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МАРКЕТИНГ
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THE HUMAN CAPITAL IN THE FORM OF EDUCATION AS A FACTOR OF INNOVATIVE DEVELOPMENT OF THE NATIONAL ECONOMY

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The article focuses on one of the important types of human capital – education as an important element of the innovative development of the economy. According to the study, education promotes the formation of knowledge, expertise, adaptability and creative potential, contributing to economic growth and modernization. The theoretical and analytical research was conducted using data from secondary academic literature, allowing the author to highlight the main areas of influence of education on the economic processes occurring within an organization. It is shown that in order for education to play an innovative role in the development of the country's economy, it is not enough just to provide people with opportunities for higher education, but also the quality and relevance of this education, cooperation with the real economy must be provided.

Keywords: human capital, education, innovation, national economy, productivity, knowledge economy, competitiveness.

Innovative development has become one of the main directions in the economies of modern states. In an environment of technological rivalry, digitalization, and rapid structural transformation, the sustainability of economic growth relies on a nation's capacity for producing, utilizing, and disseminating new knowledge. Hence, economic efficiency is not solely linked to physical and natural resources, but also to the quality of human capital.

Human capital refers to the stock of knowledge, skills, competencies, health, and productive capabilities inherent in people. Human capital is formed by education, professional training, work experience, and lifelong learning. Among these factors, education becomes significant since it forms the intellectual foundation for labor productivity and innovative potential and effective technological adoption. First, education equips the workforce with skills necessary for productive processes, raising individuals' qualifications, improving adaptation to technology, and facilitating social mobility. On the macroeconomic level, education leads to productivity growth, production development, and transformation into a knowledge-based economy. As a result, it is crucial not only to see education as an institutional phenomenon, but also as a valuable economic resource.

Studies conducted earlier regarding the concept of human capital demonstrated that countries where the system of education is highly developed are likely to show greater productivity and stability in their economic growth. Nowadays, however, scientists argue that the quality of education may be even more significant than its duration. In particular, cognitive abilities and practical skills play a very special role in innovation and economic performance. The goal of this work is to investigate the role of education as one aspect of human capital in terms of stimulating the innovative development of the country's economy. It is important to establish how this type of human capital influences innovation

processes and why its development should be regarded as an element of national competitiveness in the long run.

The methodology of this research is theoretical and analytic. The sources for the analysis include both scientific literature and general economic terms concerning the issues of human capital and innovations. Methods of analysis, comparison, synthesis, and generalization are employed. One of the main channels through which education influences innovative development is labour productivity. Educated workers usually perform tasks more efficiently, learn new technologies more quickly, and adapt better to organizational changes. This creates favourable conditions for productivity growth and for the modernization of enterprises. In this sense, education raises not only the quantity of labour input, but also its quality.

Another important channel is the development of scientific and technical potential. Educational institutions, like universities and technical schools, prepare engineers, researchers, managers, economists, and other specialists who participate directly in innovation processes. They create new knowledge, improve existing technologies, and support research and development activities. Without qualified personnel, the national innovation system can't function effectively. Education also stimulates innovation by facilitating technology transfer. Many nations utilize foreign technologies, computers, and manufacturing techniques. But these technologies are capable of creating economic gains only if businesses and employees possess sufficient expertise to comprehend, adjust to, and adopt them. Therefore, education enhances the absorptive power of the economy, which implies that education makes it possible to convert knowledge from outside into economic benefits for a nation.

One more point is related to the impact of education on entrepreneurship and management. Innovation cannot depend exclusively on inventions; rather, it must be organized through production, planning, sales, and innovations. Education fosters analytical skills, communications skills, accountability, and initiative – all indispensable attributes for launching new ventures and implementing innovative projects. The link between education and innovation can be clearly traced within the framework of structural economic change. In a traditional economy, the basis for its growth lies in nature and industry. Conversely, the basis of economic development in the case of knowledge economy consists in information technology, science and the high added-value services. These transformations necessitate highly educated workforce, making the process of modernizing education an indispensable condition for the country's progress.

Nonetheless, the innovatory power of education should meet certain criteria. First of all, it should involve sufficient accessibility, giving birth to a highly trained workforce. Next, education has to be high quality and pertinent to the labour market. Finally, educational facilities should work in close cooperation with scientific centers, business organizations and government bodies. Otherwise, theoretical knowledge will not turn into real innovations. The analysis demonstrates that educational human capital influences innovative development through both direct and indirect factors. Direct factors include specialist training in science, technology, and management. Indirect factors cover higher productivity levels, greater adaptability, higher institutional quality, and increased social support for modernization processes. Altogether, such factors contribute to the competitiveness of the national economy.

Moreover, the results reveal that educational investment should be considered a long-term process rather than an expenditure. While the benefits of educational development can be achieved slowly, they offer a solid foundation for technological advancements, economic stability, and sustainable development. Therefore, countries that allocate resources

toward improving teacher quality, developing relevant curricula, building technical skills, incorporating ICT in education, and promoting lifelong learning are more likely to achieve innovative development.

Conclusion: Human capital in terms of education plays a very important role in innovation and development of the national economy. It provides necessary knowledge, skills, and capabilities for scientific progress, technological modernization, and restructuring processes. In a world based on a knowledge economy, educational policies acquire a special importance. The better educated the country is, the more chances it has to be competitive and to develop sustainably.

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АНАЛИЗ ЖИЛИЩНОГО СТРОИТЕЛЬСТВА В РЕСПУБЛИКЕ БЕЛАРУСЬ

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Важной составляющей строительной деятельности, обладающей не только экономическим, но и социокультурным значением, является возведение жилых зданий. Рассмотрены основные показатели и тенденции развития жилой застройки в Республике Беларусь.

Ключевые слова: жилищное строительство, жилая площадь, электродома.

Современная государственная жилищная политика, реализованная в рамках программы «Строительство жилья» на 2021–2025 гг. и нормативного регулирования ипотечного кредитования, обеспечивает социальную доступность жилья через механизм привязки стоимости квадратного метра к уровню среднемесячной заработной платы. Программой деятельности Правительства Республики Беларусь на 2025–2029 гг. предусмотрено ежегодное введение в эксплуатацию около 4 млн м² жилья с увеличением доли арендного фонда до 25 % к 2029 г. [1, с. 16–19]. Приоритетами выступают диверсификация финансирования, реновация территорий, развитие индивидуального строительства и упрощение градостроительного регулирования при сохранении государственной поддержки социально уязвимых категорий граждан.

Всего по Республике за 2025 г. введено 4573,6 тыс. $м^2$ общей жилой площади, из них 1648,4 тыс. $м^2$ (или 36 %) приходится на сельскую местность. На долю индивидуальных жилых домов приходится 49,4 % общего объема. Доля ввода жилья для граждан, стоящих на учете и нуждающихся в улучшении жилищных условий, составила 32,6 % от общего ввода. Для граждан, осуществляющих жилищное строитель-