

FORMATION OF BUSINESS COMPETENCE OF FUTURE PROFESSIONALS BY MEANS OF PRACTICE-ORIENTED EDUCATION

У статті розглянуто шляхи формування підприємницької компетентності майбутніх фахівців засобами практико-орієнтованого навчання. Для досягнення мети використано методи синтезу, порівняння й узагальнення, що дозволило уточнити базові поняття дослідження та розкрити сутність дефініції «підприємницька компетентність». Основні результати дослідження виявляють можливості використання методу проектів з метою набуття студентами досвіду практичної діяльності. Представлено досвід викладачів кафедри товарознавства та експертизи якості товарів Харківського торговельно-економічного інституту КНТЕУ в застосуванні засобів практико-орієнтованого навчання для організації аудиторної й позааудиторної проектної діяльності студентів.

Ключові слова: *практико-орієнтований підхід, діяльнісний підхід, практико-орієнтована освіта, практико-орієнтована підготовка фахівця, підприємницька компетентність, засоби навчання, засоби практико-орієнтованого навчання, метод проектів.*

Introduction. Social and economic transformation of society put forward new requirements for mass higher education: a young specialist should be prepared by such way for being able to adapt quickly to the working and production processes, to use acquired productive skills and to start a business [6, 205]. Such an approach makes actual the problem of application of practice-oriented training as an approach aimed at learning, skills development, gaining experience of practical activity. In terms of the contradictions between the preferences and abilities of the student and the dominant paradigm of education the formation of business competence of the future professionals by means of practice-oriented education is a cornerstone of professional training.

Analysis of relevant research and research methods. Using the method of system analysis of psychological, educational and economic literature it was defined the state of research of the studied problem.

It was established that issues of specialist's practice-oriented training were discussed by I. Dychkivska, V. Hutmaher, A. Khutorskoi, A. Kiuster, G. Lind, S. Litvinenko, D. Neumann, N. Nychkalo, Yu. Olkers, I. Pidlasyi, S. Pitch, E. Post, V. Sibaieva, D. Varneke, J. Winter, J. Ziaziun and others. Despite the fact that various aspects of this approach were discussed in the works of N. Basalaiev, A. Birchenko, M. Kollehaieva, S. Kopieva, O. Kotikova, H. Kovalchuk, H. Matiushenko, I. Palchikova, T. Pushkareva, A. Verbitskyi, N. Zhytnik and others. It's methodological, theoretical and technological features are poorly studied,

structured and substantiated [4, 31]. For the purposes of the article are used methods of synthesis, comparison and generalization, which allowed to clarify the basic concepts of research and reveal the essence of definitions of “business competence” and “means of practice-oriented education”. Unfortunately we could not find publications that have described the problem of formation of the future professional’s business competence by means of practice-oriented education what is relevant in terms of transformation of higher education and its reform in the transition to a society based on knowledge.

The aim of the study is to clarify the concept of “practice-oriented education” and to define the ways of forming of the future professional’s business competence by means of practice-oriented training.

Results. A significant impediment to implementation of practice-oriented education is the lack of well established general theoretical framework that creates variability of technologies and techniques and complicates the development of appropriate learning forms. However, the leading idea is not objectionable: practice-oriented education should focus on particular practices and be carried out in close cooperation of education institutions and market subjects. Results of the study of psychological and educational literature have led to the conclusion that in most cases practice-oriented education is considered as theoretical training combined with practical activities, allowing us to focus on the learning process of formation and development of professional competencies [1, 114]. At the same time in the literature there are alternative versions in the understanding of its objectives. In particular, they are in the formation of student’s professional experience through immersion in a professional environment during their practice. Professionally-oriented teaching technologies are seen as technologies aimed at developing of the future specialist’s knowledge, skills and other qualities, which are important for the professional activity and also socially relevant competencies. However, this interpretation does not solve the problem of transition from educational activity of student to the assimilated by him professional activity. The existence of the separation of theoretical training from the future professional activity can be explained by the inability to conduct it in the frames of education institution. So, practice-oriented education should ensure the establishment of intermediate link between training and actual profession. In the known psychological and pedagogical sources such activity-intermediary was called “quasi-professional” – training in form and professional in content [3, 96]. Thus, A. Verbitsky identifies three basic forms of student activity: educational, quasi-professional and educational-professional (Table 1).

