

РОЗДІЛ 2. УПРАВЛІННЯ ТА АДМІНІСТРУВАННЯ

УДК 331

DOI: 10.31732/2663-2209-2022-68-36-46

HUMAN CAPITAL MANAGEMENT: THE TRAINING TECHNOLOGIES OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT IN EXTREME SOCIO-DEMOGRAPHIC TRANSFORMATIONS

**Dmytro Melnychuk¹, Oksana Chernysh²,
Liudmyla Mohelnytska³, Oksana Panchenko⁴**

¹Doctor of Science (Economics), Professor, Professor of the Department of Psychology and Social Welfare, Zhytomyr Polytechnic State University, Zhytomyr, Ukraine, e-mail: melndp@ukr.net; ORCID: <https://orcid.org/0000-0002-9918-0608>

²Ph.D. (Philology), Associate Professor, Dean of Pedagogical Technologies and Lifelong Learning Faculty, Zhytomyr Polytechnic State University, Zhytomyr, Ukraine, e-mail: Chernyshoxana@gmail.com; ORCID: <https://orcid.org/0000-0002-2010-200X>

³Ph.D. (Philology), Associate Professor, Head of the Department of Theoretical and Applied Linguistics, Zhytomyr Polytechnic State University, Zhytomyr, Ukraine, e-mail: mogeln_1@ukr.net; ORCID: <https://orcid.org/0000-0002-1570-1200>

⁴Ph.D. (Economics), Associate Professor of the Department of Mathematics and Teaching Methods, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine, e-mail: panchenkovova1973@gmail.com, ORCID: <https://orcid.org/0000-0002-6608-4783>

УПРАВЛІННЯ ЛЮДСЬКИМ КАПІТАЛОМ: ТРЕНІНГОВІ ТЕХНОЛОГІЇ ПСИХОЛОГО-ПЕДАГОГІЧНОГО СУПРОВОДУ В УМОВАХ ЕКСТРЕМАЛЬНИХ СОЦІАЛЬНО-ДЕМОГРАФІЧНИХ ТРАНСФОРМАЦІЙ

**Дмитро Мельничук¹, Оксана Черниш²,
Людмила Могельницька³, Оксана Панченко⁴**

¹Доктор економічних наук, професор, професор кафедри психології та соціального забезпечення, Державний університет «Житомирська політехніка», Житомир, Україна, e-mail: melndp@ukr.net; ORCID: <https://orcid.org/0000-0002-9918-0608>

²Кандидат філологічних наук, доцент, декан факультету педагогічних технологій та освіти впродовж життя, Державний університет «Житомирська політехніка», Житомир, Україна, e-mail: Chernyshoxana@gmail.com; ORCID: <https://orcid.org/0000-0002-2010-200X>

³Кандидат філологічних наук, доцент, завідувачка кафедри теоретичної та прикладної лінгвістики, Державний університет «Житомирська політехніка», Житомир, Україна, e-mail: mogeln_1@ukr.net; ORCID: <https://orcid.org/0000-0002-1570-1200>

⁴Кандидат економічних наук, доцент кафедри математики та методики навчання, Центральноукраїнський державний університету імені Володимира Винниченка, м. Кропивницький, Україна, e-mail: panchenkovova1973@gmail.com, ORCID: <https://orcid.org/0000-0002-6608-4783>

Abstract. In the article presents the results of the research on the role of training technologies in the process of modernizing the educational space in order to implement measures for the formation and effective use of human capital in times of extreme socio-demographic transformations. Human capital is one of the basic factors of economic stability, social security and demographic development in the modern world of post-industrial changes. At the same time, the process of formation of this specific asset itself is dependent on many social, economic and demographic circumstances. The complexity and multifaceted nature of such a relationship dictates the importance of constantly clarifying goals and priority measures, taking into account the current situation and potential threats. The essence of human capital as an economic asset and driving force of post-industrial transformations is characterized. The priority tasks of the system of psychological and pedagogical support of the educational process have been clarified, including the place of training technologies in its structure. It provided the basis for determining the methods of obtaining empirical data and conducting

a formative experiment regarding the feasibility of using training programs in the process of forming human capital in higher education institutions. According to the results of the correlation analysis, the high significance of the training work as a component of the system of psychological and pedagogical support was established. The scientific novelty of the conducted research lies in the fact that the theoretical and methodological approaches to the modernization of the educational space of Ukraine have received further development. The practical significance of the research results is determined by the possibility of applying the formulated theoretical conclusions and empirically obtained data in the process of developing and implementing programs of psychological and pedagogical support for various categories of education seekers, including lifelong education.

