European Experience in Implementing Innovative Educational Technologies in the Training of Management Specialists: Current Problems and Prospects for Improvement

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Summary
The article highlights the European experience of innovative educational technologies of training management specialists. Based on existing strategies, relevant in the European educational space, the introduction of regulatory elements to maintain a balance between the traditional and innovative format of the educational process, which is typical for the Ukrainian education system is proposed. The article aims to single out educational and technological innovations into a separate cluster of managerial training at different levels in the context of the principles of the modern synergetic sociocultural paradigm. The main objectives of the work are to develop settings to ensure the effective functioning of innovative educational technologies. Among the synergetic principles of educational technologies, providing the formation of necessary competencies of future managers, are: self-organization, interdisciplinarity, nonlinearity, individuality, and technologization. The methods used in the scientific study can be attributed to the group of scientific synergetic methodology. So, the training of specialists in management, implemented in the European practice assumes the use of new educational strategies. These technologies provide both the necessary skills of different levels (hard-soft-digital skills) and the observance of value components (solidarity, ethics, inclusiveness, openness).

Keywords:
Educational strategies, innovations in education, management training, education in Europe.

1. Introduction

The Ukrainian education system needs certainty in its strategic progression. Decades of reform have led to the supremacy of form over content. In the pursuit of optimal educational models, we are losing the essence of the long-term development plan for the education system. Orientation to the European principles of building an educational format for training specialists is important and needed. Moreover, the European system of training specialists in the management cluster has demonstrated its success since the level of management in Europe demonstrates rather high indicators.

In the scientific community, the problems of innovative educational development are considered quite actively. In recent years, the realities of today have led to multidirectional research in which information and communication and methodological technologies have become fundamental in the educational process. Globalization shifts, total informatization, COVID-19 pandemic are by no means a complete list of factors determining the relevance of using innovative educational technologies.

Problems of acquiring managerial skills through innovative educational technologies have been investigated by Branchet & Sanseau (2017), Goulart, Liboni & Cezarino (2021), Mushynska & Kniazian (2019).

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Information and communication technologies necessary for the training of future management specialists were covered in their scientific explorations Bykov, Romanovsky & Romanovskaya (2020), Romanyshyna (2017).
Concretized educational innovative technologies Tay&Low (2017), considering the principle of Lean-technology; Tsekhmister, et al. (2022), who analyzed the most popular brands of innovative technologies in manager training in the European educational space; Dubinina & Hrytsiak (2018), who highlighted the European model of project manager training.

The differentiation between the traditional format of manager training and innovative approaches in leadership training is found in the works of García-Martínez, Díaz-Delgado & Ubago-Jiménez (2018), Crede, Jong & Harms (2019), Iordanoglou (2018), Kobza, Schaefer, Glawar et al. (2016), Lorenzo & Aurora (2022).
The problem of the domestic educational system is a violation of the algorithm at the level of "strategy-tactics" of the educational model. Since the Ukrainian reality is partly implemented educational technology without awareness of the peculiarities of the functioning of educational technology. In such circumstances, the European experience is relevant, because their system of training professionals is balanced and demonstrates effectiveness and relevance.
One of the key parameters for maintaining this balance is the ratio of traditional and innovative technologies in the educational process. When training future management specialists it is important to use a mixed form because a manager should be focused on both permanence and progressiveness in his practical professional activity.
The strategy of educational development is concentrated in several fundamental manifestations:

- content (revealing the content of the educational content);
- axiological (provides the disclosure of the purpose of the educational process);
- structural (defines the order and sequence of the acquisition of knowledge and skills);
- technological (provides the optimal format for organizing the educational system) (Bakhmat et al. 2018).

The norms of each of these parameters should be observed in the training of management professionals. The strategy of educational development is important in terms of the potential opportunity to apply the innovations acquired during training in the course of professional activity. Practical and theoretical skills are not limited to use in the educational process and do not remain in it, extrapolating already in practice-oriented professional activity of the manager.

2. Materials and methods

European educational institutions that have demonstrated successful examples of the implementation of innovative educational technologies in training future management specialists have become a platform for scientific exploration. The development strategies of the European educational cluster as a whole and individual European educational institutions contain the key aspects of the effectiveness of innovative technologies.
Methodological arsenal, which was used in the scientific study, mainly focused on the scientific-synergetic paradigm. Philosophical-scientific synergetic way allowed to discern the merits of innovative technologies in education in a comprehensive way. The use of general scientific methods of analysis and comparison provided an opportunity to strategically comprehend the feasibility of innovative components. In turn, the structural method implies the development of effective algorithms, effective in the work of the manager.

