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PROFESSIONAL TRAINING OF ECONOMISTS: DIRECTION OF REALIZATION

In condition of integration of Ukraine into the European educational space the state policy in this direction is modernization of the system of professional training of specialists in accordance with the requirements of the global society. The main purpose of improving the education in Ukraine is achieving a fundamentally new quality of professional training of specialists. Defining the tendencies of professional training of specialists the author takes in to account the social and economic factors of its development. The analysis of professional training of specialists in the EU countries gives the possibility to separate the main ways of reforming the professional training of specialists, which have direct influence for the main ways of its modernization in Ukraine. The conceptual basis of modernization of professional training is shown in the article.

Keywords: professional training of specialists, modernization of professional training of specialists, interdisciplinary approach, quality of education, national innovative systems of education.

Introduction. In conditions of integration of Ukraine into the European and world educational space the priority of the state policy is modernization of the system of professional training of specialists in accordance with the requirements of the global society.

The purpose of the article is in promotion of the quality of professional training of specialists to the general European level, reorientation of the educational institutions to the demand and supply at the labour market, increasing the competition of the educational institutions and their graduates.

The essence and importance. The problem of modernization of professional training of specialists in Ukraine, which appears in the system of national education, demands to bring it in accord with its model corresponding to modern concept of constant development, renewal of its principles, content, approaches for training and education.

Determining the ways of modernization of national system of professional training of specialists is essential task in entering European educational space for Ukraine.

In the documents of the UNESCO in which the 21st century is announced as the century of education, the crisis of education all over the world is indicated, the necessary motivation of the new model and determination of the basic ways of modernization is announced.

The analysis of professional training of specialists of the EU countries gives the possibility to separate the main ways of reforming the professional training of specialists, which have direct influence for the main ways of its modernization in Ukraine. They are: the general global professional training of specialists, which

include both the countries of EU and Ukraine; humanitarianism and democratization of professional training of specialists, which become the key tendencies of its reforming and development; culturally socialized and ecologically sound content of professional training of specialists which begins to introduce gradually into the system of professional training of specialists in the system of the EU countries and Ukraine; interdisciplinary integration in professional training of specialists which became the tendency of its reforming at the same time; orientation of professional training of specialists for continuous process of development (that is to provide the possibility to study during the whole life as the subject of the professional being). The change of priorities of professional training of specialists and the task of creation of effective system of degradable education allows distinguishing systematic factors which provide succession and forthcoming of each separate degree of this training.

Thus, the scientific problem of modernization of professional training of specialists has the primary importance, refer to fundamental scientific research since its decision founds the fundamental base in providing development of social and economic system of society.

The conceptual basis of modernization of professional training is shown in the works of V.P. Andrushchenko, A.Boyko, B.Gershunsky, V. Zhuravsky, V.Kremen, N.G. Nychkalo, S.Sysoieva, B. Yevtukh, etc.

As V. Kremen points out «modernizing education we must answer newly for a lot of questions: what to study, how to study, in what way to study, how much to study...» (Kremen V., 2001). Thus, the success of studying depending on in what way, modern tech-

nologies and methods of studying use effectively, if the proper free access to informational resources is provided and in terms of studying permits mastering necessary competence.

In the opinion of Vitchenko A. the aim of modernization includes increasing the quality of education in accordance of general European level; reorientation of school for satisfying demands and supply in the labour market, increasing the competitiveness of educational institutions and their graduating students.

In his research the scientist objects to identification of the process in reforming and modernization of education A. Vitchenko indicates that modernization of education must be directed not for the radical changing, as the reforming demands, but for renewal the principles, content, approaches to studying and education (Vitchenko A., 2010, s. 5-13).

National Doctrine, which was confirmed by the decree of the President of Ukraine, determined the strategy and priority in renewal of education, motivated the necessity of accelerated outstrip innovative development of the Ukrainian school; laid the basis for programmed purpose in approaching to solve the top priority tasks of education and professional training of specialists (National Doctrine of Education Development 2002, S.4-6).

The elaborators of this doctrine formulated clearly the number of problems solving of which must be directed by the state policy (National Doctrine of Education Development Національна доктрина розвитку освіти, 2002, S.4-6):

- to provide availability of high-quality education, confirming its national character;
- regular renewal of educational content, organization of educational process according to the democratic values, market basis of economy, modern scientific-technological achievements;
- improvement education and science financing;
- essential strengthening of educational and material background, computation of educational establishments, inculcation of the informational technologies;
- providing an effective preparation and raising the level of professional skills of pedagogical staff, introducing new generation of economic and managerial staff, implementation of the new economic and managerial methods in education.

The problems of modernization of the native vocational education in modern civilized changes were outlined in the works of T. Volkova, V. O. Radkevich, V. Yagupova and other researchers (Modernizatsiya profesiynoyi osvity i navchannya: problemy, poshuky i perspektyvy: 2011).

