

O. B. Shevchuk, Institute of the Information Society (Kyiv)

**ECONOMICAL CASES SYSTEM AS A METHOD OF PROFESSIONAL
COMPETENCE DEVELOPMENT OF THE FUTURE EXPERTS
SPECIALIZED IN FINANCE AND ECONOMICS**

Shevchuk O. B.

Economical cases system as a method of professional competence development of the future experts specialized in finance and economics

The article considers the possibility of using the system of economic situational problems in training future specialists of financial and economic trends and identified features on the implementation of this system in the educational process.

Determined that situational technique actively put into practice training. Case method used in the study of economic disciplines, promotes the formation of human, social and professionally significant qualities of future specialists of financial and economic areas, their ability to adapt to extreme situations and make the best decisions. Using the economic situation tasks in the learning process allows students to form such professional competence: information, communication, management.

Is established that the effectiveness of case-method in the educational process should take into account its features associated with the requirements for writing case studies, as well as the organization and conduct classes.

Key words: case-study, case, experts of financial and economic direction, competence.

The main task of a higher education institution is development of competence of the students to their future professional activities [1]. On the one hand it is providing with general knowledge which is necessary for carrying out activities, on the other hand it is development of professional skills and competence. Wide application and quick growth of significance of the information technologies at all the financial-economic establishments of the state change the requirements to the training of a future economist. The employers particularly specify the following personal and professional qualities which comprise the professional competence of a future finance and economics expert [2, p. 3]:

- general intelligence and fundamental knowledge of an expert;

- capability to implement the obtained knowledge in practice;
- capability for systemwide thinking;
- ability to process a large amount of information and to figure out the key points;
- continual training.

Developing of a professional in the finance and economics field is impossible without adjustment of the training technologies in which it is necessary to pay attention rather to the growth of creative abilities to solve unconventional tasks and problems than to memorizing of general and specific knowledge and mechanical digestion of skills and know-how.

Thus, scientific and research lookup for new approaches, effective forms, methods and means which ensure successful development of the professional competence of the future finance and economics experts in the course of studying has become of great current interest. Various methods of the active learning help to some extent to solve a task of training specialists able to meet competition [3].

The institutions of higher education of Ukraine have many years' experience of using active learning and especially in the economic branch. Among the active methods of learning in the economic education the most prevailing is the method of situational training which includes the analysis of working situations, solving of professional situational tasks, business games (or their elements).

The cases-study was implemented into the training process of the educational establishments by O. Sidorenko [4], V. Chuba [4], V. Konashchuk [5], Y. Surmin [4], P. Sheremeta [6], G. Kanishchenko [6], L. Beztelesna [7], L. Chizhevskaya [8] etc.

Using of cases-study is an important factor of upgrading of training of the future finance and economics experts [4, 9, 10]. However, the efficiency of this method depends directly on the informative content of the course of disciplines in professional training of future economists and on the competence of a teacher.

The article is aimed to demonstrate the possibilities of using the system of economic cases in the professional training of the experts in finance and economics

field as well as to determine peculiarities of implementation of this system into the educational process.

The specific aspects of work of the economic experts under current conditions require substantive changes in the process of their training in the higher education establishments. The teachers are required to use such methods of teaching which are capable to bring students as close to the real situations as it is possible and expect a necessity for making an adequate managerial decision.

The objective of teaching and studying of economic disciplines in the higher education establishments lays in assistance to the students to work out an economical mode of thinking when administrating a company that will enable them to evaluate competently one or another situation, to make more reasonable and effective strategic decision concerning corporate activities according to that economic information which they have obtained. Therefore the task of teaching and studying of the economical disciplines reduces to the developing of the analytical approach by students which is based on the use of all the achievements of the economic science. Analytical approach supposes capability to identify the key moments of any problem and with the help of such evaluation to make conclusions in virtue of the economic and theoretical methods. Thence, it is necessary to develop by future experts of finance and economics profile such standards of the economical thinking which enable to act under the conditions of market relations with the maximum efficiency [11, p. 34].

