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APPLIED ASPECTS OF TRAINING OF ECONOMIC SPECIALISTS IN MODERN CONDITIONS


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Summary. *The article examines the basic aspects of professional training of economic specialists in higher education institutions. The problems of professional training of economic specialists in modern conditions are considered. The state of the Ukrainian labor market is analyzed. The conceptual approaches in the process of professional training of economic specialists are determined. The characterization of practical aspects of professional training of specialists is reflected, considering international experience in the formation of the educational process. The main directions and measures of the process of modernization of professional training of economic specialists in higher education institutions are determined.*

Keywords: *economic specialists, professional competencies, modernization of professional training, stakeholders, educational process.*

Statement of the problem. The current conditions of functioning of the economic sector are characterized by the processes of globalization and internationalization of the economy, the emergence of new markets, the growth of labor migration, that is, the reorientation of the economy in terms of human



development in the form of professional competencies towards the acquisition of modern knowledge, intellectual abilities and practical skills. In a modern market economy, higher economic education is becoming increasingly important, since the transformation of sustainable economic relations is the basis for socio-economic transformations in the field of training specialists of a new formation, which determines the relevance of our study in the current conditions. Moreover, the Ukrainian labor market, as an element of the economic system, shapes the latest development of society in the economic sphere and requires appropriate competitive competencies in the training of specialists, considering international experience. The analysis of international experience in training economic specialists will help to modernize the process of training Ukrainian specialists in accordance with European standards of professional training, will enhance educational mobility, ensure openness and accessibility of education in higher education institutions, accelerate the integration of research programs, etc.

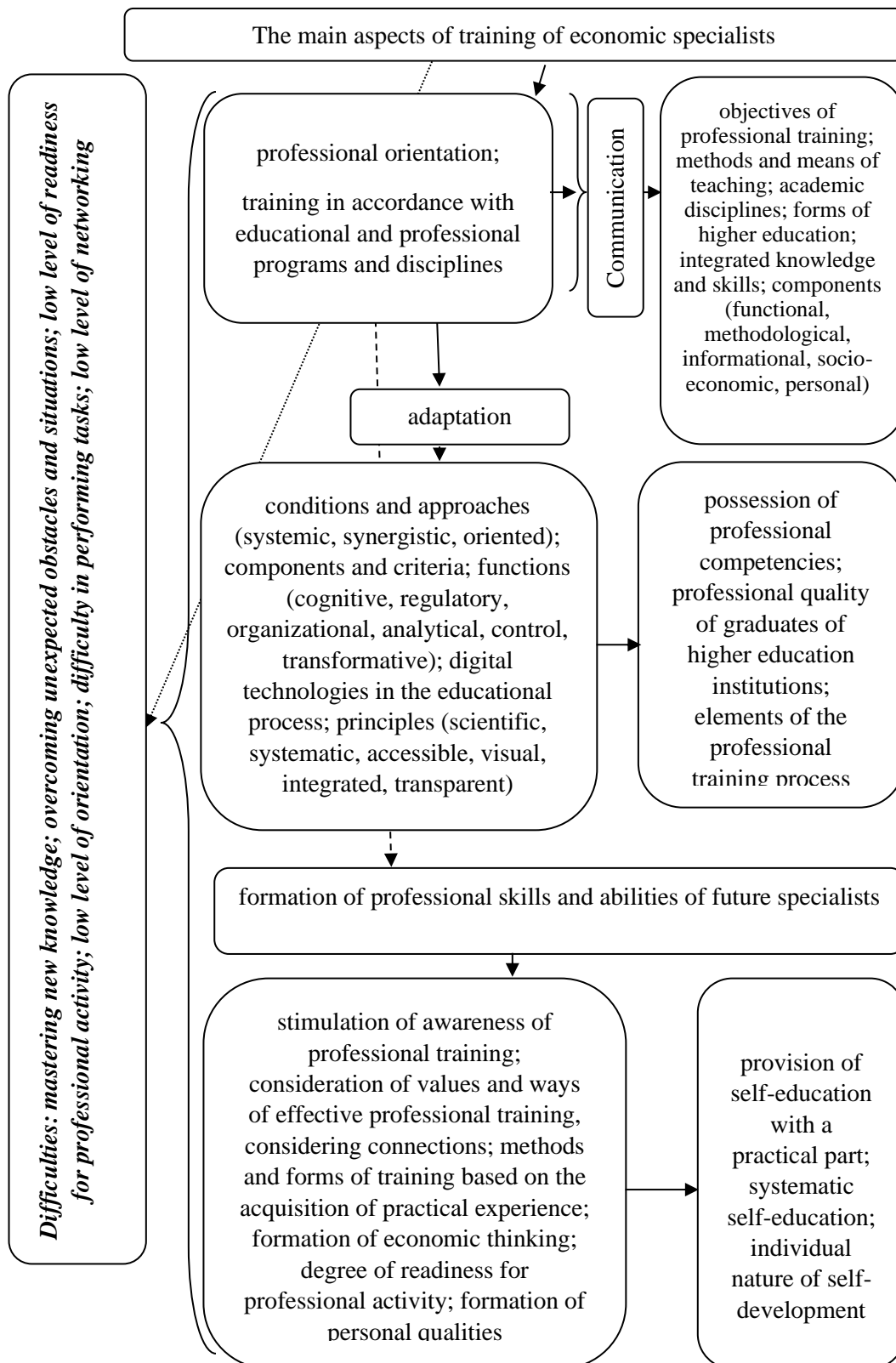
Analysis of research and publications. The following prominent scholars have dealt with the issues of the educational process: P. Dmytrenko, S. Rybkina [1], M. Kravchenko, A. Kuzminskyi, O. Kuchai, S. Popova, and others. Research on the professional development and training of specialists in the field is covered in the works of domestic and foreign scholars, in particular: O. Bida, Y. Pasichnyk, T. Kuchai, V. Tymchak [2]. The work of S. Arkhipova and O. Leshchynskyi reveals the theoretical and applied problems of continuous professional training in the context of the formation of a common European educational space [3]. According to T. Plachinda, the use of digital technologies is essential for the professional training of higher education specialists in distance learning [4]. However, the issue of effective training of specialists in the economic field, considering current conditions based on international experience, requires further development and description of scientific observations.

