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APPLICATION OF KNOWLEDGE MANAGEMENT IN UNIVERSITIES AS A REQUIREMENT OF THE INFORMATION SOCIETY

The activities of such institutions as university, the main task of what is the idea of creation and transmission of knowledge, definitely, should be based on knowledge management. Paradox is that knowledge management in its modern sense universities start using much later than those companies and organizations whose employees have been trained to use these skills.

Despite the importance of knowledge management, not all universities in their practice pay proper attention to this issue. At the same time, in today's world, the education system must adapt quickly to changes in the environment, including the new needs of people, society and economy.

Appropriate time requirements of knowledge management in universities should provide improving its competitiveness through effective use of intellectual capital and information resources, and broader integration of the intellectual component in the delivery of educational services.

Modern specialist – is a person with broad general and specialized knowledge, able to respond quickly to changes in technology and science that meet the requirements of new technologies that will inevitably be introduced. He should have basic knowledge, analytical thinking, social and psychological competence, intellectual culture. These priorities are caused by social and economic factors: the large flow of information in all areas of knowledge and conscious needs of modern society in flexible, adaptive educational systems, providing the opportunity to rapid reorientation and professional training, self -development at any period of life. However, we should note that today insufficient number of specialists meets the requirements of society and training of new professionals is slowing down against future lifelong self-education. Quality education of specialist and professional level depends

to some extent on his skills to work independently and organize himself, thus to manage activities effectively. Important aspects of pedagogy are those that focus on education, ability to obtain the necessary information, to separate problems and find ways of their rational solution, ability to critical analyze and appliance of knowledge to solve new tasks.

Thereby, a special role should be given to the education system. Investment in education is investment in human capital. Education should be considered as priority item in the cost structure of the state, meet the requirements of modern society development and train a professional, who has to possess not only the competence to perform simultaneously at several specialties, but also the skills of analysis, forecasting, discuss issues in groups, financial accounting and control activities of autonomous groups in different conditions. The objective requirement for workers is the availability of professional skills and social and psychological adaptation to rapidly changing world. Thus, knowledge is defined key competitiveness of any organization and is the basis of human capital. As you know, the capital – this is all that can be profitable for business. Converting knowledge into capital means that possessing it allows to have a regular income from its use by all components (individuals, organizations) – the bearers of knowledge. Human capital is a component of intellectual capital. Analyzing the problem of intellectual capital, we have to deal with intangible assets. Intellectual capital organization – is all the knowledge essential to the organization, the property of those who work or come out of production processes, systems and organizational culture. Intellectual capital includes knowledge and skills of certain people, norms and value systems, databases, methodologies, software, know-how, licenses, brands, trade secrets and more. Intellectual capital has three components: human capital, social capital and organizational or social capital. Many scientists believe that human capital is a significant part. Human assets – are knowledge and skills of employees. Intellectual resources of the individual – are formed in the formal education and informal learning knowledge and core competencies that enhance social adaptation, occupational mobility of the individual in a world that is rapidly changing [1]. Education plays an important role in the formation of human capital. If we consider higher education institution as an organization, we can talk about the knowledge of teaching staff as elements of an organization that is part of human capital and originality of such an organization can be defined to provide educational services to others that will make up the human capital of today and future organizations. Thus, the competence of the teacher depends not only on the quality of the human capital of the university, but also any other institution.

There are many definition of «knowledge», namely «understanding or availability of information», «gain experience». According to M. Webster dictionary the term «knowledge» interprets as «fact or state of knowledge acquired through experience or association» and «wide-ranging information» or «foretaste circumstances or condition or future situation the fact that you get through thinking» [4, 793].

Shifting emphasis from knowledge acquisition to implement productive use of knowledge is reflected in the shift of emphasis from the individual to focus public. The central task of those who carry out management knowledge is to determine the best ways of cultivating, maintaining and use of knowledge at the individual and organizational levels. In other words, we must ensure that the necessary knowledge reach the right people at the right time and help to share knowledge and use it in such a way that it improves the work of organizations [2]

Peculiarity of knowledge management use is to apply knowledge for knowledge itself. Scientists propose an integrated model of knowledge management. It illustrates the essential components of knowledge management and the relationship between them. This model is an adapted version of the model M. Handzic [3], who proposed two types of organizational factors: organizational environment (including leadership and culture) and organizational infrastructure (information and communication resources) that can activate or constrain processes related with knowledge (creation, transmission, use, etc.), and contribute to the development of organizational knowledge. This model includes the effect of general organizational environment to choose the technological infrastructure to support processes

related to knowledge. In addition, the model includes a feedback circuit, emphasizing the need for continuous measurement of knowledge and capacity regulation strategies in process. Organizational environment is particularly important practical component of knowledge management. This environment is based on stimulating the acquisition of knowledge, somehow manifests itself in terms of leadership and strong support in the organizational culture of cooperation. Of course, good academic staff recognize the importance of these processes. The proposed structural model clearly emphasizes the need for long-term measurement of knowledge for monitoring and adjustment (adjustment) organizational knowledge management strategies in time. Thus, in conditions of careful planning and implementation in practice, complying with the objectives of the organization and its core competencies, knowledge management will allow the release of organizational knowledge resources, resulting in total success.

That is why knowledge and methods of knowledge management can be seen as those largely influencing the formation of human capital, particularly in higher education, as is its basic components and work not only on the development of the individual, but society as a whole.

Education is one of the main factors of human development. The combination of knowledge, practical skills and abilities of employees of the organization is its human capital. Mostly use of human capital can be traced in higher education where the teacher has accumulated a stock of health, knowledge, skills, abilities; motivations not only contribute to the growth of personal income, and affect the productivity and efficiency through training and education of future professionals. The only knowledge able to generate income is that characterize the potential of its possessor to carry out effective action. An indicator of this knowledge is competence. Education should direct the results to achieve quality criteria (competency) based on knowledge. Under the conditions of accelerated aging knowledge of higher education as a strategic priority should have two equal objectives: 1) formation by activity component of fundamental knowledge – key skills of intellectual activity; 2) developing core competencies regarding specific invariant (mastered during training) industry knowledge, that knowledge management skills, competencies of social interaction skills of active and passive adaptation and more. Important is the realization that knowledge can be managed, and effective models already exist in the area of knowledge that greatly influence the formation of human capital quality factor, particularly in higher education.

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