

**PECULIARITIES OF PROFESSIONAL TRAINING OF FUTURE
ECONOMIC PROFESSIONALS IN HIGHER EDUCATION
INSTITUTIONS**

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Training of the future economist is carried out in accordance with the educational qualification characteristic (hereinafter – EQC), where the aim of higher economic education and vocational training is reflected in the form of a system of skills to solve certain tasks of activity. EQC reflects the social contract for a specialist working in the fields of work and vocational training, taking into account the analysis of professional activity. EQC, in accordance with the standard tasks defined by the field of activity and production functions, which should be fulfilled in a primary position by a specialist of a certain educational qualification level, regulates the ability of vocational education. EQC defines the competencies that form a specialist qualification. EQC is transformed into a specialist training model in the form of an educational and professional training program (EPP). The last document outlines the requirements for the content of student learning and the standard term of study according to a certain level of professional activity. EQC and EPP in the higher education system of Ukraine are components of the state-higher education.

The analysis of EQC by future specialists in the economic profile made it possible to find out the basic requirements for their competences, which are reflected in the list of professional functions, tasks and abilities for social activity. According to the primary positions that can be held by an economist, he must be prepared to perform the following functions:

- ability to solve such tasks as complex economic analysis of the activity of the enterprise and its divisions, analysis of resources, processes and results of the activity of the enterprise, diagnostics of the competitive environment, etc.;
- planning (preparation of data and development of separate sections of plans of production and economic activity (business plans) of the enterprise, feasibility study of development of new types of products, new technology, progressive technology, etc.);
- organizational and methodological (organization of introduction and improvement of internal economic calculation at the enterprise, and other tasks);
- control (control over the correctness of calculations of economic efficiency of introduction of new technology, scientific organization of labor, rationalization proposals and inventions carried out in the subdivisions of the enterprise);
- accounting and statistical (preparation of periodic statistical reports, accounting of implementation of production plans);
- information (provision of own information needs, preparation of information at the request of management).

Practice shows that the disadvantages inherent in the modern process of training economists at universities are reflected in the fact that most graduates in terms of vocational training do not meet the requirements of employers. This conclusion is repeatedly confirmed by the results of surveys of the managers of enterprises and personnel services. For the same reason, graduates themselves often refuse to find employment in their specialty.

The modern labor market is characterized by mobility, flexibility, dynamics and innovative changes. The demands of employers are changing as a result of this. Nowadays, employers have the following requirements for the training of young economists:

- high professionalism and skills of work with a large amount of information;
- high stress resistance, readiness for effective behavior in crisis situations;
- readiness for continuous self-education and self-improvement, improvement of

professionalism;

- business communication skills, ability to work in a team, adherence to corporate ethics;
- ability to make informed and responsible decisions, including - in non-standard situations;
- skills of performing discipline;
- the ability to think and think critically;
- capacity for independence and self-management of activity;
- professional competence enhancement;
- training of the specialist in such a way that on the basis of the received education he would be able to acquire a new specialization or even a new specialty if necessary;
- deep theoretical background;
- communication skills;
- ability to respond quickly,
- the ability to think for the future;
- organization;
- labor discipline [1].

Due to the fact that the dependence of higher education on the socio-economic status of society causes it to quickly follow demand, in addition to training, invariant characteristics that are indicators of his professional competence should be included in the qualification of a specialist. These characteristics include independence of action, creativity in any business, a willingness to constantly learning and updating their knowledge, flexibility of mind, ability to adapt to change, to bring the achievements of science and practice into professional activity. That is, the future specialist in the economic profile should have good adaptive abilities, which in modern conditions are even more important than professional competence. The preparation of a future specialist in the economic profile involves the formation and development of

diverse professional skills that form a complex system. Thus, the activity of the economist requires him not only professional skills, but also a broad general education, because it is associated with intensive oral and written communication, provides broad speech practice, requires accurate expression of concepts and categories in different areas of professional activity.

As stated in the recommendations of the Council of Europe Committee on Education, a university graduate should be able to express themselves quickly and freely without noticeable complications associated with finding a means of expression in the process of achieving their social, academic and professional goals [2].

Thus, reforming Ukrainian higher education in the context of the Bologna Process necessitates the improvement and improvement of the quality of language education, since without the student's knowledge of at least one foreign language, it is impossible to ensure compliance with the basic provisions of the Bologna Declaration: adaptation to European norms and standards educational space, mobility, and professional competition will only take place if the graduates of foreign language universities and the developed skills of communicative behavior in answering in some situations of academic, professional and everyday communication.

The presented material makes it possible to conclude that the modern labor market, characterized by mobility, flexibility, dynamics and innovative changes, imposes new requirements for preparation future professionals, in particular future economists.

References:

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