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Innovative Technologies in Education as a Tool for Forming the Competencies of Specialists in Economic Specialities: a Cross-Border Aspect

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Abstract. *The speed of technological change is outpacing traditional educational models. In the conditions of a global digital economy and maintaining competitiveness, it is necessary to reconsider the principles of training in-demand specialists. This is particularly relevant for border regions and the cross-border space in general, where joint ventures operate, foreign investments are attracted, highly qualified specialists are recruited from border territories adjacent to the border with Ukraine, and business centers and business incubators operate. At the same time, the following problems remain unresolved: the lack of defined factors of influence of innovative technologies in education on the formation of competencies of specialists in economic specialities for the cross-border space and clearly established competencies; differences in national educational standards and approaches to the training of specialists in economic specialities; language barrier in teaching and communication; uneven provision of resources to educational institutions in border regions of neighboring countries; bureaucratic barriers in the recognition of diplomas and student mobility. The purpose of the paper is to identify and substantiate the factors through which innovative technologies in education influence the development of competencies among specialists in economic disciplines for the cross-border context and, using the example of cross-border cooperation between the border regions of Ukraine and Romania, to define the specific competencies required of specialists in economic fields. The theoretical and methodological framework of the study was grounded in Ukrainian legislation and employed a systematic approach to the analysis of the educational process within the cross-border context. The informational foundation of the research was formed by data collected through a selective survey of employers in the border regions and territories of Ukraine, with a particular focus on the Chernivtsi region. Based on a survey of 148 employers in the Chernivtsi region conducted in November - December 2025 by computer-assisted telephone interviewing (CATI) and using the structural method and staff-normative approach, the needs for qualified employees and the factors of influence of innovative technologies in education on the formation of competencies of specialists in economic specialities for the cross-border space of Ukraine and Romania were determined. The main competencies of specialists in economic specialities were established, which include knowledge of the legal support of cross-border cooperation and the features of cross-border markets, knowledge of foreign languages, compliance with international standards, the ability to work in a multicultural environment, etc. Further research may be aimed at identifying differences in national educational standards compared to EU standards and approaches to training specialists in economic specialities.*

Keywords: *innovative technologies, education, formation, competencies, specialists, cross-border space, analysis, survey, factors.*

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Інноваційні технології в освіті як інструмент формування компетенцій фахівців з економічних спеціальностей: транскордонний аспект

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Анотація. *Швидкість технологічних змін випереджає можливості традиційних освітніх моделей. За умов глобальної цифрової економіки та збереження конкурентоспроможності необхідно переосмислити засади підготовки затребуваних фахівців. Особливо це актуально для прикордонних регіонів та транскордонного простору загалом, де функціонують спільні підприємства, залучаються іноземні інвестиції, здійснюється мобільність фахівців високої кваліфікації з прикордонних територій дотичних до кордону з Україною, працюють бізнес-центри та бізнес-інкубатори. Активізація розвитку прикордонних регіонів (будівництво єврколій, розширення транспортного сполучення з країнами ЄС, поглиблення транскордонного співробітництва) потребує адекватних змін у сфері вищої освіти, де важлива роль відводиться інноваційним технологіям у формуванні компетенцій фахівців економічних спеціальностей, що визначає актуальність цього дослідження. Водночас залишаються невирішеними проблеми, пов'язані з відсутністю визначених факторів впливу інноваційних технологій в освіті на формування фахівців фахівців економічних спеціальностей для транскордонного простору та чітко встановлених компетенцій; відмінностями в національних освітніх стандартах і підходах до підготовки фахівців економічних спеціальностей; мовним бар'єром у навчанні та комунікації; нерівномірною забезпеченістю ресурсами освітніх закладів у прикордонних регіонах сусідніх країн; бюрократичними перешкодами у визнанні дипломів та мобільності студенті. Метою дослідження є визначення та обґрунтування факторів впливу інноваційних технологій в освіті на формування компетенцій фахівців економічних спеціальностей для транскордонного простору на прикладі транскордонного співробітництва прикордонних регіонів України і Румунії. Теоретико-методологічною основою дослідження є законодавство України та системний підхід до аналізу освітнього процесу в транскордонному просторі. Інформаційну основу дослідження становлять дані вибіркового опитування 148 роботодавців прикордонних регіонів і територій України (Чернівецька область), проведеного у листопаді – грудні 2025 року методом телефонного опитування (CATI). Із використанням структурного методу та штатно-нормативного підходу визначено потреби роботодавців у кваліфікованих працівниках і ключові фактори впливу інноваційних освітніх технологій на формування компетенцій економічних фахівців для транскордонного простору України та Румунії. Встановлено основні компетенції фахівців економічних спеціальностей, зокрема знання правового забезпечення транскордонного співробітництва та особливостей транскордонних ринків, володіння іноземними мовами, дотримання міжнародних стандартів, здатність до роботи в багатокультурному середовищі та ін. Подальші дослідження доцільно спрямувати на порівняльний аналіз національних освітніх стандартів України та стандартів ЄС, а також на вивчення підходів до підготовки фахівців економічних спеціальностей у транскордонному вимірі.*

