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## **THE CURRENT STATE OF THE PROBLEM OF FORMING THE PROFESSIONALISM OF FUTURE ECONOMISTS**

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The Current State of the Problem of Forming the Professionalism of Future Economists

The article is devoted to determining the current state of the problem of forming the professionalism of future specialists in the specialties "Finance, Banking and Insurance" and "Management".

The article analyzes the developments of scientists on the competence development of a future specialist-economist. The analysis allowed the author to determine the structure of the competence of an economist and to establish that one of the components of the competence of an economist is professionalism.

The author considers the process of improving the professionalism of students of economic specialties of universities by means of information technologies, and also indicates the perspective directions of their use in the educational process in higher education.

In addition, pedagogical aspects of the use of software products in higher economic education are determined.

*Key words:* future economists, competence, professionalism, information technologies.

The latest development of the educational industry including higher economic education is due to the innovative processes taking place in the world educational space. The challenge faced by higher education institutions is the training of professionals who are able to quickly adapt to changing economic realities and respond flexibly to problems that require urgent solutions. The learning process for the future specialist should provide not only basic theoretical knowledge, but also a wide range of practical skills and abilities. Therefore, the problem of training economists of a new format is

very important because the development of economy in our country depends on their competence.

The basis of professional activity is the competitiveness of the labor force in the national economy, the professional qualities of employees, and the level of their competence. Professional training is an important factor in facilitating the formation of these qualities.

The leading activities of students are educational, in the course of which there is a further formation of the individual, acquire knowledge, skills, abilities, formed the qualities necessary for the professional activity of a specialist. The consistent change of the leading activity from the object of pedagogical influence to the subject of professional activity leads to the achievement of the goal – the training of a specialist with the developed properties and qualities of the person necessary for the future economist, financier.

