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КОМПЛЕКС ВПРАВ ДЛЯ НАВЧАННЯ МОТИВАЦІЙНО-ЦІЛЬОВОМУ АНАЛІЗУ ЗМІСТУ ДОПОВІДЕЙ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

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У статті розглядається комплекс вправ для взаємопов'язаного навчання мотиваційно-цільовому аналізу змісту доповідей майбутніх учителів англійської мови. Проаналізований даний етап взаємопов'язаного навчання монологічному мовленню і письму.

Ключові слова: мотиваційно-цільовий аналіз, доповідь, комплекс вправ.

В статье рассматривается комплекс упражнений для взаимосвязанного обучения мотивационно-целевому анализу состава докладов будущих учителей английского языка. Проанализирован данный этап взаимосвязанного обучения монологической речи и письму.

Ключевые слова: мотивированно-целевой анализ, доклад, комплекс упражнений.

Kuksa B.V. THE COMPLEX OF EXERCISES FOR TEACHING MOTIVATION-BASED ANALYSIS OF THE CONTENT OF THE REPORTS OF THE FUTURE ENGLISH TEACHERS

The article considers the complex of exercises for interconnected teaching Motivation-based analysis of the content of the reports of the future teachers of English. The given stage of interconnected teaching of monologue speech and writing has been analysed.

Key words: motivation-based analysis, report, complex of exercises.

Постановка проблеми. Уміння створювати доповіді англійською мовою та тези таких доповідей, представлених за допомогою мультимедійної презентації, потребує спеціального навчання. Ми вважаємо, що успішність такого навчання залежить від ефективного комплексу вправ.

Аналіз останніх досліджень і публікацій. Під час створення комплексу вправ для взаємопов'язаного навчання монологічному мовленню і письму ми спиралися на теоретичні та практичні досягнення науковців, які займалися проблемами навчання професійно спрямованому мовленню і письму (Березина, 1998; Васильєва, 2005; Драб, 2003; Пинская, 2001; Самойлюкевич, 1991; Федорова, 2006).

Постановка завдання. Аналіз наукової літератури показав, що питання розробки комплексу вправ для взаємопов'язаного навчання мотиваційно-цільовому аналізу змісту доповідей майбутніх учителів англійської мови є теоретично і практично нерозробленим. Отже, метою цієї статті є представлення такого комплексу вправ.

Виклад основного матеріалу дослідження. Ми вважаємо, що систему вправ для взаємопов'язаного навчання продуктивним видам мовленнєвої діяльності складають три підсистеми вправ: 1) для навчання мотиваційно-цільовому аналізу змісту доповідей та тез; 2) для формування та вдосконалення вмінь створення доповідей та тез; 3) для розвитку вмінь створення доповідей та тез.

Представимо зміст першої підсистеми вправ для навчання мотиваційно-цільового аналізу змісту доповідей у вигляді табл. 1.

Розглянувши зміст першої підсистеми вправ, конкретизуємо відповідний етап навчання та представимо комплекс вправ для навчання професійно спрямованим монологічним мовленню і письму.

На **рецептивному** етапі відбувається аналіз тексту-зразка. Спочатку відбувається ознайомлення зі структурою доповіді та тез, що обов'язково передбачає читання цих видів текстів або їх фрагментів в індивідуальному режимі. На основі отриманої інформації студенти мають зробити певні



висновки, вивести певне правило. Потім студентам слід з'ясувати ситуацію продуктивних видів мовленнєвої діяльності, тобто мету висловлювання, головну думку, адресатів доповіді та тези, граматичні та лексичні одиниці, які потрібно використовувати під час створення даного тексту, основні структурні елементи доповіді та тез. Даний етап має характер бесіди, у якій використовуються проблемні питання та завдання. На рецептивному етапі формуються вміння орієнтуватися у ситуації спілкування: відбувається відбір головної і другорядної інформації, формулюється головна думка майбутньої доповіді.

Розглянемо комплекс вправ для навчання мотиваційно-цільовому аналізу змісту доповідей майбутніх учителів англійської мови.

