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TRADITIONAL AND INNOVATIVE APPROACHES TO THE PRACTICAL TRAINING OF SPECIALISTS IN ECONOMIC SPECIALTIES

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Summary. *The article defines the importance of implementing innovative approaches to the practical training of applicants. The traditional and innovative approaches used in the practical training of specialists in economic specialties are highlighted. The features of the organization of educational and industrial practice of applicants are considered. The orientation of traditional and innovative approaches to practical training is compared. The characteristics of innovative approaches to practical training of specialists at the present stage are reflected.*

Keywords: *practical training, traditional approaches, innovative approaches, educational practice, industrial practice, professional competencies*

Statement of the problem. At the present stage of digital progress, in the context of new challenges to the functioning of higher education institutions, there is a need for innovative approaches to the practical training of highly qualified and highly competitive specialists in economic specialties. An important role in the educational process is played by an integrated approach to the organization of professional training, an important component of which is the practical training of higher education students. In today's environment, the Ukrainian higher education system needs to introduce market-oriented approaches with higher flexibility and adaptability to international standards of quality of educational services and focus on the needs of the domestic labor market. As a large number of jobs today are in low-productivity industries, there is employment in the informal sector, part-time work and low activity of the population are growing, and there is a problem of

mismatch between the level of education and current market needs. For example, employers are currently most dissatisfied with the insufficient level of professional competencies of young specialists and the lack of practical skills.

Analysis of research and publications. Prominent scientists, primarily O. Vlasjuk [1], O. Denicheva, M. Kravchenko, O. Kuchai, S. Popova, and others, have studied the problems of the educational process in domestic higher education institutions. The analysis of the issues of professional development and training of specialists in the economic sphere is covered in the works of L. Artemenko, O. Dashkovska, V. Pogrebnyak, S. Rybkina. The work of A. Potapova, N. Krasnopolska, Y. Barskyi analyzes methodological approaches to the organization of the educational process in higher education institutions, systematizes the main provisions for defining scientific categories and concepts [2]. According to S. Arkhipova and O. Leshchynskyi, the applied problems of professional training in the context of the formation of educational space are revealed [3]. The research of A. Zavorodna reflects approaches to the professional training of higher education specialists in the context of distance learning through the use of digital technologies [4]. However, the problem of identifying and substantiating innovative approaches to the practical training of applicants in Ukrainian higher education institutions is covered in the studies of modern scholars is rather limited. Therefore, there is a need to comprehend innovative approaches in the context of the quality of practical training of applicants and the acquisition of high-quality competencies, considering the requirements of the modern market.

Purpose of the study. The aim is to analyze traditional and innovative approaches to the organization of practical training of specialists in economic specialties of higher education institutions of Ukraine in modern conditions.

Summary of the main material. The importance of practical training of economic specialists lies in its focus on consolidating the theoretical knowledge gained by students during their studies, acquiring and improving their practical skills and abilities, in other words, the formation of high-quality professional competencies [1]. The acquisition of professional competencies of higher education applicants, which are required in the modern labor market, develop in the process of practical training and can be classified into cognitive (solving practical problems and situations; acquiring communication skills), social and individual (sustainability, mobility, flexibility, adaptability; self-organization, self-education, self-development), specialized (industry knowledge and skills).

In the process of completing various types of practical training, the creative and creative, motivational and leadership potential is revealed and developed, and an individual trajectory of the applicant's personality in professional activities is built. This explains why the practice of applicants in higher education institutions is an indispensable component of their professional training, which is necessary to create competitive in the labor market specialists in the economic sector with a wide range of skills, practical skills, able to work in multicultural environments, at the intersection of different spheres of economic activity, to perform professional activities at a new level [2].

The modern requirements for training a specialist necessary to obtain a relevant educational degree focus the practical training of applicants on complexity, systematicity, consistency, controlling and monitoring of results based on innovative approaches that reveal and develop the potential of the student's personality. The need to introduce innovative forms and methods of organizing practical training of

students in higher education institutions is also due to the forced transition to distance learning (COVID-19, Russia's war against Ukraine). Thus, the non-standard conditions for organizing the educational process in Ukrainian higher education institutions change its traditional format, while transforming the internship of students in accordance with the high requirements of competition in the labor market, in particular for specialists in economic specialties (Fig. 1) [3-4].

