

PROBLEM OF PROFESSIONAL TRAINING OF FUTURE ECONOMISTS FOR DEVELOPMENT OF NATIONAL ECONOMY UNDER CONDITIONS OF EUROPEAN INTEGRATION

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Abstract. *The purpose* of the paper is to highlight the scientific discussion on the problem of future economists' training for the development of national economy in the context of European integration; the disclosure of the peculiarities of Ukrainian modern economic processes and provision directions of high-quality economic education for students of the speciality 051 Economics. *Methodology.* The survey is based on the analysis of legal and normative base of future economists' professional training and the ways to form their readiness for the development of national economy under the conditions of European integration. The scientific discussion on the problem of future economists' training for the development of national economy under the conditions of European integration is covered; the disclosure of peculiarities of Ukrainian modern economic processes and the provision directions of high-quality economic education for students of the speciality 051 Economics. Core competencies for future economists, which they must acquire at the universities in the process of professional training and which they will promote participating in the development of national economy of Ukraine, are outlined. Professional training of future economists is reviewed as a process of basic economic competence formation, professionally oriented practical skills and students' abilities, the development of their motivation for economic self-education and continuous self-improvement. Emphasis is placed on the educational technology of mathematical training for future economists. It must be admitted that the major feature of it is to ensure the implementation of educational objectives in the field of formation of the professional competence for future economists on the mathematical basis in accordance with the requirements to high economic education. It is emphasized on the importance for students to choose the educational programs, which they need, out of a proposed set. Emphasize is placed on the ways to master them, namely individual pace, forms and deadlines for the required reports. The individual educational program of the students is defined as the preliminary plan made by the students with the support of a teacher-mentor, their educational and other activity directed on personal and professional development. Moreover, it must be designed taking into account personal, educational and professional interests, needs and inquiries of the students. The principle of choosing an individual educational trajectory is characterized. It declares that every student has the right to conscious and agreed choice with the teacher for the main components of his or her education: content, objectives, pace, forms and methods of teaching, personal content of education, control and evaluation of results. The questionnaire, where each question has 10 possible answers, is represented in order to survey future economists on their satisfaction with the procedure of choosing an individual educational trajectory and the process of supporting the mastery of the educational program. *Practical implications.* The application of the diagnostic complex has confirmed that the pedagogical experiment resulted in quantitative changes in indicators that reflected significant qualitative changes in minds and behavior of future economists. It showed a significant positive dynamics of their readiness for innovative economic activity and the formation of their professional basics. The quantitative indicators of the experimental groups became a statistical confirmation of this: the number of students with high level of professionalism increased from 10.3% to 33.7%. The increase is at 23.4%. The index of sufficient level of future economists' professionalism formation increased at 20.6%, i.e. from 25.4% to 46.0%. The number of students with the initial level of professionalism decreased at 22.6%. It is from 25.8% to 3.2%. The rate of change of the corresponding

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indicators in the control groups is much lower. *Value/originality*. The article provides ways for improving the methods and forms of future economists' professional training for the development of national economy in the context of European integration. In particular, the introduction of individual educational trajectory of economists with a projection on elective courses and extrapolation into future economic practice is recommended.

Key words: higher education, European integration, future economist, national economy, development, professional training.

JEL Classification: I23, F15, F63

1. Introduction

Future economic development of the Ukrainian state and its competitiveness in the international arena largely depend on the quality of modern professional training of future economists at the universities. After all, in the conditions of constant changes and globalization, economists must realize their role in national economy and their social role in society and understand the professional functions at the modern labor market well. At the same time every economist must be ready for professional competition.

In the process of formation of general and special competencies of future economists, it is necessary to pay attention to the fact that the success of their future activity and career depends on their desire and ability to take risks; their readiness to use the opportunities provided by the market; their focus on finding new ways to expand the scope of activities (Bubnova, 2018).

Nowadays Ukraine is a young European country that aspires to become a modern and developed social and legal state with strong market economy. Considering this, the government develops and implements reforms into political, economic, social, scientific, technological and other spheres.

