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METHODS OF MANAGEMENT COMPETENCE FORMING OF FUTURE ECONOMISTS

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КЛЮЧОВІ

СЛОВА:

управлінська компетентність, майбутні економісти, методика формування управлінської компетентності, професійна підготовка.

Реферат

Упровадження компетентнісного підходу в систему професійної підготовки фахівців зумовлює необхідність дослідження змісту і структури різних компетентностей. За результатами дослідження виявлено, що більшість студентів мріють про керівні посади різного управлінського рівня. Для цього їм необхідно оволодіти новими знаннями з економіки і менеджменту, навчитися користуватися ними на практиці, постійно їх удосконалювати. Це питання не втрачає актуальності з плином часу, оскільки динамічно і закономірно змінюються як завдання професійної підготовки фахівців з різних спеціальностей, так і умови їх реалізації.

Ефективність формування управлінської компетентності залежить від визначення її суті та змісту навчання з навчальної дисципліни, вибору педагогічних технологій, розроблення раціональної моделі процесу формування та визначення критеріїв і рівнів її сформованості.

За результатами проведення констатувального етапу педагогічного експерименту з'ясовано, що суть управлінської компетентності проявляється в її багатоаспектності та спрямованості діяльності керівника на об'єкт управління з урахуванням його специфіки і характеру розвитку в соціальноосвітньому середовищі; у комплексі знань, форм та методів управління; відображенні готовності і здатності ефективно проектувати і здійснювати управлінську діяльність; в інтегральній характеристиці керівників. Зміст управлінської компетентності бакалаврів економічних спеціальностей визначає її структуру, що цілісно проявляється в управлінській діяльності, спрямованій на реалізацію сукупності управлінських функцій.

Методика формування управлінської компетентності бакалаврів економічних спеціальностей має ґрунтуватися на: дотриманні вимог щодо підготовки майбутніх економістів, визначенні змісту їхньої професійної підготовки у ВНЗ; наукових підходах до організації навчальної діяльності в університеті; відборі практико-орієнтованих завдань, ситуацій, що імітують економічні, менеджерські проблеми змісту професійної діяльності майбутніх економістів; використанні інтерактивних методів навчання; взаємозв'язку індивідуальної і групової, аудиторної та самостійної роботи студентів на основі принципу міжпредметної координації; використанні мультимедійних технологій тощо.

Problem. The introduction of competence approach in the modern system of professional training for various sectors of economic activity, economic in particular, necessitates research of content and structure of various competencies. According to the research of problems of management competence forming of future specialists in economics it was found out that most students choosing the specialty

0305 "Economics and Entrepreneurship" were dreaming of a successful career in the future, one way or another connected with managerial activities. It is possible that some of them will occupy senior positions in different levels of management in the future. To cope with this problem, one must master new knowledge in economics and management, learn how to use it in practice, constantly improve it. An important

component of such knowledge is the science and art of management, in particular the disclosure of its general pedagogical, organizational, teaching and special features. This issue does not lose relevance over time, as tasks of professional training in various specialties are changing dynamically and logically as well the conditions for their implementation.

Analysis of recent research and publications. The analysis of the research on the formation of managerial competence in domestic economic students of higher education institutions made in the past decade indicates that the authors Vasiukov I., Vdovychenko R., Yelnykova H., Karnaukh I., Ladanov I., Orban-Lembryk L., Svystun V., Stoliarenko L., Tanayev V., Shvalb Yu., Yagupov V. and others focus their attention primarily on improving of management, administrative skills, management skills or the formation of managerial competence of other specialists. However, formation of managerial competence of bachelors of economic specialties in the process of training as a pedagogical problem was not investigated thoroughly.

The purpose of this article is to highlight the methodology developed by the author in the formation of managerial competence of future economists in high economic school and effectiveness of its implementation in the educational process.

The main material research. It is obviously, the effectiveness of the educational process at universities is mainly determined by the method of teaching, which is the tool that allows to create managerial competence of bachelors of economic specialties in the teaching and learning activities. The content of the course of methodology consists of: determining of the content of the course; determining of the methods and organizational forms of learning that meet its objectives and content; providing of means of learning [1]. The technique has a stable connection with science, the foundations of which are taught at school, it appears in the

selection of content relevant discipline (management).

