

N.M. SHOSTAKIVSKA. BASIS OF PROFESSIONAL COMPETENCE OF FUTURE ECONOMIST IS SCIENTIFIC JURISDICTION

The summary. Professional activity of economist is considered in this article and analyzed, certainly maintenance of professional competence and structure of scientific jurisdiction as it major constituent which provides basis of preparation of professional competence of future economists.

Key words: professional competence of future economist, scientific jurisdiction of economist, jurisdiction.

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ПІДГОТОВКА ВИКЛАДАЧІВ ДЛЯ ОСВІТИ ДОРΟΣЛОГО ЕКОНОМІЧНО АКТИВНОГО НАСЕЛЕННЯ В УКРАЇНІ

Резюме. У статті проаналізовано технологію підготовки викладачів для освіти дорослих. Обґрунтовано роль соціально-педагогічного проектування в організації освітнього процесу дорослого економічно активного населення.

Розроблення та впровадження соціально-педагогічних технологій для підготовки викладачів для системи освіти дорослих ґрунтується на таких принципах: індивідуально-особистісний підхід до навчання дорослої аудиторії; опора на розвинені якості і властивості особистості; взаємозв'язок професіоналізму та результативності навчальної діяльності дорослих; принцип ситуативності; принцип свідомості, творчої активності і самостійності; принцип систематичності і послідовності в оволодінні дорослими професійною компетентністю.

Визначено рівні (загальнопедагогічний, предметно-методичний і локальний) технології підготовки викладачів для освіти дорослих і етапи її реалізації (початковий, процесуальний, системно-узагальнюючий).

Специфіка проектування технології професійної підготовки викладачів для системи освіти дорослих передбачає проектування змісту професійно-орієнтованих дисциплін, форм організації навчальної діяльності в процесі професійної освіти, вибір методів навчання і психолого-педагогічних доцільних засобів організації педагогічного середовища для взаємодії з дорослою аудиторією.

Реалізації технології – це цілеспрямована послідовність дій викладачів, що забезпечує найбільш оптимальне досягнення педагогічної мети в навчальній взаємодії з дорослими. За змістом процес реалізації технології зазначеної професійної підготовки як цілісної системи підвищення професійної компетентності визначається в структурних компонентах, кожен із яких виконує певне функціональне призначення. Провідним компонентом, що визначає зміст і спрямованість педагогічного процесу реалізації такої технології, виступає суб'єкт професійної підготовки (викладач), якому властиві індивідуальні особливості, психічні якості, досвід педагогічної діяльності тощо.

До подальших напрямів наукового пошуку слід віднести: удосконалення професійної підготовки дорослого економічно активного населення щодо створення ефективного механізму регулювання цієї сфери, дотримання вимог до організації професійного навчання та виконання освітніх стандартів; застосування андрагогічного підходу до розвитку професіоналізму організаторів професійної підготовки і навчання різних категорій дорослого населення.

Ключові слова: викладач, доросле економічно активне населення, освіта дорослих, педагогічна технологія, професійна підготовка.

Problem formulation. Education is a very important element of social and economic development. Educational processes significantly overlaps with economic, political and social features of the society. It is known that knowledge has gained an independent status of productive force and modern economy turns it into a leading factor of the social and economic progress.

Changing needs of global and national markets require solving the problem of the mechanism adult education, in particular, for adult economically active population. The conditions of the market economy encourage to the continuous improvement of the specialists' professional level, which must be constantly improved by means of a quick technology update. At the same time education obtained at school, cannot completely meet the increased needs in knowledge of an individual and of the society as a whole. It should be noted that the traditional adult education does not provide a sufficient level of efficiency due to the lack of adult population's activity; insufficient feedback between the teacher and students in the process of vocational training; inefficient use of the teacher's and students' time; low efficiency of final analysis of educational information received from the teachers.

The transformation of the Ukrainian market requires solving the problem of effective mechanism for the teachers' activity in the adults' education. It should be mentioned that the problem of development and implementation of educational technologies in the training of the teaching staff for adult education is the following: 1) there is no bank of data in Ukraine on the availability of teaching materials on the subject; 2) most of the teaching aids exists in the form of guidance or guidelines issued by very small circulation, only for those schools where they were created.