Table 1

The sequence and content of the basic forms of students' activity

Form of activities in the process of professional training	Aspects of professional training	Contents of the activity
Educational	Theoretical training (lectures, seminars and laboratory classes)	Transfer and assimilation of information
Quasi-professional	Practice-oriented education (project method, game form, imitating form)	Simulation of integrated fragments of social and professional activities (visual-technological and socio-role content)
Educational-professional	Practice, educational and research work, certification	Activities that complies to the standards of professional and social relations

With the transition from one basic form of activity to another student gains the experience of applying of educational information as a means of implementing these activities, gaining experience of entering the profession. With the system of adequate forms, methods and means of training it is given the movement of student's activity from educational to professional with transformation of his needs, motivations and goals that becomes the result of education. The use of practice-oriented education activates the activity of students, organizes it with the intention to obtain the planned results. The basis of practice-oriented education is activity approach. The approach is the set of methods and means of influence on someone or something in studying anything. As a set of modern means, activity approach in the XXI century is widely used in many fields and is gradually replacing the natural science approach. These changes almost have not affected yet the mass education [9, 102]. In contrast to natural science, activity approach focuses not on the discovering the world, but on its active and targeted development. It is based on the notion that all processes, where people are involved, is the activity during which occur changes in various degrees organized and purposeful. All that is directly perceived by the human mind as derived phenomena is the result of changes during the activity. For active approach paramount importance is attached not to the accumulation of knowledge about the results but to the conditions of organization and providing the specific activity, which leads to the intended results. The practical aspect of activity is provided by the arsenal of tools that control the implementation of reforms as a result of it.

Activity approach is constructive in its nature. Its ideology is the transformation and development, the way is a positive change of objects, situations, events and so on. According to activity approach the processes of

transformation of the initial negative situation to the positive outcomes are carried out. The picture of the world (based on activity approach) is a panorama of continuous changes that occur simultaneously in different parts of society. Activity approach makes to define clearly on this point: the process of transformation should be directed accordingly. Engage in activity means to carry out actions oriented at various transformations.

The above mentioned things cause distinctive features of practice-oriented education associated with its forms and means of implementation. Students should master certain activity not from textbooks and drawings, but directly engaging in its simplest forms. The content of learning is content of activity – forms of its organization, means of work etc. For entering to the process of transformation or run it “from scratch”, you must have the appropriate means. Instrumental area of practice-oriented education involves the use of variety of tools, techniques and forms of influence during the activity. Obviously, for effective implementation of the planned reforms it is need to be able to choose the appropriate means and to apply them. No doubt, that this work is the result of manifestation of intelligence and the human psyche, which determines the success of planned changes. Exactly it forms the mental area of practice-oriented education [5, 247]. Disciplined mental efforts give the direction to the student’s activity; organize in a single line chaotic set of quasi-professional actions. This causes the fact that the primary attention should be given to the mental field of practice-oriented education. Professional training by means of practice-oriented learning is in purposeful efforts for the formation and development of certain mental abilities, based on which future specialists will be able to solve practical problems in their chosen professional field.

The above mentioned allows to state that the essence of practice-oriented education is to construct the learning process based on the unity of emotional and imaginative and logical components of educational content; the formation of competencies to resolve professional and social problems; emotional and cognitive saturation of students’ activity. Summing the points of view, we consider the practice-oriented education as the most appropriate for the formation of business competence of the future specialist. Business competencies is an integral psychological quality of the personality that manifests itself in motivated capacity for creativity and realization of new economic ideas and allows to solve various problems in everyday professional and social life. Based on the analysis of economic and educational literature, we can conclude that business competence is the ability to implement the ideas of the personality to life, based on creativity, innovation, risk exposure, the ability to plan and organize own activities to achieve the goals. Formation of business competence is occurring under the influence of continuous economic education, and later – professional activities. The internal structure of business competencies includes: motivational and value component

(internal motivation that encourages the personality to the business activity, moral and ethical attitudes to business and freedom of choice, self-thrift, tolerance as values); cognitive component (set of knowledge about economic spheres of life in society, understanding of the nature of methods of business activity); activity component (the level of formation of business competence); emotional and volitional component (tenacity, ability to openly share their feelings and emotions, self-control, moderation in situations of uncertainty, the ability to adequately survive the lack of result) [2, 17]. Yu. Bilova connects business competence with the ability to possess the means that allow the person to organize effectively individual and collective business. Motivational-value component determines the subject-subject interpersonal relationships, and also subject-object relationship between the man and the nature. Cognitive (or knowledge-contents) takes into account the variability of the content of needs and motives of the individual. Activity (or practical-technological) implies the existence of the ability to choose an effective business ideas and forms of its implementation; readiness to solve problems creatively; the ability of the organization, planning and forecasting of activities; ability to manage business activities and its results; ability to present their own projects; conduct constructive business dialogue. Emotional-volitional provides the ability to understand their own emotional state in a situation of finding and implementation of the business projects.