Analysis of scientific sources on the issue shows a wide range of works by Ukrainian researchers related to the development of the national economy in the context of European integration (H. Kovalchuk, Ye. Yevtushchevskyi, N. Tkalenko, V. Fedorchenko and others). There is availability of separate scientific researches on the training of future economists in domestic free economic zones (FEZ) (F. Butynets, Yu. Haiduchenko, N. Zolotukhina, M. Levochko, O. Oliinyk, I. Prokopenko, Yu. Rudiak and others). However, the coverage of the issue of professional training of future economists for the development of national economy in the context of European integration requires additional attention that emphasizes the relevance of the article.

The purpose of the article is to highlight the scientific discussion on the problem of professional training of future economists for the development of the national economy in the context of European integration; to disclose features of modern economic processes in Ukraine and directions of providing high-quality economic education for students of the speciality 051 Economics.

2. The current state of students' preparation for professional economic activity in the context of European integration

According to scientists, the characteristics of the modern labor market in Eastern European countries, including Ukraine, are of great interest to employers. On the one hand, it affects the competitiveness of the individual at the labor market. On the other hand, it affects the competitiveness of labor market institutions in the struggle for well-prepared, educated and skilled labor resources, judging by the employer (Polyezhayev, Koval, Bezkhlibna, 2018).

In this regard, there is a necessity to improve the level of economic education of students, reforming the system of professional training of economists in the following areas: the need for innovative pedagogical technologies; taking into account multifunctional interdisciplinary connections; the strengthening of the role of independent work in the educational process; the establishing of mechanisms for interaction between educators and labor market representatives and employers; the approximation of the obtained results of scientific researches of students and teachers to their practical use under mentioned conditions (Kovalchuk, 1999).

The Law of Ukraine "On Education" (On Education, 2017) states: education is a state priority. It ensures innovative, social, and economic, and cultural development of society.

The normative document "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)" defines a list of competencies of graduates of economic specialities:

- 1) Integrated competence is the ability to solve complex specialized problems and practical problems in the field of economics and in the learning process, which involves the application of theories and methods of economics;
- 2) General competencies are the ability to abstract thinking. It must be mentioned that it is the analysis and synthesis. It is the ability to apply knowledge in practical situations and understanding of the subject area of professional activity. Moreover, it is the ability to communicate orally and in writing in English, skills of using information and communication technologies; ability to search, process and analyze information

from various sources; ability to adapt and act in a new situation; ability to think creatively and critically; ability to make informed decisions; interpersonal skills; ability to show initiative and entrepreneurship; ability to act consciously and socially responsibly on the basis of ethical considerations;

3) Special (professional, subject) competencies are the ability to identify patterns of functioning of the modern economy at the micro and macro levels; ability to use normative and legal acts regulating professional activity; understanding of the main features of leading scientific schools and areas of economics; ability to describe economic and social processes and phenomena on the basis of theoretical and applied models, to analyze and meaningfully interpret the obtained results; understanding of the main features of the modern world and national economy, institutional structure, directions of social, economic and foreign economic policy of the state; ability to apply economic and mathematical methods and models to solve economic problems. In addition it is the ability to use computer data processing technologies in order to solve economic problems, to analyze information and prepare analytical reports. Moreover, it is the ability to analyze and solve problems in the field of regulation of economic and social relations and the ability to forecast on the basis of standard theoretical and econometric models of social and economic processes. It worth mentioning they are skills of using modern sources of economic, social, managerial, accounting information for the preparation of official documents and analytical reports and the ability to use analytical and methodological tools to justify economic decisions. In addition it is the ability to identify problems of an economic nature in the analysis of specific situations independently and suggest ways to solve them. It must be explained that it is the ability to determine the segmentation of the labor market, the structure of supply and demand, employment and unemployment; ability to analyze the functioning and development of economic entities, the state of functional subsystems of enterprises, organizations and institutions; ability to analyze problems and phenomena in one or more professional areas within the speciality in depth (Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015).

The formation of these competencies is extremely important task of professional training of the future economists, because they must use the knowledge gained to study current issues of national economy of Ukraine and the world economy in general independently. In our opinion, future economists' professional training is process of formation of basic knowledge in Economics, professionally oriented practical skills and students' abilities, the development of their motivation for economic self-education and prolongation of self-improvement.