1. Read the text and answer the questions given below.

A REPORT

A well organised report with a clear structure is easier for the audience to follow. It is therefore more effective. You should organise the points you wish to make in a logical order. Most reports are organised in three parts, followed by questions (table 2).

The Introduction

The introduction is a very important – perhaps the most important – part of your report. This is the first impression that your audience have of you. You should concen-

trate on getting your introduction right. The purpose of the introduction is not only to introduce your topic, but also to interest your audience in the topic. Grab the audience's attention by somehow involving them in your topic. You can do this by asking a question, offering an interesting fact, using a quotation. You should preview the content of your report by offering a brief outline of what you will be discussing. You may also want to include why you choose this topic to present on.

You should use the introduction to:

- welcome your audience;
- introduce your subject;
- outline the structure of your report;
- give instructions about questions.

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate (table 3).

The Body

The body of your report should support your introduction by offering facts, opinions, and reasons to support your topic. It should contain at least three ideas with supporting details to illustrate your point. The body should be well structured, divided up logically, with plenty of carefully spaced visuals.

Remember these key points while delivering the body of your report:

- do not hurry; be enthusiastic; give time on visuals; maintain eye contact; modulate your

Таблиця 1

Зміст підсистеми вправ для навчання мотиваційно-цільовому аналізу змісту доповідей

Групи	Типи	Види
1) вправи для формування вміння аналізувати зміст доповіді та тез; 2) вправи для формування вміння виділяти головну і другорядну інформацію доповідей та тез; 3) вправи для формування вміння розпізнавати комунікативні наміри авторів доповідей та тез; 4) вправи для формування вміння реалізовувати комунікативні наміри; 5) вправи для формування вміння коректно формулювати тему доповіді та тез.	Вмотивовані; некомунікативні та умовно-комунікативні; рецептивно-репродуктивні; із частковим керуванням; без ігрового компонента; зі штучно створеними опорами; індивідуальні та групові.	Знаходження та розпізнавання структурних елементів доповіді; відповіді на запитання; групування; вибір відповідності; відбір головної інформації.

Table 2

Beginning	Short introduction	– welcome your audience
		– introduce your subject
		– explain the structure of your presentation
		– explain rules for questions
Middle	Body of report	– present the subject itself
End	Short conclusion	– summarise your report
		– thank your audience
		– invite questions
Questions and Answers		



voice; look friendly; keep to your structure; use your notes; signpost throughout; remain polite when dealing with difficult questions

The Conclusion

The conclusion should restate the main points without giving examples. Think of it as a brief summary which emphasizes what you want the audience to remember. You can finish with a recommendation, a personal thought, an observation. Your closing statement (the last statement) should pull your report together.

Use the conclusion to: **sum up; give recommendations if appropriate; thank your audience; invite questions**

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate (table 4).

Questions

Questions are a good opportunity for you to interact with your audience. It may be helpful for you to try to predict what questions will be asked so that you can prepare your response in advance. You may wish to accept questions at any time during your report, or to keep a time for questions after your report. Normally, it's your decision, and you should make it clear during the introduction. Be polite with all questioners, even if they ask difficult questions. They are showing interest in what you have to say and they deserve attention. Sometimes you can reformulate a question. Or answer the question with another question. Or even ask for comment from the rest of the audience.

Questions:

– What are the main three parts of the report?

Table 3

Function	Possible language
Welcoming your audience	– Good morning, ladies and gentlemen
	– Good morning, gentlemen
	– Good afternoon, ladies and gentleman
	– Good afternoon, everybody
Introducing your subject	– We are going to talk today about...
	– The purpose of our report is ...
	– The purpose of this report is ...
	– This is important because ...
Outlining your structure	– Our objective is to ...
	– To start with we'll describe Then we'll mention some of the problems we've encountered and how we overcame them. After that we'll consider Finally, we'll summarize our report (before concluding with some recommendations).
Giving instructions about questions	– We'll try to answer all of your questions after the report.
	– We plan to keep some time for questions after the report.

