

INTERACTION OF BUSINESS AND EDUCATIONAL SYSTEM IN MODERN ECONOMIC REALITIES

World experience gives enough reasons to believe that a modern cluster must be innovation-oriented, and it is no longer disputed that the feature of an innovation cluster is that the center is not the business core, but the university-R&D core, which ensures the development of a scientific idea, and through the system of innovation infrastructure of the cluster it is quickly transformed into innovation, i.e. the process of rapid promotion of R&D to innovation occurs. Thus, education and science play a key role in innovation clusters.

At the same time, the processes of clustering and the formation of various kinds of integration structures have been taking place in the educational environment itself for several decades, and the search for the most effective interaction between educational institutions of various levels is ongoing: integrated training programs in the "college-high school" system, two-level continuous training in the "vocational school-university" system, the system of retraining and professional development at life-long education level, and, finally, the formation of a peculiar type of educational environment. Such integration is in fact the formation of an educational cluster.

In the Republic of Belarus the task of forming educational clusters was first voiced in the Concept of Teacher Education for 2015-2020. In the following policy document, the Concept of development of teacher education for 2021-2025, it is stated that "in 2015 the system of teacher education transition to the cluster model of development was implemented. The country created an educational-scientific-innovative cluster of continuing teacher education, which ensures the integration and development of the potential of all actors involved in the training of teachers. The educational-scientific-innovative cluster of continuous teacher education includes institutions providing training, professional development and retraining of teaching staff at different levels of education; scientific and scientific-methodological organizations providing conceptual, content and methodological process of teacher training; public pedagogical associations of teachers, and other structures [1].

In China, innovative educational clusters are developing very rapidly, forming dynamically growing specialized structures in most regions. They are a mechanism of strategic cooperation between universities, re-

search organizations, companies from different industries, venture funds and other intermediary structures. It is such an interaction that provides a synergetic effect of innovative products production, the provision of effective educational services, the implementation of complex research projects and programs in the fields of aircraft engineering, space equipment, electronics and telecommunications, pharmaceuticals, etc.

According to the concept of the Ministry of Science and Technology of China, the prospects of creating innovation clusters in China are associated with the development of innovation potential of existing clusters based on the economic success of state technological and economic development zones and other preferential innovation formations (technology parks, high technology zones, etc.) [2].

The most famous innovative educational cluster in China related to biotechnology is Zhongguntsun Technopark in Beijing. It includes 17 technoparks specializing in information technologies, "wildlife sciences", aerospace technologies, energy saving and other spheres, 39 universities, more than 400 thousand students, 140 research centers, about 20 thousand high-tech companies and more than half a million employees.

World experience shows that in practice, as practical experience of functioning of cluster formations is gained, the question naturally arises about the need to build educational clusters as a subsystem of innovative clusters.

Some researchers use the term "multi-cluster", characterizing the cluster structures of this type. A multi-cluster, which includes an educational sub-cluster (university complex), can unite enterprises on a territorial, technological, cooperative or other basis, can be existing or just being formed.

What benefits do the participants of such a complex cluster formation get?

First of all, the subjects of the educational sub-cluster benefit: by establishing intra-industry cooperation, they can offer the real sector and/or the production services sector flexible educational programs, the possibility of modular, narrow and specialized training, the implementation of individual training programs.

This also ensures the implementation of the principle of practice-oriented education. The cooperation between educational institutions and potential employers allows them to make a realistic assessment of which professions are in demand and what the value of the need for specialists is. Educational institutions are also able to influence the value of such a need (to adjust the demands of business entities) by performing scientific research and forecasting possible changes in the industry and production

structure, which leads to a change in the personnel structure.

The business entities included in the multi-cluster get an opportunity to partially or fully pay for the training of specialists they are interested in with much less risk than in the target enrollment conditions, since they do not lose contact with such students and can, having financed the "target place", grant the right to select a particular candidate to an educational institution.

The selection can be organized with the participation of representatives of the economic entities themselves and already on the basis of professional competencies and criteria established by the employer itself.

Business entities in the multi-cluster can provide educational institutions with material and informational support, for example, providing experts to evaluate student projects in competitions, equipment for training specialists, etc. It is possible, and even expedient, to involve foreign educational institutions in the multi-cluster, since the principle of territorial localization is no longer the only and determining boundaries of the cluster. It will facilitate international exchange of experience, organization of internships and joint educational programs.

In general, the presence of educational sub-cluster in the multi-cluster innovation type will ensure the formation of highly developed human capital as a key resource of economic system development, will contribute to the creation of an effective system of inter-organizational and inter-sectoral interaction to achieve real economic results as quickly as possible

LITERATURE

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2. Modernization of education in China 2035 [electronic resource]. Access mode: http://www.gov.cn/zhengce/2019-02/23/content_5367987.htm. - Access date: 16.01.2023.