

PROFESSIONAL COMPETENCE AS A FACTOR OF PROFESSIONAL SKILLS DEVELOPMENT OF FUTURE SPECIALISTS

V. Zhurba

Bachelor's degree student of the Faculty of of international economy and entrepreneurship

O. Dragan

senior lecturer of the department of Foreign Languages and Intercultural Communication

Simon Kuznets Kharkiv National University of Economics
Kharkiv, Ukraine

The gradual development of the Ukrainian education system leads to the standardization of professional skills of future specialists in various fields. In the Higher Education Standards, they are defined as integral, general and special competencies, and the functions through which professional competence is realized are formulated: educational, informational, regulatory, motivational, emotional-volitional, control-evaluative, communicative. Based on this, the problem of improving the training of future specialists in various specialties in the new educational realities arises. This determined the choice of the topic of the article.

The future specialist should be ready to enter the production sphere of relationships, feel confident in a professional environment, and this requires well-formed professional personality traits and social and professional communication skills. [2]

The term "professional competence" (hereinafter referred to as PC) is also important, that is, the integrative formation of a personality, which combines the totality of knowledge, skills, experience, abilities, as well as the willingness of the individual to act in a difficult situation and the ability to solve professional problems, achieving better results in work., developing an attitude to the profession as a value.

The formation of a PC is possible under the condition that students develop a reflective position, an analysis of their own professional competence. In this regard, the process of professional training of future specialists should be aimed not only at changing the intellectual sphere of students (professional knowledge, skills), but also at developing their motivational motives (needs for success), including value-reflexive and emotional-volitional sphere (readiness for self-education, development of responsibility). [1, p. 32]

Consequently, the formation of the professional competence of a future specialist is carried out through the content of education, which contains not only a list of subjects, but also professional skills that are formed in the process of mastering the subject, as well as through a problem-modular method of teaching. We see prospects for further research in identifying the pedagogical conditions and principles of professional training of specialists of a new formation, namely: competitive future bachelors and masters who are able to adapt to the dynamics of modern realities of life and directions focused on constant optimization of the development of tasks.

References

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