Keywords: *human capital, management, economy and social policy, demographic processes, social transformations, training, psychological support, pedagogical support.*

Formulas: 0; **fig.:** 3; **tabl.:** 2; **bibl.:** 10

Анотація. У статті представлено результати дослідження ролі тренінгових технологій в процесі модернізації освітнього простору в цілях реалізації заходів щодо формування та ефективного використання людського капіталу за часів екстремальних соціально-демографічних трансформацій. Людський капітал є одним з базових факторів економічної стійкості, соціальної безпеки та демографічного розвитку у сучасному світі постіндустріальних перетворень. У той же час, процес формування цього специфічного активу й сам є залежним від багатьох соціальних, економічних та демографічних обставин. Складність та багатофакторність такого взаємозв'язку обумовлює важливість постійного уточнення цілей та пріоритетних заходів, зважаючи на поточну ситуацію та потенційні загрози. Відповідно, охарактеризовано сутність людського капіталу як економічного активу та рушійної сили постіндустріальних перетворень. Уточнено пріоритетні завдання системи психолого-педагогічного супроводу освітнього процесу, у тому числі, місце тренінгових технологій у її складі. Це та інші забезпечило підґрунтя для визначення методів отримання емпіричних даних та проведення формувального експерименту щодо доцільності застосування тренінгових програм в процесі формування людського капіталу у закладах вищої школи. За результатами кореляційного аналізу встановлено високу значимість тренінгової роботи як складової системи психолого-педагогічного супроводу. Наукова новизна проведеного дослідження полягає у тому, що дістали подальшого розвитку теоретико-методологічні підходи щодо модернізації освітнього простору України. Практичне значення результатів дослідження визначається можливістю застосування сформульованих теоретичних висновків та отриманих емпіричних шляхом даних в процесі розроблення та реалізації програм психолого-педагогічного супроводу різних категорій здобувачів освіти, у тому числі, освіти впродовж життя.

Ключові слова: *людський капітал, менеджмент, економіка та соціальна політика, демографічні процеси, соціальні трансформації, тренінг, психологічний супровід, педагогічний супровід.*

Формул: 0, **рис.:** 3, **табл.:** 2, **бібл.:** 10

Formulation of the problem. The issue of formation and use of human capital has not lost its relevance for more than half a century. The ideas of the corresponding theory are actively developed in Ukraine. Human capital is understood as knowledge, competences, professional skills, motivation and health, which are formed as a result of investments and bring a certain income to their owner. At the same time, the researchers' efforts are quite often concentrated exclusively in the area of investment processes in the field of education and professional training, while the condition of "profitability" is lost. Considering any expenditure on education and professional training as investment in human capital, many scientists characterize the very results of the educational process, often unjustifiably, from the standpoint of a formed economic asset, leaving out of consideration the fundamental question: are the educational and professional conditions and motivational states developed

enough to play the role of capital under specific conditions of socio-demographic and technical-technological development?

Therefore, despite the significance and value of the research conducted in foreign and domestic science, it is necessary to mention that a number of theoretical, methodological and practical problems related to the formation and use of human capital have not been solved. A wide range of tasks needs further processing. In particular, it concerns the development of mechanisms for the formation of human capital corresponding to the socio-demographic reality, as well as the application of an effective system of psychological and pedagogical support of the educational process.

Analysis of recent research and publications. The formation and effective use of human capital is currently in the focus of economists, sociologists, psychologists, teachers, and specialists in the field of public

administration. It leads to a fairly large number of publications, where the research findings on the forms, role, tools, priorities of the formation and use of human capital are presented. Thus, based on the ideas of the theory of human capital founders (T. Schultz [3], G. Becker [5]) and taking into account modern approaches, the works of such economists as O. Stryzhak [2], A. Kolot, O. Hrishnova, O. Herasymenko [4; 8], T. Kirian, Yu. Kulykov [7] deserve special attention. At the same time, the interdisciplinary nature of the problem requires a synthesis of the results obtained, including those outside economics. First of all, it concerns those improvements acquired by psychological science and the practice of using training technologies. Their high value is reflected in pedagogical measures and measures aimed at psychological and pedagogical support of the educational process (T. Korostiiianets [10]). In this context, special attention should be paid to the studies of those scientists whose research efforts are focused on identifying the relationship between the success of pedagogical processes and the characteristics of the formed human capital, as well as on determining the role of the psychological factor in the implementation of measures to manage this specific asset. The synthesis and development of relevant scientific ideas and approaches form the theoretical and methodological basis for further research on human capital management, in particular, taking into account the potential of using training technologies in the process of psychological and pedagogical support of the educational process.

