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## INTERNATIONAL EXPERIENCE OF THE HIGHER ECONOMIC EDUCATION REALIZATION: MODELS OF EDUCATION

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Nowadays education is becoming one of the most important arguments in the formation of the state's economic policy. The real step towards a common European higher education was the signing of the Bologna declaration. The main idea of this activity is to create an open European higher education systems, which could, both, preserve and protect the cultural heritage of the countries, and contribute to the creation of a common space of teaching and learning [3]. In this regard, it becomes urgent for Russia to create a model of education understandable and acceptable in Europe and the world. To do this, it is necessary to determine how comparable the models of multilevel training in the EU, the U.S., and Russia are.

In the field of higher economic education, which is developing intensively in today's world, two main models of the higher economic education are realized: European and American. Both of them have demonstrated their success in the market economy and become the prototypes of the economic education systems in other countries.

The basic foundation of the European model of economic education is the model realized in Germany. The German model is based on the separation of higher education in economic sciences in the universities, and training in economics in the system of additional (postgraduate) education [2]. The German model can be characterized by the division of economic education into the "pre-experience" and "post-experience" depending on whether the student has had practical experience in the field of economy or not. The main activity in the area the "pre-experience" higher economic education, implemented in Germany – is the full-time higher professional education when the students study economics, law, engineering, etc. at the scientific level. "Post-experience" economic education consists of the regular participation of the practitioners with a higher or specialized secondary education in the short-term and medium-term training programs that focus on specific issues of economics.

The model of economic education typical for Germany is used in Austria, Belgium, Finland, Japan and some other countries. Germany has made a remarkable progress in the economic, industrial and social development, and the role of experts in the field of economy, educated in German schools, is obvious. But principles of this system are rather conservative, especially from the point of view of modern requirements to improve the adaptability and flexibility of the expert economist in a permanently changing environment [1].

The American economic model of higher education is based on the private business schools, which are the main centers of economic education. In this model, relevant training centers provide a variety of training programs: they teach students who graduated from the high schools, as well as people with higher education, having real practical experience.

As part of the education model, originated and developed in the United States, higher professional education in the field of economics is a two-step process. The first stage is completed in 4 years (after finishing of the relevant faculty (school) within the public or private university or independent private college) when the student get the Bachelor's degree. Complete higher economic vocational education requires the Master's degree, which is got in 1-2 years, after acquiring some practical experience. There is a clear division between the degree and non-degree programs in the American model of the higher economic education. Degree programs generally correspond to the Russian degrees of "bachelor" and "master" and the qualification of a "specialist". Specialization in the U.S. undergraduate programs begins from the 3- 4 year of the study. In the same period, the students who are going to continue their education, often take courses necessary in future, when getting the master's degree.

The U.S. approach to the creation of schools of business and economics has gone beyond national boundaries and become the property of the global community. The American model of economic education is realized in modern Britain, Denmark, Norway, Cyprus, etc.

The characteristic feature of the higher economic education model, realized in the most of the European countries nowadays, is the co-existence of the German and American models. For example, France, Spain, Italy, the Netherlands, Canada, Australia and others, use the "mixed" model of the higher economic education. Various transitional models of the higher economic education (Russia, some Central European countries, Brazil, Argentina, India, China, etc.) tend to join them.

In this regard, it is interesting to study the experience of France, which has the oldest European system of higher education in the field of economics and business. It co-exists alongside the academic university education. The formation of this system in its modern form was based on the synthesis of the traditional French system of higher commercial schools with elements of the American model. In France, a complete secondary education is got at the age of 18. During the last two years the students study special disciplines continuing their training at the Lyceums. The training completes with the getting of the qualification of the Bachelor, giving the right to be enrolled in the university without examination.

The University education consists of three cycles. The first (two-year) cycle ends with a diploma of the "general" university education. The second cycle (two-year) entitles you to receive a master's degree. The complete higher education is the mastering of the third cycle – the graduate program (1 year) or doctoral (3 years).

Concurrently with the universities, there are specialized educational institutions – high schools – in France. Enrolling requires passing serious competitive examinations. This is preceded by the intensive preparation of the students who have already got a bachelor's qualifications noted above. The program of preparation for competitive examinations resembles the first two years of the general university education. Being the part of the "mixed" model of the higher economic education, educational institutions of different types and teaching economics in various forms – universities, schools of economics and business, training institutions, etc. – operate rather effectively.

The institutionalization of the "mixed" model of higher economic education has actually occurred in the Russian legislation. The Russian model of the economists training is the two-level system, different from the European and American models. It can be explained by the fact that domestic system of higher education has rather specific relationship with the state, different degree of autonomy, a wide variety of regions in comparison to the USA and Europe [4]. European and U.S. universities are financially and academically autonomous, while the universities and the whole system of education in Russia is subject to unified requirements and mechanisms of the Ministry of Education and Science of the Russian Federation.

As it can be seen from the above, the study of the international experience of the economic models of higher education implementation makes it possible to reveal their positive and negative features to work out an adequate and effective model of the higher economic education in Russia, able to prepare highly qualified and competitive specialists in the field of economy.

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## АНАЛИЗ ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ В СТАРОПРОМЫШЛЕННОМ РЕГИОНЕ УКРАИНЫ

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В современных условиях движущим фактором глобальной конкуренции являются инновации. Внедряя инновации, предприятие может добиться на рынке конкурентных преимуществ. Конкуренция активизирует инновационную деятельность, которая является одним из важнейших системных факторов устойчивого экономического развития страны. В связи с этим, поиск направлений модернизации современных предприятий за счет внедрения инноваций в промышленные предприятия, является актуальным и объективно необходимым вопросом исследования обеспечения всесторонней организационной и инвестиционной поддержки развития предприятий.

Целью данной статьи является анализ инновационной деятельности в старопромышленном регионе Украине, и разработка мероприятий по ее активизации.

В современной зарубежной и отечественной экономической литературе уделяется большое внимание рассмотрению проблем осуществления инновационной деятельности, как на макро, так и на микроуровне. Весомый вклад в изучение инноваций и инновационной деятельности внесли такие ученые-экономисты, как Ж. Говоруха, В. Гринева, А. Лапко, М. Портер, Л. Федулова и другие [1-6]. Однако, проблемы инновационного развития старопромышленных регионов, освещены еще недостаточно полно.

Основным законодательным актом, регулирующим правовые, экономические и организационные основы государственного регулирования инновационной деятельности в Украине, является Закон Украины «Об инновационной деятельности». В нем дается определение понятий «инновации», «инновационная деятельность», «инновационная продукция» и др. «Инновации – вновь созданные (примененные) и (или) усовершенствованные конкурентоспособные технологии, продукция или услуги, а также организационно-технические решения производственного; административного, коммерческого или иного характера, существенно улучшающие структуру и качество производства и (или) социальной сферы» [7].

Луганская область является индустриально развитым регионом с мощным потенциалом инновационного развития. Основными предпосылками инновационного развития Луганской области являются большие производственные мощности, сконцентрированные на территории региона, богатое ресурсное обеспечение, в частности, наличие крупных угольных запасов, запасов природного газа, стройматериалов и пр.

Промышленность в Луганской области представлена такими наиболее развитыми отраслями, как производство нефтепродуктов и коксoproдуктов, химической и нефтехимической промышленности, металлургии и обработкой металла, угольной промышленностью, электроэнергетикой.