Thus, the efficiency of formation of managerial competence depends on the definition of the nature and the content of the course of subject "Management", the choice of educational technologies, working out a rational model of development process and defining the criteria and levels of its formation, ensuring proper performance of the model. The results of statement phase of pedagogical experiment show that the nature of managerial competence is manifested in its multi aspects and orientation of the head to the management object based on its specificity and character of the development in educational environment; in complex of knowledge, forms and methods of management; readiness and capacity to design and implement management activities; in integral characteristics of leaders that reflect their professional skills and personal abilities. The content of management competence of bachelors of economic specialties defines its structure (the interaction of cognitive, active, social and personal components) that is integrally manifested in management aimed at implementing the set of administrative functions [2, p. 6].

According to the model we have developed methods of formation of managerial competence of bachelors of economic specialties should be based on: following of the requirement as for future economists training, determining of the content of their training at universities; scientific approaches to the organization of training activities at the university; the selection of activities and tasks that simulated some aspects of the content of future professional economists and management in particular; using of interactive teaching methods; the interrelationship of individual and group, classroom and independent work of students; high problematic tasks; using of multimedia (Babets E., Maksymchuk N.) technology on managerial topics.

Supportive forming of the experiment included the development of: compendium of

lectures on "Management", guidelines for holding seminars, practical trainings, self-organization and individual work of students from the specified course; management situations bank, tasks for all stages and levels of formation of managerial competence, audio, video fragments; tests. Methodological complex support developed by us based on the study of the works of home and foreign scientists (Bayeva O., Vissema Kh., Volodarska-Zla L., Grynchuk O., Konovalova Yu., Mazaraki A., Okhrimenko A., Svystun V., Filippova L. etc.) and the possibilities of using interdisciplinary connections in the training of future economists as obtaining of system knowledge of management is provided by the teaching and learning information obtained by students at other subjects class. Analyzed programs from different humanities, enabling the establishment of interdisciplinary relationships, are reflected in the management component content. It is worth noting that in the process of economists training there are subjects both humanities and professional containing components of management direction. Therefore, the study based on the scientific papers of Glukhova O., Zelikovska O., Kolesnikova T., Korsak K., Nikitin P. the principle of interdisciplinary connections has been extended to the principle of interdisciplinary coordination, and applied for the selection and design of training content of the formation of managerial competence as the teachers had to cooperate with different departments of humanities on the coordination of certain topics.

Thus, the subjects "Management", "Marketing", "Documentation" contain materials for acquiring managerial knowledge, broaden the outlook of future specialists in economics, provide students with information about effective management in economically developed countries and systematic understanding of the multidimensional documentation, which is the basis of economic and administrative activity. Social sciences such as philosophy, sociology,

psychology and social pedagogy provide students with knowledge about the place and purpose of a man in the world, about the prospects of development of human civilization, the most general laws of social development and thinking which are in the basis of the science of management. It helps to evaluate changes that occur due to the rapid progress of the country to postindustrial society scientifically, outline the grounds of economic activities of economic entities. Such disciplines as "Self-management", "Occupational Psychology", "Organization of independent educational activity" help to use boosting human resources, form the skills of efficiently time using, work in a team, learn effective methods of learning, training in the process of continuing education throughout life. Within the framework of discipline "Information Technologies in Management", students learn not only the theoretical basis and principles of the development of analytical mathematical economic models underlying the control tasks, but also acquire the skills to work with modern software products [4]. Thus, interdisciplinary coordination helps to transfer knowledge and skills from other subjects on the formation of managerial competence of future economists.

The principle of interdisciplinary coordination was carried out using the following methods: statement of issues and logic problems based on the conceptual apparatus and knowledge acquired in the study of other disciplines and their specification, selection of texts of economic direction, containing managerial perspective, forming generalized skills in the study of various disciplines.

