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**CREATIVE POTENTIAL OF HIGHER EDUCATIONAL INSTITUTIONS OF THE  
REPUBLIC OF CRIMEA**

COVID-19.

2017–2021

Microsoft Power BI.

The relevance of the work is due to the fact that recently the mechanisms of production and consumption of cultural goods and services have been radically changing due to the intense influence of globalization, the emergence of faster communication channels, and the introduction of new information and communication technologies. In the context of convergence of economic, social, cultural and technological changes, the importance of strengthening creativity and opportunities to achieve economic and other benefits is associated with new development strategies. The relationship between science and technology, on the one hand, and society, cultural norms, and social values, on the other hand, becomes an object of study and research, as well as a key direction in the process of higher education. This article presents the dynamics of the creativity index of higher educational

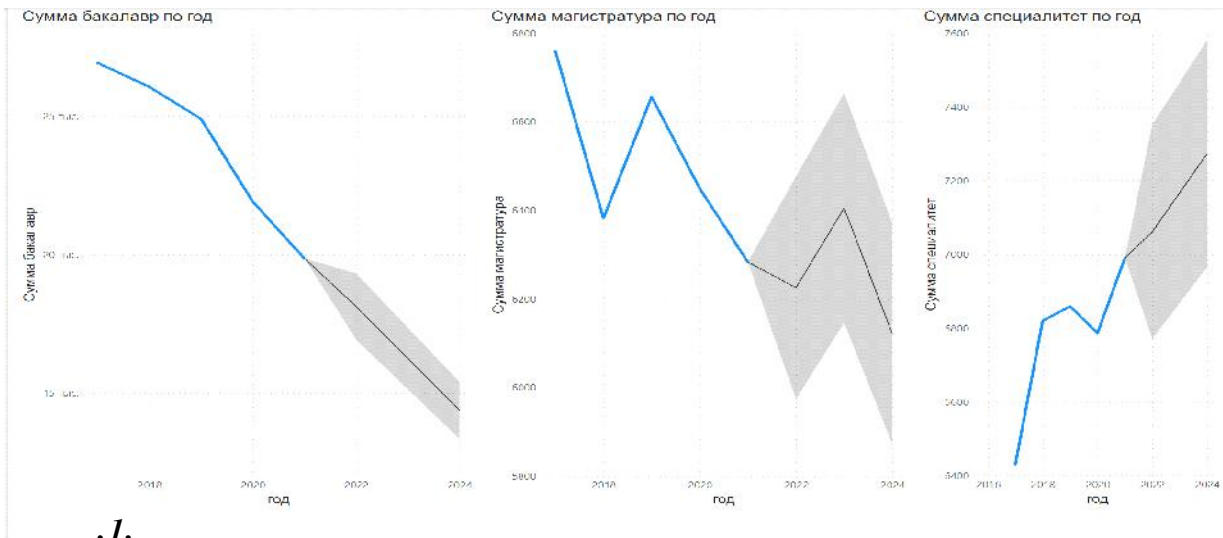
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institutions of the Republic of Crimea for 2017–2021. The indicators were calculated by adapting the existing methods of calculating the creativity index of the region to the sphere of educational organizations. The forecast of changes in the index of creativity of higher educational institutions of the Republic of Crimea was made. The dynamics of the number of students was built on the basis of the Microsoft Power BI platform. The results obtained within the framework of the conducted research allow us to determine the vector of development of the organization of higher education and ways of leveling the identified negative trends.

*Keywords:* higher education, creative economy, economics of education, form of education.

[18].

[20], . . . [1], . . . [8]. [19],  
[3], . . . [2] [5],



.1.

( [7])

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2030 [9].

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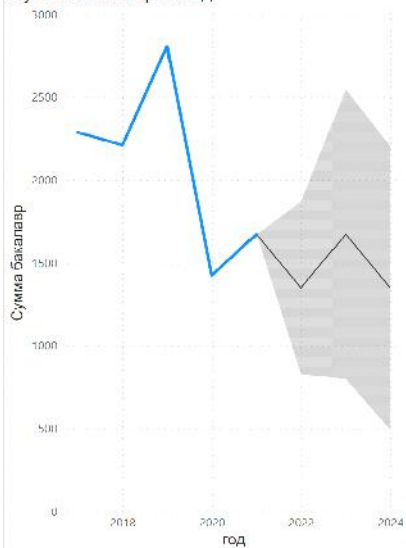
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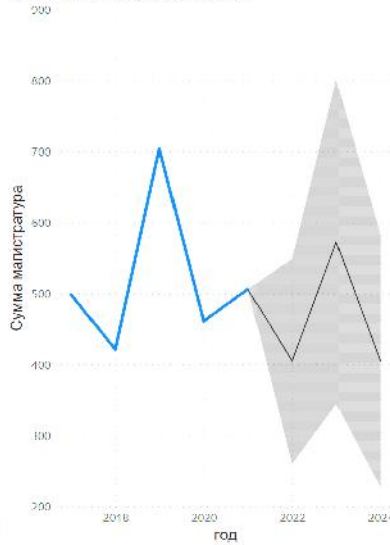
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( . 4).