Analysis of recent researches and publications. The analysis of foreign experience permitted to reveal and summarize the main ideas on the education of various categories of adults. Within the context of this problem a great scientific interest is represented by the works of J. Adams, T. Brameld, J. Brunner, K. Hole, M. Knowles, R. Peterson, M. Roelfs and others. Equally important are the results of scientific research on the psychological aspects of professional development and self-realization, self-development written by W. Atkins, B. Gross, J. Epps, D. Kolb, A. Maslow, C. Rogers and others.

The results of foreign experience analysis on the education of various categories of adults are reflected in the scientific works of national scientists (S. Babushko, N. Bidyuk, N. Demeshkant, O. Ogjenko, N. Pazyura and others). Leading aspects of

the problem of informal education of adults is described in the works of O. Anischenko [1] A. Vasylenko [6] L. Lukyanova [2] and others.

It should be noted that with the recognition of the technology as an important factor in the learning process the attempts to clarify its nature and features have not ended. From one hand, this is due to the deepening scientific and practical interest in the educational technologies as a means of improving the efficiency of the training process of various categories of adult working population and from the other hand – the development of the innovative educational technologies, which released in the process their universal components.

Purpose of the paper is to prove the training technology for teachers of adult education for the economically active population.

The main ideas presentation. In the context of andragogical approach an important role in adult learning, in our opinion, should be given to an individual teacher who works with adult audience. We recommend giving priority to the implementation of educational technologies in the teachers' training for adult education system. Firstly, the training should reflect formed andragogical competence in the organization and education of adults; secondly, the principles of teachers' training for adult education should reflect the availability of educational content for different categories of adults, its professional focus and compliance with social and cultural characteristics of specific groups of adults; voluntary and motivation of training; accordance of forms, methods and means of teaching to personal, age, professional characteristics and life experience of the adult students [2].

It should be noted that the adaptability of the pedagogical impact is based on such terms as phasing, procedural, efficiency. Based on this vision, the technology in vocational education is characterized as a certain social pragmatics, which builds the purpose and means, and result of the social activities. The coordination and subordination of the objective, means and results suggest variability, taking into account of many factors, modelling and design of criteria and evaluation and social scenarios, identifiers, diagnostic methods, etc. [4].

According to the research objectives, we need to take into account socio-pedagogical aspect of the technological process. According to this definition, the educational technology, in our opinion, is understood as a systematic method of creation, application, determination of the whole process of teaching and learning using computer and human resources, whose task is to optimize the forms of education.

O. Jankovic determined that the educational technologies should be seen as a special educational and social innovation. This innovation, according to the author, is a project of the learning process (training, management, information) with a defined algorithmic activities and the implementation of a diagnostically established goal, which reflects the compliance with the system, action, praxeological, competence, and humanistic approach, closely connected with each other [5]. One of the characteristics of the educational technologies, according to the author, is the implementation of two functions: to achieve an outcome that is provided for the purpose of technologies and the developments of the skills for reproducing the sequence of actions in the educational process. It should be noted that the educational technologies reflect an overall strategy of a single educational space. The assignment of the educational technologies is to solve the strategic tasks for the education system, designing and planning the purposes, results, milestones, methods, organizational forms of the educational process.

We consider as appropriate to differentiate such concepts as "educational technologies", "pedagogical technologies", "socio-pedagogical technologies" as each of them has its own hierarchy of goals, objectives and content and combine the educational and socio-pedagogical technologies relevant for a particular historical stage educational concept, educational paradigms (belief systems).

We state that in teachers' training for the adult educational system the technology of social and educational activities should be used. The structure of any technology in social and educational practice on the organization and training of the teaching staff is determined by the presence of the scientifically grounded program, which solves the given problem; scientific and methodological support of the educational standard as a prerequisite for the development of professional competence for the teacher in the system of adult education; set algorithm of the procedural steps as a system of sequential operations and actions.

The development and implementation of social and educational technologies for the organization and training of teachers for adult education system is based on the following principles: individual and personal approach to teaching of the adult population; reliance on the personal qualities and individual characteristics; professionalism and effectiveness of activities for training adults; situational principle; principle of consciousness, creativeness and independence; principle of regularity and consistency in acquiring the adult professional competences.

