10.

Features of Employees Training in the Conditions of Development of Digital Economy

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Today, almost all business activity takes place not only in the physical space, but also in digital networks. At this stage of economic development, there are almost no industries that would not be represented in the Internet. Most payments are e-forms, and marketing activity also goes to the Internet and social networks. Training and promotion of the personnel of the enterprises were not left on the sidelines. An additional massive impetus for such processes was the global pandemic of the coronavirus, which stipulated the urgent need to find additional ways of working, communication and training of employees. This determines the relevance of the research topic.

Although the ways of teaching employees are transformed, traditional types of training remain relevant.

In order to better understand the nature of staff training, it is

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worth considering the different approaches to defining this concept that exist in the literature. At the same time in the field of research should be included not only the definitions that exist in management, but also some understanding of the concept of "teaching" in the science of pedagogy, which will allow to understand its essence more broadly. For a clearer listing of the definition, a table 1 was compiled.

Approaches to defining the concept of "employees learning" in scientific literature.

Table 1 Approaches to defining the concept of "employees learning"

Author	Key word	Definition of employees learning
Bazarov T.Yu., Eremin B.L.	system	A system of training (training and retraining) of personnel conducted on the basis of an enterprise (or corporate training centers) with the involvement of own or external teachers, and is based on solving problems specific to a particular organization [1, 413].
Spivak VA	activity	An activity that aims to improve the quality of the workforce to meet the requirements of the workplace, to ensure the development of workers and to use their potential more effectively, to broaden their horizons and increase job satisfaction, to ensure career advancement, to engage factors of interest in work, to meet the needs of the enterprise. in personnel due to the internal labor market [2, 217].
Pankov V.	development	The development of professional knowledge, skills and skills of employees, taking into account the goals of the respective units, which in turn are determined by the strategy of the company [3, 8].
Kibanov A.Ya.	process	A purposefully organized, systematic and systematic process of mastering the knowledge, skills, skills and methods of communication under the guidance of experienced teachers, supervisors, specialists, supervisors [4, 13].
Savchenko VA	Measure	One of the most important measures of an active employment policy, which contributes to the achievement of stable economic growth, actively influences the prevention of mass unemployment among employed workers, ensures the preservation and development of the labor potential of society [5, 123].

The concept of «employees learning» is considered by the most authors as purposefully organized, systematically carried out, cyclical, cumulative, managed process.

It should be understood that in order for training and advanced training at the enterprise to be truly effective, they must be as if they were «embedded» in the environment of the organization. In this case, the educational processes that take place at the enterprise should be clearly planned and managed. The process of managing learning and advanced training can be summarized in Figure 1.
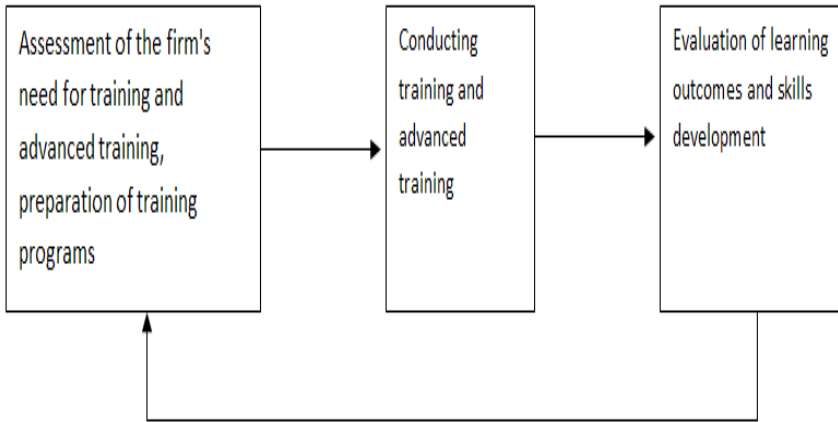
Assessment of the firm's need for training and advanced training, preparation of training programs	Conducting training and advanced training	Evaluation of learning outcomes and skills development

Fig. 1. The process of training and advanced training of employees in the organization [6, 282]

Therefore, guided by this scheme, in this work in the future, the learning and training process will be considered as a sequence of such actions: assessment of training needs, implementation and evaluation of learning outcomes. Consideration should be given to the cyclical nature of this process: once the results of the training have been evaluated, the need for training should be re-evaluated in order to ensure continuous improvement of personnel.