Purpose of the study. The purpose of the study is to consider the theoretical and practical aspects of training of economic specialists in Ukrainian higher education institutions at the present stage, considering international experience.

Summary of the main material. In modern conditions, the contradiction between the content of education and the needs of the economy, the level of professionalism of education and the possibility of employment of future specialists is becoming increasingly apparent. After all, modern higher education involves ensuring the formation of effective competencies and intellectual potential of specialists through practical and professional training of specialists who have creative initiative, independence, competitiveness, academic mobility and are able to determine the level of scientific, technical, socio-economic process. Moreover, the professional training of economic specialists should be based on the relationship between the educational process and the process of acquiring new knowledge, the formation of professional skills and their compliance with the conditions of the present [1]. Since overcoming difficulties in the training of specialists will allow to quickly and flexibly adaptively acquire professional competencies (Fig. 1).

The current Ukrainian labor market is characterized by an imbalance in the professional training of economic specialists and a low level of demand in the labor market. It should be noted that the reasons for this phenomenon are the lack of close cooperation and interaction between higher education institutions and

stakeholders in shaping the content of the educational process, the inconsistency of professional competencies with market requirements, low motivation of future employees to work due to unfavorable working conditions, etc.



РОЗДІЛ II. ПОВЕДІНКОВА ЕКОНОМІКА

Fig. 1. Main aspects of professional training of specialists in the field of economics
Source: Authors' development based on [2-3].