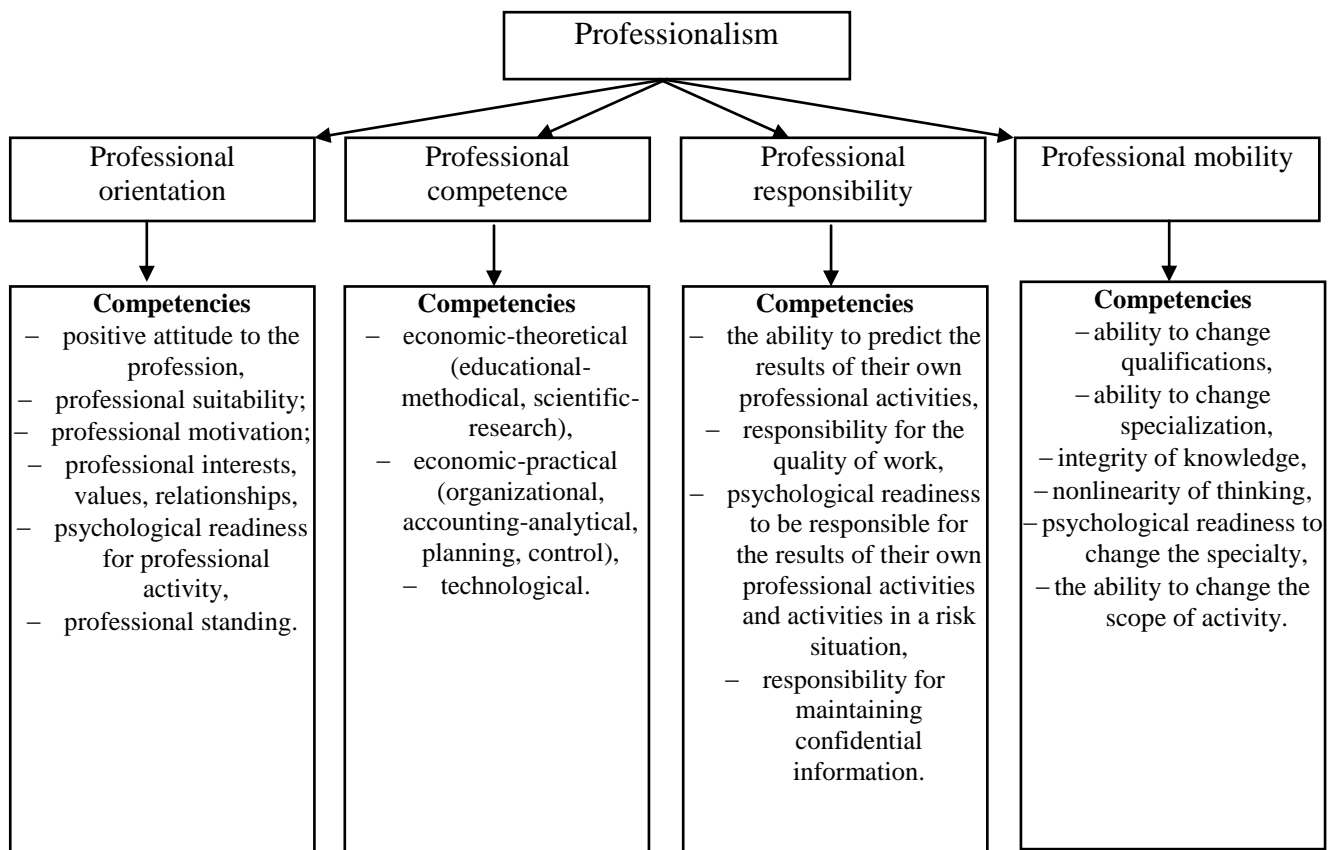
In order to improve the professionalism and competitiveness of specialists, the Ukrainian Higher School uses a system of step-by-step training at the qualification levels of Junior Specialist, Bachelor, Specialist and Master. Developers of educational standards are guided by the definition of educational and qualification characteristics of future professionals of the economic profile, which is based on professional skills. These characteristics, in turn, serve to create educational and professional programs of the new generation, which are the basis for the development of departments of discipline programs in accordance with the curriculum of economic specialties. Integration of the implementation of the content of programs, forms and methods, practical training serves to solve the problem of forming the professional competence of future professionals. The combination of theoretical training of students with the formation of practical experience on the basis of mastering modern interactive technologies provides a fairly high level of professional competence (knowledge, skills, abilities), personal confidence, contact, positive emotional mood. All this ultimately enhances the professionalism and competitiveness of graduates [1].

The purpose of the paper is to determine the current state of the problem of forming the professionalism of future economists, in particular specialists majoring in “Finance, Banking and Insurance”, and “Management”.

The qualitative characteristic of the personality of an economist, which includes a system of scientific and technical knowledge, including special knowledge in the field of economics, professional skills and experience, the existence of a steady need for being a competent economist, an interest in the professional competence of his profile, O. A Bulavenko considers the competence of an economist [2].

In the editions of Ye.A. Ivanchenko, the structure of the economist’s competence is indicated. The competence of an economist includes key competences (competences: political, connected with life in the multicultural society, connected with the possession of oral and written communication, connected with the growth of information society, lifelong learning ability); professionalism; social competence (competence: positive self-esteem (I-concept); knowledge, skills, abilities and experience of building a human-person relationship; knowledge, skills, abilities and experience in building human-society relations, knowledge, skills, abilities and experience in building relations "people of the environment") [3].

The researcher noted professionalism as one of the components of the economist's competence. The scientist considers professionalism in the unity of personality and activity phenomena as organically interconnected subsystems, and the conceptual structure of the professionalism of economic labor is specified by professional orientation, professional competence, professional responsibility and professional mobility [4]. The structure of professionalism is shown in the Pict. 1.



Pict. 1. Structure of professionalism [4].

Let us consider in more detail the professional competence and its components.

One of the priorities of the system of vocational education is training of a competitive specialist who has a high level of professional competence.