According to the authors' opinion, it is advisable to use the theory of restraints proposed by E. Goldratt [7] when managing training and professional development of personnel. It is a holistic system of technologies that by its nature reproduces a well-known weaker-link model, according to which the main efforts to strengthen should focus on the weakest links, because it will make the whole chain more reliable [8, 192 - 194].

The technology is based on five consecutive steps that help focus the effort on those elements "strengthening" of which will quickly transform the entire system.

❖ Step 1. Find the limitations of the system. Determine which element of the system contains a weak link. In the context of training and advanced training, these are employees who are not qualified to perform their professional duties effectively (for example, new employees are required to undergo initial training), or who wish to learn additional skills (advanced training will be effective for this group however, when there are resource limitations, this group should only be approached when

all staff in need of initial training have been trained).

❖ Step 2. Reduce the impact of system limitation. In other words, to answer the question: "How can I get the maximum benefit from a limiting element at no significant additional cost and thereby reduce the negative impact of a limitation on the operation of the whole system?" At this stage, the types, forms and methods of training that will be used are determined, and training programs are drawn up if necessary.

❖ Step 3. Focus all efforts on the system limitations. When a limitation is found (step 1) and a decision is made on what to do with it (step 2), the entire system must be configured so that the limiting element be able to operate with maximum efficiency. It may be necessary to slow down some parts of the system and speed up the others. Then the results of these actions should be analyzed: to find out whether this limitation still delays the whole system? If not, then it is liquidated and you can proceed to step 5. If so, then the limitation still exists, then go on to step.

❖ Step 4. Remove limitations. If steps 2 and 3 are not enough to remove the limitation, more radical action is needed. Some time, effort, money, and other resources may be required at this stage. So it is important to be sure that you cannot get rid of the limitation in the first three steps. Removing the limitation implies that any measures are taken to eliminate it. As a result, the limiting element will necessarily be removed. That is, if training programs fail to produce results and staff members identified as "weak links" remain so, extreme measures, including layoffs, are applied in the fourth stage.

❖ Step 5. Go back to the first step, remembering the inertia of thinking. If in stages 3 or 4, the limitation is removed, we must return to step 1 and start the cycle again. The task at this stage is to identify the next element that is holding back the work of the system.

The most common is the classification of types of training, proposed by A. Kibanov, according to which it can be divided into vocational training, professional improvement and professional retraining. That is, the author uses the degree of basic training of the worker and the desired result of training as the classification criterion. In recent times, it is relevant to use training as a means of gaining certain competences, which can also be attributed to this classification criterion. Therefore, the classification of types of training, depending on the degree of basic training of the worker and

the desired result of training is as follows:

1. **Professional Training -** acquisition of knowledge, skills, skills and training in ways of communication aimed at fulfilling certain production tasks. The preparation is considered to be completed if the qualification for the specific activity is obtained (students are trained).

   1.1. Vocational initial training is the development of knowledge, skills, and methods of communication as a foundation for further vocational training (eg, bachelor training).

   1.2. Professional specialized training - intended for obtaining specific professional qualifications. Deepening of knowledge and abilities in order to master a certain profession (for example, specialist, master).

2. **Professional Development (Advanced Training) -** the expansion of knowledge, skills, and communication methods in order to bring them into line with modern requirements of production, as well as to stimulate professional growth (employees engaged in production are trained with practical experience).

   2.1. Improvement of professional knowledge and abilities - bringing knowledge and abilities in accordance with the requirements of time, their updating and deepening. Specialists are trained (horizontal mobility).

   2.2. Professional improvement for career advancement is the preparation for higher quality tasks. Managers are trained (vertical mobility).

3. **Professional Retraining (Retraining) -** acquiring knowledge, skills, and mastering methods of training (behavior) for the development of a new profession and qualitatively other professional activity (trained employees in the production or unemployed, with practical experience) [9, 413].

