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**FOREIGN EXPERIENCE REVIEW
OF THE STEM STAFF TRAINING FOR "SMART" INDUSTRY**

The article is devoted to the definition and characteristics of the STEM staff training foreign experience. The employers in Europe have trouble finding the STEM staff they require. There is a large demand for science, technology, engineering and math workers. Special attention is given to studying the problems of the staff development. The skills are best learned through practice. The forms and methods of attracting talented young people in STEM education were analyzed. The most attractive forms of STEM staff training are afterschool and mentoring programs, experiential learning (apply, experience, share, process, generalize), small group and cross age learning.

The conclusions regarding the impact of automation at the enterprises in the labor process were made. "Smart" industry has positive effects for job characteristics. Automation of simple routine tasks will provide time to perform other tasks. The automation of routine operations will increase productivity. It will provide the creation of new jobs and new professions. There is not a risk of technological unemployment as a result of automation.

The role and peculiarities of government, business, education, society relationships and connectivity with environment in STEM staff training for "smart" industry were defined. In order to train qualify staff for "smart" companies the principles of model Quintuple Helix have to be taking into account. This model will provide a set of joint actions of the government, enterprises, scientific and educational institutions, taking into account the interests of students, workers and consumers, as well as natural features of the knowledge production external environment.

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