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#### Abstract.

**Samoilenko B., Gupalo V. Institutional and economic determinants of the spatial mobility of human and resource potential under the influence of socio-economic activity.**

The purpose of the article is to investigate the relationship between socio-economic activity and the spatial mobility of human and resource potential, and to identify institutional and economic factors affecting the pace and direction of their development. The article examines the essence and interconnectedness of socio-economic activity and the spatial mobility of human and resource potential. It is substantiated that socio-economic activity is a key determinant of mobility, as it defines the level of population involvement in economic processes, the capacity for adaptation, and the utilization of spatial development opportunities. It is proven that institutional and economic factors, including the quality of state policy, the level of development of market institutions, the efficiency of regional management, and the condition of infrastructure – directly influence the intensity and direction of resource flows. The study systematizes the main groups of spatial mobility factors (economic, social, institutional, environmental, and infrastructural) that shape the concentration or outflow of resources. It is determined that the interaction between formal and informal institutions sets the "rules of the game" in the field of mobility, where state policy, cultural norms, trust, and social capital serve as integrating elements of economic dynamics. Spatial mobility is considered an adaptive mechanism of the economic system, capable of compensating for imbalances and stimulating development in crisis conditions. It is argued that increasing socio-economic activity creates prerequisites for expanding investment activity, forming new centers of economic growth, and strengthening regional resilience. The paper emphasizes the need to institutionalize spatial mobility policy through a comprehensive, multidisciplinary approach that integrates economic, social, demographic, and institutional factors. The results of the study have practical significance for improving state regional policy aimed at balancing spatial development, activating human potential, and increasing the competitiveness of the national economy in the face of socio-economic challenges.

**Keywords:** spatial mobility, socio-economic activity, institutional support, population mobility, resource potential.

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## IMPERATIVES OF HIGHER EDUCATION DEVELOPMENT IN THE CONDITIONS OF GLOBAL UNCERTAINTY

**Svynarenko D. Imperatives of higher education development in the conditions of global uncertainty.**

Higher education systems face many challenges amid global uncertainty driven by rapid economic, political, and social changes. The development of higher education in such situations is a pressing task, as it requires rethinking educational models, integrating digital technologies, updating academic programs, and ensuring the competitiveness of specialists in the global labour market. Higher education institutions (HEIs) must respond to the challenges of global integration, digital change, demographic transformation, and new economic and natural conditions that create instability. The article highlights and characterizes the imperatives of HE in the conditions of global instability. The substantiated imperatives of HE development provide specific directions for its possible modernization, enabling consideration of all the benefits of the globalization of the educational space and reducing the risks posed by global uncertainty. This requires rapid adaptation to changes and a review of the basic approaches to organizing the educational process in HEIs. Recommendations are provided for optimizing the higher education system in the context of global uncertainty, thereby enabling the training of competitive specialists capable of overcoming contemporary global challenges with high efficiency.

**Keywords:** higher education, development, imperatives, optimising, global challenges, competitiveness, labour market, sustainable development, internationalisation, social responsibility, digitalisation.

**Statement of the problem in general.** The volatility of the modern world reinforces the need to understand issues of the development of education in general and HE in

particular. Given periodic economic crises, political instability, environmental disasters, and social upheavals, modern HEIs (universities, academies, etc.) are forced to be

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flexible and respond quickly to challenges. At the same time, HEIs must constantly seek innovative approaches to teaching and management. It should be noted that instability is precisely where innovations are born. New technologies, which are gradually emerging, in turn, change the formats of HE and open new opportunities. However, not all entities can take advantage of these changes. In this regard, socio-economic inequality may only increase. Therefore, it is essential to focus on key areas of HE development to make it more accessible. Attention should also be paid to the challenges associated with climate change and energy security. HE must adapt to these problems and actively implement sustainable development ideas in educational programs. Continuous improvement in the quality of teaching and scientific research will help maintain authority and competitiveness in the global academic arena.

Research into the basic directions of HE development is an urgent need and shapes the path to creating a vision for the future. Currently, there are already certain developments in this regard, but many questions remain open, especially regarding how to modernize the HE system in response to global challenges. Therefore, in modern economic conditions, thorough theoretical research and practical recommendations are needed to make HE modern, accessible, and resilient to challenges.

**Analysis of the latest research and publications.** In a changing world, we face economic crises, political instability, climate issues, pandemics, and relatively rapid technological development. In such a situation, HE must quickly adapt to new realities. Studies [1; 2; 3; 4] show that HEIs must be relatively flexible and ready to respond rapidly to changes in order not only to transfer knowledge to HE students, but also to help them prepare for work (practical activities) in a changing world amid global uncertainty.