3. Results

To understand the role of the newest technologies in the educational process, let us consider the essence of these innovations in the modern sociocultural space. It is now increasingly evident that technical and non-technical skills are being prioritized in information systems and information technology (Branchet & Sanseau, 2017). As a consequence, there is a need for changes in teaching strategies. Leading European universities have taken into account the need to improve training resources for future managers. At the same time, adaptation to the existing model of technological progress, necessary for the organization of human resource management work and the business models of firms in this area is assumed. Manufacturers of IT technologies have realized the need to test the innovations first in the educational-humanitarian sphere, and then introduce these elements into the production-technological process. Consequently, the educational sphere receives the newest technologies at the very beginning of their creation. This allows organizing the training of managers taking into account the formation of their skills of technological innovations without the need to comprehend them in the course of professional activity.

In Europe, there is a qualifying master's degree in management - MBA (master of business administration). The basic educational technology for training specialists for MBA programs is the case study, focused on situational analysis and description of real social, economic, or business models. Innovative technologies are largely focused on the case study methodology, expanding its capabilities.

The best platform for researching European experience in implementing innovative educational technologies is the managers' training platform. The leading organizations developing strategies for the development of managerial education are Management Centre Europe (MCE), Management Training Europe (MTE). The organizations offer the following components for management training: communication, negotiation, theories of influence, leadership, diversity, inclusiveness, planning, HR, PR, project. The manuals offered by the training centers are adapted to the management training curricula of almost all European universities.

A team of scientists (Tsekhmister et al., 2022) has established that the emergence of managerial specialty or managerial qualification courses is associated with transformations in social and economic life and fierce competition in contemporary socio-cultural space (educational, economic, political, etc.). So far, we can safely state that educational management is an interdisciplinary category on the verge of education, economics, and culture. Innovative activity in training management specialists implies revealing the future manager's potential by actualizing his/her best qualities and creative abilities.

Recent studies show increased attention to the motivational aspect in educational activities. Stupak (2020) notes that learning motivation in higher education helps to ensure the qualitative organization of the learning process. The concept of competitiveness and demand in the labor market occupies an important place for the educational and qualification level of the manager (different levels). It is clear that without basic, flexible and technological skills it is very difficult to train a competitive specialist. These competencies are provided by the corresponding clusters of educational institution work. If we are talking about hard-skills, then here, first of all, the work of a tutor and methodological support of the educational process is actualized. When it comes to soft-skills and digital-skills, it opens up prospects for innovative educational technologies, which determine the strategy for training a competitive specialist and provide the educational process with direct innovations of technology and information and communication nature. The European education system has already recognized in full the urgency of innovative technologies in training motivated and professional specialists of a managerial level. Domestic institutions of higher education should borrow this experience and include elements of innovative strategies for training managers (leaders in specific fields) in their programs.

The development of human capital and education is a priority for the European community. A skilled workforce is a clear indicator of educational cluster development (Mushynska & Kniazian, 2019). Education has become a relevant platform for the implementation of educational innovative technologies. First of all, it concerns the training of future managers in the economic sphere. The economy is now the most dynamic sector, with changes occurring almost online. This requires new forms of training business managers. Skills, that professional managers should possess, are formed in the conditions of the total information-technological paradigm. Educational technologies should provide organizational abilities for a future manager. The educational process is introduced with the necessity of realizing the algorithms of managerial activity, which includes:

- allocation of primary and secondary goals and problems;
- setting goals and objectives for all links;
- logically consistent construction of the tactics of action;
- choice of optimal solutions and methods of achieving the result;
- flexibility of planning and the appropriateness of adjustments when unpredictable situations arise;
- ability to analyze, draw conclusions, and forecast activities.

Information and communication technologies have positive implications for the education system. Thanks to the use of technological innovations, new opportunities for working in the information field with the use of effective communication elements are opening up. For a manager of any level, information is the main condition of awareness of the subtleties of the manager's work. Technologies cannot replace the manager's ability to analyze or forecast, but they can greatly facilitate the collection and processing of information. The same technologies are not capable to replace the communicative skills of the manager, at the same time, allowing one to choose a convenient format of communication. Provision of educational innovative technologies, according to Romanyshyna (2017), is possible only by combining information technology with didactic means of their implementation.