Yu. Haiduchenko states that it gives them the opportunity to fully realize cognitive activity and form the need for continuous professional self-improvement. Therefore, it is necessary to reveal the abilities of each student as an individual, to choose appropriate methods for effective formation of professional competence of the future economists (Haiduchenko, 2015)

However, according to researchers V. Yevtushevskiy (Yevtushevskiy, 2002) and N. Tkalenko and V. Fedorchenko (Tkalenko, Fedorchenko, 2011), in the system of modern higher education there are problems that have caused negative attitude of students to educational and cognitive activities, low level of their motivation for self-improvement and self-realization. Therefore, graduates of economic specialties have difficulties adapting to real working conditions; not all of them have a sufficient level of practical use of economic instruments; some economists do not focus on the establishment of the company, the principles of the tax system and economic analysis, do not know how to put into practice the knowledge gained at the university. This leads to the search for new ways, methods and forms of training the future economists for professional activity and development of the national economy.

In addition to compulsory disciplines, in the Classical Private University, for example, a significant role in the educational process of bachelor students majoring in "Business Economics" is played by optional disciplines (Table 1).

The technology of mathematical training of the future economists, the main feature of which is to ensure the implementation in the educational process of goals in the formation of the mathematical basis of professional competence of the future economists according to the logic of higher economic education, is among the effective educational technologies. Mathematical training of students-economists contributes to the deepening of the fundamental training of the professional activities of the economist and doing them more pronounced in the process of mastering its content.

In the process of professional training of future economists for the development of national economy in the context of European integration and in the context of our scientific research, special attention is paid to the students' choice of educational programs, which are offered, and the ways to master them. They are the following: individual pace, forms and deadlines for passing them. The students create unique individual educational program with the help of the teachers (tutors). Invariant component is educational and professional program, curriculum.

We consider the preliminary plan, made by the students with the support of the teacher-mentor, their educational and other activities, aimed at personal and professional development under the individual educational program of the students. We also consider the preliminary plan, which is designed in order to take

Table 1

Optional disciplines in the educational process of bachelor students majoring in "Business Economics" in the Classical Private University

Optional disciplines		
2nd year	3rd year	4th year
"Global Economics", "Foreign Economics", "Commodity Market Infrastructure", "National Economy", "Social and Economic Security"	"Industrial Enterprise Economics", "Commercial Enterprise Economics", "Economic and Mathematical Models in Economic Management", "E-Commerce", "Enterprise Reporting", "Investing", "Commercial Activity", "Decision Making Methods", "Entrepreneurship and Business Culture"	"Analysis of Economic Activity", "Internal Economic Mechanism of Enterprises", "Enterprise Capital: Formation and Use", "Organizational Design of the Enterprise", "Tax System", "Forecasting of Social and Economic Processes", "Finances of Enterprise", "Management of Intellectual Capital", "Formation of Business Model of the Enterprise"

into account personal, educational and professional interests, needs and requests of the students. The individual educational route of the student is defined by us as the way drawn by him or her in advance on the basis of the previously created individual educational program; the route clearly defines the time and educational criteria, as well as the phases of training. Its construction takes place during the implementation of pedagogical support by the mentor.

In the process of pedagogical experiment, the effectiveness of modeling the individual educational trajectory of students was approved. Future economist, based on his or her own previous educational experience, has the right to a conscious choice of forms and methods of teaching, personal pace of learning the content of academic disciplines, performing individual tasks, using different types of self-control and evaluation of results. In order to do this in teaching process of curriculum disciplines, it was necessary to provide students with curricula of normative and variable components of the curriculum, the requirements for competencies that are formed in the process of studying theoretical material and performing practical tasks. Having the given period of the beginning and end of the discipline teaching, it is necessary to provide an optimal schedule for the study of theoretical material, practical and individual tasks and the preparation of intermediate and final control. Based on this information, the student chooses his or her pace of mastering the discipline, independently planning the process of their own education and professional growth.

The principle of choosing an individual educational trajectory explains that the student has the right to conscious and agreed with the teacher to choose the main components of their education: content, goals, objectives, pace, forms and methods of teaching, personal content of education, monitoring and evaluation of results. Creativity is possible only under the conditions of expression of will in the choice of elements of educational activity.