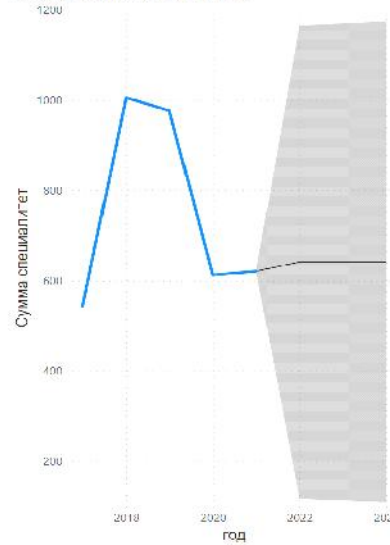
Сумма бакалавр по год



Сумма магистратура по год

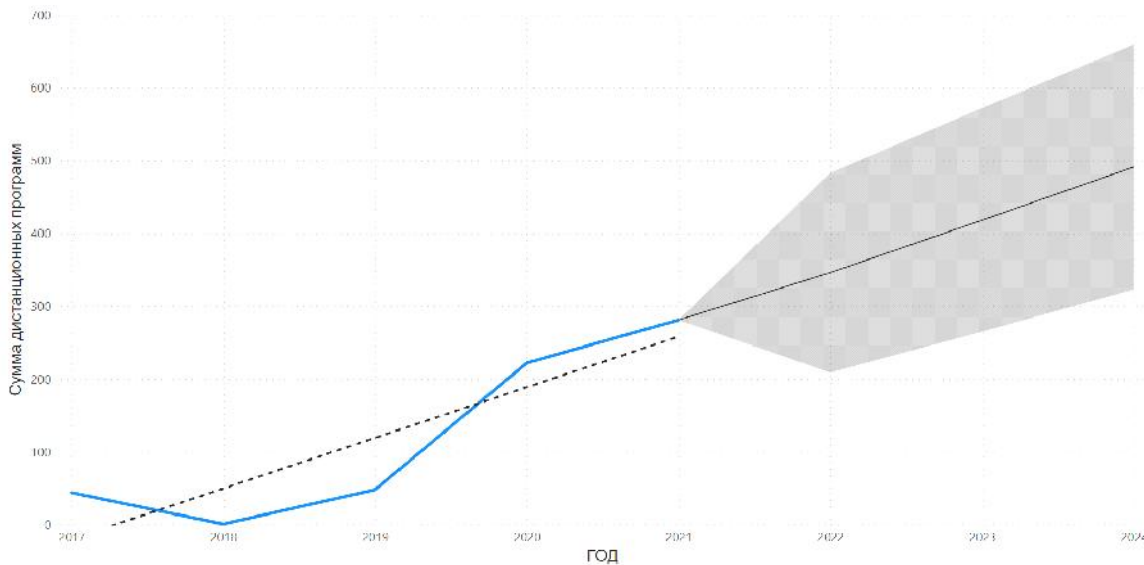


Сумма специалитет по год



.2.

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.3.