Table 4

Function	Possible language
Summing up	– To conclude,...
	– In conclusion,...
	– Now, to sum up...
	– So let us summarise/recap what we've said.
	– Finally, may we remind you of some of the main points we've considered.
Giving recommendations	– In conclusion, our recommendations are...
	– We therefore suggest/propose/recommend the following strategy.
Thanking your audience	– Many thanks for your attention.
	– May we thank you all for being such an attentive audience.
Inviting questions	– Now we'll try to answer any questions you may have.
	– Can we answer any questions?
	– Are there any questions?
	– Do you have any questions?
	– Are there any final questions?
	– Finally, we'll be happy to answer your questions.



- What is a function of the introduction, of the body and of the conclusion of the report?
- What way can you grab the audience's attention?
- What language do we use for welcoming an audience?
- What language do we use for introducing the subject of the report?
- What language do we use for outlining the structure?
- How many ideas should the body of the report contain?
- What key points while delivering the body of the report do you know?
- What way can you finish your report?

What language do we use for summing up, giving recommendations, for thanking an audience, inviting questions?

2. Read the report given below carefully and be ready to answer the questions about its structure.

INDUCTIVE AND DEDUCTIVE APPROACHES OF TEACHING GRAMMAR

Teaching grammar plays a central role in every teacher's classroom. The important question that needs to be answered is: how do we help students learn the grammar they need. This question is deceptively easy. At first look, you might think that teaching grammar is just a matter of explaining grammar rules to students. However, teaching grammar effectively is a much more complicated matter.

Each class is going to have different grammar needs and goals and it is up to the teacher to determine these goals and provide the means with which to meet them.

There are **Inductive and Deductive** approaches of teaching grammar.

First a quick definition: Inductive is known as a "bottom up" approach. In other words, students discovering grammar rules while working through exercises.

For example: A reading comprehension which includes a number of sentences describing what a person has done up to that period in time.

Deductive is known as a "top down" approach. This is the standard teaching approach that has a teacher explaining rules to the students.

For example: The present perfect is made up of the auxiliary verb "have" plus the past participle. It is used to express an action which has begun in the past and continues into the present moment.

Generally, we recommend the following class structure when teaching grammar skills:

- Begin with an exercise, game, listening, etc. that introduces the grammar concept.
- Ask students questions that will help them identify the grammar concept to be discussed.

As you can see, the teacher is facilitating students to do their own learning rather than using the "top down" approach of dictating rules to the class.

Questions:

- What is the topic of the report?
- What is the aim of the report?
- Whom is the report addressed to?
- How many parts does the report consist of?
- What are they?
- What structural element of the report (introduction, body, conclusion) is the biggest?
- What is the aim of the introduction, the body and the conclusion?
- 10) What words are used in the introduction, in the body and in the conclusion of the report?

3. Look through the main parts of the report sample given above. What techniques for introduction and conclusion does the speaker use? Choose from the items given below (table 5).

4. Read the text and discuss the questions given below.

MAKING THESES IN POWERPOINT

When you present your report, you should be – or appear to be – as spontaneous as possible. You should not read your report! You should be so familiar with your subject and with the information that you want to deliver that you do not need to read a text. Reading a text is boring! Reading a text will make your audience go to sleep! So if you don't have a text to read, how can you remember to say everything you need to say? With **theses**. A thesis is a type of written message, which briefly formulates the main statements

Table 5

Introduction techniques	Conclusion techniques
asks a question	summarizes major points
defines terms	asks a question
previews major points	answers the question
appeals to audience's self-interest	aims conclusion to the future
defines the objectives	gives recommendations



of the report. You can create your own theses and present them with the help of multimedia presentation.

It is well worth spending time in the creation of good theses with the help of multimedia presentation. But it is equally important not to overload your audience's brains. Keep the information on each slide of your presentation to a minimum – and give your audience time to look at and absorb this information. Remember, your audience have never seen these visual aids before. They need time to study and to understand them. Without understanding there is no communication.

Key Points Making Theses in PowerPoint

– Organise your information in a logical way.

– Only include important information on each slide.

– Use colour to show relationships but avoid colour combinations that do not work well together (for example red/green, blue/yellow, green/blue and red/blue).

– Limit the numbers of colours on a slide to no more than 7.