Considering all mentioned above, we provide the future economists with the right to choose the aims of the lesson, ways to achieve them, topics of creative work, forms of its implementation and protection. We encourage their own view of the problem, reasoned

conclusions and self-assessments. This principle clarifies guidelines of the personal content of education created by the student, including his or her goals, which have the nature of basic educational standards. Practically every element of education is provided through the student's own choice or search. Moreover, students can choose the educational components from the available set and create their own structural elements of the educational trajectory (Figure 1). The possibility of creative self-expression and the choice of the educational trajectory of students assume the organizational and technological set of the methodology of their activity.

Future economists independently create an educational product and receive high-quality educational growth, when they master the basics of creative cognitive activity. We do not only give students a choice, but also equip them with the necessary activity tools. The greater the degree of involvement of future economists in the process of constructing their own education, the more fully their individual creative self-realization is manifested.

In our opinion, the principle of selecting possibility of an individual educational trajectory is applied not only to students, but also to teachers. The discussion of different opinions and points of view at classes, the representation of alternative creative works on one topic teach students a tolerant attitude to other points of view and results and help them to understand the law of diversity of ways for understanding objective reality.

In addition, the simultaneous students' presentation of different works on the same issue creates a special educational rivalry, which encourages the audience to personal movement and heuristic search for a solution. For example, a seminar on the topic is prepared by a student in several versions.

The educational process is accompanied by reflexive awareness of its entities. Different types of educational reflection are used: oral discussion, written questionnaires, graphical representation of the changes taking place. In order to understand the importance of reflective work for students, we review their points of view, estimate and mark those, whose depth of self-awareness increases.

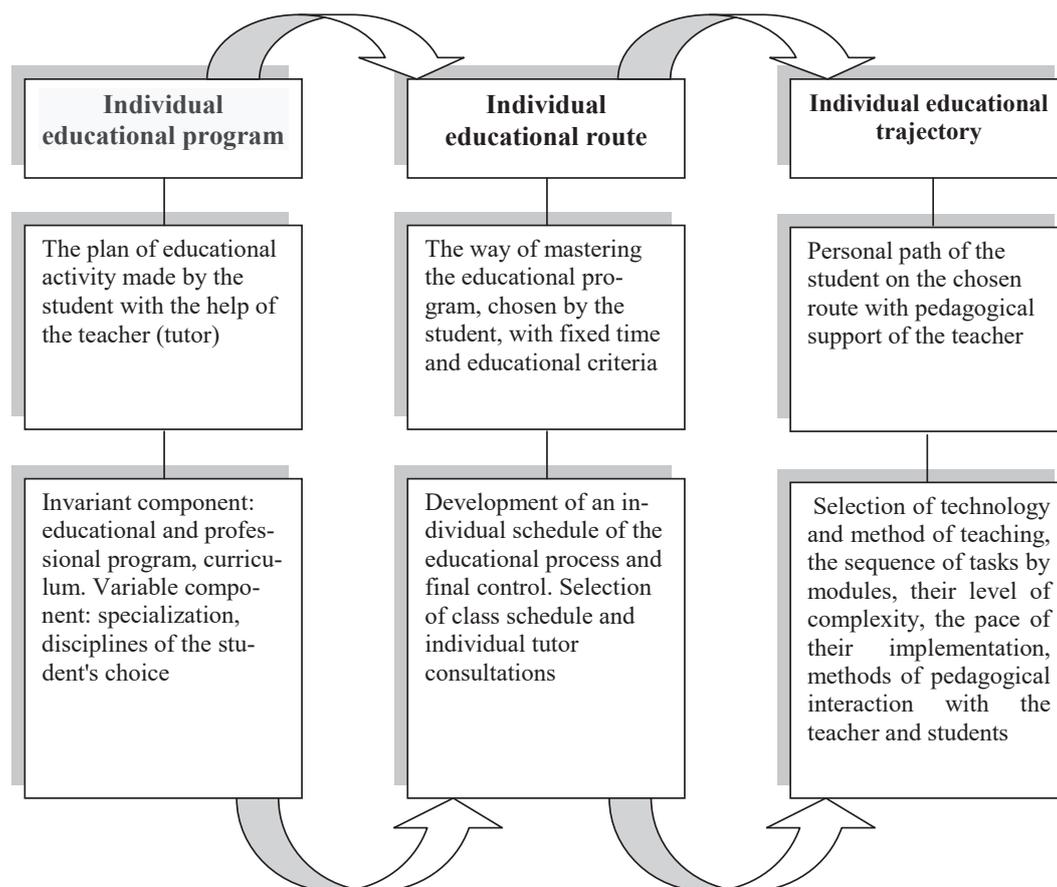


Figure 1. Levels of design of the undergraduate individual educational trajectory