4. Competence development is the development of a complex of individual qualities that lead to success. It is important not to confuse competence with competencies that is, with the professional skills of the worker, as competencies are competence plus personal qualities of the person [10].

Obviously, the choice of one or another type of training from the above mentioned will depend on what is currently the need for training (ie who from the workers should learn and why), as well as what goals the enterprise sets.

Another classification, depending on the learning objectives, is offered by T. Bazarov:

1. "Preserving learning" is the transfer of knowledge, the acquisition of fixed views, methods and rules in order to effectively work in known and repetitive situations, to develop students' abilities to solve those problems that are relevant.

2. "Innovative" training - the formation of a certain arsenal of skills, as well as the development of employee potential [1, 274].

" Preserving learning " is especially effective for transferring new knowledge instead of outdated and eliminating gaps in employees' knowledge and skills. "Innovative" training is perspective-oriented, preparing the organization for work in new conditions. "Innovative" training usually deals with problems that can become so unique that it will not be possible to learn by trial and error, problems whose solutions are not yet known and the very formulation of which can cause controversy and doubt. This approach fits well with the concept of lifelong learning that is relevant and progressive today.

On the criterion of duration, it is customary to distinguish two types of training: short-term and long-term. However, according to the authors' opinion, this approach does not correspond to modern views on learning, namely the concept of lifelong learning. Therefore, it is worth adding a third type of this criterion - lifelong learning.

Lifelong training can be provided in the form of a certain synthesis of the first two types - short-term training aimed at transferring to the workers some   knowledge, skills and needs required by current working circumstances, as well as long-term training over a rather long period of time. It is oriented at achievement of strategic goals of the enterprise in the sphere of personnel. Able-to-learn employees will easily and quickly acquire the necessary new knowledge and skills when the need arises.

Another criterion for the classification of types of learning is its direction. In this section, the following types are distinguished:

1. Specialized training programs (sales, negotiation, creativity training) - usually used when there is a need to create or further develop certain skills or competencies.

2. Team building programs - usually implemented in the form of training for a specific group of employees, if it is planned that in the future they will work together and have to work together to achieve a certain overall goal.

3. Development of interpersonal and intercompany communication,

the formation of conflict resolution skills - is relevant in cases where, the specifics of work tasks, the success of the team depends on the effectiveness of interaction between employees, the absence or timely resolution of conflicts.

4. Management training - required when an employee who previously had no experience of managing subordinates, due to working circumstances, should take up the position of a manager. This is usually the case for professionals who, as a result of career advancement, are given the opportunity to be the head of the structural unit in which they work.

5. Preparation for organizational innovation - the introduction of innovation should be preceded by the preparation of the team for them, namely information and training. Employees who have full information about the planned innovation, understand its relevance and need, and have acquired certain knowledge, skills and skills to work effectively in the future, will not resist the innovation, but will contribute to its implementation [1, 277].

"General Electric" offers courses for managers for all six levels of management, which vary depending on their field of training:

1. Professional training (teaching engineering, production, marketing, finance, labor relations);

2. General training (work planning, problem solving, decision making, interviewing);

3. Managerial training, which is directly related to the specifics of the manager's workplace [2, 181].

Such distribution of types of training for managers is justified, because these courses cover all categories of knowledge that an effective manager must possess: understand the basics of enterprise production technology, its features and priority ways of promotion, know the basics of enterprise finance, labor law, have planning skills, managerial decision-making technology, as well as having special psychological and behavioral training to perform management functions.

Having considered the types of training, it is necessary to discover in what forms it can be implemented. Form of learning is a special design of the learning process, the nature of which is determined by the content of the learning process, methods, means, types of activities of students [11]. Individual and group learning depend on how many students study at the same time.

The individual form of training organization involves interaction between the trainee (mentor, coach, etc.) and one trainee. Positive

features of the individual form of training consist in the possibility of adaptation of the training program to the level of knowledge of the trainee, his individual qualities, abilities, tempo of mastering the material. The process of knowledge assimilation is easily managed. As for the negative traits, the individual training is characterized by the increased complexity of the work of the teaching staff, as well as the absence of such a social background on which the student could compare his successes and failures, the absence of conditions for collective work.