The main ways of modernization of professional training of specialists are in its humanization, fundamentality, diversification, decentralization, openness innovative character of education, competent approaching, information technology, social partnership etc (Radkevych V.O., 2011, S.7-23).

Considering renewal of professional training of specialists, its reorientation for satisfaction of modern demand in specialists of high level of skill, the establishments of education carried out the Concept of Organization of Masters' Education (order № 99 from 10.02.10). By this document the Ministry of Science and Education directs implementation of these Master's programs:

- research program which implies immersion into scientific branches;
- professional program which states the promotion of specialists who received theoretical knowledge and practical experience for career growth and are prepared for administrative management.

The importance of this division is necessary to distinguish preparation of future teachers and at the same time to intensify the practical side of professional master's programs. Career masterliness may be considered as the way of post-graduate education (Nakaz MON Ukrayiny, 2010). It is necessary to indicate that in improving this Concept a set of conditions for entering the mastership is determined:

- admitting to Master's Degree must be realized by the separate competition without relevance to a place of the previous education and the year of its accomplishment (the only reason for special condition of the competition must be Bachelor's Degree.
- the availability of one of the international certificates of foreign language with fixed grade of higher educational institution (for transitional stage entrance examination in foreign language is allowed instead of certificate which is provided for Term of entering the higher educational institutions, confirmed by the order of Ukrainian Ministry of Education and Science from September 18, 2009, № 873).
- taking a state examination in specialty to get Bachelor's Degree (grades received may be compulsory for entering Master's program).

Modernization of professional training of specialists may be realized in such way:

- implementation of adapted laws which stand on the priority of financing of educational and scientific institutions;
- optimization of network of educational institutions, creation of powerful educational complexes on the basis of leading universities;
- joining current demands for future specialists (international cooperation, taking part in scientific-research and professional projects, sufficient level of practical preparation etc.) with achievements of the native system of education (fundamental knowledge).

The importance of understanding the aims of modernization is in defining the content of the national innovative systems of education. As it is mentioned in the state laws the national innovative system of education consists of structural functional components which turn in the process of creation and using scientific knowledge and technology and determine legal economic and social conditions for

providing innovative process (Approval of Concept of the national innovation system, 2009).

It's necessary to indicate that modernization and innovative activity, which is connected with it, has the social background because it is dependent on people, their professional competence and motivation to continuous professional progress as well as on level of satisfaction from work, and its results (Approval of Concept of the national innovation system, 2009). The main principle of modernization of vocational training for agrarian branch depends on the ability of agrarian educational institutions to prepare specialists who work with innovative methods and are able to change their behavior, including professional. By these circumstances the question of modernization of system of professional orientation which is the part of educational activity that accompanies training during the whole life.

The main tasks of modern system of professional training are: providing information about availability of deficit or excessive demand of specialists in some field; motivation for taking a decision in education; advice in taking a decision in chaining the profession. The role of professional training support is not remain without attention which became a part of educational activity, which goes along with the idea of long life learning.

Taking into account the principles, stated in the concept of development of national innovative system of education in which the subsystems of the national innovative system are shown, may determine the structure of professional training of specialists.

It consists of (Approval of Concept of the national innovation system, 2009):

- state regulation that includes legislative, structural and functional institutions which determines and provides keeping the standards, rules, requirements in innovative sphere and interaction of all subsystems of the national innovative systems;
- legislative documents which concern professional training of specialists;
- educational system which consists of higher educational establishments, scientific-methodological institutions, scientific-industrial factories, state and local bodies of administration of education in order to conduct professional training of specialists for retraining and improvement of professional skills;
- complex of knowledge which is generated in scientific institutions and organizations which carry out scientific research and work in the branch of agriculture and create new scientific technologies, state agricultural scientific prospective, academic and specific institutes, scientific subdivisions of higher educational establishments, scientific and design subdivisions of factories;
- innovative infrastructures which consist of industrial-technological, financial, informative-analytical and expert-based components as well as techno-policy, technological and scientific parks, innovative centers and centers of transferring technologies, business-incubators and innovative

structures of other types; informational network of scientific-technical information, engineering firms, state institutions and private investors;

- production that consists of organizations and factories which produce innovative output and provide services and on the other hand being consumers of technological innovations.

Defining the optimal ways to solve the problem of professional training of specialists we consider the following:

- giving the urgent support to the subsystem of generation of knowledge (institutions of education) with the aim of increasing the quantity of scientific research and work;
- implementation of the complex of balanced development of all subsystems of professional training of specialists, support of the innovative activity of educational institutions;
- stimulating the demand for results of scientific research and innovations, hiring of qualified staff, creation of favorable conditions for producing of innovating output with high level of added value.

It's necessary to underline that solving the problem of modernization of professional training of specialists demands definition of its general trends.

