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CREATION OF STIMULATING AND QUAZIPROFESSIONAL EDUCATIONAL ENVIRONMENT AS ONE OF THE MAIN FACTORS OF FORMATION FUTURE ECONOMISTS' SELF-EDUCATIONAL COMPETENCE

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Abstract. *The article is devoted to the problem of formation the future economists' self-education competence at university. The content of the notion "pedagogical condition" is analyzed. The major pedagogical conditions optimizing the process of development of future economists' self-educational skills are identified in the article. The effectiveness of creating stimulating and quaziprofessional educational environment during the process of future economists' professional training with the purpose of forming their self-educational competence is grounded.*

Keywords: *self-educational competence, professional training of economists, pedagogical conditions, quaziprofessional educational environment.*

Introduction. The necessity to strengthen the role of students' self-preparatory work causes the orientation of the professional training process at the university on developing students' abilities to learn, willingness to self-development, their mastering the ways of adaption to the professional activity. The necessary educational environment providing greater autonomy and cognitive activity for the participants of the educational process should be created in order to develop students' skills quickly and efficiently solve professional tasks.

Particular emphasis should be made on motivational aspects, procedural and technological support of future economists' independent cognitive activity, as an integrated educational system which takes into account individual interests and abilities of students. The task of improving the process of future economists' professional training requires the development of pedagogical conditions of effective formation student's self-educational competence, including the creation of quaziprofessional and stimulating educational environment.

Analyses of scientific researches and publications. The problem of forming self-educational competence of various specialists is analyzed by such scholars as N. Voropay [1], O. Nozhovnik [6] and Ye. Spivakovska-Vandenberh [8]. Analyzing researches of such scientists as: O. Zarubina [2], M. Fomina [9] and T. Yakovets [10], it should be noted that there are internal and external pedagogical conditions that determine the formation of students skills to organize self-directed learning, including: personal and motivational readiness of students; availability of knowledge, abilities and skills to organize a self-education process; planning preparatory process for the self-directed learning; selection of appropriate tools and methods.

However, despite the important scientific results of most studies, the problem of identifying and reasoning of pedagogical conditions of future economists' self education skills development during the process of professional training at the university is not researched by scientists.

Problem statement. The aim of the article is foundation the necessity of the creation of stimulating and quaziprofessional educational environment in the process of professional training at the university with the purpose of formation future economists' self-educational competence.

Objectives of the research:

- to examine the state of researched problem in scientific and methodological literature;
- to identify leading pedagogical conditions of formation future economists' self-education skills;
- to ground the basic methods and techniques that allow to create stimulating and quaziprofessional educational environment during the process of future economists' professional training.

Presentation of the main content of the research. Determination of the pedagogical conditions for the formation of future economists' self-educational competence during the process of professional training requires detailed consideration of notions "condition" and "pedagogical condition". In psychology condition is considered as a number of external and internal factors affecting the development of certain personality traits. In pedagogy term "condition" is presented as a series of educational process components that ensure the success of training and the efficiency of the educational system [2]. The complex of pedagogical conditions is a combination of psychological readiness factors (internal aspect) and practical readiness (external aspect). Pedagogical conditions include objective opportunities, content, organizational forms of training, methods, techniques aimed at solving defined problems. In the system of students' professional training conditions are necessary circumstances that create opportunities for students to acquire knowledge and to form skills that are crucial aspects of the main components of future economists' self-educational competence.

The psychological, organizational and methodical, content-targeted, resource conditions optimizing the process of professional training as well as motivational issues, procedural and technological support of the educational process are discussed in the studies devoted to the issue of forming self-educational competence of various specialists (N. Voropay [1], O. Nozhovnik [6], Ye. Spivakovska-Vandenberh [8]). Analysis of works shows that pedagogical conditions of formation self-educational skills of future specialists in different areas of training, including economic, mean the motivated attitude of students to self-education; reflective readiness of teachers and students in an educational environment; designing educational environment, simulating future professional activity.

The developed model of formation future economists' self-educational competence provides pedagogical conditions that determine the efficiency of its operation. These include:

- creation of stimulating and quaziprofessional educational environment;
- use of activity approach to the process of professional training with the use of the "Keller Plan" technique;
- introduction of the course "Self-educational management";
- development of the program of reorientation professional training process on the use of students' self-educational skills on practice through interactive and context-oriented teaching methods.

The leading pedagogical condition for the implementation the process of forming future economists' self-educational competence is a creation a stimulating and quaziprofessional educational environment that provides high-quality training of specialists and promotes the development of personality capable of independent personal and professional development in the future. This condition involves the organization of training, stimulating to organize self-directed learning, providing opportunities for students to demonstrate their achievements; providing positive emotional reinforcement for learning and assisting students in modeling the way towards self-improvement and interpersonal discussion of their progress; organization of special situations and use of "elitarization" techniques encouraging students' initiative to actively find a solution to a certain problem.

The notion of "stimulating educational environment" is analyzed in studies of V. Novikov [5] and V. Slobodchikov [7] who define professional and personal environment as a set of pedagogical and psychological factors of the educational process that stimulate students and teachers to be active in the process of self-development their professional and personal qualities. Stimulating environment, according to V. Novikov [5], is a factor in improving the quality of education that allows to organize and intensify students' training activities by providing them the opportunity to be in an environment where they satisfy their needs and to create a psychologically comfortable environment for self-development [5]. Creating a stimulating educational environment is realized through the creation of conditions for students to identify their active position in learning activity through independent searching solutions to educational and professional problems.