– If you use pictures, audio or video make sure that they are of high quality.

– Avoid long screens of text, eight to ten lines is usually enough. Try to keep text lines short.

– Limit the number of key points on a slide. Include no more than key five points.

– Give each slide a title.

– Use graphs and tables that are easy to understand.

– Use simple designs and backgrounds.

– Avoid using upper case characters and underlined text.

– Remember to check your spelling by clicking the abc icon on the tool bar.

– When you have completed your presentation select slide show and then use the view show command to see a preview of your presentation.

– You can also use the slide sorter view command at the bottom left hand corner of the screen to show all the slides you have made on one screen.

Questions:

– How do you understand the term “thesis”?

– What way should you organize information?

– What information should include on each slide?

– What colour combinations do not work together well?

– How many key points have to be on a slide?

– What way can you check your spelling?

5. Read the theses given below carefully and be ready to answer the questions about its structure.

GRAMMAR PRESENTATION METHODS

There are different ways of presenting grammar in the classroom:

– deductive method

– inductive method.

1. Deductive method:

The deductive method relies on reasoning, analyzing and comparing. It's teaching procedure is:

– teacher's example on the board;

– teacher's explanation of the rules (in student's native language);

– pupil's practice application of the rules.

Advantages:

– good for selected and motivate students;

– save time to explain complex rules;

– increase pupils' confidence in examination.

Disadvantages:

– grammar is taught isolatedly;

– little attention is paid to meaning;

– the practice is often mechanical.

2. Inductive method

In the inductive method, the teacher provides learners with authentic language data and induces the learners to realize grammar rules without any form of explicit (clear) explanation. Pupils will become evident to the grammar rules if they are given enough appropriate examples.

It's teaching procedure is:

– authentic language presentation (give grammar examples);

– let pupils observe, analyse, compare examples;

– help pupils induct grammar rules ;

– more examples.

Advantages:

– inspire pupils' thinking activities;

– motivate pupils' learning interests.

Disadvantages:

– the presentation of grammar is more complex and time consumption;

– some rules can not be induced easily.

Questions:

– What is the topic of the theses?

– What is the aim of the theses?

Whom are the theses addressed to?

– What are lexical peculiarities of theses?

– What are grammatical peculiarities of theses?

– What are structural-grammatical peculiarities of theses?

– Are there any linking words?

– Can you find any examples?

– Are there any shortenings and abbreviations? What are they used for?



– What are the most distinctive peculiarities of theses in comparison with the report: lexical, grammatical or structural-grammatical? Why do you think so? Explain your choice.

5. Read the following report. Find the principal information in this report and the information of the secondary importance. Decide which information should be included in the theses and which can be safely omitted at the process of writing theses.

TEACHING GRAMMAR WITH FUN LEARNING GAMES

Teaching English grammar can be hard going – for the teacher and the students. It doesn't have to be difficult or painful, however.

Four sound reasons to teach grammar with games.

1. Arif Saricoban and Esen Metin, authors of "Songs, Verse and Games for Teaching Grammar" explain how and why games work for teaching grammar in a classroom. They say, "Games and problem solving activities, which are task-based and have a purpose beyond the production of correct speech, are the examples of the most preferable communicative activities."

2. Additionally, games have the advantage of allowing the students to "practice and internalise vocabulary, grammar and structures extensively." They can do this because students are often more motivated to play games than they are to do desk work.

The theory of intrinsic motivation also gives some insight as to why teaching grammar through games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn grammar. Movement does not only mean children tearing around the playground.

So it was mentioned only about the most important reasons to teach grammar with games but there are also the reasons to teach grammar of minor importance.

9. Read the following report. Put a cross next to/above those words which would normally be dropped when writing theses (X). Compare your answers with your partners and make a list of what should be omitted in theses (table 6).

Table 6

full explanations	
examples	
background information	
definitions	
descriptions	
the main points of the text	

SONGS AND VERSE FOR TEACHING GRAMMAR

Grammar teaching has often been regarded as a structure based, formal activity. After the integration of several sources and techniques, which are mainly based on communicative activities, the teaching of grammar gained a new insight.