The aim of the study. The purpose of the study is to clarify the role of training technologies, as well as to develop scientific ideas about the psychological and pedagogical support of the educational process in the system of human capital management measures during times of extreme socio-demographic transformations.

Research methodology and organization. Social-psychological training, as a component of the psychological-pedagogical support system for the educational process, creates prerequisites for meaningful

decision-making by the student regarding his own life, independent formation of skills and abilities, in particular, regarding the construction of productive interpersonal relationships, analysis of professional situations, development of cognitive abilities and abilities to understand themselves and others in the process of communication. Socio-psychological training is a special form of group work with its own possibilities, limitations, rules and problems. Its peculiarity is that it teaches to take an active position, and skills acquisition takes place through the understanding of personal and collective experience (cognitive component), feeling (perceptual-emotional and individual-affective component) and action (behavioral component).

The students were offered the socio-psychological training on the quality of life and ways to improve it with the tools of human capital. The training consisted of two modules. The first module contained a number of exercises and mini-lectures developed and delivered by the authors (duration: 2 hours). The second module was a training program adapted to be conducted in an online format. Its purpose was to acquaint the participants with the basics of critical thinking and its techniques, and to develop practical critical thinking skills. The training program lasted for 3 hours. The total number of participants was 60 representatives of student youth (4 groups of 15 people each). The equipment used was a laptop with access to the global Internet information network. The training was conducted in Google Meet video conference. This approach ensured conducting a formative psychological experiment. Indicators were measured according to cognitive (the first module of social-psychological training as a factor prerequisite for determining the behavioral component), affective (the second module of social-psychological training as a factor prerequisite for determining the behavioral component) and behavioral (resultative sign) components by means of self-diagnosis on a 100-point scale before and after the training work, and their relationship was analyzed by correlation analysis tools.

Presentation of the main research material. During December 8-9, 2022, with the assistance of the USAID Project "Economic Support of Ukraine", the International Forum "Human Capital: Security, Restoration, European Integration" was held. It aimed to promote coordinated activities of the legislative and executive authorities, employers, professional communities, as well as the use of all opportunities of international cooperation for the development of the National Qualifications System of Ukraine and its integration into the European and world space. Among the main ideas voiced at the Forum were those that tackled the problems of ensuring sustainable economic growth, rapid integration into the European space with its high standards of life quality, modernization of the labor market and development of lifelong education. Particular emphasis was placed on the fact that in the conditions of globalization of the economy and labor markets, the skills and competence of employees, access to quality education, would largely determine the level of economic development of the country. Currently, economy, production and technology are underinvested. Investments in people, in their education, competence are no less important, because these people will create a product with greater added value [1].

The term "human capital" originally appeared in A. Pigou's works [2], however, it is T. Schultz who is rightly considered to be the founder of the theory of human capital. He became involved in the study of economic development problems after the Second World War. The scientist analyzed the relationship between the educational level of the population and its ability to use information and technologies for the purposes of economic development. As a result, the researcher came to the conclusion that improving people's well-being depends not so much on land and technology, but on the knowledge they possess. This marked the birth and development of the theory of human capital: "...valuable qualities acquired by a person, which can be strengthened by appropriate investments, are called human capital" – the scientist pointed out [3].

T. Schultz established that the American economy had a higher income rather from human capital than from material one for a long time. Despite this, as the researcher noted, the cost of land and equipment was calculated with high accuracy, but little was known about the value of human capital. He did those calculations. And although the latter were not accurate enough, even in his own opinion, the main thing was the justification of the priority value of capital investments in education, science and the sphere of health care. In 1979 T. Schultz received the Nobel Prize in Economics.

Among other things, as a result of studying the problems of human capital, T. Schultz came to the following conclusions:

- there are no fundamental differences between human and tangible capital - both of them bring income;
- the growth of investments in people significantly changes the salary structure: its main part is income from human capital;
- investments in human capital are ahead of investments in material capital, therefore ownership of material capital acquires secondary importance;
- society, by investing more in a person, can achieve not only the growth of the product, but also its more even distribution [4].

The scientist substantiated that the knowledge and professional skills of economically active citizens determine the prospects of socio-economic development, which argues for the need for careful attention to the problems of optimizing the educational space and preserving the health of the population. T. Schultz advocated the opinion that investment in education was no less important than capital investment in machines and factories. Justifying the need for investment support of programs in the field of human capital, the scientist differentiated the following priorities: the medical field and services in a broad sense, including all costs that affect life expectancy, strength and endurance, strength and vitality of people; on-the-job training, including traditional training organized by companies; formal education at primary, secondary and higher levels; training programs for adults; migration of people and

families in the process of changing jobs. He took into account not only economic factors but also a wide range of educational and socio-demographic factors. Without them the analysis of the problems of formation and effective use of human capital was meaningless.