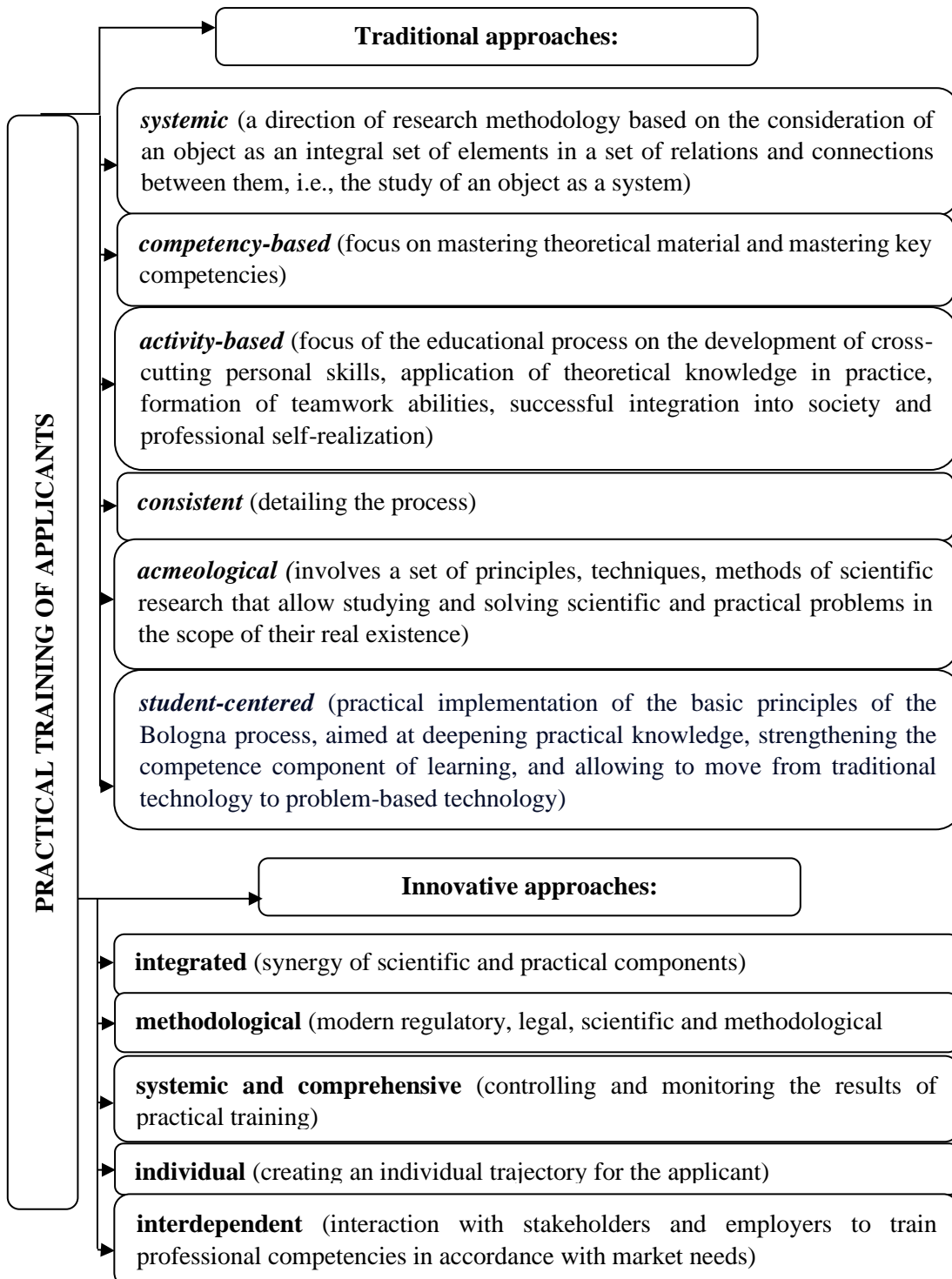


Fig. 1. Characteristics of traditional and innovative approaches to the practical training of applicants

Source: authors' development based on [3-4].

