

## ECONOMIC AND SOCIAL DEVELOPMENT

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## ABSTRACT

The article examines the development of economic competencies of the students. In the conditions of reforming the economy of Ukraine, the modern paradigm of education involves the training of a highly skilled future economists. The purpose of the article is to show the importance of formation of the students' competencies. On the basis of generalization of literary sources we can determine the structure of professional competence of future specialists of the economic sphere. It has been proved that the purpose of the development of personal competences is to stimulate students' interest in economic disciplines, form the ability to freely use professional economic terminology, promote the abilities of gifted students, involve students in active participation in various conferences, professional contests, etc. Also the article shows the necessity of creation of the pedagogical conditions in which the competences should be formed.

**Keywords:** *economic competencies, pedagogical conditions, future specialists of the economic sphere, professional competence, education.*

## INTRODUCTION

These conditions include:

- 1) the interest of students in professional activities;
- 2) understanding the value of professional terminology in professional activity;
- 3) self-education, the ability to critically evaluate and analyze the results of their work;
- 4) creative approach of students to the acquisition of professional terminology.

As stated in the Concept for the Development of Economic Education in Ukraine, economic education at the present stage of Ukraine's development is determined by the objectives of the transition to a democratic and legal state, a market economy, the need to approach the global trends of economic and social development. The development of education takes place in the context of the overall process of transformation of various aspects of social life, in close connection with the restructuring in other areas, while serving as a source for providing the necessary human resource.

In the conditions of reforming the economy of Ukraine, the modern paradigm of economic education involves the training of a highly skilled future junior specialist, and this process encompasses not only the development of his professional

competence, but also the formation of internal readiness for occupation and his own implementation. Continuity of vocational education as a dynamic system enhances the role of each educational degree, provides general and professional training for further types and levels of vocational education.

### **Main body**

Obtaining an educational qualification level for a junior specialist develops the students understanding and significance of economic theories and practices that influence the quality of the formation of professional skills and play an important role in obtaining a complete higher education in economics.

The Law of Ukraine "On Education" provides for a competent approach in education. At the same time, we believe that in order to improve the quality of the professional training of students of economic specialties, attention should be paid to: self-determination - the ability to develop their positions in life; to form their own world outlook, the ability to set and fulfill their task; self-realization - asserting oneself as a person; development of creative abilities (scientific, artistic, organizational and communicative); self-organization - skills of elementary psychic self-regulation; organization of a mode of life; achievement of the set goal.

The work with students in extra-curricular time, in particular, work in professional profile circles, plays an important role in forming the above-mentioned qualities. Theoretical analysis of the problem of the formation of economic competence directs us to the main concepts of the study: the meaning of "competence" and "professional competence". Thus, the notion of "competence" is considered as a matter in which a person is well-informed, has knowledge and experience.

The notion of "competence" is possession of the necessary competences, which contain a person's personal attitude to the subject of activity; the acquired integral characteristic of the individual, which makes it possible to carry out some activity on the basis of the use of knowledge of educational and life experience in accordance with the acquired value system.

Thus, competence is developed in the process of certain (professional or life) activities. Particular attention deserves the competence gained by students while working in student clubs, sections, projects. Such activity is carried out in the following directions: research involves independent search of literature for a particular speech, report; research of economic phenomena, financial activity of enterprises; working out with scientific articles in economic and periodical professional literature.

By the way, the search direction offers a discussion of specific situations that arise in enterprises, situations that would force students to work on their solution, referring to scientific sources and regulations; the experimental direction suggests to investigate statistical phenomena by the experimental method (to analyze, replace various statistical data). At the same time, the characteristics of professional competence are:

understanding the essence of the tasks performed; knowledge of experience in this field and its use; ability to choose means, for specific circumstances; responsibility for the results achieved.

Also, the ability to recognize own mistakes and to correct the appointment of a junior specialist in economics is determined by the fact that it is a specialist with a high level of professional education, prepared for planned economic, organizational and managerial, financial activities in the field of economics in production, in services, in management, in accordance with professional orientation.

Consequently, the economic competence of specialists in the process of professional training is understood as an integrated professional personality characteristic of a specialist that determines the possession of the necessary competences for the successful pursuit of economic activity or the performance of professional duties provided for primary positions in the field of economics in the production or services in accordance with professional orientation.

The motivational-value component provides the preconditions for the implementation of other structural components, determines the positive attitude to the profession, the level of awareness of the value of knowledge for the development of the personality and serves as the basic characteristic of readiness for professional activity. The latter in turn involves the formation and development of professional qualities of a specialist, among which diligence and systematic work, solidarity, responsibility, discipline, purposefulness, efficiency, business dedication and perseverance, erudition, self-confidence and decision-making, entrepreneurship.

In the structure of economic competence, the cognitive component can be regarded as knowledge of the facts, concepts, principles and theories of economics; accumulation of system professional knowledge, which is the theoretical and methodological basis of effective economic activity of a specialist.

Another element of the structure of economic competence must be an activity component that is characterized by the skill of using the future junior specialists in the economic field of acquired professional knowledge, involves the experience of displaying competence in standard and non-standard situations, that is, the ability to act on the model and experience of creative activity. Each component can affect the development of other components.

### **Conclusion**

The second personality-individual condition requires students to understand the importance of professional terminology in their professional activities. The world-famous fact: we perceive and remember only what we need to perform according to official duties. Teachers of professional economic disciplines confirm the fact that students study in accordance with this principle. But because they can not independently filter and analyze the knowledge that they will need in the future, then

the result is a passive attitude to learning or "learning without interest." To ensure the formation of this condition, the teacher must construct the educational process in such a way that the study of economic terms is accompanied by solid examples and professional situations that require their use.

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