In his turn, G. Becker proved that when considering the feasibility of capital investments in education, health or professional training, people tend to predict the payback and profitability of these measures in the future, which is a decisive basis for adopting or rejecting investment decisions [5]. In 1992, G. Becker was also awarded the Nobel Prize in Economics for the development of the theory of human capital. Studying various social processes and economic laws, the scientist came to the conclusion that, in the case of educational investments, the criterion for choosing one or another alternative was comparison of the education costs and lost earnings with the expected benefits. Assuming that the comparison of educational benefits and costs will make it possible to determine the profitability of capital investments in a person, the scientist established that in the USA the return on higher education was at the level of 10-15%, which exceeds the profitability indicators of many firms. This confirmed the hypothesis about the rationality of citizens' behavior in the process of making investment decisions regarding education, including lifelong education.

Currently, it is generally recognized that G. Becker's works initiated a new scientific direction of the economics of education, which includes research on school and professional training, higher education, problems and features of continuous education, issues of medical care, population migration, price policy and family income, distribution of time in the family. It is important that, studying the problems of human capital, G. Becker analyzed not only the influence of the educational factor, but also investigated a wide range of socio-demographic factors. He discovered a number of important regularities in the marital and reproductive behavior of the population. Here, the scientist once again operates on the assumption of economic

rationality of socio-demographic decisions. Particular significance is laid to his considerations regarding the determination of the appropriate ratio between the "quality" and the number of children in the process of family planning. It is about the choice that parents have to make under the condition of stable family income: either to give birth to another child, thereby reducing the size of personal family expenses for education and health care, or leave the structure of the family unchanged [6]. At the same time, the scientist attributed the principles of maximizing behavior, market equilibrium, and stability of preferences to the main principles that determine this or that choice from the point of view of economic rationality.

Considering the above mentioned, we can agree that the subject of the theory of human capital is "...the study of the dependence of the employee's income, the employer's profit and the gross product of the country on investing in the development of human abilities, which are used in a certain sphere of economic activity" [7]. At the same time, the conceptual palette of human capital theory is not limited to such a perspective, it is much broader, because, among other things, it includes socio-demographic issues. Under the conditions of current challenges, the solution of the relevant tasks should be considered a priority, which will largely depend on the population life quality and the prospects of the state's sustainable economic development.

Socio-demographic processes increasingly influence the economy, politics, culture, and international relations [8]. And although the entire history of mankind is directly related to fluctuations in the rate of the population reproduction, it is precisely today that fundamental changes in birth and death rates, urbanization, migration, and models of the family institution can be traced. The current regional demographic differences are determined by the population growth in developing countries and countries with a powerful demographic explosion, as opposed to a significant decrease in the birth rate in developed countries and in countries where the high level of education of citizens is fixed against the background of a progressive

demographic crisis in all its various manifestations.

Demographic processes are formed by a set of demographic events. In their turn, demographic events are dependent on the demographic behavior of the population. The latter is determined by current circumstances, as well as social norms and attitudes specific to a particular society. In general, they differentiate migratory, matrimonial, which refers to getting married and forming a family, reproductive (generative), which refers to the birth of children, and living, which is related to the attitude to the health and life of oneself and others, demographic behavior. Dominant signs of demographic behavior determine the nature of changes in the researched area, because it is the man who is the demographic basis of accumulation (carrier and owner) of human capital as an economic asset.

A person's life expectancy is an important determinant of the overall economic return from investments in the development of his knowledge, competencies and professional skills. A long life is the key to the transfer of knowledge, competencies and professional skills that cannot be formalized, but are extremely important components of human capital. The formation of the latter does not require accompanying monetary costs. It requires only productive social interaction of different generations in the course of production activities and in the process of social, including family, contacts.

In its turn, the family, as an object of socio-demographic analysis, is one of the most important institutional environments for the accumulation of human capital. Mechanisms of family socialization lay the basis of the labor and patriotic values system as a prerequisite for devoted and highly productive work throughout life. The family is the main investor and coordinator of decisions in the field of education and professional training. Thanks to the efforts of the family, not only educational investments are made, but also a wide range of other social investments aimed to support a person's life during his education and professional training. Accordingly, measures aimed at preserving complete families play a unique role in the process of accumulating

human capital. It is also important that the family with its needs, requests and expectations has a powerful motivating influence on its able-bodied members, due to which there is an urgent need for the development of professional knowledge and its subsequent productive application for the purpose of better financial support for family members. Such productive work, as a rule, is the source of the "human capital" effect, which manifests itself at all levels of the social system.

