

SECTION 18.

PEDAGOGY AND EDUCATION

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COMPONENTS FOR THE DEVELOPMENT OF A COMPREHENSIVE MOTIVATION SYSTEM IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE

As experience shows, state Higher Education Institutions (HEIs) in the issues of material motivation of labor occupy more advantageous positions, personnel (scientific and pedagogical workers, service personnel, technical staff, etc.), in addition to the basic salary, are paid all allowances and bonuses, in private HEIs - minimum wages. Accordingly, it is necessary to strengthen the system of moral incentives and intangible means of motivation. Nowadays, motivation plays an important role in effective human performance. As one of the management rules says, "the only way to make a person do something is to make him want to do it himself" [1]. If a manager wants to achieve a higher level of motivation, there are a number of step-by-step steps that should be taken to help achieve the goal. The basic steps for increasing motivation levels are:

- to define and agree on high but achievable goal;
- to provide feedback on performance;
- to identify the types of behaviors and results that lead to worthwhile rewards if people succeed, but will be punished accordingly if they fail;
- to develop positions that can enable people to experience a sense of success, to discover and use their abilities, and to exercise decision-making power;
- to provide for a system of appropriate financial incentives and rewards for achievement for job success;
- to provide appropriate non-financial rewards, such as recognition and praise for job performance;
- to notify all employees and communicate the relationship between performance and rewards throughout the organization;
- to select and advise team leaders who will engage in effective leadership and have the right motivational skills;
- to enhance people's qualifications to develop the knowledge, skills and abilities they need to improve the quality of their work;
- to communicate to employees what they need to do to advance their careers.

It is possible to manage effectively only when there are clear ideas about the needs, motives of the performance, about his position, as well as the value orientation. But we should pay attention to the fact that personnel are not always aware of their motivations. An employee cannot always know himself well, or rather be able to hear himself, and cannot give himself an adequate self-assessment. Therefore, the Socratic aphorism: "Know thyself" is still relevant today.

Motivation draws its origins from unmet needs and actions that push it if they are successful

and satisfy those needs. Therefore, it is important to understand what specific needs drive the emergence of motivation in a given person at the present time. Activity motivation, despite the variety of ways, is one of the main methods of personnel management, which motivates employees to achieve the goals facing them and the enterprise.

Development of market relations in our state forces managers to change the existing methods and forms of management in all areas of modern management and, first of all, in personnel labor motivation [1]. These changes should be based on the existing needs of employees, which are not limited to the material component, but presented in all variety. The task of a good manager is to skillfully combine employees' enthusiasm and decent remuneration. To develop a comprehensive system of motivation in higher education the following components must be taken into account:

- culture of HEI (system of value orientations and norms common for all personnel);
- identification by the staff by HEI (perception of HEI by the staff and combination on formation of economy of knowledge as a basis of information society by environment of the outside world);
- personnel service (all forms of social benefits, services provided to employees);
- workplace organization (equipment of workplaces with ergonomic and organizational aids);
- personnel policy (planning on improvement of qualification and mobility taking into account needs, desires and professional abilities of workers, consideration of achievements of the personnel and their remuneration);
- regulation of working hours (flexible adaptation of working hours to the needs of the employee, postgraduate and doctoral students, employees with minor children);
- informing the employees (informing the employees about the affairs of HEI, delegation of authority).


The daily moral and psychological stimulation of the most authoritative members of the collective and progressive youth for actual achievements is of great importance in HEI.

Thus, on the basis of the study of labor motivation system management in HEI the following conclusions are made:

- the management process of labor motivation system in HEI should be considered as a complex process consisting of a number of components (labor payment, rationing, personnel evaluation, non-material methods of stimulation, evaluation system) of the effectiveness of existing methods);
- peculiarities of strategic personnel management consist in the creation of incentives, with the help of which the employee will link his own prospects with the prospects of HEI development;
- development of modern systems of labor motivation in HEI is hindered by absence of domestic scientific-methodical base of motivation processes, based on consideration of peculiarities of modern national outlook;
- it is necessary to improve the system of material encouragement of HEI by using such system of labor remuneration, which is based on unified tariff scale with corrective coefficient, due to which the size of employee's salary changes depending on the degree of task fulfillment. Along with material incentives, it is proposed to use a system of non-material incentives for personnel.

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ECONOMIC POTENTIAL OF HIGHER EDUCATION IN SOUTH KOREA

As economic potential in south Korea has been constantly developing, the status of higher educational institution as a leading constituent part for obtaining quality educational services, has increased in its value. This fact also may be explained by the appearance of new trend based on learning economy and its mastering. It is in South Korea, where a clear and direct link can be observed between industry and higher educational institutions.

An example, which demonstrates a working model of university education focused on industry, is the Korean Advanced Institute of Science and Technologies (카이스트), which was founded by Korean government in 1971 in order to provide the relevant focus on scientific and technical research work and studies which, in turn, were to be integrated into the national industrial system. This decision made by the government was the key to ensure the country's further economic growth.

In South Korea, knowledge economy began to shape due to new configuration which brought the university to the hub of innovation growth. The pattern of Corporate Helix Model which sets up the relations and link between educational institution, industry and the government, most likely was the key to national or multi-national innovation strategies in the economies of those countries where private or state corporations play their key role in emerging new enterprise-oriented higher educational institutions [1]. Therefore, by having adopted this trend from the Government, all the country's higher educational institutions are intended to develop first-rate educational and scientific programs which are oriented not only on potential applicants but also tend to satisfy the needs of industrial sector, having their positive impact on GDP indicators.

According to the World Bank, today the country's GDP is at \$ 1,6 trillion [2]. And, according to the OECD, the forecast for real GDP growth for South Korea in 2021 and 2022 are at 3,3 %. The indicator could have been higher, but due to COVID-19 the country lost its economic stability. However, the Republic of Korea remains to be the tenth in the list of the OECD countries in terms of the GDP level [3].

It should be pointed out, that the President and Government of the country have been constantly putting all their efforts required for the stable and steady development of higher education so that it would be able to show good results. GDP indicators of the country and the budget share spent on education clearly prove the implementation of such a policy. According to the latest data published by the OECD, the share spent on education, including higher educational sector, calculated as a percentage to the country's GDP in 2017, comprised 5 %, exceeding the average indicators of the OECD countries. The share spent per one student in the same year comprised ₩ 14,2 mln. [1].

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