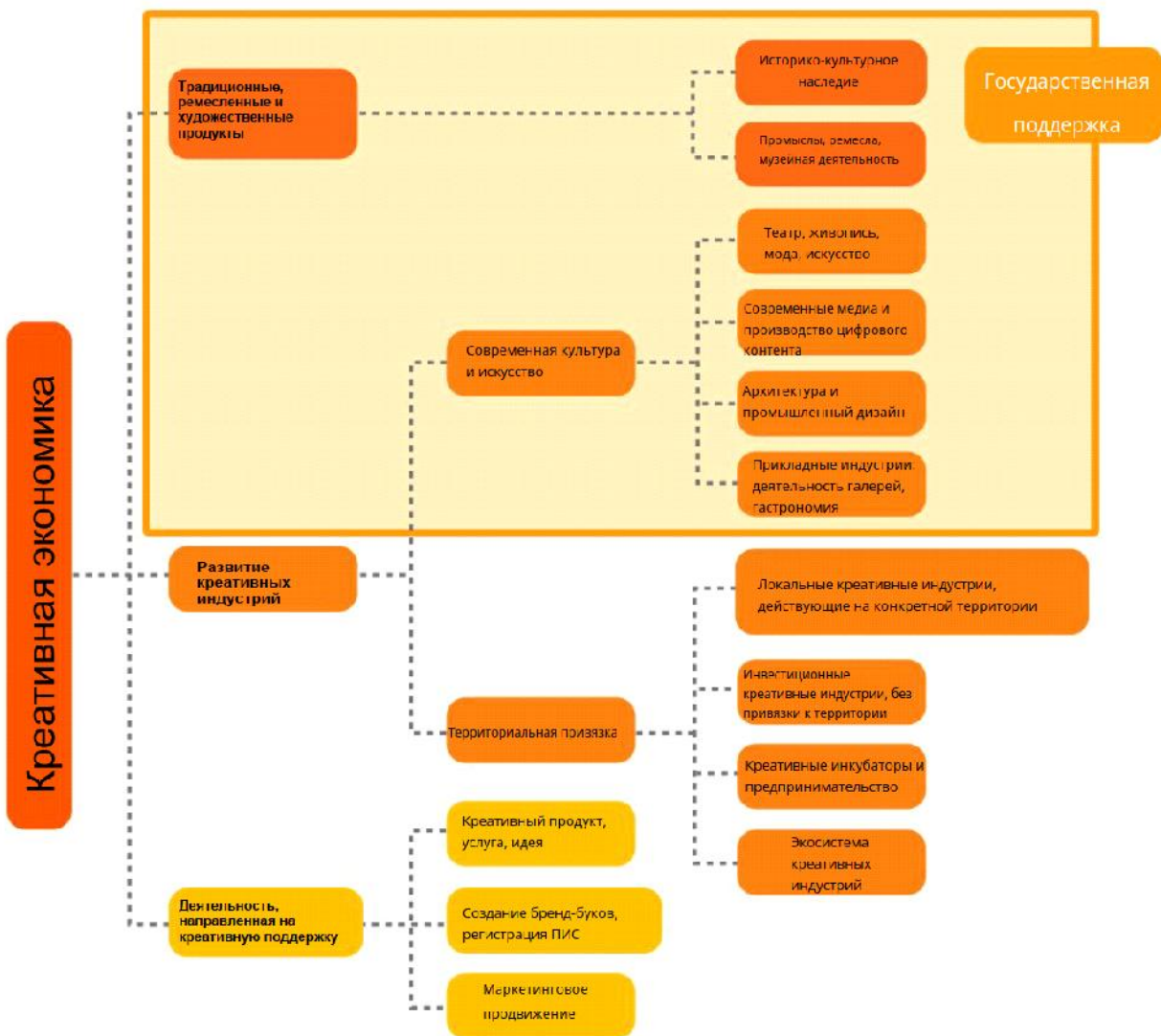
( [7] )

1.

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[11]:  
187



. 4.

[9]

( .1).

*I.*

1	« — , - — , - , ( ) - »	( ) - 2030 [11]
2	« , , , , , , , , »	UNESCO [12]
3	« — , - , , »	[13]
4	« , , »	DCMS [14]
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( .5).



.5.

[2]