At the current stage, the labor market in Ukraine has undergone a significant transformation amidst turbulence and uncertainty, responding to new challenges and demands. According to the National Bank of Ukraine, the labor force in the age group from 15 to 70 years old in early 2024 decreased by more than a quarter compared to 2021, due to the conditions of hostilities, demographic losses, structural and territorial changes in the market's labor needs, large-scale population movements, migration, mobilization, etc. Along with the economic recovery, the labor market is gradually recovering. Thus, at the beginning of 2024, the number of jobs offers increased by almost 19 thousand (according to Work.ua), but the number of demands decreased (in June 2024, 47 thousand less than in January), indicating low activity of job seekers and the difficulty of finding highly qualified specialists.

According to a study by the European Business Association, there is a high level of interregional disparity in the labor market in Ukraine, with 74% of stakeholders experiencing a shortage of personnel. Thus, there is an urgent need for effective professional training of specialists, which will help alleviate the shortage of personnel and balance the supply and demand of labor in the Ukrainian labor market.

The concept of researching the professional training of future economic specialists in higher education institutions is based on educational, methodological and practical approaches (Table 1), affects the integrated nature of educational activities and its cognitive aspects based on the interdependent professional and personal competencies of specialists in the process of their training [2-3].

Table 1

Main approaches in the process of professional training of economic specialists

<i>Approach</i>	<i>Characteristics</i>
<i>theoretical-methodological</i>	ensuring the quality of educational tasks, considering an effective algorithm, research projects and programs in terms of substantiating an effective methodology and using methods of comprehensive research; axiological approaches to the process of modernization and development of higher education
<i>synergistic</i>	ensuring the study of complex systems to improve and enhance the quality of training of economic specialists; focus on understanding the principles of interaction of complex systems capable of self-development and self-management, which ensures the integration of ways to increase creative potential in combining individual interests with common economic interests
<i>systemic</i>	ensuring the integrity of the educational process by considering all the factors that affect the quality of education, the process of forming readiness for professional activity, considering the competencies of future specialists based on a system of various connections
<i>holistic-oriented</i>	ensuring the study of processes, phenomena and their properties in various aspects, comprehension of scientific knowledge, comprehensive identification of connections; understanding of systemic objects, the state of the problem in science and the ability to solve it in practice
<i>psychological</i>	providing an understanding of professional training through the application of ways to achieve the peaks of professional skills of an economic specialist, the realization of abilities through the use of mechanisms for the development of socio-professional maturity and the achievement of the highest level of self-education, self-regulation and self-control

Continuation of the table 1

<i>Approach</i>	<i>Characteristics</i>
<i>practical and professional</i>	ensuring understanding of the essence of the problem of professional training of economic specialists determines the awareness, motivation of the educational process, interaction of participants and their cooperation in learning; development of professional abilities and personal qualities; involvement of future specialists in real practical activities to form basic professional competence

Source: developed by the authors on the basis of [3-6].

Thus, based on the above approaches to the study of professional training of economic specialists in their interconnection, we can state that each of these approaches involves the study of effective professional training of economic specialists in higher education institutions, considering the professional development and formation of the specialist's personality.

The process of professional training of future economic specialists in higher education institutions is based on the effective formation of the educational process, ensuring the transformation of educational services that meet the current conditions of the international and domestic space. In our opinion, for effective training of specialists it is necessary to introduce the practical experience of countries with highly competitive educational potential [4].

The introduction of practical experience will create the prerequisites for the development of effective professional competencies in students, the mastery of which will contribute to the formation of a highly qualified specialist who can effectively perform professional functions and compete in the labor market. For example, let's try to analyze the peculiarities of the educational process and its elements in Ukraine and the Czech Republic (Fig. 2), characterized by traditional and innovative methods of forming professional training of economic specialists and the relationship with modern trends in the development of higher education [5-6].

Accordingly, the forms and methods of professional training of economic specialists in higher education institutions are traditionally innovative in nature, which ensure an effective educational process, considering the high level of professionalism of teachers, the level of specialization of professional training in accordance with international conditions and the level of material and technical support of higher education institutions. In addition, it is important to introduce international experience, which necessitates the formation of new educational and professional programs, the introduction of innovative teaching technologies, enhancing self-education and self-development of students based on creative individual scientific thinking, the formation and development of the creative personality of future specialists, and the ability to use the latest knowledge and skills in professional activities. That is why special attention should be paid to the practical training of specialists for the effective formation of professional competitive competencies in accordance with the real conditions of today [6-7].