For a long time, the vast majority of managers entered their positions without the skills acquired during training, learning the managerial craft virtually on the job (Rumbley et al., 2018). This has led to the negative phenomena for the university education system of the demand for and popularization of training and management training programs outside of academic institutions. That is professional skills and qualifications the applicant received in higher education, at the same time leadership and management skills are fine-tuned in separate courses or trainings. Such a reality carried certain threats to the quality of the educational services provided because management

courses and trainings were not always accompanied by appropriate licensing and qualification requirements. It could be the author's trainings that did not require educational attestations. Consequently, institutions of higher education were forced to transform their work curricula, introducing aspects of training not just a manager, but a leader capable of organizing processes in areas of public activity.

The European system of higher education is evenly disconnected from the traditional notion of the manager. The reason was a significant increase in "problems in the organization of the work process, trends of chaos and uncontrolled business behavior, lack of mutual trust in business operations" (Kobza et al., 2016). Under such realities, the term leadership is more relevant. The leader, according to the competencies he or she acquires during training, is able not only to organize and manage processes but also to perform a synergistic role. According to this transformation, there has been a reorientation of educational technologies for training future management specialists. However, the conservatism of education does not allow for a radical change in the training strategy of the individual cluster specialists in the short term. The transformation of education and training components takes years. The realities of today's rapidly changing world do not devote that much time to educational transformation. That is why the role of soft-skills in the educational process is increasing significantly. Transformations at the tactical level of the education system allow:

- First, to respond promptly to changes in the socio-cultural space;
- Second, to provide the necessary time to reorient educational strategies at the fundamental level.
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In the organizational dimension, we are talking about educational activities that are implemented in parallel with specialized university management training courses (e.g., the international organization European Students of Industrial Engineering and Management (ESTIEM)).
It should be noted that the mission of translating the innovations of educational content was entrusted precisely to innovative technologies, characterized by flexibility and dynamism. Traditional models of educational strategies are focused on the translation of stable, linear forms and methods of education, which are inherent in the training of a classical specialist in management. Innovative formats, using information-communication and technological paradigms, have easily changed the essence of competencies, which are already aimed at training leaders.
An academic study by Iordanoglou (2018) demonstrated the urgent challenge of unifying leadership training strategies. The results revealed quite a few differences in the leadership skills that are acquired during management training in different European countries (sample countries: Greece, Bulgaria, Latvia, Lithuania, and Cyprus). Differences were noted both in hard-skills and soft-skills. And while differences in different socio-cultural environments are acceptable for flexible managerial skills, differences in fundamental skills are worrisome. Therefore, we consider the development of unified software and methodological support and learning content for training future management specialists to be a promising point in considering educational innovations. Given the globalization and integration processes that permeate the modern world, there is an urgent need to implement a common paradigm for training leaders who can effectively manage under the uncertainty and variability of the present. The concept of "authentic leadership" proposed by Lorenzo & Aurora (2022) encourages self-awareness, transparency in relationships, moral stability, balanced processing of information, and harmonization of supervisor-subordinate relationships. A key concept of this digital technology is positive self-improvement. The content and meaning of reputation is expanding. Leaders become important links in many areas of social activity. Consequently, the system of preparation of such a leader requires improvement, which includes both professional skills and a moral component.
Recently, there is a tendency to organize the educational process, according to which the transfer of knowledge is provided not only on profile aspects but also on the promotion of such elements as: personal development and social-emotional skills (Goulart et al., 2021). This human-centered approach is an important element of educational innovation in managerial training. Educational technology is far from being identical to technological processes. Human dimensionality is also a technology that results from the revitalization of humanities-science discourse in contemporary space.

Note that research into the effectiveness of transformational leader behavior in shaping cultural values has revealed that the value of transformational leader behavior can be limited in the developed countries of Western and Northern Europe (Crede et al., 2019).

One of the most popular educational technologies used in Europe is the Lean principle, which is to increase productivity while minimizing costs. For Ukraine, such experience is relevant due to socio-economic problems. Let's consider the peculiarities of application of such philosophy in the preparation of a specialist of managerial level. As Tay & Low (2017) note, in the education system, lean philosophy acts as a systematic approach that emphasizes the satisfaction of the needs of applicants for a management specialty, minimization of costs for the organization of the educational process, and a commitment to the pursuit of continuous improvement. In fact, the future manager gets Lean-philosophy skills together with the

experience realized directly in the educational process. Cost minimization is justified and argued by mentors in the training process. Maximization of final achievements (values) or results is presented not only as a target axiological statement but is proposed to be studied and analyzed in the context of the process.