5

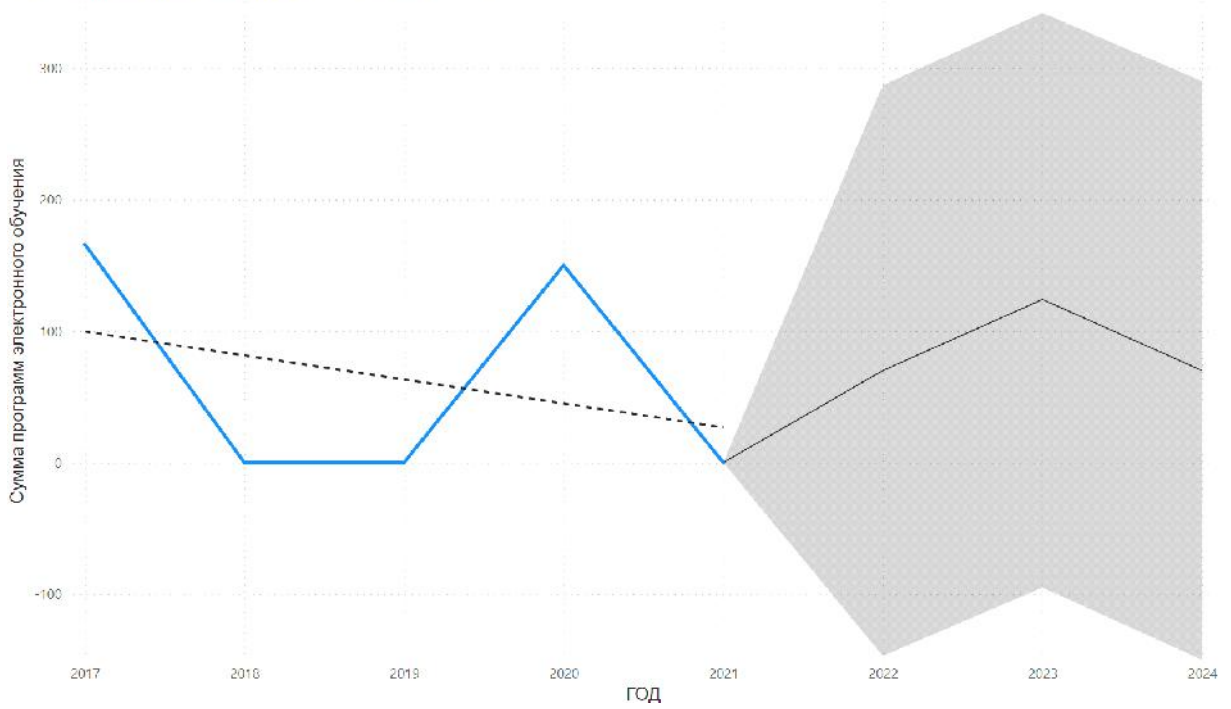
6

( 6).

COVID-

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Сумма программ электронного обучения по ГОД



.6.

( [7])

3-

« » [10].

« »

2017 2021 ( .2).

( $I_{edu}$ )

$$I_{edu} = \frac{Edu_i - Edu_{min}}{Edu_{max} - Edu_{min}}, \quad (1)$$

$Edu_i$  —  
 $Edu_{min}, Edu_{max}$  —



2.

\*

2017	6734	5182	1996	1299	524
2018	6527	5152	2057	1326	560
2019	6211	4824	1994	1369	720
2020	5954	4159	2114	1336	719
2021	5938	4746	1806	1238	779

\* [7]

:

$$I_{\text{edu}} = \frac{0,769 - 0,698}{0,799 - 0,698} = 0,705$$

1000

3.

3.

\*

	2017 .	2018 .	2019 .	2020 .	2021 .
	330	290	304	281	203
	0,33	0,29	0,304	0,281	0,203
	6734	6527	6211	5954	5938
	5182	5152	4824	4159	4746
	0,705	0,901	0,776	0,8	0,98
	53	42	38	35	63
	4855	4864	4528	5673	5735
	0,010917	0,008635	0,008392	0,00617	0,010985
	0,348639	0,399878	0,362797	0,36239	0,397995

\* [7]

(I<sub>sci</sub>)

2.

$$I_{\text{sci}} = \frac{\dots}{\dots} \quad (2)$$

( .4).

4. \*

	2017 .	2018 .	2019 .	2020 .	2021 .
	0,197	0,195	0,193	0,19	0,191

\* [4]

5.

5. \*

	2017 .	2018 .	2019 .	2020 .	2021 .
	6734	6527	6211	5954	5938
	77	42	44	19	9
	0,011435	0,006435	0,007084	0,003191	0,001516

\* [7]

6.

6. \*

	2017 .	2018 .	2019 .	2020 .	2021 .
	0,3486	0,3999	0,3628	0,3624	0,3980
	0,1970	0,1950	0,1930	0,1900	0,1910
	0,0114	0,0064	0,0071	0,0032	0,0015
	0,1857	0,2004	0,1876	0,1852	0,1968

\*

« »

( .7).