Ключові слова: *інноваційні технології, освіта, формування, компетенції, фахівці, транскордонний простір, аналіз, опитування, фактори.*

Problem statement. A specialist's competitiveness is reflected, among other aspects, in their level of competence, which encompasses a combination of abilities, skills, and personal characteristics required for effective professional performance in a specific domain.

The growing demand of the labor market for professionals possessing digital competencies, together with the rapid diffusion of advanced technologies into everyday life, has objectively necessitated the incorporation of innovative technologies into the development of competencies among specialists in the field of economics.

The orientation of higher education institutions to individual educational trajectories and distance learning involves "project" thinking and individual work of the student, who largely independently builds own curriculum, which may exceed his real capabilities. The urgent task is to find a balanced educational model that combines a holistic approach to obtaining knowledge with a modular structure that allows a high level of autonomy for students in choosing courses, areas and specializations.

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The integration of innovative technologies into the educational process creates new possibilities by enhancing the accessibility and flexibility of learning, while also facilitating its alignment and integration with the global educational environment.

Today, the speed of technological change is outpacing traditional educational models. In order for Ukraine to remain competitive in the conditions of the global digital economy, it is necessary to reconsider the principles of training sought-after specialists. This is especially relevant for border regions and the cross-border space in general, where joint ventures operate, foreign investments are attracted, highly qualified specialists from border territories adjacent to the border with Ukraine are recruited, and business centers and business incubators operate.

The activation of the development of border regions (construction of Eurorails, expansion of transport connections with EU countries, deepening of cross-border cooperation) requires adequate changes in the field of higher education, where an important role is assigned to innovative technologies in the formation of the competencies of specialists in economic specialities, which determines the relevance of this study. Transformations in the education sector should be oriented toward the preparation of a highly competent specialist who corresponds to the level of societal development and meets the evolving requirements of employers. In this context, a necessary prerequisite is the establishment of active tripartite cooperation to align interests among higher education institutions, employers, and public authorities at all levels, both within border regions and across the border regions of the countries involved.

The application of innovative technologies and the development of competencies among specialists in economic disciplines for professional activity within the cross-border space will facilitate the establishment of a modern education system in which educational institutions, employers, and local authorities of border regions operate in a coordinated manner, thereby ensuring the continuous development of human capital potential within the cross-border areas of countries sharing a common border.

At the same time, unresolved problems remain: the lack of certain factors of the influence of innovative technologies in education on the formation of competencies of specialists in economic specialities for the cross-border space and clearly established competencies; differences in national educational standards and approaches to training specialists in economic specialities; language barrier in teaching and communication; uneven provision of resources to educational institutions in border regions of neighboring countries; bureaucratic barriers in the recognition of diplomas and student mobility.

Analysis of recent research and publications. The issue of the influence of innovative technologies on the formation of competencies of specialists in economic specialities has been studied by many foreign and home scientists who predict that the fundamental basis of the new technological structure of society will most likely consist in highly efficient information technologies, for the implementation of which various means of informatics built on new physical principles will be used.

