

development of creative potential are some of the defining functions of socio-humanitarian disciplines.

Thus, socio-humanitarian disciplines play a significant role in the formation of worldview and active social position of a student who is a future employee and entrepreneur. Socio-humanitarian sciences provide a deep vision of the individual existing professional problems, the formation of critical thinking. They allow you to adapt to social processes effectively, build intercultural communications and solve complex problems in the context of the dynamics of modern society.

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DEVELOPMENT OF PROFESSIONAL COMPETENCIES IN THE PREPARATION OF ECONOMIC SPECIALISTS FOR THE ADAPTATION OF A YOUNG SPECIALIST IN THE LABOR MARKET

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Socio-professional competence of economic specialists is a constituent part of professional culture, which determines the social orientation of an individual in the field of professional activity and reflects all its components: a set of knowledge and skills that are embodied in professional actions. Social and professional competencies include such competencies as: formed professional position, personal and professional self-esteem, creative attitude to activities. Competencies, being more behavioral characteristics than personality and intelligence, can be formed through learning and development.

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In 1959 R. White first introduced the term "competence" to describe the individual abilities of a graduate, which are closely related to the quality of performance based on the knowledge acquired during training. Today, there are several approaches to the interpretation of the concept of competence. The American approach to the interpretation of the quality of results of training focuses on the "behavioral approach", thereby emphasizing the practical orientation of the educational process. Among the European countries, the most interesting is the German approach to the formation of professional competencies. The German education system has adopted an approach that was initially focused on developing students' competence to act. At the same time, the education system is focused on the curriculum of the vocational training system. A set of competencies that are specific to each subject is placed at the beginning of each study plan. It mainly determines the priority areas of study, as well as the knowledge, skills and abilities planned to be learned. The standard typology of competencies is determined by the future professional activity of graduates of educational establishments and includes subject, personal and social competencies [1].

Today, in a rapidly developing market economy, the training of competent economic specialists is one of the core tasks for the education system. The economist profession is in demand in many areas of human life, but the level of competition in this industry is growing exponentially. This is due to the fact that the prestige of this profession and high wages attract more and more people to work in this field. Every year universities train hundreds of thousands of specialists in this field worldwide. In the EU countries the share of graduates of the economic profile is 30-35%, making the competition among specialists of the economic profile in the labor market quite high. In this regard, the advantage of employment is given to those specialists who have a sufficient level of competence to start working.

The main goal of the educational institution is to train highly professional specialists who will be in demand on the labor market. However, not all graduates are able to compete in the labor market, even with a high level of theoretical training, due to the fact that there are differences in the requirements of the educational system and the employer. Moreover, each country has its own differences to the requirements for professional competencies. There are new

requirements from employers to specialists. For example, knowledge of a foreign language. Employers also take into account the personal qualities of a specialist, such as the ability to quickly concentrate in any situation, communication skills, the ability to learn.

In order to be able to adapt to new conditions and requirements in the labor market, a future specialist must have a certain set of competencies. Professional competencies will help them realize personal and professional qualities that will meet the situation on the labor market. Therefore, after graduating from a higher educational institution graduates of domestic universities of economic profile should have the following professional competencies: settlement and economic activities; ability to collect and analyze the initial data necessary for calculating economic indicators; ability to calculate economic indicators; the ability to perform calculations necessary for the preparation of economic sections of plans, justify them and present the results of work in accordance with the standards accepted in the organization; ability to choose tools for processing economic data in accordance with the task, analyze the results of calculations and justify the conclusions; ability to analyze and interpret data from domestic and foreign statistics on socio-economic processes and phenomena, to identify trends in socio-economic indicators; ability to use modern technical means and information technologies for solving analytical and research tasks; organizational and managerial activities; the ability to critically evaluate the proposed options for management decisions and develop and justify proposals for their improvement, taking into account the criteria of socio-economic efficiency, risks and possible socio-economic consequences; pedagogical activity.

In order to form a set of necessary professional competencies for a student during the educational process, it is necessary to go through several stages of training, such as: special education in the form of knowledge received by students directly; professional skills acquired by performing project tasks in the process of solving the tasks set during training; work experience – obtained partially in the learning process, through participation in various projects and research; regular professional development, due to the requirements for specialists [2].

Thus, the article deals with the problems of training economic specialists related to the adaptation of a young specialist in the labor market in changing conditions, and also offers solutions to this

problem in the form of forming a set of professional competencies that would implement the necessary personal and professional qualities of a future specialist.

Literature.

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THE PROBLEM OF TRAINING SPECIALISTS IN THE FIELD OF CSR

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The national economy of the Republic of Belarus in the process of transition to a market economy needs professional and qualified personnel.

The concept of corporate social responsibility plays a special role in the development of new methods of training qualified personnel.

The practice of corporate social responsibility is becoming more and more popular in Belarus [1]. Belarusian companies implement their social responsibility in various forms, but they are not always aware of its multifaceted and complex nature. In all countries, CSR theories and practices are influenced by national culture [2].

In the field of personnel training, corporate social responsibility is a system of voluntary obligations that a company undertakes in the course of its relations with society.

Awareness of the objective conditionality of the process of increasing social responsibility of companies and, as a result, the inevitable revision of the fundamental principles of business and management emphasizes the importance of bringing the ideas and principles of CSR to the widest audience. This is especially important for students who are studying in the areas of «Management» and