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# FORMATION OF STUDENTS' PRACTICE IN HIGHER EDUCATION INSTITUTIONS

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**Summary.** *The article substantiates the need to study the practical training of students in higher education institutions at the present stage. The features and interrelation of educational and industrial practice are considered. The stages of acquiring professional competencies are analyzed, considering different types of training of higher education students. The main aspects in the process of practical training of specialists in the economic sphere are determined. The characteristics of the competence-based approach to practical training of specialists are reflected. The features of the implementation of the competence approach as the basis of the process of modernization of professional practical training of economic specialists in higher education institutions are determined.*

**Keywords:** *educational practice, industrial practice, higher education institutions, competence-based approach, modernization process.*

**Statement of the problem.** The existing system of combining theoretical and practical components in the practice of applicants in domestic higher education institutions is quite conservative, characterized by some conflicts, insufficient special knowledge, practical skills and abilities of applicants; their disharmony with the needs of the labor market; inconsistency of professional competencies with future career. The inevitable consequence of this is the inconsistency of the chosen specialty, deepening and exacerbating the problems of the gap between the acquisition of competencies and their practical application. Thus, the relevance of solving this problem is due to the urgency of researching and improving the theoretical and practical part of teaching students the modern features of the profession, professional skills, and the acquisition of special competencies in specialized production in accordance with current demands.

**Analysis of research and publications.** Domestic and foreign scientists, in particular L.I. Artemenko, O.V. Dashkovska, V.P. Pogrebniak, have studied the problems of practical training of applicants in higher education institutions [1].



Coverage of the issues of formation of the educational process in higher education institutions is reflected in the works of scientists Vlasiuk O.A. [2], Denicheva O.I., Khrenov V.V. and others. It should be noted that in the Ukrainian scientific literature, issues related to the introduction of innovations in higher education institutions have taken a significant place. According to Matsuk L., Kuzenko O., Kuzenko P. [3], the modernization of higher education institutions occurs due to qualitative changes that result in the creation of improved forms of educational activities of higher education students. The use of innovations and educational technologies in professional training ensures the formation of professionally important personal competencies through the development, involvement in educational and methodological projects, implementation of the best domestic and European experience in the field of education, etc. The work of Potapova A.G., Krasnopolska N.V., Barskyi Y.M. [4] analyzes and systematizes scientific approaches to the study of the educational process, its spatial organization, and the main provisions for defining scientific categories and concepts. However, the problem of identifying and substantiating ways to modernize the theoretical and practical components of internships in higher education institutions is covered in the research of modern scholars is rather limited. Therefore, there is an obvious need to comprehend a new educational concept, in the context of the quality of internships and the acquisition of high-quality competencies, considering the requirements of the modern market, and the modernization of the educational process will be carried out in the direction of improving the practice of students in institutions through a competency-based approach.

**The purpose of the study** to investigate modern aspects in the formation of practical training of applicants in Ukrainian higher education institutions.

**Summary of the main material.** In the current conditions of the socio-economic system of Ukraine, the requirements for the level of training of specialists in higher education institutions to meet the requirements of employers, as well as to ensure the competitiveness of graduates in the labor market, are increasing [1-2].

One of the ways to solve this problem is to introduce into the educational process a system of phased practical training of future entrepreneurs with a consistent increase in the level of professional knowledge and practical skills. Practical training is a holistic process that provides for the continuity and consistency of obtaining the necessary amount of practical knowledge and skills in accordance with different levels of higher education: bachelor's and master's degrees. The formation of skills and abilities is provided by seminars, practical classes, independent work of students and a set of different types of practices, the priority goal of which is the development of the applicant. The main purpose of the practice is to master the system of professional skills and abilities, primary experience of professional activity, familiarization with real objects of activity, study of their properties, research of problematic issues, familiarization with their methodology [3-4].

Depending on the courses and the level of knowledge acquired, Ukrainian higher education institutions develop programs of educational and industrial practice. The importance of both types of practice lies in the focus on consolidating the theoretical knowledge gained by students during their studies, and in acquiring and improving their practical skills and abilities. In the process of completing various types of internships, the creative, motivational, and leadership potential of the individual in the professional activities of the future specialist is revealed and developed, which is necessary for the preparation of a competitive specialist in the labor market who has a wide range of skills, interests, professional experience and is able to work in multicultural environments, at the intersection of various sciences, fields and industries, and performs professional activities at a new level.

