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Sereda Viktor, PhD in Law, Affiliated Honorary Research Fellow, Fil. Dr. Jan-U. Sandal Institute, Finstadjordet, Norway

ORCID ID: 0000-0001-7595-0260

e-mail: provost@janusandal.no

The Development of the Modern Economy and Dynamic Innovative Pedagogy: Theoretical Aspect

Introduction. As one of the main tasks during the pedagogical internship, as part of the four years Affiliated Honorary Research Fellow program at Fil. Dr. Jan-U. Sandal Institute, I had to carefully prepare and give three different lectures to students on one of the relevant topics for each course of The Social Entrepreneur School IBS, according to the schedule specified by the head of lecturing and examination, Professor Dr. Jan-Urban Sandal. The internship took place in Cairo, Egypt in September 2019.

Purpose. The main purpose of the study is to disclose the scientific principles behind innovative pedagogy and its effectiveness in lecturing innovation and business and social entrepreneurship throughout the world on all academic and scientific levels.

Results. According to Schumpeter's theory, entrepreneurial people, as a rule, come from the lower social strata. Because they challenge and go against what is most common in society, both in theory and in practice, an entrepreneur acts as a kind of agent for social change, aimed at promoting the use of the latest products and services, opening new markets, updating existing production models and introducing new sources of raw materials. Performing new combinations, he receives entrepreneurial profit, which is wholly owned by him alone. Profit from entrepreneurial activity is an indicator of how justified the new idea is. Innovation in pedagogy and teaching methods follows the same pattern as in the markets of commodities and labor.

Conclusions. Based on the scientific research and internship training, we can conclude that it is necessary for each scientist or teacher to look for new knowledge and the latest pedagogical methods in order to keep up with the challenges of the digital economy and globalization. The author sees it possible to apply the acquired knowledge during the internship to transfer and even train practicing lawyers, tax consultants, accountants and specialists from several other professions.

Keywords: innovation; dynamic innovative pedagogy; entrepreneurship; rule of law; economic dynamics; innovative method.

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Середа В. О., кандидат юридичних наук, науковий співробітник Інституту д-ра Я.-У. Сандала, Норвегія

Розвиток сучасної економіки та динамічної інноваційної педагогіки: теоретичний аспект

Сучасне суспільство наповнене духом реформ та оновлення демократії. Одним із важелів надання позитивного вектору для економіки України та подальшої демократизації суспільства, поряд із створенням привабливого інвестиційного клімату та верховенства права, є розвиток підприємництва через прийняття інновацій та розширення економічної свободи діяльності. Проаналізовано, що інновації в педагогіці та методах навчання й інновації на ринку товарів і праці є аналогічними. Це підтверджується також тим, що в епоху цифрової економіки та глобалізації кожен вчений і викладач повинен здобувати нові знання та новітні педагогічні і наукові методи. Успішне використання викладачами інноваційних способів викладання дисциплін є життєво важливою потребою освіти та науки. Доведено, що кожному вченому чи викладачу потрібно шукати нові знання та новітні педагогічні методи, щоб не відставати від викликів цифрової економіки та глобалізації. Дослідження ґрунтується на результатах теоретичного переосмислення економічних теорій підприємництва та інновацій, а також міжнародному стажуванні автора як запрошеного лектора у школі соціального підприємництва IBS Інституту д-ра Я.-У. Сандала. Автор вважає можливим застосувати знання, здобуті під час стажування, для підготовки практикуючих податкових консультантів, бухгалтерів, юристів, адвокатів та спеціалістів інших професій. Ролі політики та уряду дещо обмежені у пошуку, впровадженні інновацій та підприємництва. Це також стосується ролі організацій та університетів. У статті підкреслюється важливість просування творчого мислення, інноваційного бачення у навчанні сучасних підприємців, а також юристів та політиків для того, щоб обирати правильний шлях розвитку.

Ключові слова: інновації; динамічна інноваційна педагогіка; підприємництво; верховенство права; економічна динаміка; інноваційний метод.

Introduction. Knowing the forces that govern society, the causes of its shock, and the resources of society to promote healthy progress at all times have been vital to

our civilization. Ukrainian society, today, as never before, needs knowledge of such forces, as well as consolidation and consensus. To help all those whose life activities are

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dedicated to society - politicians and lawyers, choose the Right Way.