Some studies [5; 6; 7] focus on innovation in HE. Digital technologies (artificial intelligence, big data, distance learning) are becoming an essential part of high-quality, accessible HE worldwide. The COVID-19 pandemic has significantly accelerated this process, making digital transformation a priority for many HEIs.

Given the growing global instability, scientists are increasingly focusing their research on sustainable models of HE development (considering environmental, economic, social, and other factors). HEIs should offer programs that help achieve the Sustainable Development Goals. Studies [8; 9] emphasize that today's HE students must be prepared to participate in solving global problems (poverty, climate threats, social inequality, etc.). The successful development of the HE system is based on its ability to adapt quickly to change.

In our opinion, today HE should combine sound academic knowledge with the development of practical skills. The modern labour market needs specialists who can adapt relatively easily, work effectively in a multicultural environment, and confidently use the latest (innovative)

technologies. It is also worth noting the social role of HEIs, which should not only educate but also help to strengthen civil society, protect human rights, and ensure equal opportunities.

**The article.** The goal of the article is to outline and systematize the imperatives of HE development that influence its adaptation to the conditions of global uncertainty, particularly in terms of innovation, digitalization, globalization, sustainable development and social responsibility, as well as to develop recommendations for optimizing educational processes, structures and management models in HEIs that will contribute to the training of competitive specialists capable of responding effectively to contemporary global transformations.

**Presentation of the primary material of the research.** In addition to providing the knowledge and skills that specialists need for their work, HE helps to think critically, be flexible, and adapt quickly to changes in the environment. Due to HEIs, specialists, leaders, innovators, and conscious citizens who can have a tangible impact on economic and social development [10; 11] appear in society.

Modern HE is essential because it provides the theoretical knowledge and practical skills that are needed in the labour market. Professionals in the labour market who have received quality HE are better able to cope with complex tasks and have more opportunities to find a good job and build a successful career in the future.

HEIs, as centers of science and innovation, train specialists who create new technologies. These technologies help them to develop themselves and contribute to economic growth. The educational process fosters in HE students the ability to learn independently, grow continuously, and be flexible. This, in turn, is important in a world where globalization and technology are rapidly changing everything.

Another critical aspect of HE is its support for social progress. It enables people from diverse social groups to realize their potential, increase social mobility, and reinforce the principles of equality and justice. Equally important is the training of future specialists who can make strategic decisions, lead, manage teams, and operate effectively even in unstable conditions. Educated leaders have a better understanding of the challenges of today's changing world.

In addition, a diploma from a prestigious HEI opens wider opportunities in the global labour market. This, in turn, allows specialists to work in international companies and promote cooperation between countries.

In the conditions of global uncertainty, HEIs must quickly adapt to changes in technology, economics, social processes, and politics to meet the challenges of the times and prepare HE students for life in a new reality.

In modern economic conditions, HE is undergoing changes driven by digitalization, demographic shifts, economic and environmental challenges, etc. It is important to highlight several key imperatives that HEIs should address amid global uncertainty (Fig. 1).

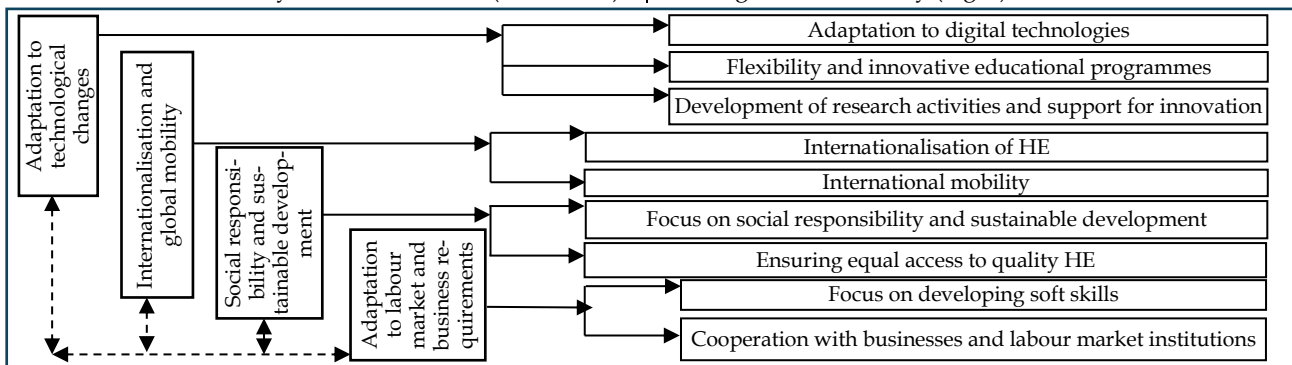


Fig. 1. Modern imperatives of HE development in the conditions of global uncertainty. Source: author's development

Let us define the fundamental aspects of adaptation to digital technologies. The use of such technologies

changes the way we learn and affects the very essence of education. HEIs are actively introducing online courses,

blended learning, and flexible formats that open access to knowledge for HE students from different parts of the world. This, in turn, removes many barriers.