The previous teaching experience confirms that in practical teachers' training for the adult education system the teaching technologies can operate at the following levels:

1. General educational level. The technology represents a holistic educational process in a region, educational institution, on a certain level of training. As such, we believe that the educational technology is identical to the educational system as it contains a set of objectives, content, tools and methods, algorithm of the subjects and objects' activities in the process of the professional training.
2. Subject-methodical level. We mean the use of educational technology as a separate methodology of professional training for the teaching staff, i.e. as a set of methods and tools for implementing specific learning content within a single object, group, teacher's activity etc.
3. Local (module) level. This level of the educational technology is implemented as a part of the specific vocational training technology, solving of some teaching tasks (technology of specific activities, development of concepts, individual personal skills, etc.) [3].

The technology of the teachers' professional training for the adult education system has three stages: initial, procedural, systematic-generalizing.

Stage 1. Initial. It includes the development of a teachers' database with a desire and possibility to be trained for enhancing the professional competence for the organization of training of the various adult categories. The goal is to

accommodate the amount of people who can obtain the desired specialization or learn some professionally oriented disciplines through professional training courses.

It should be noted that at the initial stage we conduct an analysis of psychological and educational literature, working technology platforms to create courses for the professional teacher training for adult education system, analyse the existing materials for the implementation of training programs.

Stage 2. Procedural. It includes the curriculum development for enhancement of the professional competence training of adult teachers. The goal is the feasibility study and methodological support of structural elements of the course.

Stage 3. Systematic-generalizing. It summarizes the identified patterns and characteristics, the description of the learning process and outcomes of the vocational teacher training for the adults educational system. The purpose is to check the efficiency of the training of this category of teachers.

Therefore, from our point of view, the creation of teacher training technology for adult education system as for a whole learning process on the improvement of the professional competences is a process of social and pedagogical planning. The sequence of its stages is the following: the selection of the professionally-oriented education content that is provided by the curriculum and training programs; the choice of priority objectives, which the adult teacher education system should be focused on: competencies, skills, professional and personal qualities, which should be developed in the process of educational course acquiring; the choice of technology, which is focused on a set of goals or at priority for training; the development of stages and sequences of action for the technology implementation.

The essence of the process of a particular technology implementation is a purposeful sequence of teachers' activities providing the best possible educational goals in academic interaction with adults. By its content the process of the technologies implementation is an integrated system of advanced professional competences defined as structural components, each of which performs a specific function. The leading component that determines the content and direction of educational process implementation is represented by subjects of training (teachers), who are characterized by their personality, mental qualities, experience, educational activities etc.

It should be noted that the acquirement of general algorithm for the designing of the teachers training technology in the system of adult education is the procedural basis for the adult technological training in the system of postgraduate professional education and it provides the following:

- 1) The analysis of the educational situation arising in the course of vocational training and the definition of its educational purpose;
- 2) The determination of the actual level of the teacher professional achievement in the adult education system and forecasting of the expected results;
- 3) The correlation of the educational purpose of training with a certain set of educational technologies;
- 4) The organization of the teacher training at a stage of preparation according to one of the selected educational technologies.

It should be noted that the practical course "Pedagogical Minimum" developed at the Institute for Pedagogical and Adult Education of the National Academy of Pedagogical Sciences of Ukraine (IPOOD NAPS of Ukraine) for teachers of adult education is directed to the improvement of their professional competences; is being performed as the projection of social and educational environment; and includes 72 teaching hours. Social and educational environment for the teacher training is recognized as the system of adult education at the educational and professional space, where social and educational, organizational and educational processes is designed according to the general professionally oriented and substantive tuition. These processes provide the development of such features in the development of adult personality as social activity, vocational guidance in the modern market conditions, competitiveness, and computer skills.

It should be mentioned that the base of the "Pedagogical Minimum" developed by the scientists of IPOOD NAPS of Ukraine is a modular approach to the training process. The mentioned course was created according to the idea of synthesis of the main psychological and pedagogical sciences, and the related sciences. The "Pedagogical Minimum" consists of the Explanatory Note with the description of the purpose and objectives of the course, skills and information the teachers should acquire after the course; the training and thematic plans comprised of socio-humanitarian training module, basic training module, and professional training module (theoretical and methodological), control and diagnostic module; thesaurus and the references for each module.