Dobrica Vesić, Duško Laković and Slavimir Vesić in their work “Use of Information Technologies in Higher Education From The Aspect of Management” note that the new technical era has not only made our lives easier, but also created many opportunities for companies in the educational sector to come up with innovative ideas to help and facilitate teaching and learning. This can be due to interactive web applications, easy and interesting web activities for learning, reviews, tutorials, reference software, modeling and information in different languages using different digital platforms and much more, contributing to a rich and conducive learning environment [1]. This is confirmed in their research by Christen Spehr and Jenny Fulton, who proposes several innovative approaches that improve the level of education of students, in particular, immersive learning, the use of artificial

intelligence, gamification, microlearning, 3D printing, educational robotics, etc. [2] In addition, Matthew B. Hoy believes that massive open online courses are a new type of online classes that allow anyone, anywhere, to participate through video lectures, computer tests and discussion forums [3]. A number of scholars pay attention to social technologies that open up new opportunities for informal education. Those researchers include Dron Jon and Terry Anderson [4].

Paul Kim and Jun Lee review examples of innovations that integrate AI and its future potential in education. They also identify AI-based tools for creation and assessment that are currently being developed. Paul Kim also works on the design of learning technologies, mobile educational solutions, e-portfolios, and explores how mobile technologies can be a tool for inclusive education [5]. In his study of teaching the creative process through the animation of student work as a creative agent, R. Keith Sawyer believes that material artifacts play an important role in many learning environments. Such artifacts can include sketches, manipulatives, 3D models, toys and games, or waste materials [6]. The impact of crises on travel agencies in Romania and the emphasis on innovative approaches to training specialists are highlighted by Angelica Buboi (Danaila) and Cristina Gabriela Cosmulese [7]. The need for appropriate competencies among tourism workers and the lack of assessment of the economic value of environmental resources as an acute problem in the field of tourism services are noted by Halyna Lushmanschi and Oksana Kostecki-Jusca [8]. A group of domestic researchers has demonstrated in their studies that the implementation of innovative technologies leads to an enhancement of the quality of training of future specialists, as evidenced by students' increased preparedness for classes and their active engagement in mastering the curriculum during laboratory sessions [9]. The importance of using innovative technologies is also noted by A. Vdovichen, Yu. Korolyuk, and D Vdovichen, who diagnose risks that primarily lie in the need to create conditions for ensuring cybersecurity both in the digitalization of the public sector and in the business structures [10].

At the same time, there is little empirical research aimed at using innovative technologies as a tool for forming the competencies of specialists in economic specialities for the cross-border space. This article contributes to solving this problem by analyzing employers' needs for specialists, identifying factors influencing innovative technologies and the formation of relevant competencies.

Research objective. To identify and substantiate the factors of influence of innovative technologies in education on the formation of competencies of specialists in economic specialities for the cross-border space. Using the example of cross-border cooperation between the border regions of Ukraine and Romania, to establish the competencies of specialists in economic specialities.

Methodology. The theoretical and methodological basis of the study was the legislation of Ukraine and a systematic approach to the analysis of the educational process in the cross-border space and the determination of the needs for specialists with the relevant competencies based on the structural method and the staff-normative approach to planning the need for specialists. A feature of the methodology is the need to take into account the factors of influence of innovative technologies on the formation of competencies by specialists for a specific cross-border space.

The information base of the study consisted in the data of a selective survey of employers in border regions and territories of Ukraine (Chernivtsi region) and Romania (Suceava County).

Research results. Modern technologies have entered our everyday lives, shaping the way of interacting with the world, communicating with each other and, most importantly, science and education. This is especially important during the period of Ukraine's integration into the European Union. The Law of Ukraine "On Scientific and Scientific-Technical Activities" (Article 45, Clause 14 and Article 66, Clause 2) indicates the priority of "establishing mutually beneficial relations with other states for the integration of domestic and world science, the entry of domestic science into the world

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scientific and European research space", as well as "participation in international scientific programs, in particular in the framework programs of the European Union for research and innovation" [11].

A significant place in solving European integration problems is attributed to the development of cross-border cooperation. According to the Law of Ukraine "On International Territorial Cooperation of Ukraine" (Article 7, Clause 1), cross-border cooperation is implemented with the aim of resolving common issues of border regions and territories of Ukraine and neighboring states through the optimal integration of their capacities and resources, and involves the establishment of contractual relations among the entities and participants of such cooperation [12].

The development of cross-border education is an obligatory element of globalization and internationalization of all spheres of life of neighboring border territories.