Population migration is an equally significant socio-demographic factor influencing the sphere of formation and use of human capital. On the one hand, it expands opportunities for the application of knowledge and professional skills in the form of capital. On the other hand, it can pose a significant threat, causing the danger of a decrease in the volume of the relevant economic asset on a national scale, and therefore it deserves an impartial, multifaceted analysis [9]. Currently, the negative course of socio-demographic processes in Ukraine has an objective nature, which puts forward new requirements for the policy of human capital formation, in particular, with the tools of higher education. The effectiveness of using the latter will largely depend on the success of implementing programs of psychological and pedagogical support of the educational process, including psychological and pedagogical support of education throughout life. The speed and effectiveness of the educational system's response to the threat of a deep and prolonged demographic crisis will determine the future prospects of Ukraine's socioeconomic well-being.

Psychological and pedagogical support is a complex system of measures for the educational process organization, provided by an individual or group program of professional and personal development. The results of the conducted research allow the authors to state that understanding of the role of psychological and pedagogical support often lacks complexity and is too narrow, which finds expression in its interpretation exclusively from the perspective of the issues of inclusion of people with special educational needs and

psycho correction. In our opinion, this approach to determining the role of the system of psychological and pedagogical support of the educational process and the content of its measures requires revision. Progressing socio-demographic crisis directly affects all population categories with their specific needs and requests. Under such conditions all seekers of educational competences need appropriate support. This conclusion is substantiated by the priorities of education throughout life concept, taking into account the specifics of educational and professional expectations and the nature of the cognitive processes course, which are characteristic of those who obtain education in older age groups.

The system of psychological and pedagogical support of the educational process may include three interrelated components:

- personalized monitoring of the student's psychological and pedagogical status by systematic tracking of personal and professional qualities dynamics;

- creation of conditions for the student's personal development, his successful training and professional development based on the data of psychological and pedagogical diagnostics;

- creation of special psychological and pedagogical conditions for providing assistance to students who have learning difficulties.

Priority measures of psychological and pedagogical support of the educational process under conditions of crisis socio-demographic transformations are considered to be the following:

- the use of an adaptive system of training in combination with an individual trajectory of professional development, a rating system of knowledge control;

- ensuring the innovative nature of educational and cognitive activities, which involves the implementation of projects and solution of educational problems based on heuristic and research approaches;

- creation of conditions for students to discover activity and cognitive independence, which will contribute to a deep understanding of professional training goals;

- increased attention to reflection and the use of educational technologies adapted to the student's personality in the educational process;

- the use of training technologies and collective and group forms of training with constant psychological support, which will create optimal conditions for modeling the subject and social context of the professional and creative activity of the future specialist [10].

In order to verify such statements and experimentally confirm their compliance with modern socio-demographic challenges, the authors organized, conducted and evaluated the effectiveness of social-psychological training for the development of critical thinking and the positivization of student youth's ideas about the quality of life. Among other things, the target orientation of the conducted training work was determined on the basis of the data obtained as a result of the previous application of projective psychodiagnostic methods. First of all, this refers to requests for the restoration of psycho-emotional balance and the activation of the motivational and behavioral potential of the student's personality as a prerequisite for making decisions about the quality of life and ways to improve it, taking into account the complexity of the acute phase of the war and the priorities of post-war reconstruction.

It is necessary to note that participation in the training can only be voluntary. You cannot and should not force a person to communicate with others, initiate feedback, develop skills and abilities. Those who responded to the psychologist's invitation to participate in the training should receive all the necessary information in advance to be able to make conscious decisions. It will not be superfluous to hold a preliminary conversation with each participant, get acquainted with the content and forms of training work, the need to take an active position, to some extent reveal to other participants their inner world, experiences and thoughts.

The students were offered the socio-psychological training on the quality of life and ways to improve it with the tools of human capital.

The training consisted of two modules. The first module contained a number of

exercises and mini-lectures developed and delivered by the authors (Table 1).