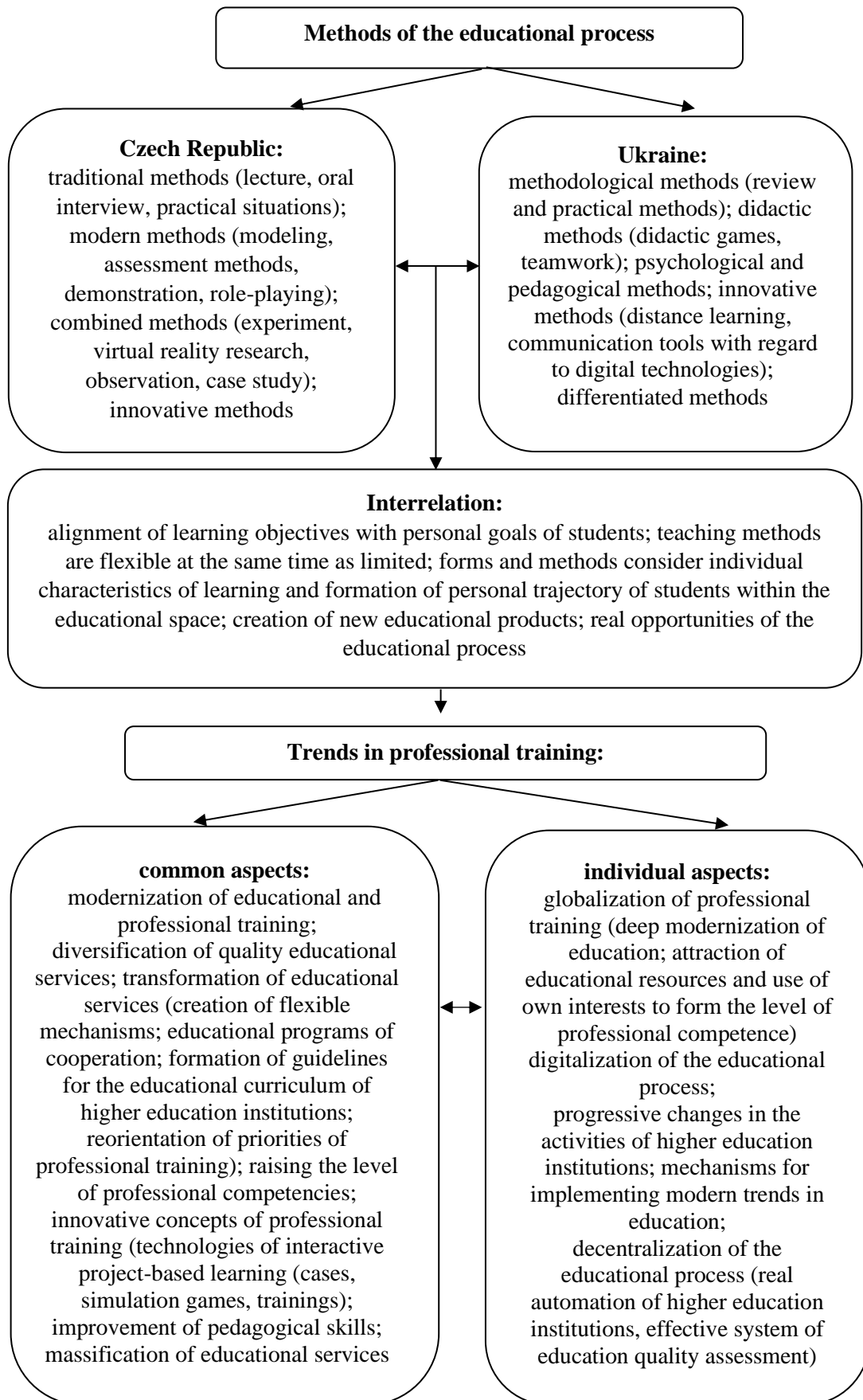


Fig. 2. Comparative characteristics of the main aspects of professional training

The changes taking place in higher education necessitate the search for new methods, approaches and ways of teaching and learning in a variety of modern conditions. In other words, change trends involve the formation of individual development of students with high-quality knowledge in order to effectively generate the skills and abilities of future professionals. After all, traditional methods of teaching students form the ability to solve standard-practical situations and theoretical and methodological support of educational material that meet the general principles, which creates an opportunity to provide the necessary knowledge and skills that need to be modernized [5-7].

The modernization of the process of professional training in the context of the formation of the integration educational space is ensured by high quality of educational services, acquisition of competitive competencies by specialists in accordance with the requirements of the time, improvement of skills and professionalism of the teaching staff of higher education institutions, implementation of international education standards, which are implemented through a number of important areas and activities (Fig. 3).

In turn, the modernization of higher education implies that the participants of the educational process create the prerequisites for self-education and self-development that ensure the realization of goals. However, the traditional methods and means of the educational process are transforming rather slowly, delaying the professional development of participants in the educational process. Thus, it is important to form a new type of thinking of the participants of the educational process and activate it through the use of modern educational experience, considering international rules, norms and common standards of higher education. In addition, modern modernization necessitates overcoming a number of problems, among which the most relevant are: reducing the quality of educational services, overcoming gender inequality, inconsistency of the structure of professional training of specialists with the real needs of the market, limited funding for educational services, lack of motivation, uncertainty about the effectiveness of the acquired education, unequal conditions for obtaining higher education [9].

Thus, the modernization of the system of professional training of economic specialists in modern conditions is possible provided that international experience is introduced on the basis of effective practices of formation and organization of the educational process, taking into account the mastery of theoretical and methodological knowledge and their practical implementation to acquire skills; establishing a close relationship between participants in the educational process; developing the motivation of students and stimulating their research work; finding opportunities for formation and ensuring the development of academic mobility of both students and other participants in the educational process [8-10].

Conclusions. In a market economy, the professional training of economic specialists is of particular importance, since the modernization of economic relations is the basis of socio-economic transformations, which is a prerequisite for a new formation of training. Since the modern Ukrainian labor market is characterized by the problem of imbalance in the professional training of economic specialists and labor market demand, due to the lack of close interaction between stakeholders and higher education institutions, as the market does not receive the necessary highly