Reflection is a condition necessary for a student or teacher to have possibility to see the scheme of organization of their own educational activities, to design it in accordance with their goals and programs, to understand and master the methods of heuristic educational activities.

Thus, learning along an individual educational trajectory takes place in stages.

To diagnose the level of satisfaction with the quality of educational services among future economists, we developed a questionnaire, where each question has 10 answers, in order to survey applicants for satisfaction with the procedure of choosing an individual educational trajectory and the process of supporting the educational program at Classical Private University (Zaporizhzhia). The questionnaire consists of the following questions:

- 1) Are you satisfied with the procedure of forming an individual educational trajectory: choice of disciplines of the variable part of the plan, choice of place of internship, topics of course and qualification work? Where 1 is completely dissatisfied, 10 is completely satisfied;
- 2) How much are you overloaded with the volume of theoretical and practical tasks? Where 1 is the most overloaded, 10 is not overloaded at all;

- 3) Do you have enough time to do independent work? Where 1 is not enough, 10 is completely enough;
- 4) How difficult is the educational program for your mastering? Where 1 is easy to understand, 10 is very difficult to master;
- 5) Are you satisfied with the teaching methods? Where 1 is completely dissatisfied, 10 is completely satisfied;
- 6) Are you satisfied with the level of educational support? Where 1 is completely dissatisfied, 10 is completely satisfied;
- 7) Are you satisfied with the level of organizational support? Where 1 is completely dissatisfied, 10 is completely satisfied;
- 8) Are you satisfied with the level of information support? Where 1 is completely dissatisfied, 10 is completely satisfied;
- 9) Are you satisfied with the level of advisory support? Where 1 is completely dissatisfied, 10 is completely satisfied;
- 10) Are you satisfied with the level of social support? Where 1 is completely dissatisfied, 10 is completely satisfied.

Provide your remarks and suggestions on the formation of an individual educational trajectory.

Provide your remarks and suggestions on changes in the content of the educational program.

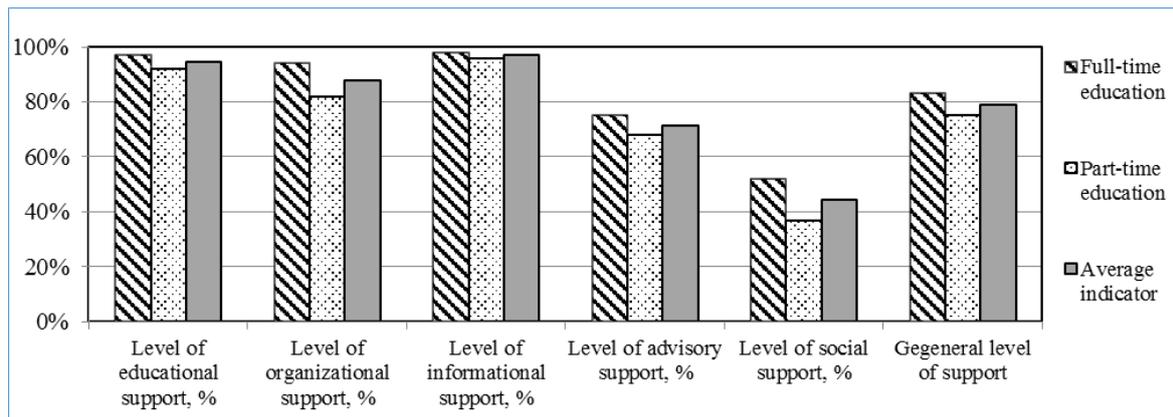


Figure 2. Levels of student support in the educational process of the university

Provide your suggestions for improving the support of applicants in the process of mastering the educational program.