Determining the role and place of the theoretical and practical basis for the practical training of higher education students, we will analyze the relationship between educational and industrial practice.

The peculiarity of the educational practice is its focus on familiarization with curricula, programs and basic requirements for the organization of the educational process for training specialists in the chosen specialty. It is designed for the first stage of increasing the level of professional knowledge and practical skills and is developed for first-year students. Thus, the educational practice "Introduction to the specialty and academic integrity" for first-year students majoring in 292 "International Economic Relations" of the educational and professional program "International Economics" is part of the educational process of training bachelors at the State Biotechnological University and is mandatory for all full-time and part-time students, which is included in the calendar schedule of the curriculum (Fig. 1) [5; 8].

Industrial practice is a holistic process that provides for the continuity and consistency of obtaining the necessary amount of practical knowledge and skills of specialists who are able to successfully solve the tasks of implementing the enterprise development program in the senior years of the bachelor's and master's degree. Thus, industrial practice is a mandatory and integral part of the process of training applicants in the specialty 051 "Economics" of the educational and professional program "Business Economics" for the third year of the bachelor's degree (Fig. 2) [5]. It contributes to the consolidation of theoretical and methodological knowledge and skills acquired by students in the educational process, completion of training of highly qualified specialists in the field of economics in general and enterprises in particular, who have the latest methodology based on modern approaches to economic activity, considering European practices and the use of digital technologies.

The best option in both cases is to introduce a competency-based approach that allows for changes at different levels of the educational process, in other words, the use of a gradual increase in new professional knowledge requires new creative thinking and leads to the creation of a new concept of practice in the light of acquiring modern skills and abilities [5].