Literature review and the problem statement. The high level of income inequality, the social stratification of society, the continued rise in prices, including basic necessities and utility tariffs, as well as the military confrontation in the east of the country create increased tension. Against the background of these events, activity in the development of democracy, reforming the legal system of the state, overcoming corruption in all areas and strengthening the country's economy are the key areas of activity of the government.

Empirical studies conducted in Scandinavia and a number of other countries have shown that individual entrepreneurship is an important area of research, the results of which indicate that the private initiative of ordinary people, not subject to central authorities, is a powerful engine for the development of the economic system [8, p.3]. It is the entrepreneurial activity of the individual that created the financial surplus in those societies where this development process found its application (Ireland in the period 1987-2006 and other countries [5, p.431-448]). And most importantly, as Professor Jan-Urban Sandal subtly remarked, successful entrepreneurship has actually proven and created real opportunities for improving the lives of far more people than can be attributed to the efforts of other social groups: politicians, reformers, religious communities, rebels and many other social agents and phenomena [8, p.12]. Entrepreneurship is the process of creating new combinations and introducing a new product or service. Innovation means that people and society can do what was previously not feasible or at least it was not economically efficient [9, p.47]

Recently, the economic theory of the entrepreneur, Joseph A. Schumpeter has attracted wide attention in research circles. This led to numerous discussions and even some criticism of it [10, p.15; 11, p.34]. In addition, the criticism comes from the fact that Schumpeter's economic theory of the role of the entrepreneur depicts the lives and dreams of ordinary people, rather than a "hero on a white horse" [7, p.239]. According to Schumpeter's theory, these people, as a rule, come from the lower social strata. Because they challenge and go against what is most common in society, they are not always correctly understood, and sometimes even persecuted and hated. Both in theory and in practice, an entrepreneur acts as a kind of agent for social change, aimed at promoting the use of the latest products and services, opening new markets, updating existing production models and introducing new sources of raw materials. Performing new combinations, he receives entrepreneurial profit, which is wholly owned by him alone. Profit from entrepreneurial activity is an indicator of how justified the new idea is. Moreover, it is the pursuit of this type of profit that is the fundamental driving force of the mechanism of economic development, since the entrepreneur is always motivated not by high wages, but

in the profit as a proof of success. The entrepreneur himself represents and embodies innovative management in how he is better able to perform new combinations. He is a highly specialized creator, one of the most creative individuals of entrepreneurial art. In addition, in this regard, he can be given substantial support and show the way to innovative dynamic pedagogy, which has absorbed the most modern ethical rules and best practices.

Research results. One of the ways to create a positive impetus for the domestic economy seems to be the further development of entrepreneurship through the introduction of innovations and freedom of economic activity. Today in Ukraine lawyers occupy key positions in the government, administration and other state structures. The responsibility is for achieving significant economic growth, overcoming poverty and further developing democracy, which requires high knowledge and skills in the legal sphere, as well as in the economy. However, in order to obtain a positive result, it is necessary for each individual to actively engage in economic and social processes and contribute on their own to the development of democracy and the triumph of the rule of law. It is important to do, and it is even more important to know what and how to do. It is even more important to know how to make our democracy work and how to teach entrepreneurs how to innovate. It is no coincidence that a prominent place in the course of reforms is given to economic science and education, which, using modern techniques and pedagogy, are designed to promote innovation and creativity in production and in entrepreneurial activity. Universities, specialized research institutes, private courses and schools of various interests are currently trying to solve these problems. However, it is still difficult to talk about the high returns from these institutions and the substantial benefits directly for promoting free enterprise. At the same time, some foreign scientists are doing a great job in promoting entrepreneurship and innovation in our country. In 2012, Professor Jan-Urban Sandal [6], who actively works around the world, including in Ukraine, created a unique innovative model for training social entrepreneurs. Its essence, content and analysis of the practice of application from the point of view of the author of this publication is presented in the main part of this study.

The cornerstone in business is the concept of innovation. Innovation is a relatively sharp gap with established traditions and ways of doing things. Thus, innovation creates with its inner essence a new skill, the ability to carry out what could not be done before, or at least not so well or financially profitable. According to Schumpeter, innovation leads to the creation of a new production function, a change in the set of capabilities that determine what and how to produce.