Group training involves the acquisition of knowledge not by one student, but by a team that requires the development of certain skills. In this case, it is possible to reach a large number of employees at the same time. In addition, employees should compare their achievements and mistakes, which create an atmosphere of healthy competition in the training group. This form of training gives the opportunity to create a clear structure of the educational process, to make it organized and orderly.

However, group training has its negative features, namely: small possibilities for taking into account in the educational process the individual qualities of each employee; very little opportunity to manage the learning process for each individual worker; orientation on the "average student", manifested in the same for all purposes, content, methods and means of learning [12, 113].

In today's environment, most businesses are well aware of the importance and need for staff training. The dynamic process of social development in all countries is closely linked to the rapid change in the quantitative parameters of national education systems (in particular, the massive expansion of compulsory secondary and higher education), the emergence of new conceptual approaches to the organization, content and teaching methods, its increased technical equipment. One of the global trends has been the gradual maturation of the concept of continuing education and the attempt to put this idea into practice.

With its appearance and development, this concept is due to first and foremost, for international cooperation within UNESCO, through which researchers from different countries have been able to exchange ideas and national experiences.

One of the main goals of continuing education is to expand and diversify educational services that complement basic school education or higher education. As you know, all the knowledge that a person acquires during his or her studies in general, special or

higher education institutions, is not always sufficient in the process of further work. And this is understandable, becsuse a person is rarely able to predict with certainty exactly where (ie in what industry, in which enterprise, in which structural unit and in what position) he will work in the future.

Moreover, even having occupied a certain workplace and having acquired the necessary knowledge for this, the worker cannot have full confidence that after some time he will not need to change his place of work, or even his direction. That is why the concept of lifelong learning is relevant, because one has to learn, learn new skills, to develop in a professional and personal sense throughout life.

One of the directions was the creation of unconventional educational institutions: "Universities without walls", "schools of flexible learning", etc. The most famous example is the experience of functioning of the Open University in the UK, organized in such a way that training there is equivalent to university education and is conducted by methods, oriented at a specific contingent, they are trained on-the-job (on the basis of distance learning) [13].

In recent times, it has become increasingly popular among powerful and modern businesses to create their own corporate university, in which employees acquire both basic professional knowledge and undergo advanced training, development of knowledge, skills and abilities. Corporate University is a very good idea for an enterprise that is committed to the continuous development of its staff and is able to allocate funds for such a project.

Another tendency characteristic of modern development-oriented enterprises is the creation not only of a "real" corporate university, but also of its "virtual" counterpart - the e-learning system (the so-called "e-learning" system). This is especially true for businesses with offices in many cities or even countries. In this case, the establishment of branches of a corporate university in each district of the company's presence is economically unsubstantiated. Therefore, the most rational exit is the recruitment of students from the number of existing or potential employees for distance learning. The lecture material is provided electronically by posting it on a dedicated internet site, closed to third parties, or by e-mail. Upon familiarization with this material, trainees are invited to complete some of the test assignments that are provided in the form of tests (in real-time) or in the form of questions that are completed and transmitted through the online resource provided to the teacher for verification within the prescribed timeframe.

Today, there are platforms for online learning. The main ones are listed below.

Table 2   Comparative analysis of platforms for online learning

The name of the platform / software product	Terms of use	What is the principle of working with listeners, rating, how feedback is organized	What types of training can be implemented (lectures, presentations, tests, assignments, cases, etc.)
Academy of Mine	The client is offered a typical proprietary website with built-in components (customizable), a platform for course creation and management, integrated e-commerce features with credit card payment or PayPal	Within the platform, feedback is possible through forums, video conferences, interactive whiteboards, screen sharing	Lectures (using video conferencing, interactive whiteboards, chat and screen sharing), paid / free partition courses, time-limited tests, in-game classes
iSpring Learn	The client receives a corporate portal, deployed in the cloud or on their own server, with automatic course assignments, organizing webinars using the Zoom service, a catalog of ready-made courses (created by iSpring methodologists and designers), a long-form material editor, customizable training programs, grouping of users, downloading training materials, generating reports on materials, users and assignments, calendar of events, user portals, the ability to integrate with others themes (thanks to open API); SCORM 1.2 and SCORM 2004 formats of all versions are supported	Using the Q&A feature in the portal, the user can ask questions on the course or on any specific course material. Students can write messages to the account owner, administrators, and administrators of organizations. Ordinary users respond to messages but cannot initiate a dialogue on their own. But if an expert is appointed for this or that material, students can send their expert questions	Trainings (training activities conducted offline) - lectures and workshops prepared by the organizer and held at a specific time in a specific place; webinars; Courses in the structure "Course> Section> Study Material"