The articles [5, 6] define the structure of professional competence of future economists, which has the following components:

1) competences in the field of economic activity (economic thinking, knowledge of methods of economic analysis, the presence of a systematic understanding of the structure and trends of the Ukrainian and world economy, knowledge of the principles of the adoption and implementation of economic decisions at micro and macro levels, the ability to use economic information in professional, industrial activities and everyday life; ability to search for economic information; ability to conduct economic, strategic analysis and evaluation of financial and economic activity of the enterprises; the ability

to control, audit, checking cash, inventory, fixed assets in enterprises, organizations, institutions, etc.);

2) competence in other areas of professional activity (system of knowledge of finance, marketing, audit, international economics, law, management; knowledge of the regulatory framework);

3) information and computer competence (relating to work with computer technology and is determined by such a list of knowledge and skills: knowledge of the theoretical foundations of the functioning of computer technology; ability to work in the Internet; ability to use e-mail; ability to work with specialized software; ability to effectively apply information technology and related programs in professional activities);

4) communicative competence (knowledge of business etiquette and foundations of conflict, tolerance to the existence of other views, effective group interaction, positive attitude towards oneself and others, etc.);

5) competence in the field of self-determination and self-regulation of personality traits (adequate self-esteem, self-confidence, self-control, self-efficacy, high level of motivation for achievements, recognition of the need for lifelong education, etc.);

6) production-activity competence (involves knowledge of job descriptions in accordance with the qualification of a specialist, namely: knowledge of requirements, functions, rights, duties, knowledge of the basics of etiquette).

O. I. Yakovenko notes that the generalized international experience of implementing a competence approach in the educational field distinguishes between the three-tier hierarchy of the system of competences: 1) key (basic, supra-subject), 2) general subject (interdisciplinary), 3) special subject. The key competencies are the following: the ability to learn, social, general cultural, healthcare, competence in information and communication technologies, civil, entrepreneurial [1].

In the report of the deputy director of the Department of Education, Culture and Sport of the Council of Europe, Mr. M. Stobart outlined 5 key competencies [7]:

1) political and social competences, such as the ability to take responsibility, participate in joint decision-making, regulate conflicts by non-violent means, participate in the functioning and improvement of democratic institutions;

2) competences relating to life in a society that should prevent the emergence of racism or xenophobia (as respect for one another, the ability to live with people of other cultures, languages, religions);

3) competencies concerning the possession of oral and written communication (multi-language proficiency);

4) competences related to the emergence of the information society (possession of new technologies, ability to apply them, understand their strengths and weaknesses, ability to critically understand the information and advertising disseminated by the media;

5) the ability to study throughout life as a basis for continuous professional training, as well as in personal and social life.

As can be seen from the above, one of the components of professional competence is the information and computer competence [5; 6] (or competence in information and communication technologies [1], or competences related to the emergence of the information society [7]). That is, the formation of professionalism of economists plays an important role in the use of information and computer technology in the educational process. A graduate of a higher educational institution should not only have computer literacy, he must first of all be able to solve the professional challenges faced by him, effectively using computer technology.

According to H. K. Selievko any pedagogical technology must meet the following criteria: conceptual, systematic, manageable, efficient, reproducible [8].

Pedagogical aspects of the use of software products in higher economic education are:

1) the principle of a personal approach (its essence is to attract those who study, in a situation where they can identify and realize themselves as a person);

2) the principle of the concretization of the system of actions, consisting in a detailed description of the actions, the use of algorithms of mental and practical activities to achieve the goals of technology;

3) the principle of functional purpose, which achieves the optimality and efficiency of a teacher in order to obtain the expected result [9].

The training of high-class business professionals in the field of business requires new approaches in teaching relevant disciplines, in which the formation of knowledge in the field of specialization should be combined with acquiring practical skills in working with computers in solving professional problems [10].

In addition, the choice of professional software for training takes into account the popularity of programs at this moment, as well as the compliance of software to the current level of information technology development and possible trends in its future development.

In our time in the field of economic accounting in our country the programs "БухОнлайн24", "1С PrivatBank", "1С: Бухгалтерия", which has a wide value of these programs in the educational process, are the most popular.

Therefore, when studying the disciplines "Information Technologies" and "Information Systems", it is necessary to pay considerable attention to the study of automated systems "MASTER: Accounting", "1С Privatbank", "БухОнлайн24", so that students will learn about the computer accounting and registration of primary documents at classes.