While studying the scientific literature on psychology and didactics, it was found that the main factors affecting the formation of stable positive motivation to learning activities are: content of educational material, organization of training activities, collective forms of learning activities, valuation of training and pedagogical style of a teacher [3, p. 261-264]. Content of training is information that students receive from

the teacher and during their independent work. However, the information itself, has no practical significance for the students as it does not motivate active teaching and learning activities. It should bear in mind a requirement in the formation of managerial competence that requires constant activity, the development of certain skills, reposition of various functions, including mental (memory, thinking, imagination, the need for novelty, reflection, emotional saturation). In this regard, the selection of training content must meet certain requirements: be submitted in a form that causes an emotional response, affect self-esteem; be sufficiently difficult to activate cognitive mental processes; be based on previously acquired knowledge and simultaneously carry information that allows you not only to learn new things, but reflect existing knowledge in management as well as from other (professionally designed) courses and experience, learn out known things from a new angle; take into account scientific facts, matching a modern level of science, ideological side, the availability of methodological questions and their correct interpretation; activation of thinking through issues and resolve certain contradictions; highlight historical issues of different concepts, connection with practice [3].

Experimental part. In the organization of learning activities of students the views of psychologists- researchers of problems of educational activity motivation are taken into account. Discipline studying has been organized on a modular technology: the *first module* was theoretical (students were given theoretical material to study, the literature for each topic of the lecture was recommended, consultations with individual assignments were held). The teacher used different forms of lectures, problem- lecture, lecture-visualization, lecture "together", lecture with a pre-planned errors, lecture- press-conference. The *second module* was aimed at skills building as part of bachelors management competence in economy. For this purpose various forms of training (seminars, practical workshops, master classes) and teaching methods (problem

solving situations, practical exercises, tests, simulation planning, the use of interdisciplinary relations, vocational training, etc.) were used. The *third module* provided the creative nature of the task. Students were offered individual tasks with elements of scientific research, using different scientific approaches of modern methodology. Each topic of training program consisted of three main stages: motivational, active and reflective.

Evaluation of the results of educational activity was carried out separately for each module based on the analysis of performed tasks (deficiencies causes were identified, the achievements in mastering of the program material on the formation of managerial competence were mentioned). The teachers followed the democratic style of teaching, which contributed to the development of internal motivation.

The final stage of forming experiment was evaluating of students levels of managerial competence according to motivational, cognitive, functional and social criteria. The results are shown and compared with the results obtained in statement experiment in Table 1 and illustrated in the diagram (Fig. 1).

The estimated (empirical) value of x-square test after forming stage of the experiment are shown in Table 2.

Compared with the tabulated value criteria for the confidence level of 0.95 to 4 degrees of freedom equal to $F(0,05; 4) = 9.5$ made the following conclusions : before the experiment the difference between the control and experimental groups was not statistically significant (corresponding empirical criterion value significantly lower compared with the critical value that is equal to 9.5); after the experiment, the observed value of the criterion of Pearson have increased significantly.

Conclusions. Thus, the results of the resarch presented in Table 2, all components of the formation of bachelors managerial competence in economic specialties (except social) where quantitative augmentation was

observed, but it has not reached the critical value groups were at an appropriate level at the beginning of the experiment [2]. (F₄ = 3.4). This can be explained by the significant socio-quality, values, general cultural level of the students in control and experimental

Table 1

Indicators of students levels of management competence using all criteria (forming experiment)

criteria levels	motivational		cognitive		functional		social	
	CG	EG	CG	EG	CG	EG	CG	EG
	%	%	%	%	%	%	%	%
creative	5,2	9,3	4,1	10,4	4,1	10,3	6	9,2
high	26,8	60,8	38,4	52	22,6	23,2	23	26
sufficient	44,3	18,6	37,4	20,4	19,1	24,1	21	22,6
elementary	23,7	11,3	20,1	18	54,2	46,4	50	42,2
all	100	100	100	100	100	100	100	100

