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**Labor potential as a factor of social and economic**

**development of the municipality**

*The research is directed to the studying of interdependent impact of improvement of the general education and the development of economic and social situation of the territory. In this work the model of municipal network interaction which offers the mechanism of training of the skilled workers with initial orientation to the specialties demanded by the labor market is considered. On this basis two schemes are developed: "The role of the trained at interaction of the labor market and the education market" and "The levels of realization of the model of municipal network interaction". By means of the first three spheres are visually presented: external macro-environment, external microenvironment and internal microenvironment, – showing the maintenance of relations of the participants. Differentiation of the levels according to the modules including the groups of executives, customers, partners is carried out to the second. In this work the materials of "The Education for Life, Education for the Future" Project are used. Selection of the results of USE in the separate objects of municipal educational institutions of Komsomolsk-on-the Amur is carried out.*

**Трудовой потенциал как фактор социально-экономического**

**развития муниципального образования**

*Исследование направлено на изучение взаимообусловленного воздействия совершенствования общего образования и развития социально-экономического положения территории. В работе рассмотрена модель муниципального сетевого взаимодействия, которая предлагает механизм подготовки квалифицированных рабочих кадров с изначальной ориентацией на требуемые рынком труда специальности. На этой основе разработаны две схемы: «Роль обучающихся при взаимодействии рынка труда и рынка образовательных услуг» и «Уровни реализации модели муниципального сетевого взаимодействия». С помощью первой наглядно представлены три сферы: внешняя макросреда, внешняя микросреда и внутренняя микросреда, – показывающие содержание отношений участников. Во второй – проведена дифференциация уровней в соответствии с модулями, включающими в себя группы ответственных исполнителей, заказчиков, партнеров. В работе использованы материалы Проекта «Образование для жизни, образование для будущего». Проведена выборка результатов ЕГЭ по отдельным предметам муниципальных общеобразовательных учреждений г. Комсомольска-на-Амуре.*

***Keywords:*** manpower, labor potential, "school-higher education institution-the enterprise" model.

***Ключевые слова:*** *трудовые ресурсы, трудовой потенциал, модель «школа – вуз – предприятие».*

The present stage of development of economy is characterized by acceleration of rates of the scientific and technical researches and developments which are followed by transformation in the social sphere and, first of all, in education. Reproduction of knowledge exerts the increasing impact on the dynamics of economic growth [1, p. 3]. How strong wouldn't be innovative mechanisms, difficult the technological equipment and new ideas of development, the territory can't be presented without manpower. The concept of manpower includes economically active, able-bodied population, the people capable to work [2, p. 387]. In the concept "labor potential" the available now and perspective labor opportunities characterized by the number of able-bodied population, its professional and educational level, the other qualitative characteristics already reveal [2, p. 388]. Personnel potential is less labor at a size of potential opportunities of unskilled workers, freelance workers and the part-time workers [3, p. 96]. Speaking about the personnel potential, the attention is paid first of all to a chance which is given by the skilled workers and specialists for the enterprise, the city, the region, the country that causes the interest of scientists and politicians. Formation of the personnel potential is the mechanisms and purposeful actions which have to provide functioning and development of system of preparation of demanded shots.

Rates of economic development, their achievement connect not only with modern shops, laboratories, but also with need for highly qualified personnel, new knowledge and skills. The way of production and use of knowledge become an important factor of improvement of quantitative and qualitative characteristics of functioning of economy which becomes possible thanks to formation of the human capital. Formation of labor potential is the interconnected complex of different conditions of economic and social situation of the territory. We will consider one of the components – education, not only from the point of view of the highest or secondary professional (from what it is accepted to count receiving specialty or a profession), and we will capture the all process of training and education.

In the work it will be a question of that form which is introduced in the educational process of Komsomolsk-on-the Amur to interest and draw at different stages of preparation attention of children and youth to the required specialties. It is implementation of the "Education for Life, Education for the Future" Project which is connected with the Concept of the territory of advancing social and economic development and is directed to formation at the school students demanded today engineering and technological (classes of Rosneft, classes of the Union of mechanicians and Small aviation faculty) and the other competences (information and economic, economy "enterprise" classes, architectural classes, research engineers, designer).

Example of the described form of education is the model of municipal network interaction: across it includes kindergarten, school, institutions of additional education; down it is called "school – higher education institution – the enterprise". Professional orientation work in this case is an acquaintance of parents and trainees to the professions and the network partners, thematic Open Days in the institutions of professional education, professional orientation testing and questioning.

