

ENTREPRENEURSHIP EDUCATION OF FUTURE ECONOMISTS IN THE PROCESS OF PREPARATION

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ABSTRACT

Systematic analysis of the state of research of the problem by scientific and methodological literature, legal framework, dissertation studies gave reason to recognize one of the priorities of modern economic education the need to prepare a competitive specialist, ready for the implementation of their professional functions and constant professional self-improvement. Contradictions of the modern organization of the educational process and market needs can be resolved by strengthening the practical training of future economists on the basis of a competent approach. The model of entrepreneurship education for the formation of the professional competence of future economists in the process of practical training, based on the principles of systematic and consistent, competence, difficulty, practical orientation, professional self-development and individualization, provides for the use of competent, systematic and practice-oriented approaches. The model is focused on the training of future economists through a system of four consistent practices.

Keywords: Competence, Entrepreneurship Education, Practical Training, Curricula.

JEL Classifications: I2, F6.

INTRODUCTION

The current economic situation in Ukraine is dynamic, uncertain, diverse, and necessitated the existence of results in economic enterprises that have satisfied modern market jobs. Therefore, it depends on the level of professional competence of the economist the optimality of the decisions made, the timing of implementation of current economic programs and plans and, accordingly, the effectiveness of economic activity. The results of our study show that, in order to improve the practical training of students, most educational institutions introduce into the curricula the so-called educational practices, which are the first and important stage of entering students into professional activity in higher education. During these practices, students develop an active attitude towards acquiring a high level of scientific and professional knowledge, skills and skills needed by future specialists for practical economic activity. The results of our study also found that higher education institutions, to improve the practical training

of their students, introduce into the curriculum and other types of practices, for example, a study, which includes a number of trips to the enterprise to study the features of practical activities, functions of those or other professionals in the economic profile. Practices such as computer or computer technology are also being implemented.

These types of practices are an important component of the training of highly qualified specialists, because economic activity is impossible without the use of modern information and communication technologies and specialized software.

REVIEW OF PREVIOUS STUDIES

According to experts, teachers and scientists, the level of training is not fully meeting the needs of the labor market (Drobyazko et al., 2019). Because, backed by practice have value.

The results of the analysis of the problem of training of future economists revealed the contradictions between:

Need to improve the quality of training of competitive professionals to ensure the labor market and the lack of professional graduates of economic higher education (Marques et al., 2018).

The urgent need to strengthen the role of practical training in shaping the professional competence of future economists and the lack of scientific development and unsatisfactory scientific and methodological support for the effective implementation of such activities (Tetiana et al., 2019, Hilorme et al., 2019b).

Unfortunately, it should be noted that the ways and directions of improving the practice of students of economic specialties, compared to others, are still insufficiently developed. One of the seminal works on organizational aspects of the practice, including students of economics, was the work of Elorinne et al. (2017), which detailed the essence and methodology of industrial practices, guidance and control students' learning skills. Rubinstein (2017), studying modern problems of vocational training of students of economic specialties concludes that the traditional organization of practice has proved ineffective, has come into conflict with new conditions and requirements to the results of educational activity, therefore requires updating and thorough research of ways to achieve its effectiveness.

Makedon et al. (2019) examining the peculiarities of the future economists' training process determines that the theoretical knowledge offered to students should be validated and assimilated through practical testing in enterprises and institutions. The specialist must be knowledgeable and mobile, able to respond quickly to any changes in the field of professional activity.

However, the accents of training specialists have shifted towards mastering their practical skills, maximizing the adaptation of skills to the existing conditions of future professional activity (Tarman & Chigisheva, 2017).

The basis of such approaches is simulation, imitation of future professional activity, an attempt to master not only the reproduction of knowledge, but also on the basis of real, albeit game, experimental action.

METHODOLOGY

During the research, a set of interrelated research methods was used:

Systematic and problematic analysis of psychological and pedagogical, scientific and methodological printed and electronic sources, legislative and normative documents in order to determine the state of elaboration of the studied problem;

Classification, comparison, systematization and generalization-to clarify the content of the study, clarify and reveal its basic provisions;

Questionnaire, conversation, testing, questioning, pedagogical observation-to obtain primary empirical material in order to identify the peculiarities of the formation of competencies of future economists in the process of practical training, subject to certain pedagogical conditions.

RESULTS AND DISCUSSIONS

According to the results of our research, in professional programs of specialists in economic fields, we mainly find personal qualities that influence the efficiency of professional functions.

Thus, as a result of the monitoring of economists' profesiograms, Table 1 summarizes those qualities that ensure the economist's successful performance of professional functions and those that impede their performance.

The qualities of an economist, which ensure the success of professional activities	The qualities of an economist, which impede the effectiveness of professional activity
developing concentration and shifting focus (the ability to focus on one subject for an extended period of time and quickly switch from one activity to another	rapid fatigue
high level of memory development	inattention, forgetfulness
high level of mathematical abilities	no mathematical ability
ability to work in times of scarcity of time and information	impulsiveness
the ability to engage in a monotonous activity over a long period of time	negligence
analytical thinking	no analytical skills

Personal qualities are very important in the performance of professional functions, because the wrongly chosen profession, which is not suitable for temperament, human abilities often causes internal dissatisfaction and does not contribute to professional development.

