

## IS THE EDUCATION SYSTEM A GENERATOR OF THE CREATIVE CLASS OF THE ECONOMY

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**Abstract:** *Our work examines the education system as a component of the creative class and its impact on the creative economy. We studied the evaluative judgments of researchers on the theory of "creative class" and its ability to develop innovation potential.*

**Keyword:** *creative class, creative economy, education system, innovative potential*

Publications about the creative class, with its innovative potential for the development of society and its ability to act as a driving force, both on the regional level and the level of national economic growth, are inextricably linked to the individual qualities of people who live in cities and have certain professions.

Our reflections will focus on the education system as a tool for the formation of the creative class and whether it is so. If we look at the definition of the creative class by the author of the idea Richard Florida [1], we can see that the author refers to the creative class of people engaged in science and technology, architecture, design, education, creativity, music, entertainment industry, whose economic function is to create new technologies, new ideas.

The creative economy has emerged from the economic environment of the 21st century and is based not on plain consumerism made of utilitarian demand consumption, but on sophisticated symbolic consumerism constructed of elaborate higher social demand consumption [2].

The creative economy is based on the capital of ideas rather than physical capital; it is developed based on information and communication technologies. The new content of information and digital technologies opens up new spaces and is flexible in lowering costs. One of the most important qualities of the creative economy is the use of information while creating its content. Another feature – is the growing demand for interaction between the author of the creative product and its consumer's constant interaction with each other [3].

What is the place of the education system in the creative economy, if we consider it through the prism of innovative digital technologies, or from the point of view of the authorship of a creative product?

Although the education system contains some innovative approaches, it cannot compete with more progressive areas such as IT, design, 3D modeling, etc. The traditional education system remains quite conservative. Educators, with considerable experience in traditional schools, are very slow to respond to innovations, which slows down and sometimes makes it impossible to innovate and communicate, innovate and digital development [4-5].

Changing approaches and teaching methods using digital technologies requires modern material and technical support, which is not always the case [6]. The problem was especially noticeable during the global Covid-19 pandemic, during which distance learning was used. When every teacher, teaching remotely, found himself alone with the problem of organizing his own workplace. This issue is still relevant today.

A creative product in the educational sphere could be considered a scientific component, which involves a creative approach to the search, generalization, and processing of information during scientific research. At the same time, in the theory of "creative class" the author defines the weakening of concentration on the material component, and the transition of spiritual practice, which is impossible in modern realities. Since scientific work is quite time-consuming and costly, the time spent is not fully compensated, as well as the cost of publication activity in scientific journals of categories A and B.

Thus, given the above, we can say that the education system, in its modern sense, remains quite conservative and cannot be considered a component of the creative class. However, some manifestations of the creative approach can be implemented in those areas that are based on creativity and self-realization, such as culture, art, etc. But this topic has many controversial and little-studied aspects and requires further study.

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**Анотація:** Розглянуто систему освіти як складову креативного класу та її вплив на креативну економіку. Досліджено оціночні судження дослідників щодо теорії "креативного класу" та його здатності до розвитку інноваційного потенціалу.

**Ключові слова:** креативний клас, креативна економіка, система освіти, інноваційний потенціал

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## ШТУЧНИЙ ІНТЕЛЕКТ У СФЕРІ ОБЛІКУ

**ТЕРЯНІК Діана, здобувач вищої освіти,  
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**Анотація:** у дослідженні проаналізовано поняття і роль штучного інтелекту у сьогоденні, висвітлені переваги та недоліки користування ШІ у процесах виробництва та обліку, актуальність даної теми і вплив штучного інтелекту на економіку та суспільство в цілому.

**Ключові слова:** штучний інтелект, ШІ, облікова сфера (сфера обліку), документооборот.

Вже декілька десятиліть суспільство та виробництво підлягають діджиталізації для покращення життя людства в процесі глобалізації. Розвиток науково-технічного прогресу сьогодні займає провідну роль в урегулюванні глобальних – екологічних, соціальних, економічних – питань людства, а нещодавно