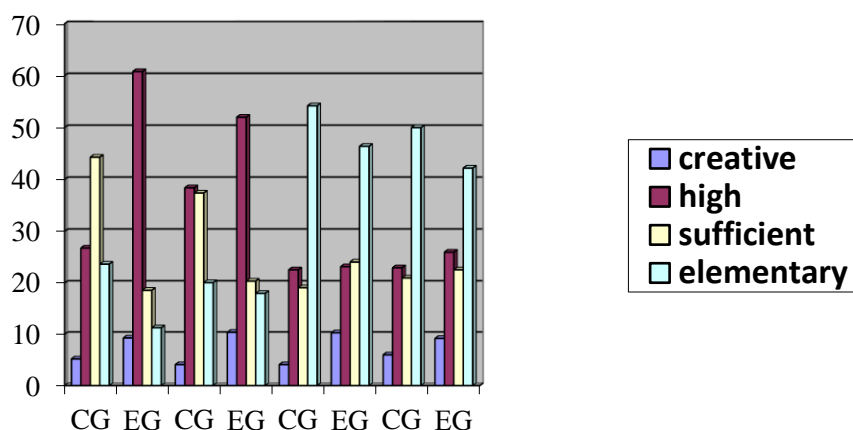


Fig.1. Dynamics of changes of formation of students managerial competence for all criteria in the control and experimental groups (at the beginning and end of the experiment)

Table 2

Calculation of the x-square test

№	Criteria for MC	Empirical values χ^2 -square test for the experimental empirical values	Empirical values χ^2 -square test after experiment
1.	Motivational criterion of formation of MC	F ₁ = 0.6	F* ₁ = 65.9
2.	Cognitive criterion of formation of MC	F ₂ =1.0	F* ₂ = 54.0
3.	Functional criterion of formation of MC	F ₃ = 1.1	F* ₃ = 10.8
4.	Social criterion of formation of MC	F ₄ = 0.4	F* ₄ = 3.4

Thus, the results of experimental verification confirm the statistical significance of the difference between the control and experimental groups at the beginning and end of the experiment according to specific criteria and

confirm the value of the performed experimental research indicating the effectiveness of the developed method of forming managerial competence of future economists.

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Реферат

Методы формирования управленческой компетентности будущих экономистов

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управленческая компетентность, будущие экономисты, методика формирования управленческой компетентности, профессиональная подготовка.

Внедрение компетентного подхода в систему профессиональной подготовки специалистов вызывает необходимость исследования содержания и структуры различных компетенций. По результатам исследования выявлено, что большинство студентов мечтают о руководящих должностях различного управленческого уровня. Для этого им необходимо овладеть новыми знаниями по экономике и менеджменту, научиться пользоваться ими на практике, постоянно их совершенствовать. Этот вопрос не теряет актуальности с течением времени, поскольку динамично и закономерно меняются как задача профессиональной подготовки специалистов по различным специальностям, так и условия их реализации. Эффективность формирования управленческой компетентности зависит от определения ее сути и содержания обучения по дисциплине, выбора педагогических технологий, разработку рациональной модели процесса формирования и определения критериев и уровней ее сформированности.

По результатам проведения констатирующего этапа педагогического эксперимента установлено, что суть управленческой компетентности проявляется в ее многоаспектности и направленности деятельности руководителя на объект управления с учетом его специфики и характера развития в социально-образовательной среде; в комплексе знаний, форм и методов управления; отображении готовности и способности эффективно проектировать и осуществлять управленческую деятельность; в интегральной характеристике руководителей. Содержание управленческой компетентности бакалавров экономических специальностей определяет ее структуру, целостно проявляется в управленческой деятельности, направленной на реализацию совокупности управленческих функций.

Методика формирования управленческой компетентности бакалавров экономических специальностей должна основываться на: соблюдении требований по подготовке будущих экономистов, определении содержания их профессиональной подготовки в вузе; научных подходах к организации учебной деятельности в университете; отборе практико-ориентированных задач, ситуаций, имитирующих экономические, менеджерские проблемы содержания профессиональной деятельности будущих экономистов; использовании интерактивных методов обучения; взаимосвязи индивидуальной и групповой, аудиторной и самостоятельной работы студентов на основе принципа межпредметных координации; использовании мультимедийных технологий.