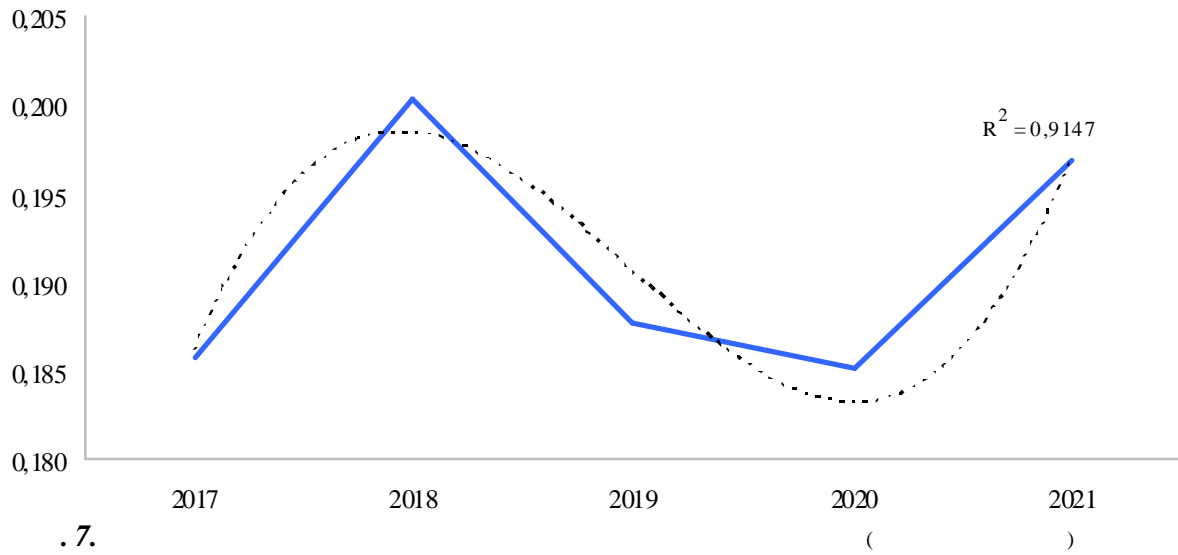
( .7).

2018 , 2019  
2019

7. \*

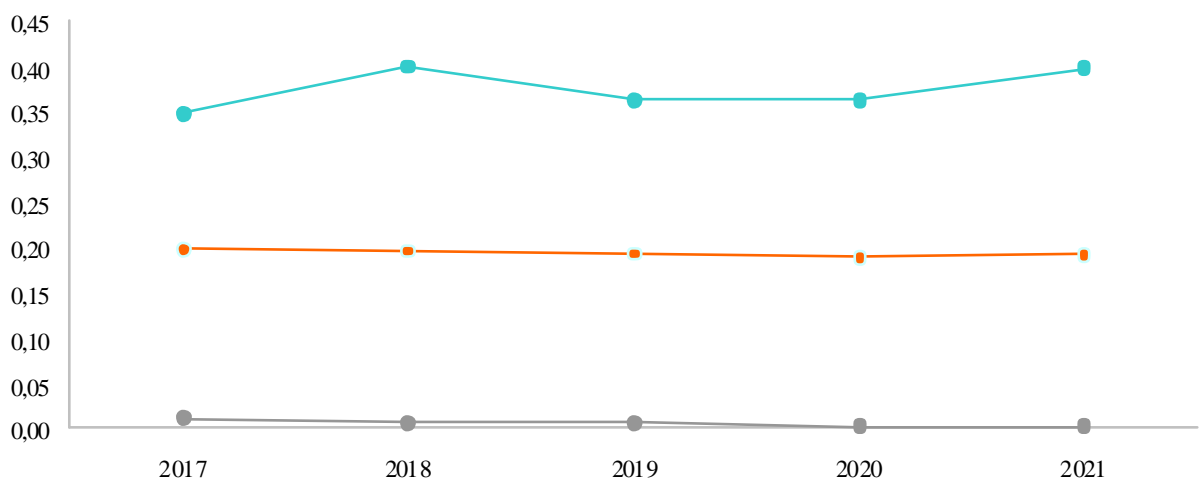
	0,81-1
	0,64-0,8
	0,38-0,63
	0,21-0,37
	0-0,2

\*



COVID 19  
2020 91,47%,  
2021

(.8).



.8.

2020

1. . . . : / . . . // .—2013.— 12 (60).— . 104.
2. / . . . — : « » ,2019.— 195 .
3. / . . . // ,27-29 2019 / : .— ,2019.— .30–35.
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