Various simulation, situational and role playing technics of study help to develop the initial experience needed for career. As experience confirms intensity of mental processing allow to grasp up to 90% of the educational material as compared to 20% which are digested during the lecture if a seminar or a practical training are organized on a rather high level and suppose the implementation of the active methods of training [10, p. 8 – 9].

Method of situational training or a cases-study is one of the effective methods of the active training.

The situational method is based on the training through solving definite tasks – cases. The cases-study which is being used for teaching economical disciplines develops capability to analyze situations, to evaluate the alternatives, to choose the appropriate variant and to make a plan of its realization [3].

The method of analysis of the given situations as a form of the active training enables to solve the following pedagogical tasks [12]:

- forming of comprehensive idea about professional activity and its dynamics;
- gaining problematic, professional and social experience and namely individual and collective decision-making;
- development of the theoretical and practical thinking in a professional field;
- forming of cognitive motivation, providing with the conditions for generation of the professional motivation;
- training readiness to solve the professional tasks.

L. Yakimova notes that cases-study provides vigorous activity of students through simulation of the professional environment and facilitates to implement the received knowledge in practical work, to train and improve professional skills that raises consequently competence by students of the higher education institutions [10, p. 10 – 11].

Applying of the cases-study enables students and teaches to take part in a direct discussion of a case while studying the economical disciplines. Cases are simulated from the experience of real people who work in the finance and economic branch. B. Izotov observes that students repeat all the material that they have learned as well as learn many new items when solving the cases. Searching for answers to the raised questions they can exercise the stored knowledge, check their capability for analyzing, classify data and draw summery conclusions. Involving of the emotional components and unconscious intellectual actions play an important role here. It is possible to apply different method of procedure with account of creative development of student while analyzing situations [3].

When using the cases-method the task of a teacher involves selection of the corresponding real materials and working out a case in which students have to find a solution of the problem. Herein it is necessary to understand that case has no single solution. Therefore a teacher must assist the students with reasoning and discussing but never intrude his opinion upon them. When directing competently the discussion a teacher can come across a new solution of the problem and to find out the new sides of the situation under consideration [13, p.64]. I. Kavinkina notes that the role of a teacher in realization of the cases-method in the educational process is a co-organizer and the main function of a teacher is assistance in development of the students' competence (using leading questions, concentrating upon the information received, sustaining the discussion while directing the opinions of the students rather to concrete decisions than abstract figments of the mind) [14].

Application of the economical cases system in educational process enables to train the following professional competences of students [14, 15, 13, p 64 – 65, 16]:

- informational which enables to develop a skill to carry out search, accumulation, saving, working out, data presentation and data communication; to differentiate the objects of information, to group together and to classify the received data according to their priority and informative value, to colligate disembodied data, to use information and communication technologies as well as special software in the professional activity etc.;

- communicative that deals with the ability to hold a discussion, to intercommunicate, to acquire and evaluate the verbal and non-verbal information, to persuade the associates, to organize groups, to formulate, present, argue firmly own standpoint, to convince the opponents, to draw up a brief and convincing report etc.;

- administrative that enables to train a skill to give correctly tasks to the subordinates, to adjust their work, to plan the work of the department, to monitor effectively the execution of work, to gain experience of activities connected with the goal and objective setting in a company, to sustain the relations between the company and surrounding which help to realize its objectives and correspond to its internal potentialities and allow to stay sensible to external requirements etc.

As of today the method has got rapid propagation in education but herewith certain difficulties arise. It is lack of cases prepared on the domestic materials, casual attitude of teachers to the methodological principles of the method, unavailability of some students for the new role in the educational process, unwillingness of some teachers to spend time for mastering new methods [10, p. 14]. Besides that the exercise of cases in the Ukrainian educational institutions goes on spontaneously and unregularly and looks like non-natural. Cases like other rather new educational methods for Ukraine have not become yet an integral part of the educational programs. It is important to use them systematically and purposefully. However the case-method can be real means for upgrading of the professional competence of the future experts owing to the combination of the training, educational and research contents in education.

When using the cases-method in the educational process it is important to note some peculiarities connected with the requirements both as for composing of cases and as for arrangement of classes and teaching.