There are various ways of using songs in the classroom.

Some examples of these techniques are:

- Gap fills or close texts
- Focus questions
- True-false statements
- Put these lines into the correct sequence
- Dictation
- Add a final verse
- Circle the antonyms/synonyms of the given words
- Discuss.

A teacher's selection of a technique or a set of techniques should be based on his or her objectives for the classroom. After deciding the grammar point to be studied, and the song and the techniques to be used, the teacher should prepare an effective lesson plan. Since songs are listening activities, it is advisable to present them as a listening lesson, but of course it is necessary to integrate all the skills in the process in order to achieve successful teaching.

When regarding a lesson plan, as a pre-listening activity, the theme, the title, or the history of the song can be discussed. By directing the students toward specific areas, problem vocabulary items can be picked up in advance.

So far, the usage of songs, poems are clarified. The advantages and some key points are explained. It is now more apparent that the teaching of grammar can be supported effectively by using such resources. According to the needs analysis of a classroom, several techniques can be integrated with such resources.

11. Before writing a report or theses you should know exactly why you are doing it. Consider some of these possible reasons:

– Your colleague should compose a report but she/he has left some gaps in it because she/he is not sure about what words and phrases to choose in some sentences. Help him/her to solve this problem.

– You are a teacher of English. You are going to participate in the international conference. For this purpose you need to prepare a report. Write the report on the topic "Teaching Grammar of Pupils of Secondary School".

– Your colleague is going to participate in the international conference. For this purpose



he has written a report on the topic "Teaching Grammar through Grammar Dictation of Pupils of Secondary School", but now he is ill and he asks you to help him to make theses of this report using the Microsoft Power Point.

Look at the introductions and conclusions from various reports. Match the introductions with conclusions and say:

- who the reports are written for;
- what the purpose of each report is;
- what each of them concludes and/or recommends.

INTRODUCTIONS

- If we want to teach our pupils to be active readers. Reciprocal teaching gives pupils the required cognitive and metacognitive strategies to understand the reading process. Reciprocal teaching provides models and requires interaction and feedback to engage learners and reinforce comprehension in jointly reconstructing the meaning of text.

- The idea to use songs in classroom is not new. Songs are considered to be an effective tool for language teaching. In the majority of publications dealing with the topic in question, songs are recommended for teaching phonetics, grammar, or for expanding the vocabulary of the pupils.

- It is generally agreed that fluency is an essential requirement for communicative competence. One way of overcoming this obstacle is to provide pupils with so much oral activities that they are forced to focus on meaning rather than on monitoring grammar rules.

- Each pupil needs to enrich their vocabulary in addition to building their theoretical skills. The following procedure was designed to help them learn additional vocabulary within the framework of the oral skills and writing courses they are required to take.

CONCLUSIONS

- Speak Out is a fluency based activity, which can upgrade pupils' oral performance. It provides sufficient opportunities for each pupil to use oral English in both pre-communicative and communicative contexts.

- The procedure described above is efficient and requires very little time. Each pupil learns all the new vocabulary items, but has to look up only one word. Each pupil has an opportunity to give an oral presentation, which strengthens their oral skills and reinforces methodology that they will use as teachers.

- We find the reciprocal teaching model attractive for its simplicity of form and success in realizing its goals. Reciprocal teaching is easy to follow, reinforces skills that are basic to reading successfully in English, and provides a forum for the integration of communicative activities.

- A teacher of English should be creative and innovative. Songs will help to make the process more interesting and effective.

15. Match the names of parts of the report with their definitions in order to understand the meaning of each and use them in preparing your own reports (table 7).

16. Fill in the chart (table 8).

Table 8

INTRODUCTION	BODY	CONCLUSION

in conclusion; if everything is clear; secondly; now we come to; to begin with; let me say; on the whole; it is caused by; you know; the problem is; the aim of my speech is; all in all; we came to the conclusion that.

Replace the following linking words or phrases with other synonymous ones.