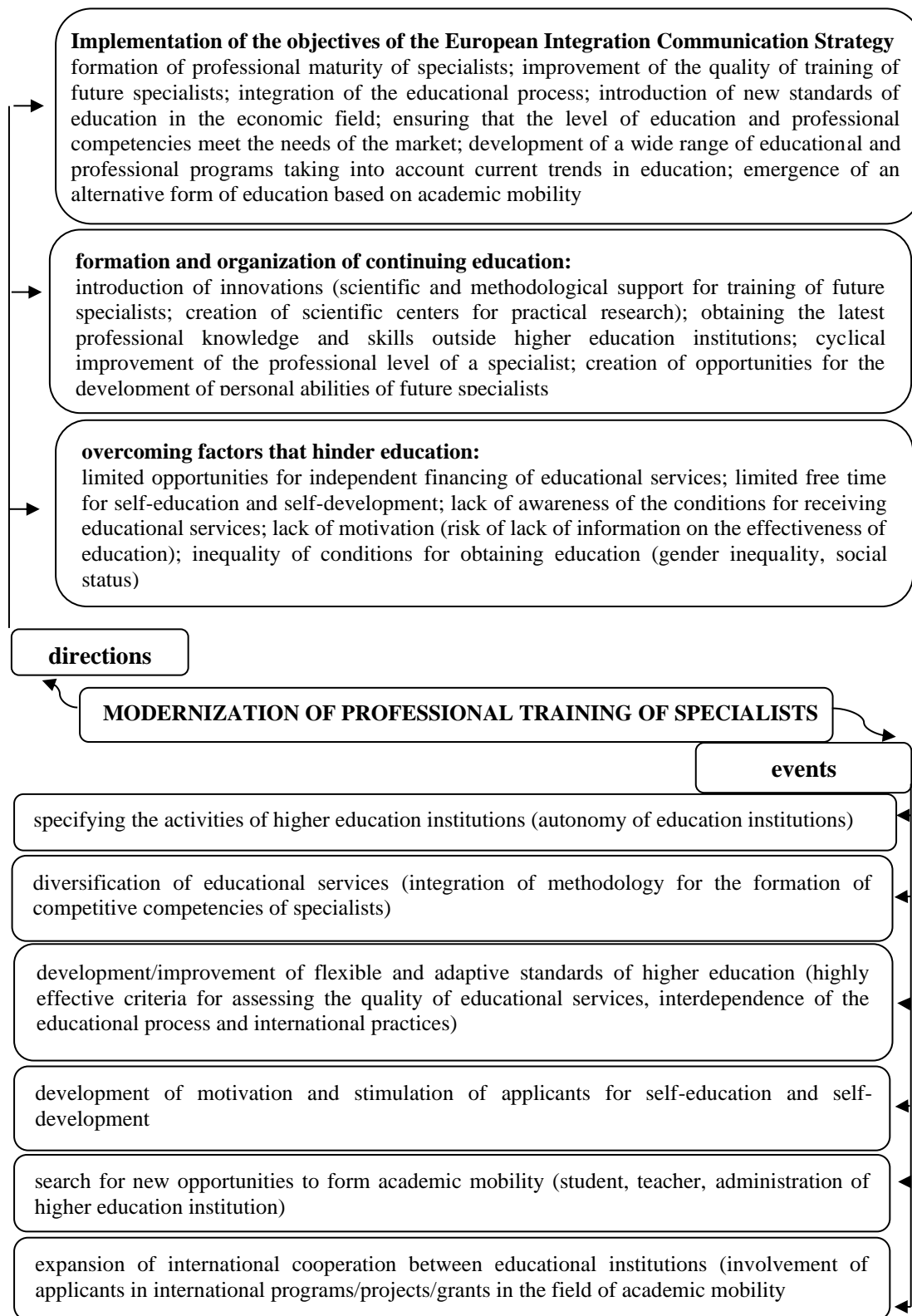


Fig. 3. The main components of the process of modernization of professional training

Source: developed by the authors on the basis of [5-8].

higher education institutions, as the market does not receive the necessary highly qualified specialists or their professional competencies do not meet the

requirements of stakeholders. That is why the effective modernization of higher education in Ukraine in the direction of training competitive economic specialists requires the introduction of international experience based on effective practices, taking into account the implementation of international education standards and the latest methodologies for the educational process, cooperation of higher education institutions with other educational institutions in the integration space, which in turn will allow for more effective training of economic specialists who meet the requirements and needs of the Ukrainian market in modern conditions.

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ПРИКЛАДНІ АСПЕКТИ ПІДГОТОВКИ ФАХІВЦІВ ЕКОНОМІЧНОЇ ГАЛУЗІ В СУЧАСНИХ УМОВАХ

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Анотація. У статті досліджено базові аспекти професійної підготовки фахівців економічної галузі у ЗВО. Розглянута проблематика професійної підготовки фахівців економічної галузі в сучасних умовах. Проаналізовано стан українського ринку праці. Визначено концептуальні підходи у процесі професійної підготовки фахівців економічної галузі. Відображена характеристика практичних аспектів професійної підготовки фахівців з урахуванням міжнародного досвіду формування освітнього процесу. Визначено основні напрямки та заходи процесу модернізації професійної підготовки фахівців економічної галузі у ЗВО.

Ключові слова: фахівці економічної галузі, професійні компетентності, модернізація професійної підготовки, стейкхолдери, освітній процес.