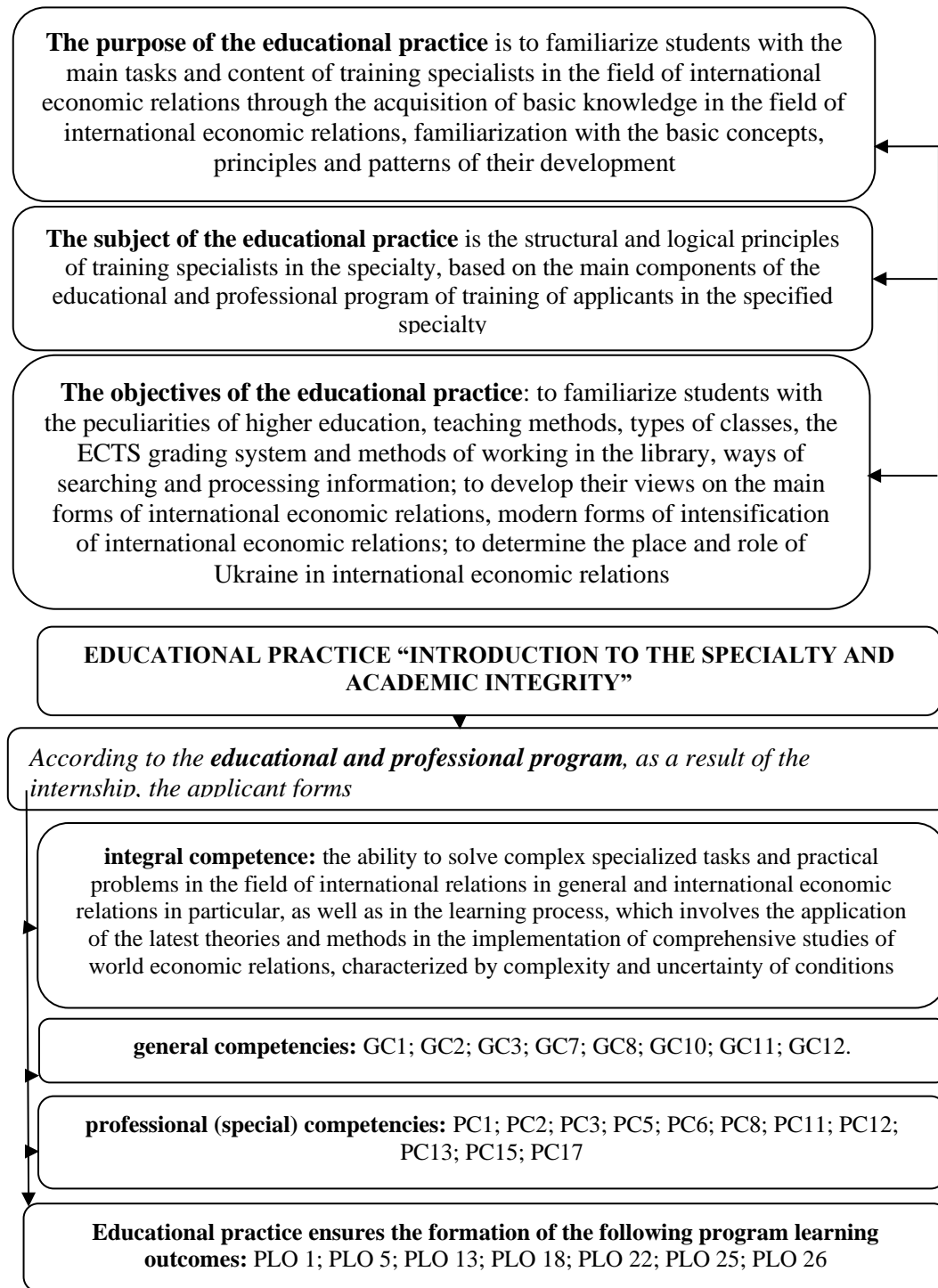


Fig. 1. Features of the educational practice «Introduction to the specialty and academic integrity» for specialty 292 “International Economic Relations”

Source: developed by the authors based on [5].

Thanks to the competency-based approach, the internship takes on a different format, as it is a theoretical and practical experience that allows students to gain practical skills in their chosen specialty.

