

NEWS

OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN

SERIES OF SOCIAL AND HUMAN SCIENCES

ISSN 2224-5294

<https://doi.org/10.32014/2018.2224-5294.64>

Volume 6, Number 322 (2018), 271 – 276

UDC 378

МРПТИ 14.35

Gulfariza S. Sultanovapost-graduate student of Altai State University
senior teacher of Zhetysu State University. I. Zhansugurova.**PEDAGOGICAL ASPECTS OF FORMATION OF PROFESSIONAL
COMPETENCE OF THE BACHELOR – ECONOMIST
OF THE NEW FORMATION**

Abstract. The article deals with the issues of professional training of bachelors of Economics in the modern University as a specific educational system. The paper specifies the specifics of professional activity of future bachelors of Economics as subjects of training. In the article the educational process is modeled, the module-rating system of training in modern higher education institution is organized; the conceptual and technological models defining understanding of essence of the contents, technologies of formation of professionally significant competences of future bachelors of economy in modern higher education institution are developed. And, in addition, the article formulates the organizational and pedagogical conditions that ensure the effectiveness of the model. The authors of this article analyzed the professional tasks of «academic bachelor» according to the research program and on its basis developed the structure of professional competence of "academic bachelor", considered the components of the proposed structure and identified the levels of professional competence of future «academic bachelors». The necessity of modeling the system of formation of professional competence of future economists, which consists of a number of interrelated components: goals, patterns, principles, objectives, main directions, organizational forms, methods of training and education, tools, results.

Key words: professional competence; "academic bachelor"; professional tasks; cognitive component; functional component; commutative component; reflexive component; socio-psychological competence.

1. INTRODUCTION

The purpose of vocational education at the present time is to prepare a qualified employee of the appropriate level and profile, competitive in the labor market, competent, fluent in their profession and oriented in related fields, ready for continuous professional growth, social and professional mobility [1].

Harmoniously take into account both social and personal needs of the individual in the learning process allow the idea of key competencies, which was formed in foreign social theory and practice at the end of the XX century. This idea was the basis of the competence approach in education [2].

In pedagogical researches the formation of professional competences is considered as the most important component of continuous professional development of the personality. At the same time, it is emphasized that at any stage of his / her professional development, a person cannot consider himself / herself to be completely completed either as a person or as a professional. Competence approach in education focuses on the development of abilities, their productive use, without denying the fundamental role of knowledge in training [3].

2. METHODOLOGY

The methodological and theoretical basis of the study was:

philosophical, pedagogical and psychological theory of personality development in the process of educational activity (L. S. Vygotsky, A. N. Leontiev, S. L. Rubinstein and others.);

- leading theories and concepts of development of professional education, the theory of professional pedagogy and psychology (S. Y. Batyshev, Baidenko, A. P. Belyaev, B. S. Gershunsky, A. K. Markov, S. M. Markova, L. M. Mitina, A. Y. Nayn, A. M. Novikov, Yu. N. Petrov, G. M. Serikov, I. P. Smirnov, S. D. Smirnov, A. I. Subetto, Yu. G. Tatur, etc.);

- Research in the field of education technologization (P. R. Atutov, K. Ya. Vazina, V. V. Guzeev, M. V. Klarin, M. P. Choshanov, etc.);
- the General theoretical principles of competence-based approach (Baidenko, A. S. Belkin, I. A. Zimnyaya, A. Y. Petrov, A. V. Khutorskoy, Y. Tatur, J. Raven, P. Early, D. J. Jirasinghe, G. E. Lyons, S. Short, etc.);
- psychological and pedagogical research of professional competence (V. A. G. Antropova, I. V. Gervald, I. V. Grishina, O. M. Gushchina, L. N.). Zakharova, E. F. Zeher, S. E. Shishov);
- a study of professional pedagogical features of training of students of economic specialties (A. A. Babenko, A. A. Emelyanov, A. Lukyanov, G. G. Mahadeva, G. N. Svetlakov, O. V. Yudina, etc.)

Method of research:

1) theoretical (analysis and synthesis of philosophical, sociological, psychological, physiological, pedagogical researches on the problem of competence approach in continuous professional development; abstraction and concretization, analogy);

2) empirical (study of documents and results of activity, observation, survey, method of expert assessments, method of diagnosing control works, pedagogical experiment, study and generalization of professional and pedagogical experience of working teachers).