The concept of "quaziprofessional environment" has been introduced by A. Verbytskiy [3] under study devoted to the development of contextual learning techniques. The essence of quaziprofessional activity is designing or simulation conditions and situations of professional activity. Quaziprofessional activity, educational by a form and professional by content, is a transitional link between training and professional activity. Professional environment is effective for the formation of students' motivational values and their professional guidance, raising educational activity of the individual,

consolidating knowledge, abilities and skills. A. Verbytskiy [3] identifies the following forms of quaziprofessional activity: planning, solving cases, organizational games, scientific and research work of students. Creation of quaziprofessional educational environment implies that learning activity in the study of humanities and natural sciences should be close to the real conditions of knowledge application in professional activity; issues and problems that arise in the learning process should be solved in a professional context, taking into consideration the specialization of students. Due to this there is a need for a regular training content update according to the pace of socio-economic development.

Implementation of this pedagogical condition implies consulting the future economists in the process of finding their own individual style of learning activity, development of cognitive interests; changing the teacher's position from the role of informer and interpreter to the role of consultant and organizer, who indicates the ways of getting new information, helps in designing path of individual personal development of students; changing student's behavioral patterns from passive to active which means providing students the ability to formulate problems, to analyze their solutions, to find the best result and to prove its accuracy, proving their own point of view.

Development of future economists' cognitive activity by creating a stimulating learning environment will ensure their interest by means of designing success situation that creates opportunities for the students to achieve significant results in self-educational activity. The driving force for the development and realization of the individual's potential is the success in the learning process, analyzed in psychological and pedagogical study of N. Kuzmina [4] as a factor that causes particularly emotional attitude in a situation of experiencing the pleasure of achieving the desired result. The success situation stimulates the students' desire to be engaged in the learning process, to actively participate in it. Thus stable motivation for learning and cognitive activity is formed; the organization of conditions for such participation generates a conscious attitude to results of work. The "elitarization" technique should also be used (creating an atmosphere of rivalry in the students' intellectual operating activity, opening prospects for professional and personal growth only in case of self-development).

Among the factors contributing to the intensification of students' motivational attitude to organize self-preparatory work, should be highlighted the following aspects: understanding the usefulness of performed work (use of the work results in the professional training); students participation in creative activity (contests); attracting students from the first studying year to research activity through the system of mini researches and processing scientific and research methods; the use of methods of controlling knowledge, stimulating rivalry among students (ranking, points accumulation). Organizing the orientation meetings during the first studying year adjusts students for mastering

the profession and creative realization within the professional activity. The method is an effective means of acquiring knowledge about the features of economists' professional activity, enhancing their cognitive activity. During the orientation meetings students have the opportunity to see the difficulties faced by specialists in economic area in real conditions of enterprises or financial institutions activity. For example, while participating in excursions to enterprises future economists study and analyze the production process organizing of food service company with the purpose of detecting errors in manufacturing process, connected with the expectation raw materials calculation, cost of production of a certain quality goods and drawbacks in the manufacturing process with the further development of guidelines to avoid the identified deficiencies. Therefore, analyzing the possible professional situations, future economists are engaged in the self-educational activity on their own initiative.

Such a form of organizing the educational process as training is used to improve the students' learning and cognitive activity in the form of solutions the common problems aimed at forming professionally important skills. In particular, during the organizational and preparatory stage of forming future economists' self-educational competence it is appropriate to organize adaptation training for first-year students and mini-training "Professional skills that determine the success of self-educational activity" that stimulate the formation of an independent professional position of future economists and aimed at their mastering the techniques of organizing self-directed learning, awareness of necessary professional and personal qualities.

Creation of quaziprofessional environment is realized through the use of case studies, which are the imitation of the real situation and allow students of economic faculty in terms of audience to consider the practical aspects of the profession. One of the examples of case studies is reproduction of supply system and purchasing of companies, making changes, through which managers and co-workers of the company are able to trace the peculiarities of the system and the consequences of change. As a result, some functions and processes of companies need correction and improvement. Involvement of case studies as a means of creating quziprofessional educational environment, implies simulation modeling of real substantial fragments of specialists activity during the production process with the development of solutions to certain professional situations and preventing manufacturing defects.

Conclusions. Thus, the analysis of the scientific and methodological literature shows that pedagogical conditions of formation future economists' self-educational competence are a set of methods, techniques of organizing the educational process withing the professional training with the purpose of creating opportunities and incentives for effective personal and professional self-development, a number of self-educational skills.

The leading organizational and methodological condition of the formation future economists' self-educational competence in this study, ensuring successful implementation of the developed theoretical model, is the creation of stimulating and quaziprofessional educational environment, which forms students' need for improving knowledge and skills, personal and professional development and provides an opportunity for students to demonstrate their achievement.

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SCIENTIFIC APPROACHES TO THE SYSTEM OF TEACHERS' TRAINING

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Abstract. *The article discusses and describes the basic scientific approaches to teacher training system. Shows the definition of the term "professional competence of the teacher." The author defines approaches to the formation and development of vocational values and competencies of future teachers, namely-centered, competence and methodology. Showing their features and influence in shaping the professional component of the individual student. The author concludes that it is necessary to use methods of moral education, that is, different ways to influence the personality to develop moral beliefs, feelings and behavior.*

Keywords: *competence approach, personality-centered approach, axiological approach, students, training, teacher.*

Introduction. The realities, stipulated by entry of Ukraine into the European educational space, make new demands not only to the educational system and learning activity, but also to a teacher. Currently in the field of higher vocational education more attention is paid to its humanization. First of all it is connected with the fact that humanization of education is proclaimed as one of the principles of the reform in Ukrainian education.

Changes in educational theory and educational practice are largely reflected in the higher school system, which should provide high-quality training of