

українських інноваційних технологіях, конкурентоспроможних на світовому ринку; друге – імпортозаміщення зарубіжних високотехнологічних товарів вітчизняними на основі розкриття їх унікальності (у порівнянні з зарубіжними аналогами) при нижчій собівартості; третє – відновлення розширеного відтворення наукомістких засобів виробництва; четвертий напрям – розробка структурно-орієнтованої інвестиційної політики.

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CONCEPTUAL FRAMEWORKS FOR STRATEGIC MANAGEMENT OF ACTIVITIES OF HIGHER EDUCATIONAL INSTITUTIONS OF UKRAINE IN THE CONTEXT OF GLOBAL TRANSFORMATION PROCESSES

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In his work [1], P. Sheremeta offers three key strategic decisions which most of all promote the building of a modern development strategy of higher educational institution:

- 1) Decision on offer uniqueness (focusing on differentiation of services from others and their uniqueness);
- 2) Decision on what never to do (support of image and reputational capital along with understanding of incompatibility of certain types of activities);
- 3) Synergy of all activities (competitive advantages of the educational institution are accumulated, rather than mutually exclusive).

There is no doubt that the model of the Renaissance medieval university (the end of XII-beginning of XIII century) as absolutely autonomous educational and think tank of humanities and technical sciences (including a full distance from the military, judicial and other systems) today is updated again. Thus, O. B. Hutsuliak indicated that futurologists proved the fact of creating "... the worldwide network of "megalopolises under the dome" where people exclusively useful for scientific progress would live, and everything else would be provided to their personal development (grow sheep, sew pants, work out details on outdated 3D printers that they would be sold out of mercy by merchants from Elisium, etc. (futuristic innovation cluster, emphasis added, composite author)" [2]. The division of global economic environment by source [3] into producer countries of innovations; countries – global workshops and mines, removes Ukraine from the world socio-economic equation [3], as "... everything else, suitable for nothing so far ..." [3, p. 26]. Thus, the most innovative higher educational institutions will play a leading role in the transition of Ukrainian state to the knowledge economy, where:

(1) creative work already prevails over mechanical approaches of the industrial economy to it [4], because "... We live in an era of experience economy and the industries of future will be creative industries." [5, p. 25];

(2) the lion's share of social and economic systems is in the VUCA environment (Eng. *VUCA* – volatility, uncertainty, complexity, ambiguity) [5], which is characterized by ambiguity, complexity, uncertainty and volatility;

(3) stable linear structures of being and thinking typical for classical European culture are gradually replaced by flat structures (networks), or rather – "civilization of mycelium" or "civilization of rhizomi" (Fr. *rhizome* – rootstock) [6, pp. 656-660];

(4) lumpen consumers are entering the market as new target audiences (often generations Z and C), to whom information about environmental events is delivered mainly via e-channels (see also

"inforkorm" as a new kind of growth medium into which a person is immersed from childhood [7, p. 215]). Thus, "... turning to the digital format, such derivatives of post-industrial economy as sharenomics and experience economy are transformed into "glamorous discursive vamp economy" [7] as the simulacrum (copy of reality) and are a materialise metaphor of "The Consumer Society", J. Baudrillard. The person is turning into what the Internet pumps through it." [7, p. 409].

Thus, all of the above actualizes "... introduction in strategic plans of social and economic systems of the real, ecologically live concept of objectivity of globalization process that also lies in the plane of cultural use of intellectual resources ..." [7, p. 410].

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