3. RESULTS

Experimental study of the formation of the competence of future economists in the process of teaching disciplines was conducted at the departments of the faculty of law and economics [4]. The study covered 125 students of economic specialties, including 64 people of the experimental group and 61 people of the control group. Mass inspection was carried out at Zhetysu State University.

In experimental work the following research methods were used:

1) methods of empirical level (method of observation, survey methods, method of diagnosing control works, method of pedagogical experiment);

2) theoretical level methods (analysis and synthesis, comparison, generalization, induction and deduction) [5].

The method of pedagogical experiment is undoubtedly the main method of pedagogical science. It has a complex nature, as it involves the joint use of methods of observation, survey, diagnostic control works, the creation of special situations, etc. The Essence of the experiment is that it puts the phenomena under study in certain conditions, creates systematically organized situations, and reveals the facts on the basis of which a non-random relationship between the experimental effects and their objective results is established [6].

As a rule, the experiment is based on a comparison of the control and experimental groups, allows determining the relationship between the dependent and independent variables (methods and means of training and its results in strictly fixed conditions). At the same time, pedagogical research is usually limited to the most important variables, and it is assumed that the rest are not significant.

In order for the experiment to be effective, it is necessary to [7]:

- clearly articulate its objectives;
- to develop signs and criteria by which the phenomenon will be studied, the result will be evaluated;
- choose the best means to achieve the goal.

The construction of the program of experimental work was associated with the definition of its purpose, objectives, stages, content and conditions of its organization.

Experimental and research work was carried out in three stages. It covers the period from 2013 to 2018 [8].

The first stage (2013-2015) was devoted to the study and analysis of domestic and foreign sources, special literature and pedagogical publications. At this stage, the authors identified the problem, formulated a hypothesis, and defined the goals and objectives of the study. An ascertaining experiment was carried out.

Main research methods: General scientific theoretical methods; observation; interviews; questionnaire; study of normative documents reflecting the content of professional training; study of innovative experience on the problem of research.

At the second stage (2015-2017) the model of formation of professional competence of the future economist in higher education institution was developed; theoretical positions were checked, organizational and pedagogical conditions of experimental training were specified and corrected,

empirical material during the forming experiment was accumulated. Experimental work was carried out in natural conditions, teaching students at the University [9].

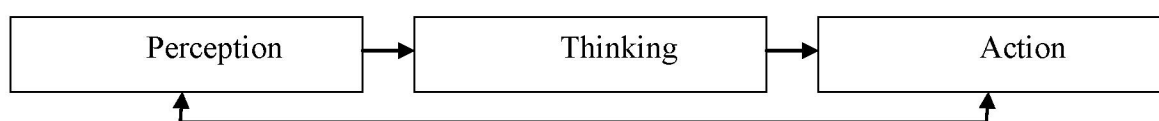
Applied research methods at this stage: pedagogical experiment; analysis of pedagogical activity of teachers and reflection, own pedagogical experience; questioning; research of dynamics-development of abilities of students; processing of the received data.

At the third stage (2017-2018) the analysis, scientific and theoretical generalization and interpretation of the data obtained during the experiment were carried out [10].

At this stage, the following research methods were used: analysis of the validity of theoretical positions and their correction; ranking of the actual material; analysis of the data of students' development; comparison of the final and initial data; quantitative and qualitative processing of the results.

Activity-oriented teaching implies not only the assimilation of the theoretical material, but also the actions themselves. Theory is absorbed through solving increasingly complex professional-practical problems [11].

The process of activity-based learning is schematically shown in scheme 2. In this form of learning the repetition cycle of the triad: the perception — thinking — action.



Scheme 2 - The process of activity-based learning
(Compiled by the authors based on research).

The experimental study was conducted within the framework of the educational program for training specialists in economic specialties [12].

In the development of methods and technologies of teaching students of economic specialties should be based on the objectives, the content of the subjects studied and the activities that should be mastered by a specialist in the learning process. Normative legal document in determining the activities of a specialist in a particular area is the State educational standard of higher professional education. "Educational standards are the stabilizing elements in the development of higher education that maintain educational consistency, to maintain academic mobility, to solve the problem of comparability of diplomas of various universities of Kazakhstan" [13].

State educational standards of economic specialties determine the basic regulatory requirements for graduates.

Types of professional activity to which the graduate is prepared:

- financial-economic;
- research;
- * organizational and managerial;
- information-analytical.