Cross-border economic education is the training of specialists capable of working in conditions of market integration, interstate cooperation and a multilingual environment.

Using the example of analysis of existing employment structure and projected changes, as well as the staffing and regulatory approach to planning the need for specialists for work in the cross-border space of the Chernivtsi region, it was established that one of the urgent tasks is the training of specialists in economic specialities with appropriate competencies for work in the cross-border space in order to solve common problems, through the development of economic, social, scientific and technical, environmental, cultural and other relations between the border territories of neighboring states.

Economic education in the cross-border space of Ukraine and Romania has its own specifics, as it combines elements of national educational systems, economic policies and intercultural interaction.

A survey of 148 employers in the Chernivtsi region conducted in November - December 2025 by Computer-assisted telephone interviewing survey (CATI) and using the structural method and the staff-normative approach, contributed to determining the needs for qualified employees and the factors influencing innovative technologies in education on the formation of competencies of specialists in economic specialities for the cross-border space of Ukraine and Romania (Fig. 1).

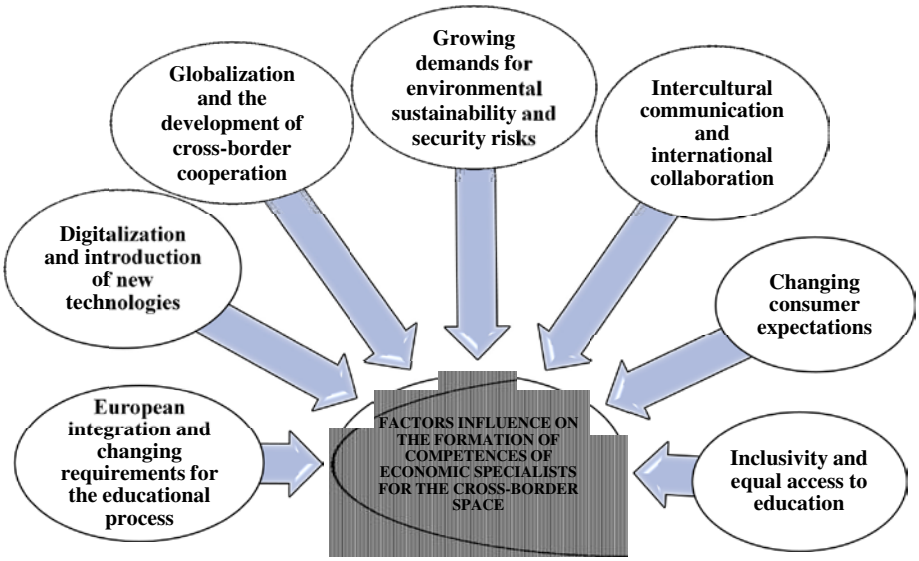

Fig. 1. Factors influencing innovative technologies in education on the formation of competencies of specialists in economic specialities for the cross-border space.

Source: developed by the authors.

Using the structural method, in particular, the analysis of the existing employment structure and projected changes, as well as the staff-normative approach planning the need for specialists to work in the cross-border space of the Chernivtsi region, which is the basis for planning personnel and financial indicators, shows that almost 80% of enterprises, taking into account Ukraine's integration into the European Union, the expansion of cross-border cooperation, the functioning of the Carpathian and Upper Prut Euroregions, predict the need for specialists with appropriate competencies, and the closer the enterprise or private entrepreneur is to the border with Romania, the more wishes there are to take into account the specifics of the cross-border space.

Justification of the influencing factors:

– Globalization and development of cross-border cooperation, which involves increasing the volume of exports and imports of goods and services from the border territories of Ukraine and Romania, expanding the geography of logistics operations, increasing cross-border trade, creating joint ventures, functioning of the Euroregions "Upper Prut", "Carpathian", implementation of the EU Danube Strategy and other cross-border formations.

– Digitalization and implementation of new technologies: use of artificial intelligence (AI), Internet of Things (IoT), big data (Big Data), robotization and automation of production processes, access to global information resources, international standards force enterprises and organizations in border areas to constantly improve the provision of services and production processes, and introduce new technologies.

– European integration and changing requirements for the educational process: implementation of European education standards, changes in legislation.

