

COMPETENCES FORMATION IN THE PROCESS OF FUTURE ECONOMISTS' TRAINING

Intensity of development concerning information and communication society has changed the demand for educational approaches on the whole and economists' training in particular. A modern specialist in economics has to be able to work in a new social and economic environment and interact with partners from other cultures in an efficient way. Their working performance has always been affected by the quality of the acquired higher education.

Simon Kuznets Kharkiv National University of Economics is oriented at improving the quality of specialists' training to the appropriate level that will provide them with a possibility to take a decent place in the society and work effectively in their field [1, p. 221]. Thus, it has become of a paramount importance to analyse, develop and perfect future economists' training by means of forming the key competences while studying.

Researchers into competence approach to education (V. Bolotov, A. Khutorskoy, A. Verbytskyi, I. Zymnia, D. Ruchen, L. Salganik and others) emphasise the importance of not only acquiring the appropriate knowledge, skills and habits but also applying them while solving practical professional tasks, both in groups and individually. So, the competence approach suggests reviewing teacher-student interaction, changing their traditional roles and fulfilling their tasks on the basis of constantly changing environment [3-5].

According to the Law of Ukraine "On Education", the notion of competence is interpreted as dynamic combination of knowledge, skills and practical habits along with personal qualities, moral and ethical values. This combination is a result of the educative activity, and thus it defines the ability of a person to face professional challenges [2]. The acquired competence is necessary for efficient performance in the workplace. It allows navigating in vast information resources, foreseeing the consequences of the decisions made and taking responsibility for them.

Thus the modern approach to training future specialists in economics should be directed at creating a total system of competences formation. It will allow future specialists not only to work in the modern information and technological environment but also develop it according to a certain project, fast adapt to its external changes, outline professional problems and solve non-standard tasks.

According to the competence approach in the system of higher education, the grounds for determining the education content of future economists should be a

model of their professional activity. Creating such a model is an urgent problem of didactics of higher education.

Professional competence as a complex personal resource is a guiding mark among higher demands of the society as for economists' professionalism in practical socially significant activity. It is a complex personal resource that provides the possibility to interact with the surrounding world in a certain field. High efficiency of professional activity requires special attention to organising educational training which combines in-class, out-of-class, practical, sociocultural activity of students with the aim to form the necessary professional qualities. Improving economists' qualities is an everlasting process both in performing their working duties and engaging in life-long professional learning. The latter involves formation and development of professional knowledge, skills and habits of a personality. It starts with revealing and developing pre-professional education and upbringing, goes through acquiring basic professional education and enlarging it in their career.

Basic professional training of economists should be grounded on qualified demands that combine professional demands and personal qualities of future economists.

All these factors provoke a set of demands for teachers' professional competence as well. The level of their motivation in getting better results of their activity and using efficient forms and methods of teaching affects indirectly the students' motivation to reach success. It favours mastering future specialists' knowledge in a better way, getting professional skills, developing an integral and sustainable personality.

In [1] the following components in the structure of professional competence of future economists have been specified:

- economic competence (knowledge system in management, finance, marketing, audit, international economics, law etc);
- management competence;
- IT competence (efficient application of information technologies and the corresponding programmes);
- communication competence (knowledge in business etiquette and basics of conflict theory, tolerance to other cultures, effective group interaction, positive self-presentation);

Economic competence (I. Amelkova, N. Ignatieva, A. Kondrukh and others) is an integral multi-faceted characteristic of an economists'

personality. It suggests that each specialist takes an active part in a country's market economy. In the structure of professional competence it involves economic thinking, mastering methods of economic analysis, assessment and projection of economic activity. Systems concept concerning the structure and tendency of the development of Ukrainian and world economy, awareness of principles of how to take and implement economic and management decisions at macro- and micro- levels, creation and development of personal economic ideas are the key elements which favour the efficient realisation of professional competence.

Management competence (L. Berlim, V. Bogdanov, Y. Kulikova, S. Makarenko, A. Morusov and others) has been defined as the one which is formed in the process of studying the system of knowledge, skills and habits which influence the quality of taken educational decisions and later professional tasks. Economic literacy underlying management competence is revealed in the ability to act efficiently in managing professional activity; in the process of managing external activity and in the process of self-management.

Management competence involves the following skills:

- delegating authority and responsibility
- motivating subordinates;
- getting ready to take decisions individually;
- getting oriented at the result;
- being able to work in teams and coordinate team-working;
- managing time.

The above-mentioned skills make it possible to actualise the acquired skills and habits and thus influence a specialist's ability to work efficiently and perform professional and social functions due to self-realisation and self-development.

The conditions of fast changing information society determine the efficiency of a specialist's activity through the formed *IT competence* (V. Yevdokimova, O. Ibragimova, G. Nagornova and others).

Within the IT competence the following elements have been outlined:

- the skills to process a number of information sources with the help of modern technologies;
- select and analyse the necessary information;
- present the results of their activity with the help of modern information and communication means.

Information and communication technologies in professional training of future economists are expedient to be used for 1) visualisation of the educational material in the form of schemes, tables, mind-maps, presentations etc; 2) creation and demonstration of video resources. It helps students to shorten the time for presenting information and generalise the material, to interact with the audience, model and correct the demonstration material.

Communication competence (L. Petrovska, Y. Yemelianov, I. Zotova) is another component in the system of the professional competences. It is revealed through a set of interconnected communicative acts which have conscious goal-oriented professional

character. Economic and social changes in life of our society have raised the demand for competitive specialists who have mastered several foreign languages. Mastering foreign languages has become an integral part of preparation of the modern specialist in any sphere.

Thus communication competence formation of future specialists by means of foreign languages is of vital importance nowadays. In higher educational institutions the course of foreign languages has a professionally oriented character. That is why its tasks are defined by communicative and cognitive needs of students.

At practical classes of foreign languages students have to acquire the basic communicative types of languages. Besides, the dialogue speech plays the core role for introducing and working out the new material, controlling and testing students' knowledge, skills and habits which are realised in the form of discussions and debates.

The formed communication competence is revealed in students' eagerness to learn and understand foreign cultures, perceive psychological, social and other cross-cultural differences. A sufficient range of communicative means, their right choice according to a particular communicative situation as well as following the ethical norms in the process of communication defines psychological readiness of future specialists to cooperate with representatives of other cultures and thus, determines efficiency in their professional competence.

So, formation of the analysed competences of future specialists in economics will provide inner motivation as a source of self-development; self-organisation as a condition of mastering an integral activity; self-determination that will allow each student to evaluate their level of the formed competences as for achieving personally significant results; effective interdisciplinary approach within the pedagogical process. The competence approach to professional training of future economists favours the efficiency of the educational process and high productivity of their future professional endeavours.

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