Who should teach an entrepreneur how to find and implement innovations? How to build your relationships with partners and contractors? Entrepreneurs of various types of businesses, including builders, traders, lawyers

and others, ask similar questions. Where can I find a hint for a lawyer-entrepreneur who holds a master's degree or a specialist after completing a full course of study at the university on how to make his entrepreneurial activity successful and attractive for a client. Moreover, how can you organize yourself for this activity and the "creative destruction" of bureaucracy and corruption? Lawyers, as well as prosecutors, judges, and notaries, are obliged and periodically improve their qualifications and the level of professional training at relevant advanced training courses, seminars on highly specialized legal issues, including studying the rules of legal ethics, methods of collecting and evaluating evidence. At the same time, one can often hear statements in these circles that, for the successful development of entrepreneurship in the field of jurisprudence, this training is not enough in our time. Vocational training allows a person to achieve excellence in his work only insofar as it goes beyond just technical training. After all, society is like a great factory that countless people continue to serve. In addition, one who has acquired only certain methods of his particular profession, no matter how successfully he has mastered them, is in the position of a worker. The worker, who spent his whole life at one point in this operation, not knowing the source of the forces that created it, was set in motion and, in reality, has no idea about the other components of this activity and their interaction to achieve a common goal. Such a person is a useful tool of society, and not a conscious co-author of its creative formation. He is not always able to find and introduce innovations. He is more suitable for wage employment, even for high-paying jobs [2, p.18].

Indeed, no one obliges established lawyers to study economic sciences, innovation management and other similar disciplines for a true understanding of the role of law in economic development and determining their contribution to this process. Should a lawyer even know economics and economic analysis, innovation management, as well as other similar disciplines? Even if he is the president of a law firm or even the president of the state? Apparently, this is a purely voluntary affair of each individual, regardless of type of activity. However, the study of these disciplines is somewhat complicated not only because of the personal desire of everyone, but also due to the small selection of educational institutions of this nature (with rare exceptions). The task of such educational institutions (programs or courses) should be the optimal and effective training of a professional in his type of activity for additional important tools of an innovative methodology for him, based on innovative dynamic pedagogy. This is not about advertising or anti-advertising, but only about expressing the characteristics of the real needs of modern progressive and creative entrepreneurs in optimal and effective teaching of innovations. True innovators in the economy and "creative destroyers" of bureaucracy and corruption. A number of modern high school graduates are not always proficient in mathematics and the natural sciences. This

essentially insignificant flaw makes them not always susceptible to the study of technology or science, thus leaving fewer real applicants to promote innovation.

The innovations that we can foresee and wish to advance in the modern digital space will undoubtedly be required from graduates who have a solid base for designing and creating products with important added value, to meet needs and exceed expectations in this era where technology is developing very rapidly. Creativity awakens the power of our, in a sense, numb imagination: it is courage, adventure, discovery and learning at breaks. To provoke a creative approach, it is extremely important for time devoted to cross-pollination with other areas of knowledge, an interdisciplinary approach.

An example of such a kind of pollination can be the interaction of law and the economy. For example, through the prism of the correlation of legal regulation of the economy and economic development, determining the level of optimality of the legal regulation of economic activity to facilitate the introduction of innovations and contribute to economic progress. Many countries (including Ukraine) are reviewing scientific education programs, including higher education and postgraduate education, and applying new pedagogical paradigms, which do not always lead to the intended results. Attention should be paid to the innovative teaching model of Professor Jan-Urban Sandal [6], at the heart of which are models of static and dynamic production functions. It is based on the use of four main different combinations of teaching methods. One of which is dynamic, and the other three combinations are static. The teaching method according to this model can be innovative only if the students are completely free to study and the mentor is completely free to teach disciplines. Moreover, not one of them receives a reward for participating in the learning process. Both the teacher and the student can use their motivation and creativity as key input sources, and the output source can be income, expressed as the acquisition of new innovations. The student and teacher make decisions about their specific production function [1, p.457-459].