– Intercultural communication and international collaboration: exchange of information between representatives of different cultures, taking into account linguistic, behavioral, ethical and social differences in order to achieve mutual understanding, use of interactive communication technologies (video conferences, virtual teams, online projects, joint platforms (Miro, Trello, Notion), business games, simulation of international negotiations, trade simulators, case challenges, virtual accelerators. As for international collaboration, these are joint training modules with foreign higher education institutions, internships in international companies.

– Growing requirements for environmental sustainability and security risks: compliance with environmental standards, increasing risks associated with war, terrorism, natural disasters, cybersecurity and other factors.

– Inclusivity and equal access to education: search and selection of tools for students with different needs and expanded access to cross-border education through distance technologies.

In addition, respondents noted that for the Chernivtsi region, as a border region, taking into account the influencing factors mentioned above, the main competencies of economic specialists should include knowledge of the legal support of cross-border cooperation and the features of cross-border markets, knowledge of foreign languages, compliance with international standards, the ability to work in a multicultural environment, etc. (Fig. 2).

The established competencies of specialists in economic specialities for the cross-border area of Ukraine and Romania confirm that innovative technologies should be used in the following areas: the formation of new content of educational programs, the use of problem-based learning methods and research methods, the creation of training companies that provide for the actualization of creative potential and the formation of the foundations of independent work of students.

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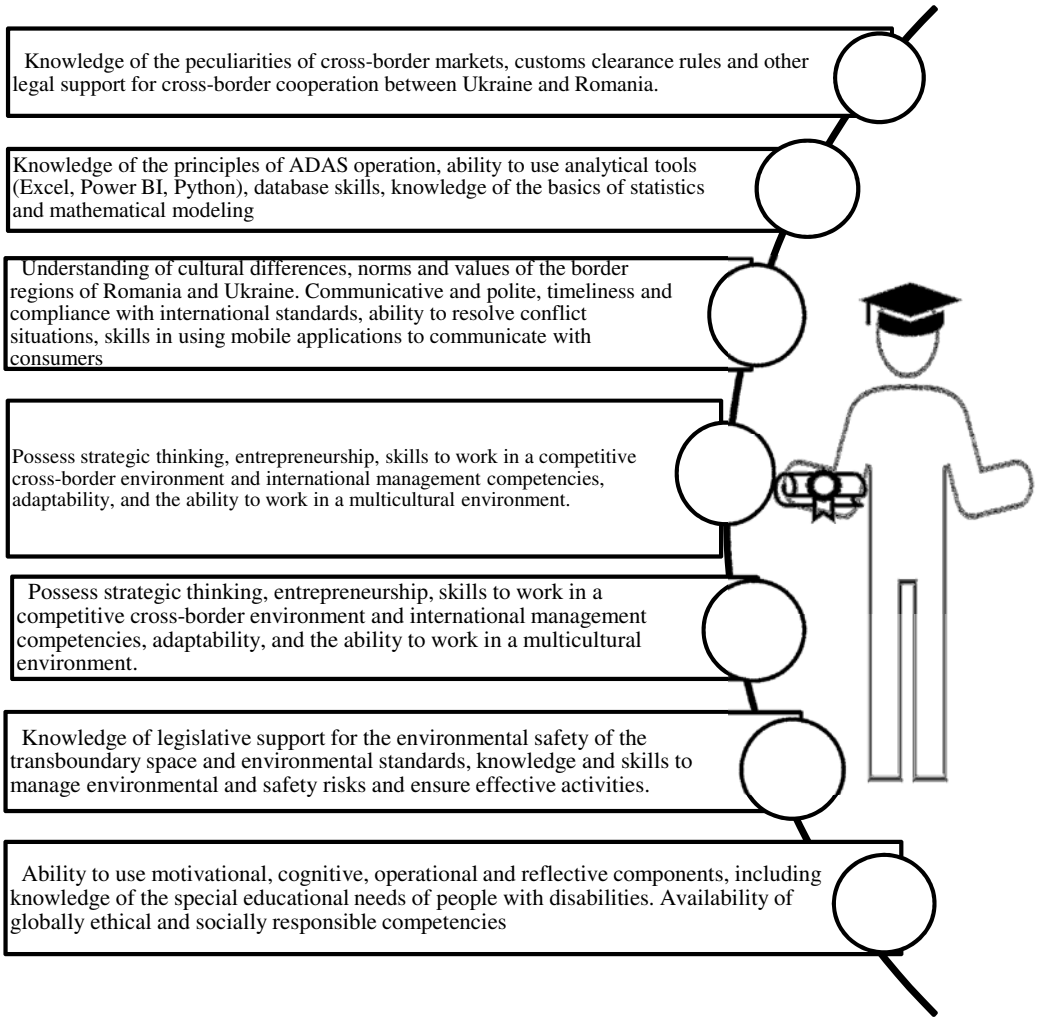