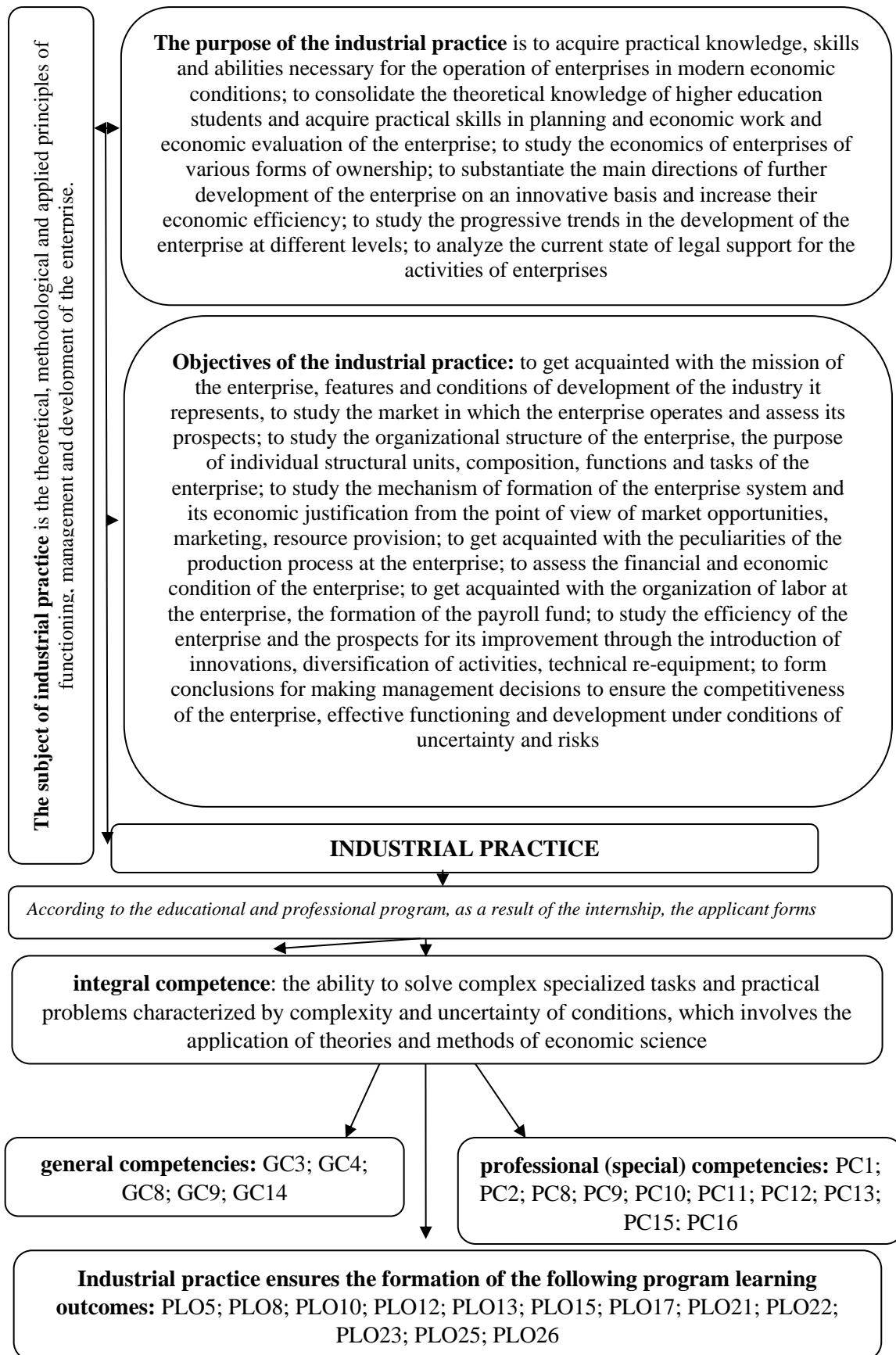


Fig. 2. Peculiarities of industrial practice for the specialty 051 "Economics"

Source: developed by the authors on the basis of [8-9].