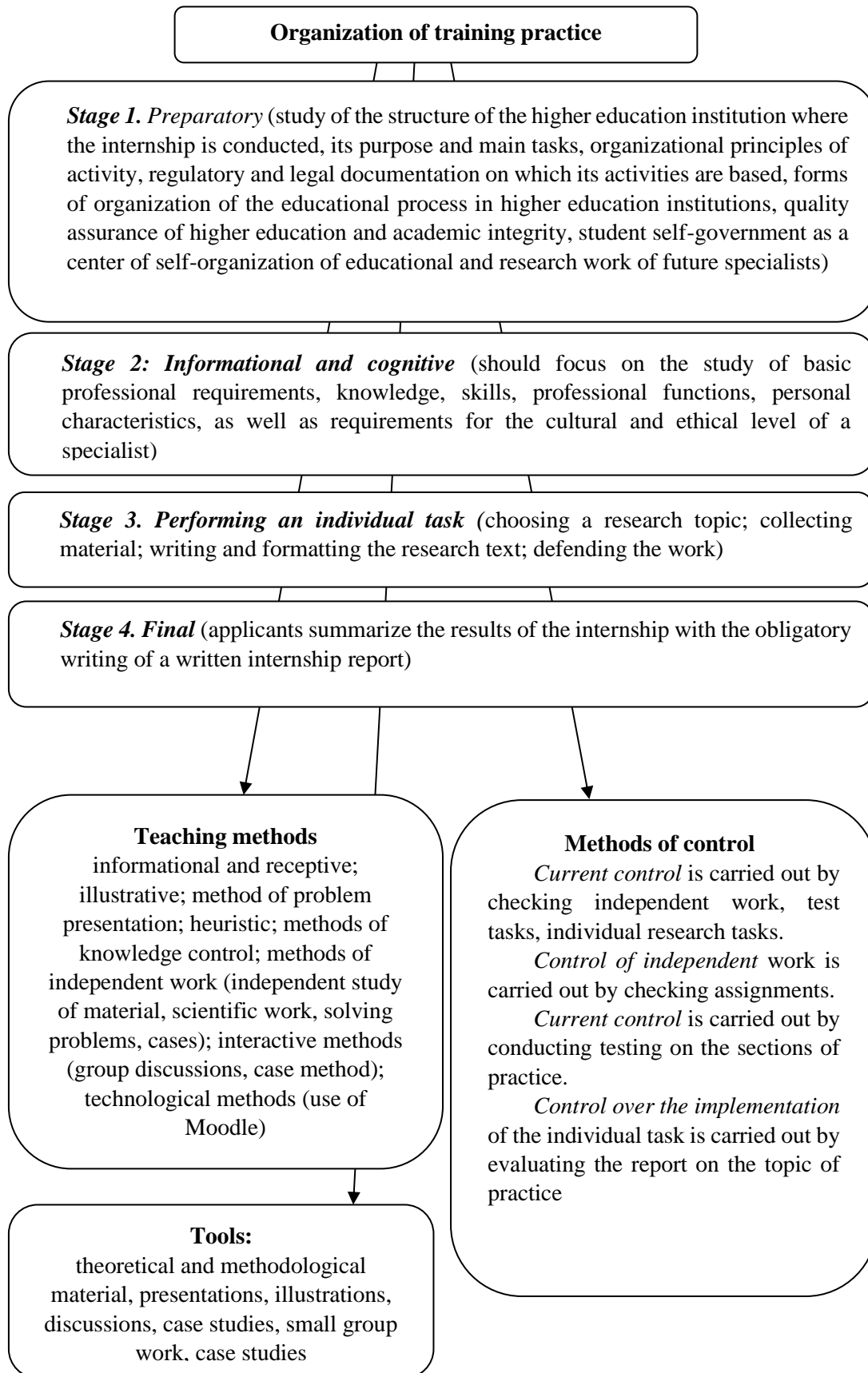


Fig. 2. Peculiarities of the internship for students majoring in 292 «International Economic Relations»

Source: developed by the authors on the basis of [5-6].