Let us describe the flexibility and innovative educational programmes. HEI educational programmes need to be continually updated. Such updates should be carried out in line with new scientific findings, technologies, social changes, etc. At the same time, an interdisciplinary approach should be developed, and new specialities (specialisations) should be created to meet modern economic conditions. Let us outline the aspects of developing research activities and supporting innovation. HEIs should remain centres for the creation of innovative technologies. They should provide comfortable conditions for scientific work, support the launch of start-ups, and implement projects that not only develop the economy but also bring tangible benefits to society.

Let us consider some aspects of HE internationalisation. HEIs should expand their international ties (by developing partnerships, organising exchanges of HE students, scientific and scientific-pedagogical staff, and creating joint educational programmes, research projects, etc.). This opens new horizons and enriches the educational process.

Let us outline some of the principles of international mobility. Students need real opportunities to study abroad and to participate in international exchange programmes. Such experience broadens their worldview and increases their competitiveness, helping HE students to better integrate into the global community.

Let us describe the focus on social responsibility and sustainable development. Topics related to sustainable development, ecology, social issues, social responsibility, and economic resilience should be incorporated into HEIs' educational programmes. At the same time, issues related to climate change, energy conservation, and social inclusion should become integral to HE.

In the context of ensuring equal access to quality HE, it should be noted that it must be accessible to everyone (regardless of financial situation, health status, etc.). HEIs should develop scholarship programmes, social initiatives, and adaptive teaching methods (to support different groups of HE students and ensure equal opportunities).

It is essential to focus on developing soft skills (teamwork, leadership qualities, etc.). Based on this, special attention should be paid to developing these competencies while pursuing HE.

Let us interpret the specifics of cooperation with business and labour market institutions. Close interaction with business helps to better prepare HE students for the real working conditions of the labour market. Joint programmes, internships, and professional courses make HE more practical and respond to the needs of the modern labour market.

The above-mentioned imperatives of HE development help maintain its importance in the formation of human capital and actively contribute to global socio-economic growth.

Today, in a rapidly changing world driven by digitalisation, globalisation, economic crises, technological breakthroughs, and social transformations, HEIs must adapt and modify their approaches to learning. HEIs must build flexible and innovative educational models to prepare HE students for a changing future.

Fig. 2 presents recommendations for optimising the HE system (educational processes, structures, and management models in HEIs) under the conditions of global uncertainty. They will help to train competitive specialists who will work effectively in the modern economic conditions.

Challenges in today's global labour market are forcing HEIs to update their educational programmes and review their training approaches for HE students. Modern HE must consider the latest technological, economic, and

scientific trends. It is imperative to introduce interdisciplinary courses that combine knowledge from different fields. This helps HE students to work more easily in teams with representatives of various professional fields. In addition, more attention should be paid to practical skills (working on real projects, cases that bring learning as close as possible to real-life tasks). The digitalisation of HE has become an everyday reality. HEIs are actively developing digital platforms, introducing online courses, and investing in hybrid forms of learning. Virtual laboratories, simulations, and open educational resources make learning more accessible, allowing students to choose a format that suits them. This, in turn, contributes to the formation of a culture of continuous learning, which is critically important today.



**Fig. 2. Recommendations for optimising the HE system under the conditions of global uncertainty**

*Source: author's development*

HEIs should help HE students develop critical thinking and the ability to adapt quickly to new conditions. For this purpose, active teaching methods (such as case studies, discussions, role-playing games, group project work, etc.) are widely used. In addition, educational programmes should include courses in digital technologies, business analytics, and entrepreneurship, so that HE students are prepared to work in the global labour market.

An important aspect is the expansion of international cooperation (participation in global scientific networks, partnerships with foreign HEIs, exchanges of HE students, scientific and scientific-pedagogical staff, etc.), which allows for getting acquainted with new (innovative) technologies, cultures, and approaches, helps better understand the global context, and develops intercultural skills. At the same time, studying abroad enhances HE students' competitiveness in the international labour market.

Modern economic conditions also require the renewal of HEIs' management systems. In this context, it is essential to involve business experts in this process (to ensure that educational strategies meet the real needs of the labour market). This approach can be a driving force for the creation of new academic programmes, start-ups, and research projects in HEIs.