Our survey (oral survey of employers-heads of firms, bank managers, HR departments of large enterprises and statistics of the Employment Center of Ukraine-68 respondents in total) confirms the importance of socio-personal characteristics of applicants for positions of economists, because along with qualification, employers nominate candidates The post of economist has a number of personal and interpersonal requirements.

The most important qualities (named more than 60% of respondents) are:

- Volitional and intellectual personality traits: willingness to take responsibility in making difficult decisions (88%).
- Innovative type of thinking, constant search and development of new opportunities (71%).
- Commitment to the interests of the company (68%).
- Persistence in the implementation of decisions (66%).
- Scrupulousness in calculations (61%).

Important qualities (named more than 50% of respondents) are basic skills and business activity: high level of professionalism and extensive work experience, ability to calculate everything carefully, to weigh, to be able to conduct business negotiations and succeed in their success for the company, willingness to risk within reasonable limits, the ability to stimulate subordinates to more effective activities, the ability to create a climate of mutual trust and support in the team.

Qualities named by less than 40% of respondents: ability to find contacts with officials and controlling structures, willingness to circumvent "*inconvenient*" legal norms, strict adherence to business ethics.

According to our observations, employers are paying a lot of attention to the so-called "*ability to respond quickly*". They want the employee to quickly monitor and adapt to the changes. The specialist should think about the prospect, analyze the trends of the organization, identify priority areas of work, improve the positives and consequences and take measures to eliminate the negative. The employee must be able to properly deal with the problems that arise in the course of professional activity, not to lower his hands for certain mistakes, to analyze them, to answer for them and to solve the problem. This will require strong-willed qualities. Particular requirements include reliability in work and the ability to withstand its routine (typically, these features are inherent in older workers), as well as flexibility and mobility. Of course, these and many other requirements interact in different proportions and depend on the specifics of a particular work activity. The real opportunity to increase the efficiency of employees is related to the improvement of their theoretical training, the development of practical skills and problem analysis situations.

The specificity of the process of restoring the content of practical training is determined not only by the didactic requirements for specialists, but also by the development of industry, social and economic conditions of development of society, which leads to the fact that the life cycle of technologies and products sharply shortens, causing their multiple changes throughout human life. Therefore, focusing on the traditional transfer of professional knowledge and skills, which doubles every 7-10 years, becomes unacceptable. In such circumstances, it is the formation of students' competences necessary for further professional activity that will enable them to remain competitive in the labor market; development of techniques for their implementation for each type of practice aimed at the formation of certain competences.

Therefore, in the near future it is necessary to develop methodological materials based on the analysis of existing types of practical training of students, to determine the organizational and methodological ways of its effective conduct; development of criteria for determining the levels of professional competence; experimental verification of the effectiveness of methodological developments, for which it is necessary to build diagnostic techniques aimed at evaluating the effectiveness of the proposed recommendations.

RECOMMENDATIONS

We are convinced that in forming the professional competence of students-economists, it is necessary to take into account the modern requirements of employers for the qualification and personal qualities of future specialists. Thus, analysis, synthesis and systematization of the above normative documents, theoretical developments and practical researches allows to determine the list of competences that should be formed in future specialists in the specialty of economics:

Personal and social competences mean a system of knowledge about social reality and about oneself, as well as a system of complex social and interaction skills, scenarios of behavior in typical social situations that allow you to quickly and adequately adapt and with knowledge of the case to make decisions in different circumstances.

Instrumental, which include cognitive ability, ability to understand and use ideas; methodological skills, ability to reasonably manage the environment, organize time, develop learning strategies, make decisions and solve problems; technological skills, ability to use technology, computer skills and information management skills; linguistic skills, communication skills.

General scientific competence is the mastery of the basic techniques of cognitive activity.

Professional competences reflect the professional profile of the graduate, identify his professional activity in a specific subject area at the appropriate qualification level, reflect the specifics of the professional part of educational programs and are formed through a complex of professional training disciplines, supplementing, continuing and expanding the existing competences.

CONCLUSIONS

According to the results of our research, we must state that the purposeful development of professional competence through the implementation of the competence approach in the process of vocational training involves:

with certain content and procedural structuring and filling of the content of training to ensure the integrity, in-curricular and cross-curricular integration of scientific knowledge, rational combination of variability and invariance of information, its fundamentality and contextuality;

Selecting and implementing effective forms and methods of organizing students' activities in systematic mastery of social and professional knowledge, their conscious creative application, mastering the skills of professional activity, social behavior, social and professional communication;

With the organization of constructive pedagogical interaction that promotes the development of students' conscious attitude to the content of education, responsible attitude to their activity and behavior, enhancement of their educational activity, etc.

Thus, the formation of the competence of the professional activities of future economists is possible only in the process of their practical training.

So, based on the analysis of a number of factors, we outline the professional competence of the future economist, whose components are grouped into information, analytical and predictive. The formation of the proposed set of competences requires considerable improvement of practical training of students.

Further scientific research should be directed to the creation of educational and methodological complexes of economic disciplines using interactive teaching methods,

expanding the system of students-economists' practices and determining ways to improve the methods of conducting existing practices.

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