A certified specialist must:

* have a systematic understanding of the structures and trends of development of Kazakhstan and the world economy [14];

* understand the diversity of economic processes in the modern world, their relationship with other processes taking place in society;

* be able to use knowledge of the theory of Finance, money, credit in their practice;

* know the basics of the organization of monetary regulation, the relationship between the different parts of the monetary turnover, monetary and trade turnover, the basics of banking and stock exchange business, the basics of the organization of taxation and insurance, state and municipal Finance [15];

* be prepared for professional activities in financial and credit institutions, including the foreign economic sphere, able to work independently in positions that require an analytical approach in unusual situations;

* solve non-standard tasks, predict economic processes in the sphere of monetary, financial and credit relations [16];

* to see the prospects of development of financial and credit relations and prospects of their professional activities;

- * be competitive, have knowledge of related specialization;
- * be able to organize their work on a scientific basis, own computer methods of collection, storage and processing of information used in the field of his professional activities, use modern information technology.

At the beginning of experimental work the analysis of the curriculum and General education program of students of economic specialties was carried out, which allowed to reveal the logic of presentation of the content of academic disciplines in mathematics, econometrics, mathematical methods in Economics, and information systems in Economics [17].

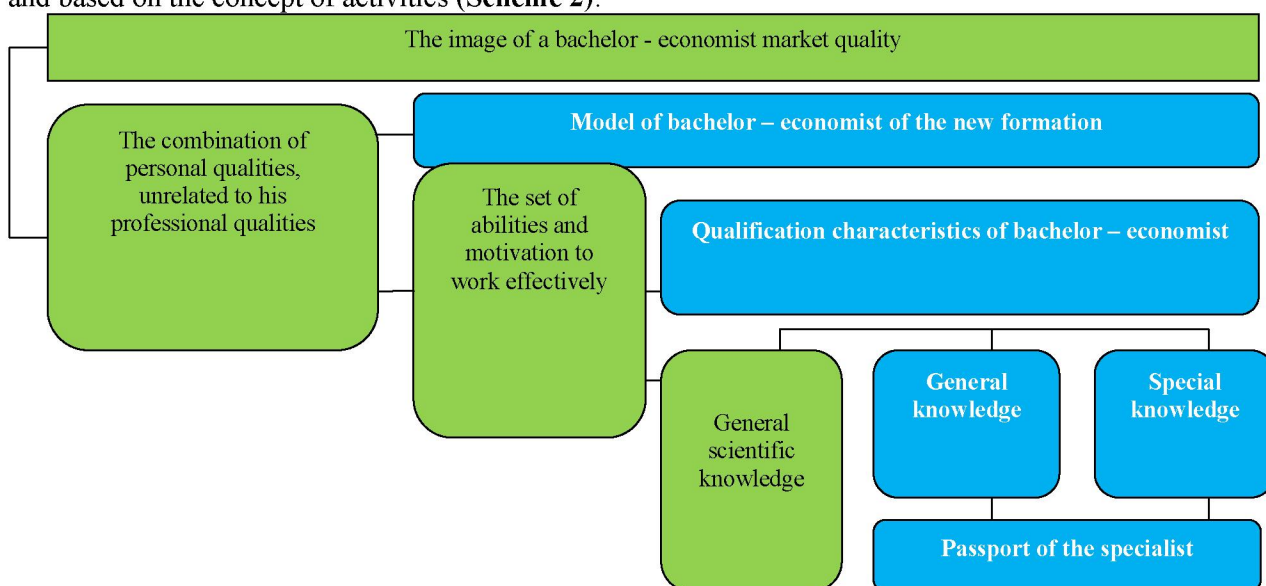
Analysis of the conceptual and terminological apparatus of special subject areas allowed to reveal the relationship between the cycle of mathematical disciplines and cycles of General and special disciplines and to create a single space of economic development of students.

On the basis of the analysis of the subject space of economic development of students can formulate the following requirements for the level of training of a specialist of economic specialty in the cycle of mathematical disciplines:

- * understand the role of mathematics as a fundamental discipline for economic disciplines;
- * possess the necessary mathematical and statistical tools of economic research;
- * know the basic mathematical methods and models used in decision-making processes;
- * apply econometric methods, actuarial calculations to solve professional problems;
- * have theoretical knowledge of modern and promising information systems used in the financial and economic sphere [18];
- * possess algorithmic and system-information skills of working with modern information systems in the economic sphere of society, skills of automated information processing in solving professional problems.