A fairly widespread educational innovation strategy in Europe involves the training of a project manager. The managerial experience of European managers demonstrates a much higher efficiency when applying the project approach rather than the traditional one. The project manager (and its counterpart - program manager) quickly adapts to socially significant changes in the environment, becoming independent of them and concentrating on the direct performance of tasks (Dubinina & Hrytsiak, 2018). The narrow-mindedness of a management specialist is a negative element of his professionalism. A synergetic model of a manager's professionalism is in demand now. In the educational model of project management, such interaction is possible because the project involves the intersection of many components: from technological to moral.

According to Bakhmat, Dudka & Liubarets (2018), the value-motivational component brings together two elements that are defining for the future manager:

- personal-value principles of professional growth, responsibility, and self-confidence; life and professional, active life position;
- professional-value aspects of awareness of the social significance of the chosen profession, awareness and perception of the choice of one's own profession, dialogic nature of communication with the outside world.
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The practice of using the guided model during training allows for the extrapolation of acquired skills into a future professional environment. At present, there is a need to abandon the traditional model of technically oriented training that separates educational and professional goals. With such attitudes, it is impossible to achieve the synergistic effect necessary for a manager-leader. García-Martínez, Díaz-Delgado & Ubago-Jiménez (2018) note that "...learning leadership is a useful tool to build shared responsibility skills...and...learning leadership contributes to key transformations in the context of global educational reform".

One of the fundamental value components of management training is responsibility. When pursuing a management profession, the aspirant must master cybersecurity and cyber awareness skills (Bykov et al., 2020). The position of a manager at different levels involves decision making, the possibility, and the need to make choices. Under such conditions, the factor of managerial responsibility for actions and decisions grows. At the same time, the latest educational technologies, along with positive elements, carry certain threats related to copyright compliance and moral control of the content. Consequently, cyber-awareness becomes the necessary digital-skills, which acts as a necessary component of the effective implementation of information and communication innovations in the training of specialist managerial level. Orientation in the information-communication environment is not an advantage, but a duty of a modern professional manager.

The peculiarity of the European experience of implementing innovative educational technologies in the educational process was the unevenness of this process in the context of different countries (Sevkušić et al., 2021). The engines of economic development of the European continent were the first to make radical shifts in leadership training. Later on, other countries joined them. Such experience is especially important for the Ukrainian system of education, which, given the socio-economic problems, has to take into account the adaptation factors of the transition to innovative formats of educational technology. In addition, the peculiarities of the development of the domestic economy and the social sphere assume taking into account the feasibility and relevance of certain innovative technologies in the educational process. For example, the lack of many clusters of high-tech production raises doubts about the feasibility of implementing expensive educational innovative technologies, as applicants for professional skills will not be able to implement them in professional activities in Ukraine.

4. Discussion

The Ukrainian education system as a whole and the format of training future management specialists requires certainty. Currently, in the global educational space, there are several models for the implementation of innovative educational strategies. The question of choosing the path of development remains debatable. Having analyzed the properties of the management training process; further integration of managers trained using innovative technologies in a competitive market environment; noting axiological aspects of professional training of management specialists, who acquired value priorities in the new conditions, the conclusion suggests the expediency of using the European experience of implementing innovative educational technologies. The reason for this is the synergetic principles of educational technologies mentioned in our study.

5. Conclusion

So, the period of coexistence of traditional and innovative models of training managers of different levels enters the phase of the dominance of innovative educational technologies. Educational technologies provide the use of educational and methodological innovations, at the same time, their key purpose is to develop a strategy for training specialists-managers.

The European education system has been reoriented to the use of information and communication, high-tech components that ensure the training of a competitive specialist. All these points are prescribed in the program documents of educational institutions and implemented in the educational process. Lean technology, the principle of project management are vivid examples of innovative educational strategies, which prove their effectiveness, because graduates of educational institutions, who received a management profession in accordance with these programs, are in demand and competitive in the labor market. Consequently, it is appropriate to adopt the experience of European countries in the issues of applying innovative educational technologies. At the same time, it is necessary to define the priority directions of the innovative education model, taking into consideration the realities of socio-economic development in Ukraine. Fundamental principles of innovative strategies in manager's training are: self-organization of future management specialists, interdisciplinarity as a form of the learning organization, the nonlinearity of thinking and management tactics, technologization of the educational process.

Prospects for further research is to justify the feasibility of synergistic principles of educational technology.

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