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PROFESSIONAL-ORIENTED TRAINING OF THE WOULD-BE ECONOMISTS

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Abstract

At the turn of the second and third millennia, it becomes more apparent that humanity develops towards expanding the relationship and interdependence of various countries, peoples and their cultures. This process covered various spheres of public life of all countries of the world. Today it is impossible to find ethnic communities that would not have experienced an impact on the part of the cultures of other peoples. This was expressed in the rapid growth of cultural exchanges and direct contacts between state institutions, social groups, social movements and individual individuals of different countries and cultures. Socio-economic changes led to the need to modernize many social institutions, and first of all, education systems, which is directly related to economic processes. A developing society needs modernly educated, moral, enterprising people who can independently make responsible decisions in a selection situation, be mobile, dynamic, constructive specialists, have a developed sense of responsibility for the destiny of the country. Satisfying the needs of society requires a modern specialist of high culture, deep morality, a formed system of values and beliefs, civil position, interest in the results of its labor. In this regard, one of the main tasks, along with the formation of a harmoniously developed personality, is the task of forming a professionally competent specialist.

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1. Introduction

The cross-cultural trends of modern social thought are presented in educational documents, which consider the specialist as a person, not only demonstrating specific competencies and knowledge, but also able to cooperation and effective multicultural interaction with representatives of different cultures, orientated in a system of important human values. There is no doubt that the modern higher school, whose main reference points are democratization and humanization, makes a significant emphasis in favour of intercultural training of modern students, the preparation of an individual for intercultural interaction, which determines its ability for constructive cooperation with representatives of different cultures, seems especially relevant for a citizen of a multinational state (Lebedev, 2006).

2. Problem Statement

In the competitive world, there is no doubt of the necessity of new teaching ways and methods. The new media allow the teacher to deliver content of modern educational programmes simultaneously to different categories of students. The students can have different levels of knowledge, different kinds of sensibility and sometimes different plans towards the future job, so that's why the number of underperforming students is dramatically low. When teachers motivate the students to study, it makes learning more effective. The educational process raises to the proper level, and, accordingly, increases the rating of the university.

3. Research Questions

- To develop different Internet educational platforms;
- To analyze electronic university libraries;
- To prove interactive courses for different levels of students.

4. Purpose of the Study

When teaching a foreign language to students of economics' faculties and institutes, it is better to organize the educational process with the use of digital courses at any time, in any place and on every digital gadget.

It should be possible for the would-be economists to study language on their own and with the support of the lecturer. This process can also be organized off-line, when the teaching information is saved on a local computer disk or simply printed on paper, which makes the educational process effective and comfortable for perception.

5. Research Methods

Our study will be conducted using a set of theoretical and empirical methods (Bim-Bad, 2002).

Theoretical methods: a) analysis of normative documents on education used to justify the relevance of the problem and identify the legal possibilities for its solution; b) historical-pedagogical

analysis is used to build a historiography of the research problem; c) theoretical and methodological analysis allows us to formulate the original position of the research; d) conceptual and terminological analysis is aimed at description of the conceptual field problems; d) system analysis provides the basis for holistic treatment of the problem.

Empirical methods: a) research and generalization of effective experience and mass practice of training future specialists; b) ascertaining experiment to assess the level of readiness of future specialists to intercultural interaction; c) forming an experiment on the practical implementation of the system of training future specialists to intercultural interaction and the proposed pedagogical conditions of its effective functioning; d) observation, questioning, testing, ranking, examination, interview; e) mathematical methods of processing and evaluation of information data and verification of hypotheses (Benedict, 1928; Great Soviet Encyclopedia, 2012).

6. Findings

The classical forms of presentation of the learned educational material are (Kodzhaspirova, 2005; Yakovlev, 2006):

- traditional class (can be organized in oral or written form, highlighting all other teaching ways, when the students demonstrate their knowledge, the lecturer evaluates and analyses the quality of skills and knowledge in form of discussing the mistakes. The lecturers can also suggest some students to correct their mistakes, checking knowledge of other students immediately. This method saves time, pointing up best and weak students, develops foreign language skills);
- in collaboration (the best way for students in academic groups to demonstrate their knowledge; the lecturer can always see how students are grouped and communicate with each other, how they prefer to work – alone or together with the classmates; usually in collaboration the students with insufficient training level better learn the teaching material, improve their knowledge by helping their classmates);
- creating videos (Internet communications via video allow to discuss and prepare different kinds of projects or homework, providing sample opportunities and positive results, attracting the attention of applicants and popularizing the university at various levels);
- digital sources (“cloud drives”, YouTube, instant messengers, social networks, which give the possibility of organizing training sessions in an electronic environment; it’s the best way for introvert students, who prefer to work alone and for people with limited mobility; for full-time students electronic resources help successfully complete the course, reducing the number of weak students, because it can be used anywhere – at home, in public places and directly at the university).

Today the educational process can be organized in almost any modern virtual environment. Social networking sites are free, easy to view, have versions for various devices and provide various useful features. Students can organize the interface, notifications, ways of storing and transmitting information, which they do daily. Online you can present both written work and oral answers recorded on a video camera, organize the stored material, to provide a quick search by sorting by name, or date of loading.

Modern systems do not lose data, because they have the functions of their recovery, are protected from computer viruses. All student work is systematized and ready for presentation at any time.

Modern educational standards, determined on the basis of the "State program of the Russian Federation" development of education for 2013-2020 (Federal Law: Ministry of Education and Science, 2019; RF Ministry of Education and Science, 2019) and built on the basis of the methodology of the competence approach, contain invariant values that should be formed in future professionals in the process of studying at the University. As our analysis shows, we can distinguish the following axiological competence, one way or another presented in the state regulations of higher professional education:

1) value competencies (possession of a culture of thinking, the ability to understand and analyze philosophical, socially and personally significant philosophical problems; understanding the value of culture, science, production, rational consumption; awareness of the social significance of one's future profession; high motivation to carry out professional activities);

2) cognitive competencies (the ability to cognitive activity; awareness of the need, need and ability to self-development, improve their skills and mastery; the ability to critically evaluate their strengths and weaknesses, to outline ways and choose means of developing strengths and eliminating shortcomings; awareness of the social significance of their future profession; the presence of high motivation to carry out professional activities; knowledge of one of the foreign languages at a level not lower than spoken);

3) social competencies (willingness to cooperate; communication skills, tolerance; willingness to cooperate with colleagues, to work in a team; the ability to find organizational and managerial decisions and the willingness to take responsibility for them);

4) organizational and managerial competencies (the ability to use organizational and managerial skills in professional and social activities).

Professional competence is a comprehensive personality profile and is considered by us as the ability to actualize the accumulated knowledge and skills and use them in the process of implementing their professional functions. It manifests itself and is acquired in activity and is an integral characteristic of a professional as a subject of activity; formed in the process of training; and also represents a systemic manifestation of knowledge, skills, experience that can successfully solve professional problems that make up the essence of professional activity (Ananyev, 1974; Sorokin, 1992).

7. Conclusion

We believe that the professional-oriented training allows satisfying the interests of the would-be economists in self-realization and self-development in professional activities not only by increasing knowledge, skills, authority, but also by forming values and norms of behavior in the professional sphere in which he will be work after graduation.

Their professional life and the quality of their professional work depend to a large extent on how professional competence is formed among the would-be specialists in economics. The development of professional-oriented competence of the student's personality implies qualitative changes in the value attitude to educational activities, to oneself (the formation of the image of I), to future professional activities (designing the image of future activities).

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