During the training of functional application software products, which include, in particular, accounting software, one can study separately the accounting and separately work with the software product, or study accounting with the use of a particular accounting program at the same time. Both approaches can be successfully implemented. But there are problems related to the presence of teaching staff able to realize the goals and objectives of this approach to learning, as well as the lack of teaching, methodological and logistical support. Unfortunately, most of the accounting

instructors do not have the necessary computer skills and are financially uninterested in it for various reasons. In turn, teachers of computer disciplines do not know very well the accounting. Hence the problem of the availability of skilled personnel in information disciplines and disciplines of automation of accounting.

Managers of educational institutions should realize the importance of the fact that disciplines of the information profile occupy an increasingly significant place in the curriculum for all specialties. Moreover, in order to ensure that the level of training of graduates corresponds to modern requirements, universities need to improve and update their curricula both in the field of computer science in general and in the disciplines devoted to the practical issues of automation of enterprises.

The task of the domestic educational system is to create a citizen capable of flexible change in ways and forms of life, and the formation of key competences that correspond to the main activities of the citizen. It becomes an urgent task of the educational process of higher educational institutions. The learning process should provide the specialist with every possible future not only the fundamental theoretical knowledge, but also a wide range of practical skills. In connection with this, the problem of training the new generation of economists becomes of particular importance, and the development of the economy in our country depends to a great extent on the professionalism.

The solution of these tasks requires the improvement of training of specialists in the economic profile on the basis of a competent approach and the wide introduction of modern pedagogical technologies. The leading trend in this regard is the definition of the results of education through professionalism, the issue of formation of which is paid much attention by domestic and foreign researchers.

Improving the training, enhancing its practical orientation requires the use of such forms, methods and means of training that maximize the cognitive activity of future economists and meet the current needs of socio-economic practices.



The research conducted by us shows that professional competence consists of several groups of competences, among which the information and computer competence occupies a worthy place. Formation of professionalism of future economists is impossible without the use of information and computer technologies in solving professional problems.

It is important that modern education meets the needs of the developing information technology industry. Therefore, in our further research, we plan to consider new information technologies as a means of generating skills of future economists.

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Молчанюк В. А.

Сучасний стан проблеми формування професіоналізму майбутніх економістів

Стаття присвячена визначенню сучасного стану проблеми формування професіоналізму майбутніх фахівців зі спеціальностей «Фінанси, банківська справа та страхування» та «Менеджмент».

У статті проаналізовано доробки вчених з питань формування компетентностей майбутнього фахівця-економіста. Проведений аналіз дозволив автору визначити структуру компетентності економіста та встановити, що однією зі складових компетентності економіста є професіоналізм.

Автором розглядає процес підвищення професіоналізму студентів економічних спеціальностей ВНЗ засобами інформаційних технологій, а також зазначає перспективні напрямки їх використання в освітньому процесі у виші.

Крім того, визначені педагогічні аспекти використання програмних продуктів у вищій економічній освіті.

*Ключові слова:* майбутні економісти, компетентність, професіоналізм, інформаційні технології.

Молчанюк В. А.

Современное состояние проблемы формирования профессионализма будущих экономистов

Статья посвящена определению современного состояния проблемы формирования профессионализма будущих профессионалов по специальностям «Финансы, банковское дело и страхование» и «Менеджмент».

В статье проанализированы исследования ученых по вопросам формирования компетенций будущего специалиста-экономиста. Проведенный анализ позволил автору определить структуру компетентности экономиста и установить, что одной из составляющих компетентности экономиста является профессионализм.

Автором рассматривается процесс повышения профессионализма студентов экономических специальностей вузов средствами информационных технологий, а также отмечает перспективные направления их использования в образовательном процессе в вузе.

Кроме того, определены педагогические аспекты использования программных продуктов в высшем экономическом образовании.

*Ключевые слова:* будущие экономисты, компетентность, профессионализм, информационные технологии.

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