The formation of a competent specialist may, in our view, if you highlight a complex of pedagogical conditions, including:

- > The formation of the internal motivation of professional training i.e. focuses on self-awareness, collaborative activities, new knowledge [19];
- > The contents of the educational process must be based upon the qualifying characteristics of the profession and models of the graduate [20];
- > Respect of gradualism in training related to the gradual preparation of students for independent professional activities [21];
- > Building a learning activity and reflection basis. The allocated pedagogical conditions contribute to the convergence of the processes of professional learning with the realities of modern life and production, and based on the concept of activities (**Scheme 2**).



Scheme 2 - The model structure of the bachelor of Economics (Compiled by the authors based on the research) [22]

4. CONCLUSION

The analysis revealed a number of contradictions:

- * between the needs of society, modern requirements of the labor market and existing approaches to the professional training of students of economic specialties;
- * between the need for the formation of professional competence of students of economic specialties and the lack of development of the mechanism of this process;
- * between the level of requirements for the training of future economists and the actual level of readiness of students for professional activities.

The formulated contradictions caused the urgency of the problem associated with the search for pedagogical conditions that ensure the professional competence of future specialists in the economic sphere.

REFERENCES

- [1] Abulkhanova-Slavske K. A. (1980). Activities and personality psychology. -M: Nauka, 132p.
- [2] Alekseev N. (1998). Specific pedagogy student-centered education: Textbook.-method, materials. Part 1. - Tyumen: Publishing house Tyumen state University.
- [3] Bazyleva G. V. (2004). Improving the professional competence of teachers / the magazine for Professional education "Pedagogical science to practice". New research. No. 1. - M.: DOG.
- [4] Bazyleva G. V. (2005). Professional competence of the expert: the point of view of a psychologist // Professional education, No. 12.
- [5] Bolotov V. A. Serikov V. V. (2003). Competence model: from idea to educational program // Pedagogika, No. 10.
- [6] Bondarevskaya E. V. (2000). Theory and practice of personality-oriented education. - Rostov on/D: RPU.
- [7] Bondyreva S. K. (2005). Psychological and pedagogical problems of integration of educational space: Selected works. - M.: Publishing house of Moscow psychological-social Institute; Voronezh: Publishing house NPO "MODEK" publ.
- [8] Davydov V. V. (1986). Problems of developmental teaching. - M.
- [9] Derkach A., Zazykin V. (2003). Acmeology: textbook / - SPb.: Peter, page 234.
- [10] Erolovskaya M.N. (2005). Teacher-student: the ability to understand// Alma mater (High school Herald). No. 10. P 29-33.
- [11] Erolovskaya M.N. (2007). Pedagogy in the system of professional non-teaching education // Vestnik of Moscow University. Episode 20: teacher education. No. 1. p. 35.
- [12] Erolovskaya M.N. (2011). //The development of a professional image of the teachers world// the dissertation on competition of a scientific degree of the doctor of pedagogical Sciences, Kuzbass state pedagogical Academy. Novokuznetsk. – 51p.
- [13] Erolovskaya M.N. (2013). Pedagogy of understanding in the higher school: monograph. - Barnaul: Publishing house Alt. state University. – 256p.
- [14] Erolovskaya M.N. (2015). The development of information training of bachelors in Economics [Text] // Pedagogical science. - No. 1. - Pp. 30-32
- [15] Erolovskaya M.N. (2016). Teacher education in the hermeneutic circle // Pedagogy. No. 6. p. 26-33.
- [16] Galperin P. Y. (1966). Psychology of thinking and teaching about the gradual formation of mental actions. - M.: Nauka.
- [17] Gelfman E. G. (1993). Psychological bases of designing of educational information // Psikhol. Sib. -Vol. 14. No. 6.
- [18] Gershunsky B. S. (1998). The philosophy of education. - M.: Moscow psycho-social Institute, Flint publishes.
- [19] KANTUREEV, Mansour T., FROLOVSKAYA, Marina N., SULTANOVA, Gulfariza S., SAKHYBAYEVA, Aygul T., GUSSENOV, Barkhudar Sh. Pedagogical conditions of formation professional competences of the bachelor-economist on the basis of understanding. Revista Espacios. Vol. 39, 2018 y., Number 23, Page 30.
- [20] Recovered from: <http://www.revistaespacios.com/a18v39n23/18392330.html>
- [21] KARBOZOVA, Zhanar Zh., ABDYMANAPOV, B.Sh., SALBYROVA, M.T., ORALOVA, S.Sh., GUSSENOV, Barkhudar. Principles of design of electronic educational resources. Revista Espacios. Vol. 39, 2018 y., Number 17, Page 25.
- [22] Recovered from: <http://www.revistaespacios.com/a18v39n17/18391725.html>
- [23] Koshevaya, N. S. (2015). PROFESSIONAL COMPETENCE of "ACADEMIC BACHELOR": STRUCTURE, COMPONENTS, LEVELS of FORMATION // Person, family and society: questions of pedagogics and psychology: collection of articles in mater. LIII international. scientific.- pract. Conf. № 6 (52). - Novosibirsk: Sibak.
- [24] A. Karabalina , M. Yesengulova , B. Kulbayeva , M. Sarkulov , A. Hayrusheva , Scott Alan Burton Summers. (2018). BULLETIN OF NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN. Volume 2, Number 372, 48 – 56. <https://doi.org/10.32014/2018.2518-1467> ISSN 2518-1467 (Online), ISSN 1991-3494 (Print)