In HEIs, it is necessary to foster a responsible attitude towards society and the environment (through training courses, student initiatives, volunteering, and entrepreneurial projects). It is crucial to train competitive specialists who will be ready to respond to global crises (from climate change to health and safety issues).

Special attention should be paid to career support for HE students. The development of career centres, close cooperation with employers, internships, and career guidance programmes help future specialists take their first steps in professional life. This gives them guidance in a changing labour market.

Overall, appropriate changes will help HEIs meet the challenges of the times, educate a generation of

specialists who will themselves become initiators of innovation. This generation will contribute to the sustainable development of society, the economy, and technology. Optimising the HE system under the conditions of global uncertainty is a requirement of the present day and a specific strategic step towards quality HE and the training of qualified specialists adapted to the modern labour market.

**Conclusions.** It has been determined that HE must remain flexible, open to new ideas, and ready to respond quickly to challenges. Digital technologies, globalisation, environmental challenges, and the need to develop critical thinking are forcing modern HEIs to rethink the content of education and seek innovative approaches to organising their work (from updating educational programmes to a complete transformation of the entire educational system). To train qualified, competitive specialists for the modern labour market, HEIs need to apply interactive methods, actively use digital tools, support interdisciplinarity, develop

international ties, and pay more attention to the social component of HE. This, in turn, will help HE students to better prepare for work in the labour market. Flexible, transparent, and adaptive HEIs management models will enable them to respond quickly to changes, improve the quality of the educational process, and implement educational strategies more effectively. HEIs should be centres for training highly qualified specialists, hubs of innovation and social progress. They should train qualified specialists capable of influencing positive changes in society and the economy.

Among the promising areas for further research, it is worth highlighting the study of new forms of cooperation between HEIs, business, and the state. Particularly relevant is the issue of creating innovation hubs based on HEIs, developing start-up ecosystems, and attracting investment in scientific and educational projects. All this will help HEIs remain at the forefront and confidently respond to the challenges of today's ever-changing world.

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#### Анотація.

**Свинаренко Д.М. Імперативи розвитку вищої освіти в умовах глобальної невизначеності.**

У статті актуалізовано проблематику функціонування та розвитку системи вищої освіти (ВО) в умовах глобальної невизначеності, спричиненої стрімкими макроекономічними зрушеннями, політичною нестабільністю, екологічними викликами та тотальною цифровізацією суспільства. Метою роботи є визначення та систематизація ключових імперативів розвитку вищої освіти, а також обґрунтування рекомендацій щодо оптимізації освітніх процесів і моделей управління у закладах вищої освіти (ЗВО) для забезпечення їхньої стійкості та ефективності. Автором проаналізовано вплив факторів зовнішнього середовища на діяльність університетів та доведено необхідність перегляду традиційних освітніх парадигм. Виокремлено фундаментальні імперативи розвитку ВО, серед яких пріоритетними визначено: адаптацію до цифрових технологій, інтернаціоналізацію та глобальну мобільність, поглиблення співпраці з бізнес-середовищем, забезпечення рівного доступу до якісної освіти, а також фокус на соціальної відповідальності та сталому розвитку. У роботі детально розглянуто аспекти цифровізації, що змінює архітектоніку навчального процесу через впровадження онлайн-курсів, змішаного навчання та віртуальних лабораторій,

що робить освіту більш гнучкою та доступною. Наголошено на важливості оновлення освітніх програм на основі міждисциплінарного підходу та інтеграції практичних кейсів, що дозволяє скоротити розрив між теоретичною підготовкою та реальними потребами ринку праці. Особливу увагу приділено формуванню у здобувачів освіти «soft skills» (критичного мислення, лідерства, адаптивності) та їхньої готовності до роботи в мультикультурному середовищі. Обґрунтовано роль ЗВО як центрів інновацій, що мають підтримувати стартап-екосистеми та науково-дослідну діяльність. На основі проведеного аналізу розроблено схему рекомендацій для оптимізації системи вищої освіти, яка включає залучення експертів-практиків до управління освітнім процесом, розвиток кар'єрних центрів та активізацію міжнародного партнерства. Зроблено висновок, що імплементація запропонованих підходів дозволить підготувати конкурентоспроможних фахівців, здатних виступати рушіями позитивних змін в економіці та суспільстві в умовах глобальної турбулентності.

**Ключові слова:** вища освіта, розвиток, імперативи, оптимізація, глобальні виклики, конкурентоспроможність, ринок праці, сталий розвиток, інтернаціоналізація, соціальна відповідальність, цифровізація.

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