Specified above structure allows to determine that formation of business competence is a complicated, controversial and multistage process that involves the mastering business knowledge by person and development on this basis business minds and business behavior. Purposeful formation of business competence contributes to adaptation to difficult market conditions; full development of the individual; forms readiness to change and improve living conditions on the basis of free choice of life path, taking into account their ambitions, skills and personal qualities. The problem of formation of younger generation's business competence is an issue of strategic development. The purpose of practice-oriented education is formation of competencies sought after in various social and professional spheres. Common system of professional education in Ukraine meets the so-called N-model teaching, when first (for junior courses) is theoretical training, and then – practical. Usually they are not linked in time and, therefore, in the mind of the student. Overage of the fundamental knowledge without supporting by practice leads to intellectual overload and reducing motivation of training. However, practically-oriented teaching system, which is called the Z-model, provides simultaneous theoretical and practical training without a shift of emphasis towards theory or practice. It allows students from the beginning of training not only to learn the constants, formulas and other theoretical material, but also to understand what means the assimilated information and which realistic proposals can be formed on the basis [7, 16]. The

urgency of implementation of practical-oriented system of teaching «Z-model» is in that fact that it can significantly improve the effectiveness of training by increasing the personal status of the student. In the process of interaction channels of feedback are acting constantly; the interest in art is growing; existing experience is applying and a new one is forming. The introduction of Z-model involves the use of innovative means of training, which are effective in group and individual forms of work, based on the constructing of the interaction between teachers and students on subject- subject level. P. Pidkasystyi considers to be the means of education all material and materialized objects and processes that serve as sources of educational information and tools for assimilation its contents. Author divides all means of training into material and ideal [8, 196]. An innovative means of forming the future professionals' business competence is appropriate to consider the project method. Based on the classification of P. Pidkasystyi, project method as a common sign system can be considered as the ideal learning tool.

“Method of projects” emerged in the end of the XIX century in the depths of American educational system. In modern higher school pedagogy his term is understood as method of learning, form of class organization, pedagogic technology, the system of organization of education [9, 184]. Results of pedagogical literature study suggest that there are many options for presentation of this pedagogical technology by such authors as I. Chechel, V. Huzieiev, A. Piechota, K. Vahanov, I. Yermakov and others. However, all researchers demonstrate unity in the interpretation of its essence: project method serves as a means of solving the problems based on a conscious accepting by subject the purpose of project activity. This is the way to achieve the didactic goal through detailed development of the problem which has to be completed by the outcome which is practically noticeable for the student. The technological concept of project technology focuses on the effective way to obtain new knowledge in the context of a particular situation and their use in practice. The main feature of the method of projects is total and organic coherence of training with life and interests of the student. The essence of the method of projects is to stimulate the interest of students to specific problems, the solving of which involves possession of a specific amount of knowledge and through the project activities creates an opportunity for their practical application. This method actually allows combining theoretical knowledge with practical experience.

Method of projects as educational technology has a distinct advantages: it facilitates introduction of practice-oriented approach to learning and the formation of key competencies (social, multicultural, information, communication); ensures development of initiative and independence of students. The purpose of the method of projects is to get some practical experience by students. The task is to teach to acquire knowledge independently and to apply them to solve practical problems; to promote development of communication skills; to expand the circle of communication;

to instill the ability to use research methods: to collect and analyze information, to put forward a hypothesis, to make conclusions. Method of projects effectively forms a reflective, research, analysis, management, communicative, information and presentation abilities and skills, which create internal structure of business competence.

Teachers of department of Commodity and expertise of the quality of goods of Kharkov Trade and Economic Institute of KNTEU apply means of practice-oriented training for the organization both classroom and extracurricular project activity. First-year students of the Faculty of Trade, hotel and restaurant and touristic business during the study of "Food chemistry" course during their labs perform the appropriate group and individual tasks to determine the conductivity, hardness and level of pH in the water from sources of centralized water supply and underground sources of water of Slobozhanshchyna. Further, this activity is been continued by students based on comparisons within the study of the topic "mineral water" of chapter "Taste products" of discipline "Commodity (food)". In order to organize extracurricular practice-oriented education HTEI KNTEU concluded an agreement about scientific and methodological and scientific and practical cooperation with the Institute of Chemistry of Kharkov Karazin National University. As part of the agreement based on international standards ISO 10301:1997, IDT; ISO 7875 - 1:1996; ISO 6468:1996, IDT; ISO 6778:1994, IDT; ISO 15586:2003, IDT it was developed transverse individual tasks for determination the composition of water based on laboratories of Research Institute. This practice-oriented extracurricular activities are carried out in the context of implementation of the program "Youth in business", which was initiated in HTEI KNTEU: students work on a determination of the level of water quality from natural sources of Slobozhanshchyna to order of horticultural companies, like "Donets" (v. Kreidianka of Kharkov region) and "Rohoziansky" (v. Rohozianka of Kharkov region). There are some main technological stages of extracurricular practice-oriented activity of students. The first one: beginning (definition of topic, objective and formation of working groups according to types of studied components). The second: planning (analysis of the water quality, setting objectives, clarifying the requirements for quality, synthesis of ideas). Third: decision-making (discussion of alternatives, choice of optimal variant based on the "brainstorming"). Fourth: performance (working with tasks). Fifth: testing and evaluation of results (determination of the causes of achievements and failures). Sixth: protection (collective analysis of the results and making report for the customer).