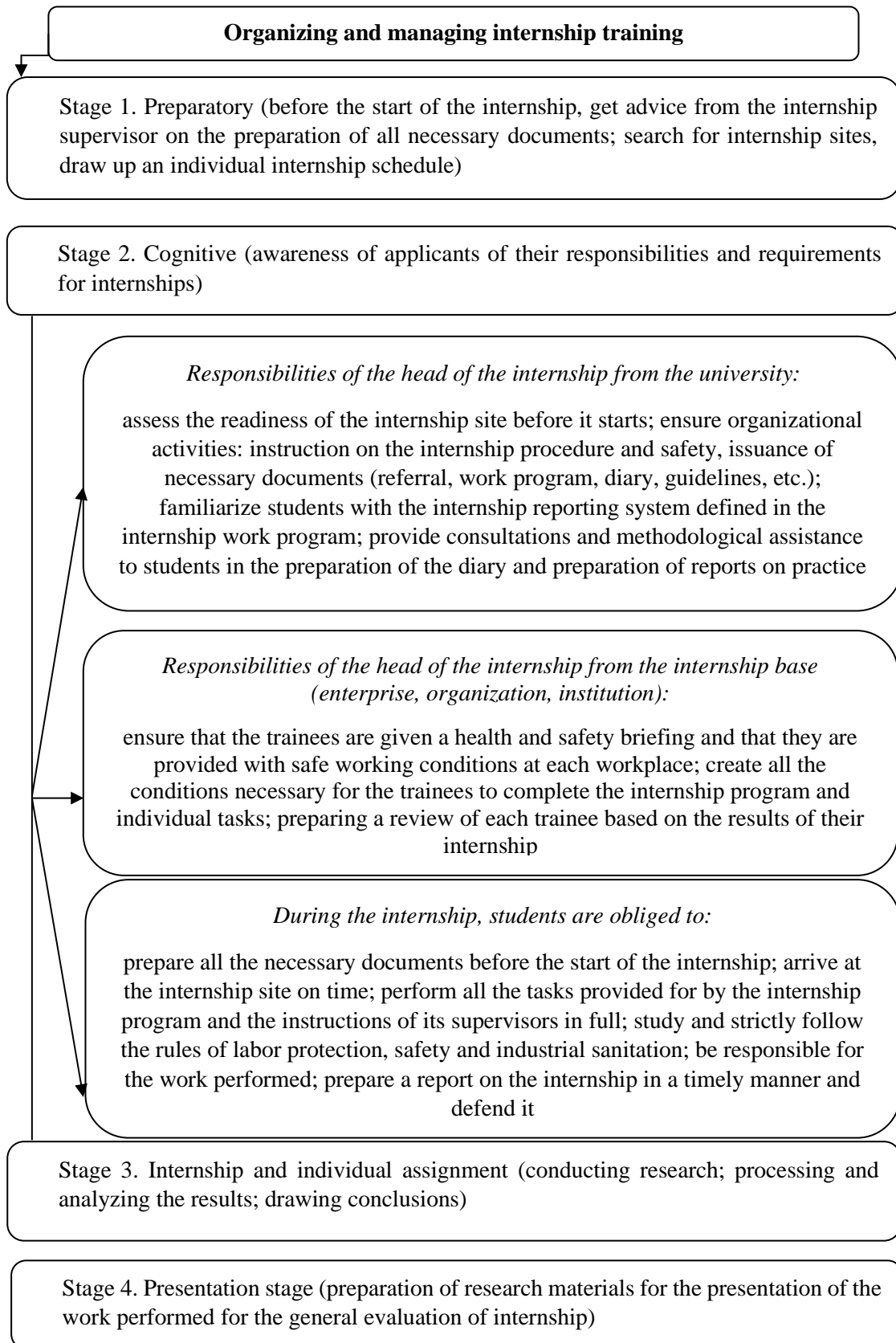


Fig. 3. Features of the organization of internships for students majoring in 051 «Economics»

Source: authors' development based on [5]

The internship and training practice allow the applicant to assess the level of his or her competence and determine the need to adjust it in the course of studying at a higher education institution. The need for this process is explained by the fact that one of the priority requirements of potential employers today is the professional competence of specialists. In our previous works [7,8], our research focused on the main components of the process of modernizing the professional training of specialists at the present stage and the justification of the introduction of a competency-based approach as a combination of educational and industrial practice of students. This allowed this publication to continue further analysis and focus on the peculiarities in the organization of educational and industrial practice of economic specialties. We will use examples to illustrate approaches that allow us to modernize the practical training of university students.

