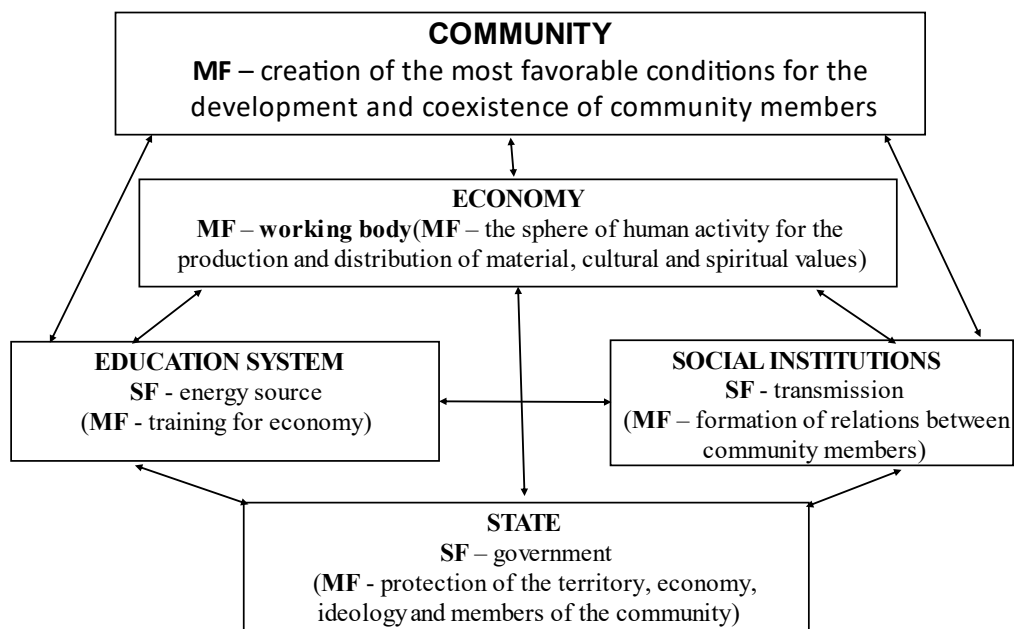


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## **TRANSFORMATION OF THE LABOR MARKET AT THE STAGE OF ECONOMIC GLOBALIZATION**

The emergence of the economy as a sphere of human activity focused on the production of material, spiritual, and cultural needs has created a demand for the preparation of personnel to ensure the functioning of all economic sectors, leading to the creation of an educational system. From the perspective of the theory of artificial systems development, within the "society" system, the element of "economy" has served as the main component—the working organ that performs the main function (MF). In contrast, the educational system played a supporting function (SF) in relation to the economy.

In the process of interaction among performers, there arose a need for the formation of additional supporting elements, such as "social institutions," which regulated these relations both vertically and horizontally, and "the state," which ensured the security of all the aforementioned elements. This structure formed the system of "society," as depicted in Figure 1 [3, p.344].



**Figure 1.** Minimal scheme of the "Society" system with a definition of the functions performed by its constituent elements.