The innovative teaching method has its own characteristics and specifics. Firstly, students of various ages and various professions are involved in such an educational process. Secondly, a completely different form of assessing the knowledge of students is used in this process. The exam is not a kind of execution of the listener, but a creative platform for further training, including methods of working in a team. The specificity of the innovative teaching method lies in the concentration of the lecturer-teacher on the development of abstract thinking among students during training, the development of an attraction to scientific truth. The formation of students' ability to find the right literature, ask questions correctly, broaden their horizons, and to seek further knowledge. The main goal of the innovative teaching method is to develop and teach students to learn through reflection, aim them to constantly research,

contact with other students, exchange data and use available sources [3]. It is indisputable that one of the modern relevant disciplines in the field of development and management of economic activity, development of entrepreneurship and innovation, is innovation management. At its core, it is a scientific subject, which is understood as a process involving employees of all levels in the creative contribution to the development of products, production and marketing of the company. It also covers the innovation management process. So far, we can define innovation management as two separate concepts; manage yourself, like what an entrepreneur does, and manage others, which means how to manage staff. It should be noted the recently observed significant expansion of the subject of pedagogy of globalization and digitalization, as well as innovation in learning, which as a whole led to the formation of the current dynamic innovative pedagogy. It is believed that the modern theory of education, figuratively speaking, has a two-level structure, which is considered in this connection through the micro-level and macro-level.

At the macro level, in the “education-society” relationship, decentralization and diversification, internationalization of education at all levels, and the comprehensive implementation of technologies based on digital processes are taking place. At the micro level in the “teacher – student / student” relationship, an active combination of traditional and innovative methods takes place, the activity approach is combined with the approach of the energy-informational environment, cognition with constructivism and connectivism. In addition, all this stems from the global trends in the development of education: the introduction of a competency-based approach, internationalization, globalization and diversification of education, the proactive introduction of universal informatization. As a result, it can be noted that in the educational system there is a gradual displacement by digitalization of a human teacher. Nevertheless, in the context of the digitalization of the educational sphere, in our opinion, the emphasis should be placed not only on the introduction of innovations and promotion of innovation, but also to maintain the positive impact of the human factor on the process of innovative learning. In no way should one forget about the need to form high moral qualities in students, which can be developed through personal communication between the student audience and professionals in the field of the latest educational innovative techniques. This primarily relates to the training and education of research personnel, creative innovators, including legal specialties and interdisciplinary developments, to foster a spirit of scientific interest and a high level of motivation of an individual to do research work. The key tool and leading discipline in this paradigm is innovative management based on the highly moral ethical principles of human relationships and interpersonal communication.

The first is the Golden Rule. This basic principle can be found in any basic religion and philosophy. The universal standard of respect: the golden rule finds its interpretation somewhat varied in religious concepts, but in essence reflects its single essence. “Therefore, whatever you want people to do with you, do it with them; for such is the law and the prophets” (Matthew 7:12). “As people would do to you, do the same to them” (Luke 6:31). - Christianity. The Golden Rule implies that we will be honest, generous, kind, and those who are good in accordance with ethical traditions. It expects us to empathize with others; see things from the perspective of another person. It is applied between two people, groups, but also between people and groups. It is important to recall in this connection the Paradoxical Commandments, authored by Kent M. Keith. He describes the Commandments “as guidelines for finding personal meaning in the face of adversity” [4, p.14-53]. They urge to love people, do well, be honest, think big, build, despite the possibility of destruction, help people, and give them the best that you have. At first glance, it may seem that the essence of these commandments is somewhat different from the Golden Rule. Moreover, indeed so. We see from their content that their essence lies in the fact that each of us should do what, in our opinion, we should do, even if we believe that we have good reasons not to do this. Perhaps, if looking closely, these Paradoxical Commandments of Dr. Ken M. Whale today have the main meaning for achieving our vital goals through the application of the Golden Rule. There are practical benefits to living the Golden Rule, not only because it gives rise to loyalty and good reputation (which it does), but also because it improves the environment in which you make a living.

Conclusions. Analyzing the experience gained during the international internship as an invited lecturer, we can conclude that it is necessary for each scientist or teacher to look for new knowledge and the latest pedagogical methods in order to keep up with the challenges of the digital economy and globalization. Nowadays, the successful use by teachers of innovative ways of teaching various disciplines is a vital need for education. The author sees it possible to apply the acquired knowledge during the internship to transfer and even train practicing lawyers, tax consultants, accountants and specialists from several other professions. Higher education educators can also successfully use the innovative ice-breaking program of the Social Entrepreneur School IBS program to train students of various specialties, including lawyers, economists, and other types of specialization. The development of the skills of a scientist — researcher, attraction to knowledge, science and awareness of their creative mission for the development of democracy in their country—are important components of the Social Entrepreneur School IBS program.

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