Table 1. Program of socio-psychological training: Module 1

Part	Goal	Exercises	Duration
<i>Opening</i>	Creating a favorable psychological space. Production, adoption, acquisition of group work rules.	<i>Greetings.</i> <i>Exercise "My morning"</i>	10 min
<i>Body</i>	Development of cognitions regarding demographic determinants of life quality as a socio-economic phenomenon	<i>Mini-lecture.</i> <i>Topic: "Demographic disparities and the population life quality: objective and subjective evaluation criteria"</i>	30 min
	Development of cognitions regarding the role of student youth in the process of improving the quality of life	<i>Mini-lecture.</i> <i>Topic: "Human capital, student youth and current socio-economic challenges"</i>	30 min
	Development of cognitions regarding the functions of psychological attitudes and ideas during the implementation of the strategy of human capital formation	<i>Mini-lecture.</i> <i>Topic: "Perceptions of student youth regarding the quality of life as part of the psychological prerequisites for the formation and use of human capital"</i>	30 min
<i>Closing</i>	Exchange of ideas. Reflection	<i>Exercise "Quality life: smile"</i>	20 min

Source: developed by the authors

It should be noted that the use of meaningful, appropriately colored presentations during the mini-lectures made it possible to activate the affective component of mental processes in order to form productive ideas of student youth regarding the issue of life quality and ways to improve it. Thus, the necessary prerequisites for the transition to the

second module of the social-psychological training, aimed at positivizing students' and forming psychological attitudes corresponding to present requirements, were provided. The program of the second module of the socio-psychological training is given in table 2.

Table 2. Program of socio-psychological training: Module 2

Part	Goal	Duration
<i>Opening</i>	Creating a favorable psychological space. Identification of expectations regarding the results of participation in the training. Production, adoption, acquisition of group work rules.	30 min
<i>Body</i>	Assessment of the issue awareness level. Updating the problem and specific tasks for its solution. Provision of information, knowledge acquisition. Formation of abilities, skills, development of abilities. Summary of exercises.	120 min
<i>Closing</i>	Summary of training work. Evaluation of acquired experience. Setting participants up for practical application of acquired psychological skills and attitudes.	30 min

Source: developed by the authors

The content component of the second module of socio-psychological training was formed taking into account the fact that developed social intelligence is the factor that ensures a person's capacity for productive social relations, adaptation to changing living conditions, detection of flexibility and sensitivity in social contacts, effective communication and finding successful solutions.

Based on the results of the conducted research and experimental work, we can draw a conclusion about the expediency of using training technologies in the process of psychological and pedagogical support of the educational process, which is confirmed by the results of correlation analysis of all elements of the three-component model of psychological attitudes structure (cognitive, affective, behavioral) (Figs. 1–3).

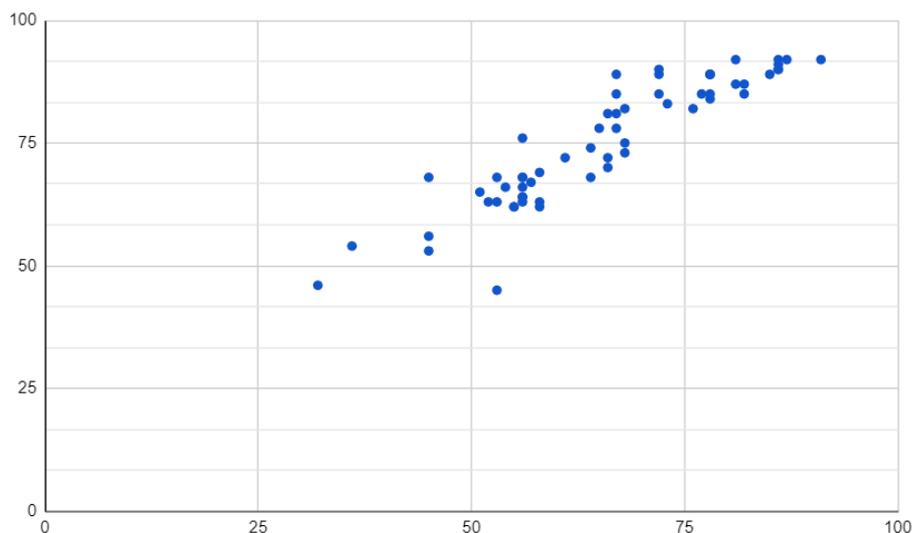


Figure 1. Correlation field of socio-psychological training effectiveness by cognitive component