LearnDash	LearnDash is a plugin for WordPress, an open source system for managing website content. First of all, packages differ in the number of licenses to install the plugin on individual sites. Together with the Plus and Pro packages, the ProPanel add-on package is included to summarize reporting, manage tasks, send messages at a specific rate, and display activity at real-time rates.	Closed and open forums for specific courses can be organized for students.	Video tutorials, presentations, multi-level courses (for example, in the structure "Course> Lesson> Topic"), tests with questions of different types (including: one answer, several answers, search for matching, filling in the blanks)
LearnWorlds	The user receives an online platform with the ability to create their own site from ready-made blocks, with marketing functions, selling courses, setting up discussion between students, analyzing various learning and sales indicators	Almost every element of training can be organized in real time in a chat format	Video tutorials with interactive recordings, presentations, tests, exams to control students 'knowledge (questions can have several right answers or have the "right / wrong" format), surveys (similar to exams) to self-control students' knowledge (with the possibility of immediate feedback), assignments (open-ended questions that the instructor evaluates independently)
Ruzuku	The user receives an online platform with a course designer, student addition and removal features, the ability to integrate services to accept payment	Webinars, teleconferences with slides, group chat and automatic recording (webinar or teleconference recording is available for download); forums for students	Webinars, teleconferences, lectures, video lessons, presentations

However, the current pace of progress, technology development and approaches to business processes require the transition from the e-learning system to the "we-learning" proposed by D. Berzin. It is called "social learning", "non-formal learning", and "collaborative learning".

We-learning implies that any organization has the accumulated knowledge and experience to be shared. This concept recognizes the fact that the personnel training department may have no more than 5-10% of the knowledge required and used in the company [14]. This raises the problem of obtaining new knowledge from alternative sources.

Such sources are offered by the concept of we-learning, namely: organization of knowledge and experience of experts from all over the world in a single base, having access to which, the employee has the opportunity to increase his level faster, which will help him to develop even more effective means and programs of work by which he, in turn, will also share with colleagues. A comparison of traditional learning, e-learning and we-learning is given in Table 3.

Table 3 Comparison of traditional learning with e-learning and we-learning

The comparison criterion	Traditional learning	E-learning	We-learning
The main source of information	teacher, mentor, trainer or coach who interacts directly with the student	a teacher or consultant who communicates with a student through the Internet	publicly available Internet resources, knowledge bases formed by thousands of experts from around the world
Purpose of use	providing employees with initial knowledge, advanced training or retraining	providing employees with additional professional knowledge and everyday useful information	continuous improvement and deepening of staff knowledge
Means of communication between the student and the teacher	personal communication, lectures	email, video tools, training forums	Internet resources
The need for business trips for training	in some cases necessary	not necessary	not necessary
Place of training	on or off the premises (in training centers)	on computer, mobile phone, or any other mobile device	on computer, mobile phone, or any other mobile device

An important factor contributing to the introduction of changes in the existing system of education is the availability of an appropriate culture. In order to engage employees in we-learning, support, culture, and motivation must be provided. It is necessary to gradually introduce a culture of shared knowledge, to encourage experts to share their best practices, to use promotional activities and career models that assume that they will contribute to the organization's

collective knowledge bank.

A significant impediment to the implementation of we-learning is the desire of many organizations to preserve the acquired knowledge and development within the enterprise. To overcome such obstacles, it is necessary to organize this system so that its use is mutually beneficial for all users.

Thus, all modern approaches to staff training have one common idea, which is the need for continuous training, continuous improvement and upgrading of employees, as well as the exchange of existing experience to accelerate the training process and implement new developments. There is a blurring of the edges between different stages, types, forms and methods of the educational process.

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