Г.С. Султанова

ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ БАКАЛАВРА – ЭКОНОМИСТА НОВОЙ ФОРМАЦИИ

Аннотация. В статье рассмотрены вопросы профессиональной подготовки бакалавров экономики в современном вузе как специфической образовательной системы. В работе уточняется специфика профессиональной деятельности будущих бакалавров экономики как субъектов обучения. В статье моделируется учебный процесс, организуется модульно-рейтинговая система обучения в современном вузе, разрабатываются концептуальные и технологические модели, определяющие понимание сущности содержания, технологий формирования профессионально значимых компетенций будущих бакалавров экономики в современном вузе. И, кроме того, в статье сформулированы организационно-педагогические условия, обеспечивающие эффективность реализации модели. Авторами данной статьи проанализированы профессиональные задачи «академического бакалавра» согласно программе исследования и на ее основе разработана структура профессиональной компетентности «академического бакалавра», рассмотрены компоненты предложенной структуры и выявлены уровни сформированной профессиональной компетентности будущих «академических бакалавров». Обосновывается необходимость моделирования системы формирования профессиональной компетентности будущих экономистов, которая состоит из целого ряда взаимосвязанных компонентов: цели, закономерностей, принципов, задач, основных направлений, организационных форм, методов обучения и воспитания, средств, результата.

Ключевые слова: профессиональная компетентность; «академический бакалавр»; профессиональные задачи; когнитивный компонент; функциональный компонент; коммутативный компонент; рефлексивный компонент; социально-психологическая компетентность.

Г.С. Султанова

ЖАҢА ФОРМАЦИЯНЫҢ ЭКОНОМИСІ - БАКАЛАВРДЫҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ПЕДАГОГИКАЛЫҚ АСПЕКТІЛЕРІ

Аннотация. Мақалада заманауи ЖОО-да экономика бакалаврларын арнайы білім беру жүйесі ретінде кәсіби дайындау мәселелері қарастырылған. Жұмыста болашақ экономика бакалаврларының кәсіптік қызметінің ерекшелігі білім беру субъектісі ретінде анықталады. Мақалада оқу үдерісі үлгіленеді, қазіргі ЖОО-да оқытудың модульдік-рейтингтік жүйесі ұйымдастырылады, қазіргі ЖОО-да болашақ экономика бакалаврларының кәсіби маңызды құзыреттілігін қалыптастыру технологияларының, мазмұнының мәнін түсінуді анықтайтын тұжырымдамалық және технологиялық модельдер әзірленеді. Сонымен қатар, мақалада модельді іске асырудың тиімділігін қамтамасыз ететін ұйымдастыру-педагогикалық жағдайлар тұжырымдалған. Осы мақаланың авторлары зерттеу бағдарламасына сәйкес "академиялық бакалаврдың" кәсіби міндеттеріне талдау жасады және оның негізінде "академиялық бакалаврдың" кәсіби құзыреттілігінің құрылымы әзірленді, ұсынылған құрылымның компоненттері қарастырылды және Болашақ "Академиялық бакалаврлардың" қалыптасқан кәсіби құзыреттілігінің деңгейлері анықталды. Болашақ экономистердің кәсіби құзыреттілігін қалыптастыру жүйесін модельдеу қажеттілігі негізделді, ол өзара байланысты бір қатар компоненттерден тұрады: мақсаты, заңдылықтары, принциптері, міндеттері, негізгі бағыттары, ұйымдастыру нысандары, оқыту мен тәрбиелеу әдістері, құралдары, нәтижелері.

Түйін сөздер: кәсіби құзыреттілік; "академиялық бакалавр"; кәсіби міндеттер; когнитивті компонент; функционалдық компонент; коммутативті компонент; рефлексивті компонент; әлеуметтік-психологиялық құзыреттілік.