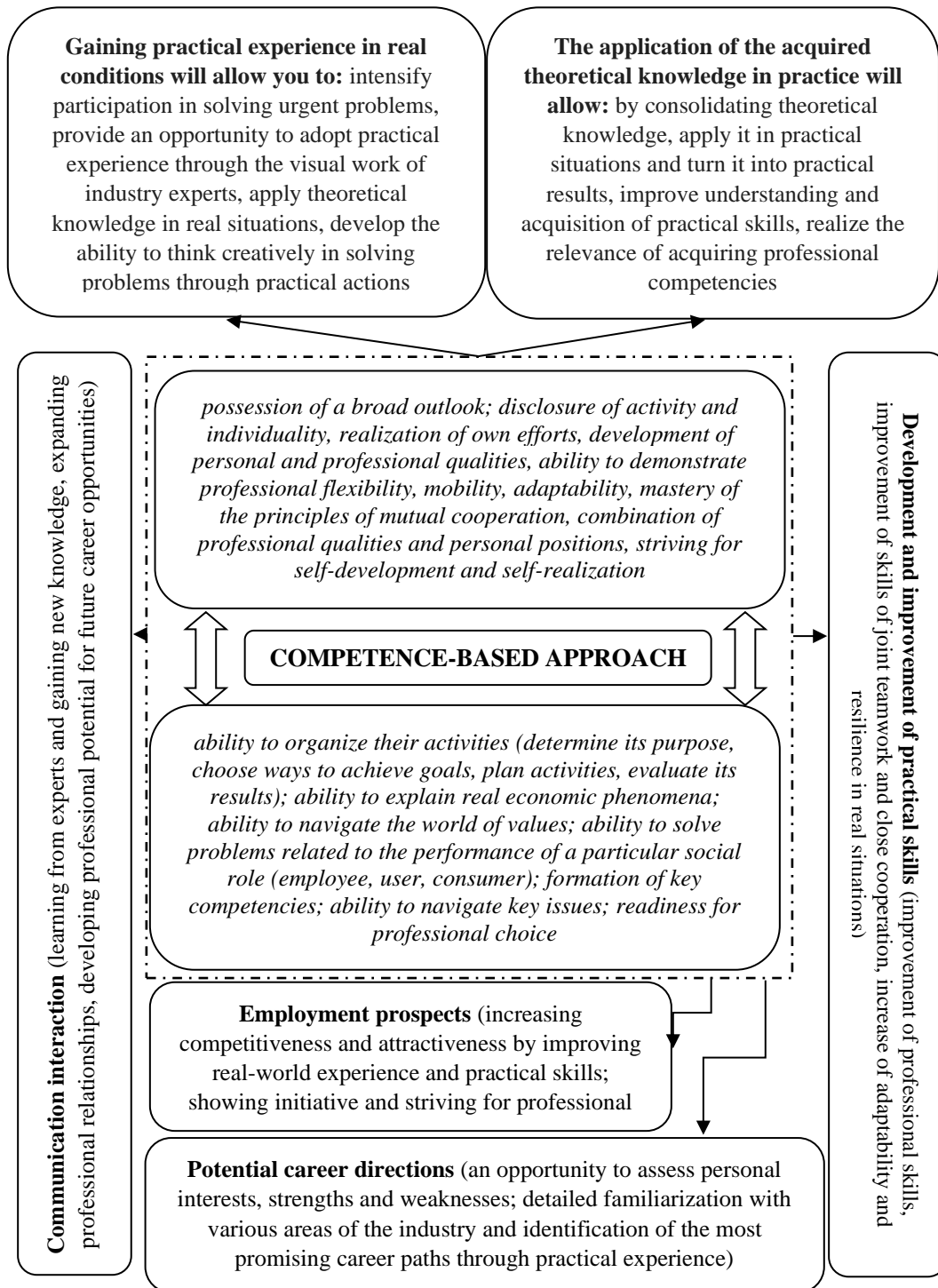


Fig. 3. The role and significance of the competence approach in the practical training of applicants

Source: developed by the authors on the basis of [6, 8-9].

After all, practical experience allows students to apply the theoretical knowledge of the studied disciplines in real conditions, develop critical thinking skills for solving problems (creative thinking and search for innovative management solutions to solve real problems), in addition, students acquire communication skills (joint teamwork, cooperation with specialists, establishing various connections), and develop the ability to generate ideas [7].

Thus, internships allow students to better absorb the theoretical knowledge they have acquired, develop important practical skills, and establish valuable connections for their future careers (Figure 3).

Since the acquired professional competencies in higher education institutions must meet the current requirements of the labor market, the combination of academic and industrial practice offers a unique opportunity for students to bridge the gap between theoretical knowledge, skills and practical skills, which is a prerequisite for their future profession [8].

The practice is a necessary part not only for the educational process of the applicant, which has positive effects in the form of gaining direct practical experience (application of theoretical knowledge in real practical situations, understanding the practical consequences of the application of theoretical knowledge, practical preparation for the duties of future work), inclusion in the chosen field (familiarization with current trends, practices and problems of this area to understand the specifics of the chosen industry), development of professional competencies (acquisition of industry skills, teamwork management, communication) to increase competitive advantages for future employment, improve the prospects of employment of applicants in leading enterprises (improving professional attractiveness for potential employers), but also for higher education institutions themselves, as practice allows to minimize the gap between theoretical knowledge and practical skills, allowing students to assess the quality of their education, which correlates with industry practice and becomes a prerequisite for modernizing the educational process. In addition, working in a professional environment, students gain valuable knowledge, skills, abilities and experience that they demonstrate to the scientific community through participation in scientific clubs, conferences, round tables, and integration of educational and research activities. The internship also provides a basis for personal and professional growth (development of skills such as flexibility, adaptability, mobility, communication, creative thinking). Thus, the competency-based approach is being modified at different levels of the educational process, and the concept of modernizing the practical training of students is designed to form a new way of thinking for students in the light of acquiring professional skills and knowledge that meet the real requirements of today [10-11].

**Conclusions.** Innovative modernization is a combination of theoretical and practical aspects of students' educational and industrial practice and is a kind of tool for solving the problematic situation in the educational process arising from the contradiction between the need to ensure the modern quality of education and the mismatch of acquired professional skills with the requirements of the market environment. At the present stage of reforming socio-economic and personal relations, manifestation of new challenges to higher education institutions, functioning of organizations and enterprises in various industries, the need for innovative approaches to the practical training of highly qualified specialists has been proved, where the leading role of the competence-based approach to the organization of the educational process has been substantiated and its main characteristics in the context of practical training of specialists are the acquisition of practical experience, application of theoretical knowledge in practice, development of Further scientific search for effective ways to modernize educational and industrial



practice in Ukrainian higher education institutions will be aimed at studying compliance with European experience.

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## ФОРМУВАННЯ ПРАКТИКИ СТУДЕНТІВ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

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**Анотація.** У статті обґрунтовано необхідність дослідження практичної підготовки студентів у вищих навчальних закладах на сучасному етапі. Розглянуто особливості та взаємозв'язок навчальної та виробничої практики. Проаналізовано етапи набуття професійних компетенцій з урахуванням різних видів підготовки здобувачів вищої освіти. Визначено основні аспекти в процесі практичної підготовки фахівців економічної сфери. Відображено характеристики компетентнісного підходу до практичної підготовки фахівців. Визначено особливості реалізації компетентнісного підходу як основи процесу модернізації професійно-практичної підготовки фахівців економічного профілю у закладах вищої освіти.

**Ключові слова:** навчальна практика, виробнича практика, заклади вищої освіти, компетентнісний підхід, процес модернізації.