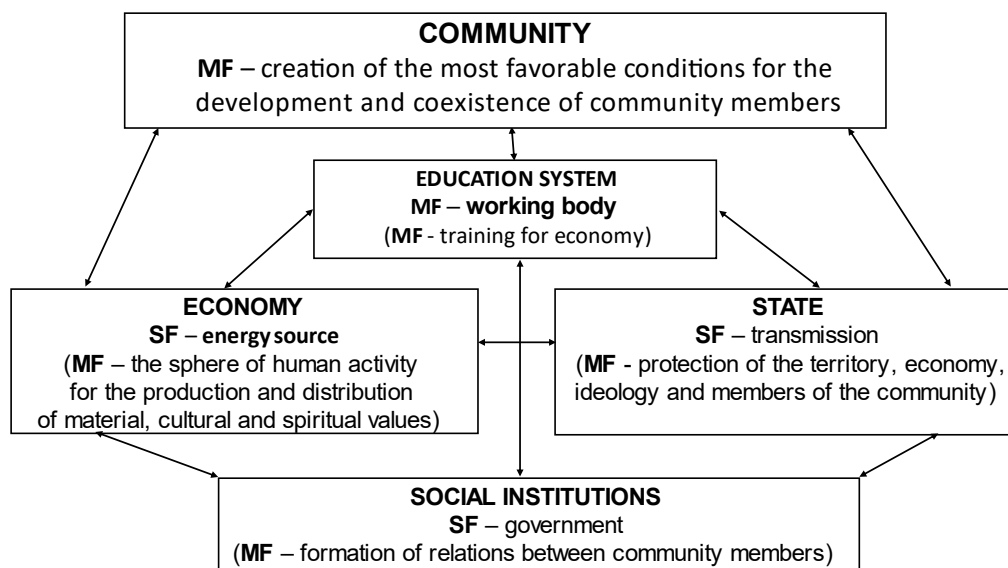
For quite a long time, due to the slow accumulation of new knowledge and the corresponding changes in technologies primarily used by the economy in the industrial sector, the education system managed to keep pace with its needs by utilizing the

knowledge that had been accumulated by science up to that point and transmitting it through retransmission to subsequent generations as professional skills and competencies. During the agricultural stage, these were the skills of land cultivation and livestock raising, accumulated through the long-term experience of ancestors, which were learned through the "do as I do" method directly in the process of execution. The "product" of such training was professional performers.

In the industrial stage of economic development, there arose a need to acquire a certain amount of purely theoretical knowledge necessary for performing professional tasks, which could not be obtained at home, leading to the need for the establishment of educational institutions. Considering the ever-growing number of fields of scientific development and, accordingly, economic development, these educational institutions became increasingly specialized, producing more and more narrowly specialized professionals who were expected to bring maximum profit to the production owner at their workplace.

However, starting from the mid-20th century, due to the globalization of all spheres of the economy and the sharp increase in the pace of emergence and application of new knowledge, primarily in the natural and theoretical sciences, a new stage of economic development began — the information stage, in which the main wealth of a country became the level of development of its population capable of generating new ideas and technologies. The retransmission method of knowledge transfer, which quickly became outdated, could not keep up with the economy's needs for training personnel, and thus the existing education system ceased to fulfill its primary function. Moreover, there emerged a "demand" in the economy and society for the formation of new qualities in the labor market among the younger generations: communication skills as the ability to work in a team, creativity as the ability to generate new ideas, and the ability to "learn to learn" — to quickly retrain and assimilate new technologies.

The growing role of knowledge and the emergence of a "critical mass" of its carriers throughout the chain of systemic connections inevitably led to the need to reform the value system declared by social institutions, as well as the relationships among members of society both horizontally and vertically, shifting them towards becoming increasingly humanistic and democratic. The increasing importance of knowledge, not only in the natural sciences but also in the humanities, resulted in another consequence: breakthrough discoveries in science began to more frequently define new directions for economic development and, thus, change the function of the education system in society from auxiliary to primary [1], as depicted in Figure 2 [3, p.348].



**Figure 2.** Modern scheme of the "Society" system with a definition of the functions performed by its constituent elements.

The urgent need for society to reform the education system can be realized through one approach: changing the teaching methodology from reproductive learning to organizing the educational process as research-based problem-solving activities. In this process, students learn to communicate with each other, propose new ideas, and "learn how to learn," independently building algorithms for systemic thinking. The role of the teacher in such a process is to present a relevant problem in their subject and guide the search for its solution. However, this requires a complete restructuring of the teacher training system—from "reproducers" to creators... [2]

The chain of inevitable, interconnected socio-economic processes currently unfolding in the world confirms the validity of the laws of artificial systems development formulated by the authors. It allows us to predict the further development of society toward the formation of a creative individual for the labor market, who will contribute to raising the overall level of humanization and democratization of society.

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