Fig. 2. Competencies of economic specialists for the cross-border area of Ukraine and Romania.
Source: developed by the authors.

The application of innovative technologies in the advancement of higher education within the cross-border region is characterized by the organization of integrated learning, the principal forms of which include:

– internal integration, which involves interaction within the system of specialized higher education of the border regions of Ukraine and Romania;

– external integration, which encompasses cooperation within the systems of specialized and general mass education of the border regions of Ukraine and Romania.

Such integration is promoted through collaborative initiatives between the Chernivtsi Institute of Trade and Economics of the State University of Trade and Economics (Ukraine) and Stefan cel Mare University of Suceava (Romania). This cooperation is implemented through a wide range of joint educational and academic activities, including educational programs, training courses, colloquia, science festivals, seminars, and practical classes – both in traditional and distance-learning formats

as well as faculty and student exchanges, joint conferences, round tables, and meetings with business representatives of the border regions.

The project "Links between Theory and Practice in Cross-Border Education in Romania and Ukraine", launched under Grant Agreement HUSKROUA/23/RS/3.1/043 dated October 10, 2024, between Stefan cel Mare University of Suceava (Suceava, Romania) and the Chernivtsi Institute of Trade and Economics of SUTE (Chernivtsi, Ukraine), is expected to play a significant role in the organization of integrated student education within the cross-border space of Romania and Ukraine. Implemented within the framework of the Interreg V-A NEXT Hungary-Slovakia-Romania-Ukraine 2021-2027 program, the project aims to enhance educational programs in economic disciplines through improvements in content, information, and technical support.

The implementation of the project will contribute to the active use of innovative technologies in the formation of specialists' competencies, as well as the establishment of the main directions of economic education in the cross-border space. These include:

– Integrative nature, which involves joint educational programs between higher education institutions. Participation in the Erasmus+, Interreg, Horizon Europe programs. Mutual recognition of diplomas, etc.

– Multiculturalism and multilingualism. This is training in several languages (for example, Ukrainian, Romanian, English). Formation of intercultural competencies in future economists.

– Orientation to regional economic needs. Taking into account the specifics of border labor markets, small businesses, tourism, logistics. Training personnel for cross-border clusters and enterprises.

– Practical orientation. It includes internships at enterprises in the cross-border space. Joint research and business projects of students.

Harmonization of educational standards. Coordination of curricula in accordance with the Bologna process. Using the European Credit Transfer System (ECTS).

Conclusions. The socio-economic and market relations taking place in the world impose completely new requirements on workers in all spheres of human life. These changes have also affected the content of the educational process, especially in the cross-border space. Today, the reference point consists in knowledge, skills, abilities and other competencies that correspond to the chosen profile of the future professional activity of specialists in economic specialities in the cross-border space.

Innovative technologies create conditions for the formation of such key competencies of future specialists in economic specialities for work in the cross-border space as:

– international economic and legal awareness;

– digital and information literacy;

– understanding of cultural differences, norms and values of border regions of neighboring countries;

– knowledge of foreign languages and the ability to quickly adapt and work in global teams;

– entrepreneurial and project skills;

– and others.

Therefore, determining the factors influencing innovative technologies in education on the formation of competencies of specialists in economic specialities for the cross-border space and directly established competencies is a managed process of forming professionalism, which ensures competitiveness, independence, initiative, mobility, ability for self-education and self-development of the future specialist.

At the same time, further research is required on the issues of differences in national educational standards and approaches to training specialists in economic specialities, uneven provision of

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resources to educational institutions in border regions, bureaucratic obstacles in the recognition of diplomas and student mobility, language barriers in learning and communication.

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