Formation of labor potential through the education at the initial stage is based from creation of the system of values and priorities. So, partnership in the work of scientific and practical profile schools, work in the conditions of design office, conducting research activity (fundamental knowledge) develop the skills of "research engineer", designer. With a use of production workshops of higher education institution, secondary special establishment (SSE), system of immersion in the productions through excursions to the enterprises, participation in the work practice during the summer period (competence-based approach) skills of "engineer production worker" give training. Collaboration in the development of engineering business, development and deployment of business projects, participation in the social practice under the leadership of the network partners, understanding of perspective development of the small innovative enterprises develop skills of "engineer-businessman" [4, p. 4].

In such conditions the individual level of each future specialist consists of combination of the purposes of personal career (planning of professional career strategy) and the requirements of labor market. It, in turn, corrects the education market as at the state level (higher education institutions, SSE), and at the level of outer interested parties (network partners – the enterprises and the organizations of the city).

Realization of the model allows solve the certain problems reducing efficiency of use of the labor capital: asymmetry of interests of the labor market and the education market; imbalance in the necessary number of release of the specialists who have graduated; not demand of the labor capital in the labor market. The reason of it is determined as a lack of coordinated mechanism of dynamics of the demand of economy for the specialists and functioning of the system of professional education.

The model of municipal network interaction offers the mechanism of training of the skilled workers with initial orientation to the specialties demanded by the labor market. The offered scheme (fig. 1) reveals the main regularities in the interaction of different participants. Three levels are chosen: the external macro-environment, an external microenvironment and an internal microenvironment, – each of which represents the links influencing the situation or representing the maintenance of the relations of participants.

The first level is an external macro-environment. It is determined by the main components: an economic situation which is a basis for development both branch of education, and all chain of relations of production connected with the labor potential; demographic situation which directly reflects not only the available number, but gives opportunities to predict its dynamics, to reveal tendencies. Demographic situation depends on many factors, and if to speak about the quality of life, about the high level of satisfaction of the population with conditions of activity, then direct dependence on an economic situation of the territory, the enterprise is observed. However and economic development is impossible without the human resource, human potential, labor potential.

**Internal environment**

pupils

entrants

students

graduates

Demographic situation

Economic

situation

**External environment**

**Internal environment**

competence-based approach, skills

bases of fundamental knowledge, interest

**Opportunities** schools

preparation on the required specialization

Political installations

installations

Sociocultural installations

Labor market

Education market

**Opportunities** higher education institutions, SSE

**higher education institutions, ssuz**

**Requirements** of the enterprises of branch

*Fig. 1. The role of trained at an interaction of labor market*

*and education market*

The second level is an external microenvironment. It includes the influence of the first level through the political and welfare installations. The present provision of working specialties needs restoration of prestige, the dug-out presentation of the opening opportunities. It has to become purposeful work both from the state, and from the enterprises providing not only initial formation of the specialist (maintenance, adaptation, their support in the research work and domestic questions), but also the appropriate level of salary. Therefore the external microenvironment has included the enterprises and institutions of education, and also the markets which they represent. Requirements of the enterprises for branch experts characterize the labor market as a deficiency of the personnel first of all qualified is the indicator for education market. Education, in turn, has to provide preparation and retraining of the required experts in the necessary volume (order). Higher education institutions and SSE "give" feedback to the enterprises concerning opportunities (material equipment, the faculty) and a demand (existence of competitions at revenues to separate specialties, lowest passing score of entrants). Thus, there is a correction of the markets at direct "inclusion" of all participants.

The third level – the internal microenvironment which lays the foundation at the earliest stage (6 – 12 years) focuses and accompanies at the time of professional determination (13 – 18 years), creates the prerequisites for involvement into the production (19 – 24 years). The work of network partners is presented in the form of assistance in receiving bases of special knowledge and occupations of their practical application that has been described above. Connection of the general and higher education (from the opposite side) is a straight line and doesn't demand special explanations, the back arrow is intended for a preparatory work of higher education institutions and SSE for entering. At the considered level of possibility of the schools is determining as all future preparation depends on this participant. The general education is an initial point of the scheme in the analysis of sources (participants) of the internal microenvironment. So, at the level of school students there is a training and education, desires and aspirations develop. At "mortgaging" of bases at this level the first independent practices appear. The purposes consciously get out to the steps of entrants and priorities are determined. Only at the third step there are higher education institutions and SSE with their possibility of preparation and research work. But initial career guidance (excursions and meetings at the enterprises of the city on the basis of design offices, shops, laboratories; "round tables" and negotiation platforms of the "adults are children" mode) it has to be carried out at the level of school students, and not just entrants.

In realization of the model of municipal network interaction it is possible to allocate three levels. They are impossible to put in accurate sequence because often the work will be organized in parallel, but in the scheme (fig. 2) the beginning mechanism (organizational and administrative work), contents (directly process of training and interaction), consequences is kept (as a result of formation of positive image in the society).

With the modules in the scheme target groups which participate at each level in this or that structure are marked. Semi-fat those modules which play the greatest role are allocated:

The module 1 – the level of executive power (territory, OMSU).