Conclusions. Analysis of publications devoted to the problem practice-oriented education and the results of the study has led to the conclusion: formation of business competence of the future professionals by means of practice-oriented education enhances their ability to adapt quickly to the changing conditions of social life, to adapt to professional changes, to work effectively in various areas. The effectiveness of application of practice-

oriented education is due to several reasons: the opportunity not only to transfer the amount of specific knowledge, but also to teach to acquire that knowledge independently and use them to solve problems; by the relevance of acquiring communication skills; importance of forming a wide range of personal contacts that could be useful in future business.

Since the publication can not reveal all aspects of researched problem, we associate further scientific research with the development of technology of professional's practice-oriented training at the background of implementation of the program "Youth in business" in the Kharkov Trade and Economic Institute of KNTEU.

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РЕЗЮМЕ

Майковская Виктория. Формирование предпринимательской компетентности будущих специалистов средствами практико-ориентированного обучения.

В статье рассмотрены пути формирования предпринимательской компетентности будущих специалистов средствами практико-ориентированного обучения. Для достижения цели использованы методы синтеза, сравнения и обобщения, что позволило уточнить базовые понятия исследования и раскрыть сущность дефиниции «предпринимательская компетентность». Основные результаты исследования выявляют возможности использования метода проектов с целью приобретения студентами опыта практической деятельности. Представлен опыт преподавателей кафедры товароведения и экспертизы качества товаров Харьковского торгово-экономического института КНТЭУ в применении средств практико-ориентированного обучения для организации аудиторной и внеаудиторной проектной деятельности студентов.

Ключевые слова: практико-ориентированный подход, деятельностный подход, практико-ориентированное образование, практико-ориентированная

подготовка специалиста, предпринимательская компетентность, средства обучения, средства практико-ориентированного обучения, метод проектов.

SUMMARY

Maykovska Victoria. Formation of the business competence of the future professionalas by means of practice-oriented education.

The article emphasizes the relevance of the application of practice-oriented education for the formation of business competence of professionals. It is shown on the timeliness view of the project method as a way of its formation. It is noted that the problem of formation of business competence of the future professionals by means of practice-oriented education has been rarely researched by scientists and still has not become the subject of detailed study. The purpose of the article is to clarify the concept of “practice-oriented education” and to define the ways of forming the future professional’s of business competences by means of practice-based education.

On the basis of scientific and encyclopedic sources of reference the state of the investigation of researched problem is defined and is made the conclusion that in most cases practice-oriented education is seen as theoretical training combined with practical work, and it allows us to focus the educational process on the development of professional competencies as an outcome. It is found out that professionally-oriented technology of training is seen as technology aimed at forming knowledge and skills, important for professional activity and professional-important qualities of the future specialists. However, this interpretation does not solve the problem of transition from educational activity of student to the assimilated by him professional activity. For this purpose the methods of synthesis, comparison and generalization, which allowed clarifying the basic concept of research and discovering the essence of the definition of “business competence”, are used. Business competence is considered as integrated psychological quality of person, which manifests itself in motivated capacity for creativity and implementation of new economic ideas and makes possible to solve various problems in everyday professional and social life. The main results of the study show the possibility of using the method of projects for acquiring practical experience by students. The experience of teachers of the Department of Commodity and examination of the quality of goods of Kharkov Trade and Economic Institute of KNTEU in the application of practice-oriented training for the organization of classroom and extracurricular students project activities is described.

Key words: *practice-oriented approach, activity approach, practice-oriented education, practice-oriented training of specialists, business competence, means of training, means of practice-oriented training, project method.*

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ОРГАНІЗАЦІЯ ЛЕКСИЧНОЇ РОБОТИ СТУДЕНТІВ ФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ З ОНОМАСТИЧНИМ МАТЕРІАЛОМ (НА ПРИКЛАДІ УКРАЇНСЬКОЇ МОВИ)

Публікація висвітлює питання організації лексичної роботи майбутніх учителів філологічних спеціальностей з ономастичним матеріалом (на прикладі української мови). Проаналізовано теоретичні положення щодо застосування