement of the factors of innovative education that provide the competitive advantages of the socio-economic development of the country.

In the economic literature, as such, the definition of the concept of "innovative education" has not yet been given. From our point of view, innovative higher education is a part of a lifelong learning system based on the formation of a high-quality integration of higher education, science and business and aimed at meeting the needs of the national economy. The development of higher education can be considered innovative if most of the increase in its performance indicators is provided through innovative activities.

Research on the impact of education on economic growth has been carried out by many economists. In particular, in the EU countries, the results showed that an increase in the level of education increases macroeconomic productivity in the following directions: an increase in secondary static education by 1 year raises production per capita by 6%; an annual increase in human capital by 1% in higher education provides an increase in the growth rate of GDP per capita by 5.9%.

Similar results of the study were also obtained by the Organization for Economic Cooperation and Development (OECD), which showed that an increase in the "education" of society for 1 academic year provides an increase in the economy of the OECD countries by 5% in the short term and by 2.5% in the long term.

To date, there is no model to define clearly the return on higher education. However, it should be noted that higher education allows countries to use available technologies effectively in the direction of the country's economic growth. However, in our opinion, the studies reviewed do not indicate the factors of innovative education that have a direct and significant impact on the country's economic growth.

In this regard, it is necessary to take into account the indicators of higher education aimed at the innovative development of the country. The conducted research proves the increasing importance of the country's economic growth by a combination of factors reflecting the level of scientific and technological progress, including the state of higher education.

Business education is a set of interrelated professional educational programs aimed at developing practical skills and managerial competencies. The author's interpretation characterizes this category as a separate, higher level of vocational education, aimed at training, retraining and professional development of entrepreneurial and managerial personnel of the highest qualifications for an innovative economy. As a separate segment of professional education, business education provides for an interdisciplinary area of educational activity, which distinguishes it from other areas of education. The theoretical and methodological foundations of the formation of the business education system are considered in the works of E.I. Brazhnik, N.F. Maslov, A.D. Abashin, V.I. Baidenko, T.A. Parfenova, S.G. Varlamova, Z.S. Zhirkova.

5 Conclusion
needs of the real sector of the economy, involving employers in the educational process, modernizing the methodology of business education, using information and communication technologies, internationalizing educational plans, etc.

The proposed conceptual approach to the formation of a system of state regulation of postgraduate business education is based on the concept of "Network Governance", which implies network management in the form of public-private partnerships. The subjects of the network are all interested parties: state and local government bodies, employers' associations, professional associations, chambers of commerce, universities of business education, public organizations, enterprises and companies. At the same time, the role of the main regulator is played by the authorized state governing body with the subsequent gradual transfer of regulatory functions to the public and professional organization proposed for creation.

The theoretical foundations of the study of the problem of the formation of project competence of students are:
- the existing understanding of the concepts of "support", "socio-pedagogical activity" allows the concept of "socio-pedagogical support" to be considered as a process containing a complex of purposeful sequential pedagogical actions that help a person understand the emerging life situation and ensure his/her self-development based on reflection of what is happening;
- the study of processes similar in content to the process of socio-pedagogical support in science under study until the beginning of the new century was carried out on the basis of systemic, personal, activity, personality-activity, personality-oriented, competence-based, culturological, program-targeted, cluster, informational, technological, environmental and a number of other approaches, which were a particular manifestation of the cognitive methodological approach;
- in the last decade, educational and research practice has outlined the prospects for the transition to the methodology of connectivism;
- the formation of the project competence of a future specialist is carried out through the interpersonal interaction of his/her subjects (students and teachers), educational and professional activities are considered as the leading one, as the most important type of project activity in which project competence is manifested.

The conducted research covers aspects of the process of forming students' project competence.

So, very important aspects are:
- comparative analysis of the history and modern dynamic development of theory and practice of different directions of interpretation and implementation of support in the form of psychological and pedagogical support, assistance, facilitation, moderation, tutoring and coaching;
- development of a system and technology for advanced training of university specialists involved in social and pedagogical support of the process of forming students' project competence;
- development of a specialized system of information support for project activities of students at the university and national levels;
- organizational and methodological support of the project-oriented educational process;
- study of progressive trends and inhibiting stereotypes of the university environment regarding teaching and learning project competence, the possibilities of using humanitarian technologies in order to manage their change.

The development of the problem of the open circuit "education-science-production" is facilitated by such factors as the lack of regulation of relations between higher education...
and employers, underdeveloped social partnership, insufficient legislative framework to attract employers to training, low efficiency and the degree of practical use of scientific research and applied developments.

The problems of underdevelopment of the innovative component of higher education are: weak material and technical base of universities; low percentage of laboratories equipped with modern equipment; ineffective system of professional development of the teaching staff; low labor motivation; the lack of training centers allowing vocational training and practice for students; insufficient allocation of grants by employers for personnel training; lack of close links between graduate employment services and potential employers; low involvement of university scientists in the implementation of scientific programs and projects.

References

8. V. Adolf, Higher education in Russia 4, 156-160 (2016)