The cases-study enables to apply theoretical knowledge for solving the practical tasks. Cases develop analytical, research and communicative skills; facilitate skill acquisition like analyzing the situation, planning strategy and making a managerial decision. For this reason a case must meet the following requirements [17]:

- correspond to the objective of its composition;
- have an adequate level of sophistication;
- illustrate some aspects of the economic life;
- get out of date not so fast, to stay actual for nowadays;
- have national specific character;
- demonstrate the typical business situations;
- develop the analytical type of thinking;
- provoke a discussion;
- arouse empathy, to work out inclination to empathy;
- have some solutions.

It is required to keep up with the exact sequence of the stages of training when organizing educative activity with the applying of the economical cases system [18]:

- introduction of the text of a case;
- analysis of the case;
- arranging of discussion and presentation of the case;
- evaluation of the participants of discussion;
- summary.

The cases-method can be used for all the disciplines of the finance and economic cycle as it helps to draw students nearer to the real situations and requires adequate decision making. Still the situational methodology cannot and must not substitute completely the established methods of training, it can supplement the traditional lectures and practical works.

Therefore, according to the purpose of the article it has been defined that situational teaching technique is being actively implemented into practice of training. The cases-method which is used while teaching economical disciplines contributes to the training of human, social and professional features of the future experts in the finance and economics field, to their capability to adjust to the extreme situations and to make optimal decisions. Application of the economic cases system in the educational process enables to form informative, communicative and administrative competence. It was found out that for more efficient use of the cases-method it is important to take into consideration some peculiarities connected with the requirements both as for composing of cases and as for arrangement of classes and teaching.

The prospects of the further researches involve elaboration of the bank of cases for the economical cases system intended to train future experts in finance and economics field.

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Шевчук О. Б.

Система економічних ситуаційних завдань як засіб формування професійних компетенцій майбутніх фахівців фінансово-економічного профілю

У статті розглянуто можливості використання системи економічних ситуаційних завдань в професійній підготовці майбутніх фахівців фінансово-економічного напрямку та визначено особливості щодо впровадження цієї системи в освітній процес.

Визначено, що ситуаційна методика активно впроваджується у практику навчання. Метод кейсів, що використовується при викладанні економічних дисциплін, сприяє формуванню загальнолюдських, соціально і професійно значущих якостей майбутніх фахівців фінансово-економічного напрямку, їх здатності адаптуватися до екстремальних ситуацій і приймати оптимальні рішення. Використання системи економічних ситуаційних завдань в навчальному процесі дозволяє сформувати у студентів такі професійні компетенції: інформаційну, комунікативну, управлінську.

З'ясовано, що для ефективності застосування кейс-методу в освітньому процесі слід враховувати його особливості, пов'язані з вимогами до написання кейсів, а також організацією та проведенням занять.

Ключові слова: кейс-метод, кейс, фахівці фінансового-економічного напрямку, компетенція.

Шевчук О. Б.

Система экономических ситуационных задач как средство формирования профессиональных компетенций будущих специалистов финансово-экономического профиля

В статье рассмотрены возможности использования системы экономических ситуационных задач в профессиональной подготовке будущих специалистов финансово-экономического направления и определены особенности по внедрению этой системы в образовательный процесс.

Определено, что ситуационная методика активно внедряется в практику обучения. Метод кейсов, используемый при изучении экономических дисциплин, способствует формированию общечеловеческих, социально и профессионально значимых качеств будущих специалистов финансово-экономического направления, их способности адаптироваться к экстремальным ситуациям и принимать оптимальные решения. Использование системы экономических ситуационных задач в учебном процессе позволяет сформировать у студентов такие профессиональные компетенции: информационную, коммуникативную, управленческую.

Выяснено, что для эффективности применения кейс-метода в образовательном процессе следует учитывать его особенности, связанные с требованиями к написанию кейсов, а также организацией и проведением занятий.

Ключевые слова: кейс-метод, кейс, специалисты финансово-экономического направления, компетенция.

Information about the author

Oleh Borysovych Shevchuk – Candidate of Economical Sciences, Head of the Institute of the Information Society (Kyiv). The sphere of scientific interests includes using informational technologies in teaching economists.

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