

функціонувати стабільно, гнучко реагувати на виклики зовнішнього середовища і забезпечувати довгострокову економічну стійкість.

Перелік використаних джерел

1. Яцюк О. С. Потенціал фінансування автосанації підприємства як основний структурний елемент його автосанаційної спроможності. Науковий вісник Івано-Франківського національного технічного університету нафти і газу (серія “Економіка та управління в нафтовій і газовій промисловості”). Вип. 2 (28). Івано-Франківськ: ІФНТУНГ. 2023. С. 85-95. [https://doi.org/10.31471/2409-0948-2023-2\(28\)-85-95](https://doi.org/10.31471/2409-0948-2023-2(28)-85-95)
2. Яцюк О. С. Експрес-аналіз фінансового стану підприємства як засіб виявлення “вузьких місць” в його діяльності / О. С. Яцюк // Науковий вісник Івано-Франківського національного технічного університету нафти і газу (серія “Економіка та управління в нафтовій і газовій промисловості”). Вип. 1 (11). – Івано-Франківськ: ІФНТУНГ. – 2015. – С. 142-148.
3. Яцюк О.С. Експрес-аналіз фінансового стану підприємства як інструмент визначення доцільності проведення його автосанації. Науковий вимір осмислення та пошуку оптимальних моделей розвитку України: маркетинговий, економічний, фінансовий, управлінський та правовий аспекти: збірник матеріалів II Міжнародної науково-практичної конференції. Академія праці, соціальних відносин та туризму. Київ, 2025. С. 290-291.

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DEVELOPMENT OF MANAGEMENT EDUCATION IN THE CONTEXT OF GLOBAL CHALLENGES

The development of management education in the world can be divided into three-time stages. The first stage lasted approximately from 1885 to 1920. At that time, education systems were based on the ideas of idealism, realism, and the principles of religious canons were reproduced. Theories of knowledge were formed, which were based on the idea of knowledge. It was believed that knowledge should be obtained in the process of practical activity, and this activity is useful in satisfying human needs. The ideas of combining the educational process with human life activities (training and upbringing) were substantiated. At this stage, management education was launched as an independent branch.

The second stage, which lasted from 1920 to 1950, laid the foundations for the development of a mentor specialist. The functions, types of activities, and personal qualities of a specialist were proposed. A competency-based approach to training managers was emerging, and requirements for professional training of

specialists were formed. At that time, changes occurred in the educational process - the emphasis shifted to freedom of thought, the possibility of choice and evaluation. A deepening of the systematization of knowledge and the style of behaviour of a specialist began.

The third stage of development of management education began in 1950 and continues to this day. It is characterized by the development of a behavioural approach to management, professional training of managers was considered as a psychological process focused on training a competent specialist in the context of meeting the needs of the individual. The emphasis in the training of managers shifted to the formation of such personal qualities: ethics of behaviour, responsibility for one's actions, morality. The development of creative abilities of applicants involved the formation of such qualities as creativity, organization, efficiency, lifelong learning, and the development of self-management. In the educational process of training managers, changes occurred in the interactions of participants in the educational process.

Management education plays an important role in today's dynamic business environment. Today's business is developing in the following five directions: economic integration; demography; information and communication technologies; global search for goods and services; social responsibility, governance and sustainability. These directions have a potential impact on the professional training of managers. It is important to consider the strategy, content of educational programs and prospects for their implementation; demand for these educational programs, availability of educational services; country policy, regulation and accreditation [1].

Management education is also influenced by the development of the fourth industrial revolution, which is a great achievement for the world. The revolution is digitalization, which now uses electronic and information technologies. According to a study, 47% of the total US population feels that they are at risk and their salary and education level is due to the fact that they are not very familiar with the processes of computerization [2].

Digital transformation poses new challenges for education and the labor market. It requires the acquisition of new skills and the strengthening of people's ability to adapt to challenges in professional activities [3]. So now managers must understand the changing environment, the structure of work, and the daily new innovations in technology. Business schools must structure their curricula to empower students to become agents of change [4]. This means that the training of professional managers should be carried out on an innovative model. This means that, in the long term, it will allow to increase the level of innovation of the national economy [5]. And the innovative model of training managers is still not sufficiently used by universities [6].

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OPERATIONAL MANAGEMENT AS THE FOUNDATION FOR THE FUNCTIONING OF LOGISTICS ENTERPRISES

In the face of global disruptions and increasing complexity, operational management has become pivotal for logistics enterprises aiming to maintain resilience and efficiency. The integration of advanced planning and optimization techniques enables organizations to adapt swiftly to changing conditions, ensuring continuity in supply chain operations [1, p. 2]. Recent studies emphasize the necessity of flexible planning and scheduling procedures that can respond effectively to unforeseen challenges, highlighting the critical role of operational management in sustaining competitive advantage.

By employing quantitative models, logistics companies can optimize resource allocation, streamline operations, and enhance overall performance. These approaches have proven essential in navigating the complexities of modern supply chains, particularly in the context of project planning and scheduling [2, p. 193].

Let us consider in more detail the interconnection between operational management and logistics at logistics enterprises using the following table 1.