Source: developed by the authors

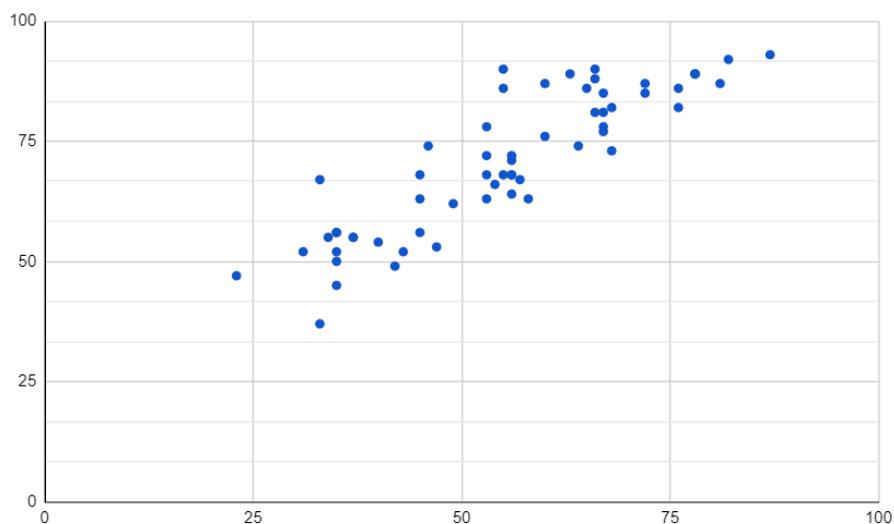


Figure 2. Correlation field of socio-psychological training effectiveness by affective component

Source: developed by the authors

It should be noted that the configurations of the correlation clouds in terms of cognitive (*value of Pearson's linear coefficient: $r_1=0.916$*) and affective (*value of Pearson's linear coefficient: $r_2=0.881$*) components (both in terms of density and shape) are characteristic of the corresponding psychological processes, although in the case

of distribution according to the affective component, we can observe larger indicators of intragroup dispersion. The latter is caused by the multicomponent factor impact on the emotional sphere of a person, especially under the conditions of extreme situations, and can be regarded as an expected phenomenon.

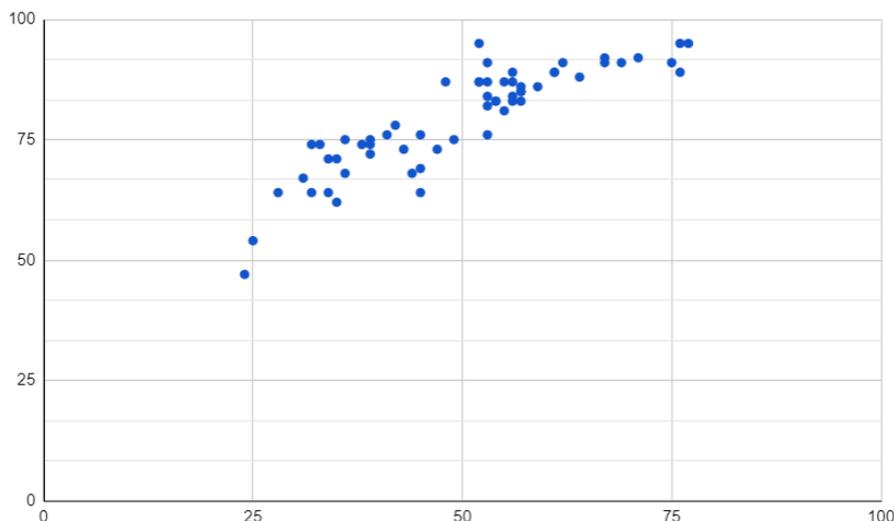


Figure 3. Correlation field of socio-psychological training effectiveness by behavioral component

Source: developed by the authors

In its turn, the configuration and placement (dense concentration of markers and their displacement upwards) of the correlation field in the case of the behavioral component analysis (*the value of Pearson's linear coefficient: $r_3=0.878$*) indicate the activation of the civic position and the strengthening of students' motivational field according to the results of participation in the training, respectively to its orientation: first of all, the development and patriotization of individual and collective psychological attitudes regarding the formation and effective use of human capital in order to improve the quality of life in times of extreme socio-demographic transformations.

Conclusions. A key role in the path of socio-economic development of any society is played by a person with his ability for social interaction, learning and productive work. The future of Ukraine will depend on the qualities of the population such as cultural, moral, cognitive, psychophysiological and educational. The system of education and

professional training largely determines the well-being of the state, produces the specificity of national consciousness. The peculiarity of education lies in the fact that it gives an opportunity not only to understand the past, but also to change the future. The study of the population's educational environment and educational level should always be in the center of scientists' and government officials' attention. At the same time, trying to ensure society's high education level, we should not forget that currently there is an acute need not for general, but for professionally oriented knowledge and work skills that will guarantee the formation of high professional skills of the economically active population. The present state of affairs puts forward new demands for the educational process. It should be consistent with the latest achievements of scientific and technical progress, be individualized, meet the real prospects of the development of economic sectors, be a prerequisite for identifying the effect of human capital at all levels of the

social system despite the challenges and threats of a socio-demographic nature.