The module 2 – the level of educational institution.

The module 3 – the level of the network partner.

The module 4 – the level of society.

**Realization of model of municipal network interaction**

**Levels of realization of model of municipal network interactions**

Scientific and methodical providing

Material providing

Introduction of innovativetechnologies

**Module 1**

**Module 2**

**Module 3**

Module 4

**III level (formation of positive perception of engineering activity)**

Involvement of public organizations, parents in system of educational events

Module 1

Module 2

**Module 3**

**Module 4**

Improvement of the principles of information openness and presentation of experience

**II level (improvement of system of the general and additional education)**

Updating of variable part of curricula at schools

Integration with leaders industrial enterprises of the city and region

Module 1

**Module 2**

**Module 3**

Module 4

*Fig. 2. Levels of realization of the model of municipal network interaction*

Lack of contact with the separate blocks doesn't mean their full exception of all system. This indirect influence which doesn't have a direct bearing in each of levels is seen.

As a result of investments and purposeful work with the youth of the enterprise of the city receive the saved-up education level, skills, abilities, motivations that is directly used as "acquisition" of the ready specialist. Formation of the human capital is connected with the emergence of new knowledge which can be used in production of new products and services that is connected with the development of innovative economy (FGBOU VPO'S Science and technology park of "The Komsomolsk-on-the Amure State Technical University": center of robotics and automodelling, experimental sector of composite materials and coverings, laboratory of laser technologies and equipment).

However at the heart of such model there has to be a strong system of the most general education. Now experience of implementation of the developed and introduced federal standards of the general education, new generation of the standards of professional education for the purpose of improvement of the quality, availability of education, increase of economic efficiency of the branch has found some serious gaps in the initial concept. For example, negative consequences of transition to entering the higher education institution on the basis of USE. By many teachers and school students of USE is associated with coaching on the sample solution of a limited circle of standard tasks. As a result, the quality of knowledge of the graduate decreases [1, p. 85]. Now the average evaluation at the entrance examinations makes within 51 – 61 points on a 100-mark scale. In dynamics (2012 - 2014) in the objects: Russian – 59,7, 63,3 and 64,6 points; mathematics – 40,8, 46,5 and 43,9 points; physics – 46,5, 55,4 and 50,1 points; chemistry – 51,7, 68,5 and 58,0 points; informatics and ICT – 58,7, 57,6 and 57,0 points; history – 53,1, 56,8 and 51,0 points; biology – 54,4, 55,4 and 59,0 points; geography – 65,1, 70,5 and 57,4 points; social science – 58,3, 63,8 and 54,4 points; literature – 53,4, 66,6 and 60,8 points; English – 57,8, 68,0 and 56,1 points [according to KGKU "Regional Appraisal Center of the Quality of Education" (results of USE of Komsomolsk-on-the Amur)].

Therefore for attraction of youth, its interest and readiness to be trained it is necessary to show the possibilities of employment in the specialty and the potential of specialists: obtaining practical skills through the studies, elective courses and special courses, formation of the skills of work in collective, culture of design activity, forming thereby readiness to bear responsibility for the decision. The equipment of educational institutions laboratories, machine parks forms by the trained interest in new knowledge and skills, and the practice-focused environment at school assumes a change of approach to the career guidance of school students. In SSE, higher education institutions it is necessary for continuation of training: acquaintance with the specifics of faculties, departments, their traditions, prospects for graduates, informing on a range of the offered specialties, possibilities of participation in the student's scientific researches. At the time of planned economy the system of the higher education has been focused on training of the necessary experts. The country leaders provided workplaces by a job placement as the planned distribution that significantly facilitated selection of personnel and their subsequent development [6, p. 214]. Separate positive and negative sides of such approach are well-known and represent historical experience.

The new model is guided not only by the higher education, but also by a preparatory stage, development of interest at the earliest stage of obtaining the first skills and ideas of professions. One of the main advantages of such model is involvement of the trained in the system where the enterprise (state) is interested in future expert and foots the bill on training. This system is already focused on formation of the labor capital through various stages: from the search of future specialist, his preparation and joint "maintaining" before participation in his adaptation and application of his knowledge and skills on the production. It creates not only a strong economic basis, but also solves serious social problems. Considering that one of the main factors determining economic potential and providing social progress is the education, its economic value is caused by the role in an increase of social and cultural level of the population, in development of productive forces of the country, in an increase of efficiency of social activities [7, p. 10].

In modern conditions, at the necessary attention to the education system, professional development and acquisition of special experience, borders and possibilities of technological, economic and social modernization of the society are determined. Therefore one of the main conditions of creation of effective economy is the continuity of the process of formation of the labor capital and the efficiency of its use.

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