In accordance with the curriculum of the educational and professional program «International Economics», applicants for the first (bachelor's) level of higher education in the specialty 292 International Economic Relations undergo an educational practice, during which applicants develop professional skills and abilities of their future profession on the basis of theoretical knowledge gained in a higher education institution. As a result, they are able to apply them creatively in practical work (Fig. 2) [5-6]. The peculiarity of internships is that they involve the implementation of theoretical and practical components, each of which is reflected in the content of the internship and reporting documents. The head of the department is responsible for the organization, conduct and completion of the internship in general, and the teachers of the department with responsible persons (supervisors) from the internship base are responsible for the guidance of students at the internship sites [5]. In accordance with the curriculum of the educational and professional program «Enterprise Economics», applicants for the first (bachelor's) level of higher education in the specialty 051 Economics undergo an internship at enterprises. The main stages of its completion and the responsibilities of supervisors from the higher education institution, internship site, and applicant are shown in Fig. 3.

Traditional internships are more focused on the form of information transfer and knowledge acquisition, which is checked for correct answers. Innovative approaches, on the contrary, are focused on questioning and searching. Unlike traditional forms, innovative forms fully cover the entire potential of the applicant: the level and scope of his or her competence (social, emotional and intellectual), independence, decision-making ability, interaction, etc.

The advantage of innovative methods over traditional ones is that they are aimed at increasing the activity of applicants, help to overcome emotional and communication barriers, and contribute to the acquisition and formation of not only professional but also certain personal qualities, including composure, concentration, diligence, initiative, collectivism, creativity, communication, etc.

The introduction of innovative approaches to the practical training of specialists in economic specialties can be defined as: *alignment with modern state regulations* (expansion of practice in integrated programs), *training of specialists in a dual form* (combination of theoretical training with the acquisition of practical skills and experience), *modernization of educational programs and improvement of the quality of training of future specialists* (bringing professional competencies closer to



the requirements of the labor market, increasing motivation to study and receive quality educational services), *bringing the professional training of future specialists closer to the real conditions of future activities through the active use of interactive methods and the acquisition of certain experience* (a system of special tasks, models, situations, interaction of participants in the educational process, mastering the norms of industrial relations), *strengthening close cooperation and relationships between higher education institutions and employers, including in the process of internships* (rapid response to changes in the labor market on the basis of partnership; taking into account the requirements of employers regarding the content of training; joint development of education standards, curricula and programs; organization of internships), *intensification of practical training of applicants* (students' mastering the experience of future professional activity, development of professional skills and abilities to make independent decisions during specific work in real conditions, fostering the need to systematically update knowledge, creatively implement them in practical activities), *introduction of various types of internships for applicants* (monitoring the professional growth of a particular future specialist throughout the entire period of study at a higher education institution) [9-10].

Thus, in the current conditions of development of the latter process, the vision of approaches to organizing the continuity of practical practice of specialists in economic specialties is changing, there is a need to ensure the acquisition of high-quality and highly competitive competencies and close interaction of all participants in the educational process in its implementation (higher education institutions (teachers, students, administration) - stakeholders (employers) - society) [10].

Conclusions. Given the above, it can be concluded that practical training of specialists in economic specialties is carried out in order to consolidate and expand the theoretical knowledge gained by applicants in higher education institutions, which allows them to acquire the necessary practical skills to work in their specialty in real conditions, to master advanced methods of organizing production and labor. In addition, practical training contributes to the development of individual work of applicants, since in the process of its completion, applicants learn to independently select and systematize information within the framework of their tasks, apply the acquired knowledge in practice, study the technology and equipment used in a particular task, as well as develop teamwork skills, exercise self-control and strive to improve self-education and self-development. The use of innovative approaches to practical training helps to overcome stereotypes in higher education, develop new approaches to professional situations, develop students' creative abilities, etc. Accordingly, their application in the educational process allows to improve the quality of education and provides benefits for continuous professional development.

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ТРАДИЦІЙНІ ТА ІННОВАЦІЙНІ ПІДХОДИ ДО ПРАКТИЧНОЇ ПІДГОТОВКИ ФАХІВЦІВ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ

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Анотація. У статті визначено важливість провадження інноваційних підходів до практичної підготовки здобувачів. Висвітлено традиційні та інноваційні підходи, які застосовуються при практичній підготовці фахівців економічних спеціальностей. Розглянуті особливості організації навчальної та виробничої практики здобувачів. Порівняно спрямованість традиційного та інноваційного підходів до практичної підготовки. Відображена характеристика інноваційних підходів до практичної підготовки фахівців на сучасному етапі.

Ключові слова: практична підготовка, традиційні підходи, інноваційні підходи, навчальна практика, виробнича практика, професійні компетентності