The bases of internships for economics students of Classical Private University are the following state institutions: Management of the Pension Fund of Ukraine in Voznesenivskyi district of Zaporizhzhia; Department of Foreign Relations and Foreign Economic Activity of the Zaporizhzhia Regional State Administration; territorial bodies of the SFS in Zaporizhzhia Region, etc.

The levels of student support in the educational process of the university and industrial practice are given in Figure 2.

The application of the diagnostic complex confirms that the pedagogical experiment resulted in quantitative changes in indicators that reflected significant qualitative changes in minds and behavior of the future economists. It demonstrates the significant positive dynamics of future economists' readiness for innovative

economic activity and formation of the foundations of professionalism.

The quantitative indicators of the experimental groups become the statistical confirmation of this. The number of students with a high level of professionalism has increased from 10.3% to 33.7%. It is an increase by 23.4%. The index of a sufficient level of professionalism of the future economists has increased in 20.6%. It is from 25.4% to 46.0%. The number of students with the initial level of professionalism has decreased in 22.6%. It is a decrease from 25.8% to 3.2%.

The dynamics of the assessing results of the future economists' readiness for the development of the national economy in terms of European integration is shown in Table 2. Processing of experimental data is showed using an indicator that integrates data on all four components of professionalism of the future economists: motivational and valuable, innovational and cognitive, professional activity and reflective ones.

Table 2

Levels of formation of components of future economists' professionalism, %

Component \ Levels	Motivational and valuable		Innovational and cognitive		Professional activity		Effective and reflective	
	EG	CG	EG	CG	EG	CG	EG	CG
High level								
Statement stage	11.1	12.9	7.9	6.5	9.5	11.3	12.7	14.5
Forming stage	36.5	19.4	33.3	16.1	30.2	14.5	34.9	17.7
Increase	25.4	6.5	25.4	9.7	20.6	3.2	22.2	3.2
Sufficient level								
Statement stage	34.9	32.3	25.4	24.2	19.0	17.7	22.2	24.2
Forming stage	47.6	45.2	47.6	45.2	46.0	40.3	42.9	35.5
Increase	12.7	12.9	22.2	21.0	27.0	22.6	20.6	11.3
Basic level								
Statement stage	38.1	37.1	38.1	38.7	39.7	40.3	38.1	32.3
Forming stage	14.3	30.6	15.9	30.6	19.0	33.9	19.0	38.7
Increase	-23.8	-6.5	-22.2	-8.1	-20.6	-6.5	-19.0	6.5
Initial level								
Statement stage	15.9	17.7	28.6	30.6	31.7	30.6	27.0	29.0
Forming stage	1.6	4.8	3.2	8.1	4.8	11.3	3.2	8.1
Increase	-14.3	-12.9	-25.4	-22.6	-27.0	-19.4	-23.8	-21.0

The rate of change of the corresponding indicators in the control groups is much lower.

3. Conclusions

Thus, special attention is required in order to create conditions for modeling by students, future economists, their individual trajectory of study and the schedule of their movement along this trajectory, which includes: acquaintance with the training program, normative and variable parts of the curriculum, proposed study models: full-time, combined, and distant ones.

In accordance with the plan of the experiment, diagnostic tools are proposed in order to test the formation of components of the the future economists' readiness for the development of the national economy in the context of European integration. It consists of questionnaires on methods tested in research; author's tests in order to identify the level of educational and professional achievements of the students. Their results' conducting and processing are implemented by means of information technology.

The effectiveness of the proposed scientific and methodological support of professional training of future economists for the development of national economy in the context of European integration has been experimentally tested. The application of the diagnostic complex confirmed that the experiment resulted in quantitative changes in indicators that reflected significant qualitative changes in minds and behavior of the future economists. It approves significant positive dynamics of their readiness for innovative economic activity and their readiness to develop the national economy. The quantitative indicators of the experimental groups become its statistical confirmation. The number of students with a high level of professionalism has increased from 10.3% to 33.7% (an increase by 23.4%). The index of a sufficient level of professionalism of the future economists has increased in 20.6% (an increase from 25.4% to 46.0%). The number of students with the initial level of professionalism decreased in 22.6 % (a decrease from 25.8% to 3.2%).

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