

Formation of Professional Competence of Future Specialists in the Field of Economics in the System of Vocational Education

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Abstract: This article presents aspects of forming the professional competence of future specialists in economic development. The problems of focusing on a fundamentally new quality of vocational education are discussed, the main social meanings of which are that students in the process of vocational training should have general and special professional competencies that meet the modern needs of the state, society, the labor market, and the needs of developing the potential of each student's personality.

Keywords: professional education, multifunctionality, social role, educational resources, professional competencies, economic knowledge, skills, and abilities.

Social changes and the economy's transition to new market relations impose new requirements on the standard of living, the way of life, and the quality of life of every citizen and call for a new approach to the problem of social and professional self-realization of the future specialist.

In turn, the following should be considered among the most socially important, priority areas and global trends in the development of the entire network of professional educational institutions in the country: the opportunities and real modern market needs of specialists; development of maximum variability and comprehensive flexibility of educational programs; diversification of profiles of professional educational institutions in the direction of their many levels and multifunctionality; increased interaction with other levels of vocational education throughout the system of continuing vocational education.

In the development of modern vocational education, the focus is mainly on a fundamentally new quality of vocational education, the main social meaning of which is: that students in the process of vocational training should form general and special professional competencies that meet the modern needs of the state, society, labor market. Today, the vocational education system is implementing wide-ranging reforms in the organization of an innovative system of vocational education, the introduction of effective forms and methods of education and training, considering advanced foreign experience.

In several international dictionaries of foreign words, the concept of "competent" is interpreted as having competence - the competence of an institution, a person, or a range of affairs, matters subject to someone else's jurisdiction, Competent (Franz.) - competent, competent. Competens - (Lat.) - suitable, capable. Competere - require, match, be fit. Competence (English) - ability (competence).

The concept of «core competencies» was introduced in the early 1990s, working under the auspices of UNESCO with the International Labor Organization, and since then began to define the requirements for

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the training of personnel in a vocational school. In the psychological and pedagogical literature, when considering the formation and development of professionalism, two concepts are used: "competency" and "competence".

A competency-based approach in vocational education is to prepare the future specialist for professional activity based on the professional and general competencies of the qualifications noted in the qualification requirements and the need to develop the potential of each learning.

The economic situation in many countries of the world affects every sector of the population, regardless of social status, from school age to old age. The development of economic and social literacy among future professionals is the main objective of vocational education. The formation of economic literacy of the future specialist contributes to the formation of key competencies.

Competency and competence are not new concepts, but from the pedagogical point of view, it is almost impossible to make a clear distinction between these concepts. Different pedagogical directions, and schools interpret these concepts in different ways: some say that competency is knowledge and competence is a skill (action), others the opposite. Nevertheless, everyone agrees on one thing: competency and competence are two sides of the same whole, they are inseparable and complementary. Any person (student, citizen) should have a certain range of competencies and can apply their competences. The division of competence into species also deserves special attention. Most often, the competencies are divided into key, general and subject areas (Khutorsky A.V.) [5]. A.K. Markova allocates special, social, personal, and individual professional competence [7].

The modern economic development of many countries imposes on a modern specialist several new requirements that are insufficiently considered or not at all considered in the training of future specialists. These requirements by employers are above the subject matter, are universal, and involve the training of a highly professional. Modern vocational education depends to a certain extent on the labor market, so the main task of educational institutions is to increase the competitiveness of graduates. The main condition for the successful professional activity is not scattered knowledge, but generalized skills, manifested in the ability to solve life and professional problems that represent competence.

To improve the quality of vocational training in the Educational, Technical and Vocational Training Institute, it is essential to develop students' professional competencies. One of the varieties of professional competencies for students of the TTI is the formation of professional competencies in the field of economics. All stakeholders should be involved in the development of these competencies: employers who hire TTI graduates and students who choose this area as their future career.

When considering the educational process in the TTI, we classify competencies into general and specialized. In turn, professional competence in the field of economic knowledge can be both general, general, and specialized. This depends directly on the subjects taught in the TTI, as well as on where they will be applied (personal or professional). Thus, in the TTI, the formation of professional competence in the economic field takes place through the teaching of several economic disciplines. Formed certain knowledge in the field of the general economy: allow to orient in modern market conditions, develop the ability to calculate their budget, assess possible options for obtaining additional funds (for example, obtaining a loan or investing money in a bank at interest), participate in the formation of their opinion on a particular economic situation or economic policy of the state. It is also possible to determine that the general scientific, economic competence of the future specialist contributes to the formation of a mobile, dynamic, gaining stability in the life of the person, capable of self-realization and self-development.

Formation of professional competence of the future specialists in the field of economic activity will allow them to develop new behaviors in the field of labor, a new attitude to training, and an increase of its

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importance, Realizing the potential of work in multiple forms of employment and will contribute to optimizing the processes of adaptation of youth to new socio-economic conditions of life.

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