They include (Approval of Concept of the national innovation system, 2009):

- creation of native competitive sector of scientific research and work and providing the conditions for its spread reproduction.

Innovative direction of educational system can be provided by:

- increasing the level of computerization of higher educational institutions;
- activization of the scientific and technical innovative activity of higher educational institutions and increasing its financing;
- forming the innovative structures in the system of education;
- reforming the system of education in accordance with demands of European standards and keeping to cultural and intellectual traditions.

Increasing the effectiveness of the native sector of the scientific research and work with the purpose of intensification of its role in providing modernization of professional training of specialists may be fulfilled by:

- integration of the native sector of the scientific research and work for the world innovative system, promoting development of the international partnership in the sphere of the scientific and technical innovative activity;
- increasing the part of the scientific and technical researches leading to creation of new forms of innovative activity;
- orientation of national producers on manufacturing highly technological competitive and ecologically-friendly production;
- taking into consideration the state of the world market in the process of establishing of key

trends of development of science and technologies and innovative activity;

Implementation of modernization of system of professional training of specialists is possible at the expense taking into account foreign experience in this sphere. First of all, it is the experience from the system of gradual training of specialists; connection of training with modern enterprises, companies; implementation of modern informational technologies as well as innovative forms of organization of continuous professional training (distance learning as a separate organizational structure, «open» universities).

Widening of the international cooperation among the institutions of education is the key moment in solving the task of modernization of the Ukrainian national system of professional training.

However, the state of modernization of professional training of specialists does not satisfy the contemporary social and economic demands of society. The reason of this is insufficient normative legal basis and mechanism of forming the state order for preparation of specialists for agrarian branch; ineffective monitoring of demands in the labour market and mechanism of management; principle of poor financing; the lack of

organization in system of vocational training; poor re-training and improvement of professional skills of the pedagogical staff; the obsolete learning material and technical support etc.

The analysts of the given problem in modernization of professional training of specialists in Ukraine have the reason to confirm that the main factors of its modernization are the social and economic factors.

The course of solving the problem in modernization of professional training of specialists can be found in the normative legal documents. In the national legislation for professional training of specialists there are demands and conditions for high quality educational services which satisfy students' needs. The quality of professional training of specialists in Ukraine has two aspects: correspondence to educational standards and demands of consumers of educational service.

Conclusions. The modernization of professional training, directed on increasing the competition of the national economy, demands providing the coordination of activity of the bodies of executive authorizes, public and scientific institutions, which is impossible within separate programme of the national economy or regions as well as methods of territorial or branch management.

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ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА ЭКОНОМИСТОВ: ПУТИ РЕАЛИЗАЦИИ

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В статье рассматривается профессиональная подготовка будущих экономистов в контексте интеграции Украины в европейское образовательное пространство. Определяя тенденции профессиональной подготовки будущих экономистов, в статье определены пути ее реализации с учетом социально-

экономических факторов развития профессиональной подготовки специалистов. На основе анализа опыта стран Европейского Союза определены пути модернизации отечественной системы профессиональной подготовки будущих экономистов.

Ключевые слова: профессиональная подготовка специалистов, модернизация профессиональной подготовки специалистов, междисциплинарный подход, качество образования, национальная инновационная система образования.

ПРОФЕСІЙНА ПІДГОТОВКА ЕКОНОМІСТІВ: НАПРЯМИ РЕАЛІЗАЦІЇ

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У статті розглядається професійна підготовка майбутніх економістів у контексті інтеграції України в європейський освітній простір. Визначено основні напрями модернізації професійної підготовки майбутніх економістів: фундаменталізація, диверсифікація, децентралізація, відкритий інноваційний характер освіти, інформатизація, соціальне партнерство та інше. Виокремлено основні фактори, які впливають на модернізацію професійної підготовки фахівців економічного профілю: загальнопланетарний глобалізм освіти, що охоплює як країни ЄС, так і Україну; гуманізація і демократизація професійної підготовки фахівців, які є водночас і провідними тенденціями її реформування та розвитку; культурословесна соціологізація та екологізація змісту професійної підготовки фахівців; міждисциплінарна інтеграція в професійній підготовці фахівців, яка водночас стає і тенденцією її реформування; орієнтація професійної підготовки фахівців на безперервність, тобто забезпечення можливості навчатись протягом усього життя людини як суб'єкта професійного буття.

Визначаючи тенденції професійної підготовки фахівців економічного профілю, у статті окреслено напрями її реалізації з урахуванням соціально-економічних факторів розвитку професійної підготовки фахівців. Аналіз професійної підготовки фахівців в країнах Європейського Союзу дає можливість визначити основні напрями її реалізації, які безпосередньо впливають на професійну підготовку майбутніх економістів.

Ключові слова: професійна підготовка фахівців, модернізація професійної підготовки фахівців, якість освіти, міждисциплінарний підхід, національна інноваційна система освіти, тенденції професійної підготовки фахівців.

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