It is currently essential to determine the authentic course of innovation in the domestic educational space. Investments in education should be considered as significant source of economic growth as other types of capital investments. Considering the high role of human capital in the trends of economic, social and scientific and technical development, it is undeniable that the system of education and professional training should become the main driving force of the Ukrainian society modernization. Development and implementation of psychological and pedagogical support programs corresponding to modern challenges should be the tool for ensuring the high effectiveness of educational and professional activities. The programs should be oriented to the use of progressive training technologies.

Literature:

1. Людський капітал: Безпека, Відновлення, Євроінтеграція. URL: https://forum2022.nqa.gov.ua/?spush=bWVsbmRwQH_Vrci5uZXQ
2. Стрижак О.О. Теорія людського капіталу: формування наукової концепції. *Економіка розвитку*. 2012. № 1(61). С. 24–31.
3. Schultz Theodore W. Investment in Human Capital. *The American Economic Review*. 1961. Vol. 51. № 1. Pp. 1–17.
4. Соціалізація відносин у сфері праці в контексті стійкого розвитку : монографія / А.М. Колот, О.А. Грішнова, О.О. Герасименко та ін.; за наук. ред. А.М. Колота. – К.: КНЕУ, 2010. 348 с.
5. Becker S.G. Human Capital: Theoretical and Empirical Analysis, with Special Reference to Education. University of Chicago Press. 1993. 390 p.
6. Мельничук Д.П. Продуктивна зайнятість як передумова функціонування знань у формі капіталу. *Демографія та соціальна економіка*. 2014. № 2(22). С. 135–144.
7. Кір'ян Т., Куликов Ю. Формування механізмів захисту населення від фінансово-економічної кризи. *Україна: аспекти праці*. 2009. № 2. С. 14–20.
8. Колот А.М., Герасименко О.О. Соціально-трудовий розвиток у XXI столітті: до природи глобальних змін, нових можливостей, обмежень і викликів. *Демографія та соціальна економіка*. 2019. №1 (35). С. 97–125.
9. Мельничук Д.П. Людський капітал: пріоритети модернізації суспільства у контексті поліпшення якості життя населення : монографія. Житомир : Полісся, 2015. 564 с.
10. Коростіянець Т.П. Педагогічний супровід студентів в освітніх установах педагогічної вищої освіти. *Інноваційна педагогіка*. 2019. Вип. 12. Т. 1. С. 111–114.

References:

1. Liudskyi kapital: Bezpeka, Vidnovlennia, Yevrointehratsiia. URL: https://forum2022.nqa.gov.ua/?spush=bWVsbmRwQH_Vrci5uZXQ
2. Stryzhak O.O. Teoriia liudskoho kapitalu: formuvannia naukovoï kontseptsii. *Ekonomika rozvytku*. 2012. № 1(61). S. 24–31.
3. Schultz Theodore W. Investment in Human Capital. *The American Economic Review*. 1961. Vol. 51. № 1. Pp. 1–17.
4. Sotsializatsiia vidnosyn u sferi pratsi v konteksti stiikoho rozvytku : monohrafiia / A.M. Kolot, O.A. Hrishnova, O.O. Herasymenko ta in.; za nauk. red. A.M. Kolota. – K.: KNEU, 2010. 348 s.
5. Becker S.G. Human Capital: Theoretical and Empirical Analysis, with Special Reference to Education. University of Chicago Press. 1993. 390 p.
6. Melnychuk D.P. Produktivna zainiatist yak peredumova funktsionuvannia znan u formi kapitalu. *Demohrafiia ta sotsialna ekonomika*. 2014. № 2(22). S. 135–144.
7. Kirian T., Kulykov Yu. Formuvannia mekhanizmiv zakhystu naseleunia vid finansovo-ekonomichnoi kryzy. *Ukraina: aspekty pratsi*. 2009. № 2. S. 14–20.
8. Kolot A.M., Herasymenko O.O. Sotsialno-trudovyi rozvytok u XXI stolitti: do pryrody hlobalnykh zmin, novykh mozhlyvostei, obmezhen i vyklykiv. *Demohrafiia ta sotsialna ekonomika*. 2019. №1 (35). S. 97–125.
9. Melnychuk D.P. Liudskyi kapital: priorytety modernizatsii suspilstva u konteksti polipshennia yakosti zhyttia naseleunia: monohrafiia. Zhytomyr : Polissia, 2015. 564 s.
10. Korostiiianets T.P. Pedahohichnyi suprovit studentiv v osvitnikh ustanovakh pedahohichnoi vyshchoi osvity. *Innovatsiina pedahohika*. 2019. Vyr. 12. T. 1. S. 111–114.