

# **INNOVATIVE MANAGEMENT OF HUMAN CAPITAL FORMATION**

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## **PECULIARITIES OF INTELLECTUAL CAPITAL FORMATION IN HIGHER EDUCATION INSTITUTIONS**

Studies of the concept of intellectual capital indicate the need to consider several aspects.

First of all, intellectual capital is inherent in an individual and in this aspect can be defined as a set of different qualitative features of man, consisting of knowledge, experience, skills, ideas, as well as its intellectual property and the possibility of reproducing them in the future [4; 6]. However, this aspect of consideration of the studied category is very narrow and does not reveal its full potential. Therefore, it is more appropriate to consider this category in a broad sense, namely at the enterprise level.

Thus, in a broader sense, intellectual capital is a set of different economic entities necessary for the effective application of accumulated knowledge, information, technology and intellectual property in an effort to achieve sustainable development of innovative production of various goods and services, improve living standards and help solve external problems in economics [3].

Based on the above definition, we can consider the characteristics of intellectual capital as a factor in the innovative development of the

enterprise. The success of innovative development depends not only on how productive the independent innovation factors act separately, but also on the organization of relationships between them. The main link in the system of innovation, research and development are higher education institutions. Therefore, it is advisable to consider the process of formation of intellectual capital on the example of the university.

The modern system of higher education acts as a unifying element, which is aimed at professional and personal development of the applicant by forming an integrative system of relations in the management of professional training of future graduates on the basis of intellectual capital of higher education [1; 7].

As a result of using the quality system of education at the university, it is necessary to substantiate the expediency of the following structural components of the modern educational process, integrating the general educational process with the intellectual capital of the higher education institution. Among the structural components are as follows:

- official, focused on the acquisition in the learning process of experience in the implementation of certain professional tasks; this element correlates with the understanding of the role of the profession, which is obtained in the learning process; as a result of the development of intellectual capital of the university, the applicant should be able to develop skills in social and economic issues, use knowledge of both the humanities and economics and social sciences to solve social and professional problems;

- information and communication component is associated with the formation of the ability of higher education students to communicate competently, argue, discuss, work with various information resources, use new methods of working with information, systematization of knowledge for their further effective use in professional activities;

- the creative component should form tolerance in applicants for higher education in the implementation of social and professional interaction based on ethno cultural and religious differences;

- health-determining component contributes to the formation of higher education students' orientation to a healthy lifestyle based on maintaining the appropriate level of physical training, which is necessary to achieve social activity and full professional activity;

- psychological and pedagogical component of the intellectual capital of higher education is that students of higher education as a result of training get the opportunity to develop the ability for psychological stability in complex and extreme situations through the use of emotional and cognitive regulation to optimize personal activity and psychological state [2; 5].

The system of formation of intellectual capital in higher education institutions is formed on the principles of:

- mutual responsibility, which promotes close cooperation with scientific organizations, educational institutions, public authorities, local governments, as well as with public associations, labor collectives of other enterprises, with the media, which help improve the quality of training of future graduates;

- consistency – ensuring mutual consent and responsibility of the subjects of the pedagogical process to create pedagogical conditions for the implementation of professional training of higher education, including pedagogical conditions in the quality system of education; as a result of integration of the quality system of education in the general educational process the basis for successful performance of professional tasks on the basis of formation of professionally-specialized competence is formed [1; 9].

The intellectual capital of a higher education institution is formed on the basis of the use of the following basic principles that provide the most effective options for building relationships between the quality system of education and the higher education system:

- the principle of modularity – implies that the educational module should provide comprehensive development of knowledge and skills and experience in the implementation of activities that will directly affect the specifics of their future professional activities. In this case, the criteria are formed by the quality system of higher education;

– the principle of personalization – implies the purposefulness and integration of the impact on the personality of applicants for higher education; it enables each future graduate to determine the individual trajectory of professional competence [8].

During the application of intellectual capital of higher education institutions, professionally specialized competence is created, which is based, in turn, on the process of creating abilities due to the quality system of education, which includes the following basic integrative personal characteristics: cognitive-positive thinking, service abilities, ethical [4; 7].

Thus, we can conclude that the specifics of the formation of intellectual capital of higher education institutions allows to define it as a factor of motivational mechanism and, thus, the basis of innovative development. In this case, intellectual capital, both personal and organizational, or rather the level of its development must be taken into account in the formation of a system of staff motivation in higher education.

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