Table 7

1) Introduction 2) Body 3) Conclusion	<ul style="list-style-type: none"> - sums up the contents of the report; - gives necessary background information; - contains a solution, a prediction, or a recommendation; - contains supporting sentences that explain the topic; - defines the objectives of the report; - gives the examples.
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Table 9

Link words and phrases	Functions
<ul style="list-style-type: none"> - to conclude; so; this way or other; on the whole; all in all; to crown it all; we came to the conclusion that... - first; second; thirdly; finally - but; however; in contrast to; neither of us; similar to; both of us - you can see the; it is important to notice ... - for example; for instance - moreover; what's more - then; next; as; during 	<ul style="list-style-type: none"> - to express time-relationship; - to list a number of points or ideas; - to introduce examples; - to underline some information; - to sum up some information; - to introduce another argument supporting an idea already mentioned; - to express cause or consequence; - to express an idea which is contrary to what has been said before.



We think that, firstly, finally, apart of this, according to, because of, as a result, obviously, in fact, for example, however, despite the fact that, in other words, in the same way, on the other hand, on the condition that, if so, as....

18. Suggest as many expressions as you can to describe the following moves:

start your speech; state the main objectives of the speech; mention the background of the problem; give an example; draw attention; finish your speech.

20. Work in pairs. Look through the following words and phrases. Match them with their functions. Do it in letters and figures (table 9).

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СТРУКТУРА ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ПСИХОЛОГА: ТЕОРЕТИЧНИЙ ВІТЧИЗНЯНИЙ ТА ЗАРУБІЖНИЙ ДОСВІД

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Статтю присвячено аналізу вітчизняних та зарубіжних психолого-педагогічних досліджень сутності, структури та провідних компонентів професійної компетентності майбутнього психолога. Наше дослідження базується на провідних українських, європейських та американських джерелах, які визначають зміст структури професійної компетентності майбутніх психологів. Ми можемо відзначити, що професійна компетентність майбутнього психолога – це багатокомпонентне цілісне інтелектуальне, професійне та особистісне утворення, що дозволяє адекватно реагувати на особисті та соціальні потреби.

Ключові слова: компетентність, компетенція, професійна компетентність, професійна компетентність майбутнього психолога, сутність, структура професійної компетентності, провідні компоненти професійної компетентності майбутнього психолога.

Статья посвящена анализу отечественных и зарубежных психолого-педагогических исследований, касающихся сущности, структуры и ведущих компонентов профессиональной компетентности будущего психолога. Наше исследование базируется на ведущих украинских, европейских и американских источниках, которые определяют содержание структуры профессиональной компетентности будущих психологов. Мы можем отметить, что профессиональная компетентность будущего психолога – это многокомпонентное интеллектуальное, профессиональное и личностное образование, позволяющие адекватно реагировать на личностные и социальные нужды.

Ключевые слова: компетентность, компетенция, профессиональная компетентность будущего психолога, сущность, структура профессиональной компетентности, ведущие компоненты профессиональной компетентности будущего психолога.

Levyńska I.B. THE STRUCTURE OF PROFESSIONAL COMPETENCE OF PSYCHOLOGISTS: THE THEORETICAL DOMESTIC AND FOREIGN EXPERIENCE

The article deals with analyse the approaches to the structure of professional competence in Ukrainian and foreign psychological and pedagogical research. Our research is based on leading Ukrainian, European and American sources which attempt to reveal the contents of the structure of professional competence of future psychologists. We can note that the professional competence of the future psychologist is a multicomponent integral intellectual, professional and personal formation that allows you to respond adequately to personal and social needs.

Key words: competence, competences, professional competence, professional competence of a future psychologist, nature, structure and leading component of professional competence of a future psychologist.

Постановка проблеми. В умовах розбудови новітньої української держави немінучими є глибокі перетворення в усіх сферах нашого суспільства. На основі підтримання Україною ідей провідних світових освітніх процесів відбувається динамічне реформування системи вищої освіти. Соціально-економічні зміни в сучасній Укра-

їні, пов'язані з процесами глобалізації та інтеграції до європейських економічних структур, переходом до інформаційного суспільства, впливають не лише на загальні перспективи розвитку економіки, а й висувують принципово нові вимоги до всіх її учасників та до їх професійної компетентності.