We should note that the proposed structure of the training course provides Inter discipline content analysis of specific socio-humanitarian, fundamental and psychological-pedagogical subjects in order to identify key goals, concepts, theoretical principles and practical recommendations and interdisciplinary analysis for supplementing the information relative to the base, objectives and instruments of vocational teacher training system of adult education in related scientific disciplines (philosophy, psychology, management, computer science, etc.). The proposed social, humanitarian, fundamental, psychological and pedagogical subjects consist of the philosophy of continuous education, legal support for vocational education, theoretical and methodological principles of adult education, history of education system, didactics, and fundamentals of psychological and pedagogical skills, educational psychology, psychology of communication, work and management psychology.

It should be emphasized that the internal substantive analysis of the mentioned courses was held on the framework objectives and instruments identification, where the teaching subject was a basis, the output problem developed within this basic subject was the task, and the theoretical and technical tools of basic disciplines were the tools. Andragogics was the base of the determined integration, whose purpose was to define the learning objectives of adult, the system of values, requirements for the personality type who is developing the professional training. The task was a thorough study of objective and subjective characteristics of the process of personal and professional training. Such data are provided by pedagogical anthropology. The theoretical and technical tools or basic implementation for the basic discipline is provided by the educational technology, which gives answers to the questions related to the methods of adult education, the personal development in socio-cultural and professional contexts. Building of newly formed educational disciplines (andragogics, pedagogical anthropology, educational

technology) were based on a modular development of their structure and content.

The structure of the training modules of "Pedagogical Minimum" was built in accordance with the following regulations:

- Logical and compact combination of educational material, which formed the basis of the content, technology and cognitive-operating modules developed for this course;
- Thematic modules revealing the content of each discipline, each containing scientifically based training material and methodological support system;
- Technological modules are a selection of various methods and forms of education, focused on the teachers' mastering of the basics of theoretical regulations of certain discipline and their practical use;
- Operating and cognitive modules developed in accordance with the regulations of a certain theoretical subject [3].

Conclusion. Thus, the specification of the training technology for teachers of adult education for the economically active population is a complex combination of principles, stages and levels of socio-pedagogical design, determining the selection, configuration and use of the didactic and professional pedagogical tools. The defined specifications determine the strategy, tactics and techniques of process-oriented vocational teacher training system of adult education.

The conducted study does not cover all aspects of the abovementioned problem. We should include to farther scientific research areas the following: improvement of the professional training of adult economically active population as for creating of an effective mechanism for regulation of this area, compliance with the organization of professional training and implementation of educational standards; andragogic approach to application of the development of professional organizer training for various categories of adults. It is necessary to update and improve the training technology for adults according to the requirements of international standards of competitive specialists training in terms of the lifelong learning.

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Е.С. ВОЛЯРСКАЯ. ПОДГОТОВКА ПРЕПОДАВАТЕЛЕЙ ДЛЯ ОБРАЗОВАНИЯ ВЗРОСЛОГО ЭКОНОМИЧЕСКИ АКТИВНОГО НАСЕЛЕНИЯ В УКРАИНЕ

Резюме. В статье проанализирована технология подготовки преподавателей для образования взрослых. Обосновано роль социально-педагогического проектирования в организации образовательного процесса взрослого экономично активного населения.

Ключевые слова: преподаватель, взрослое экономично активное население, образование взрослых, педагогическая технология, профессиональная подготовка.

O.S. VOLIARSKA. TEACHERS' TRAINING FOR ADULT EDUCATION OF ECONOMICALLY ACTIVE POPULATION

The summary. The article analyzes the technology of teachers' training for adult education. The role of social and pedagogical planning of the educational process of adult economically active population has been proved. The general educational, subject-methodical, and local (module) levels of the training technology for teachers of adult education as well as the stages of their implementation (initial, procedural, and systematic-generalizing) are defined.

Key words: teacher, adult economically active population, adult education, educational technology, vocational training.

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А.А. ГРУШЕВА, О.А. ПІЛЕВИЧ

ФОРМУВАННЯ УПРАВЛІНСЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ЕКОНОМІСТІВ У КУЛЬТУРНО-ОСВІТНЬОМУ СЕРЕДОВИЩІ ВИЩОГО НАВЧАЛЬНОГО ЗАКЛАДУ

Резюме. У статті розглянуто, здійснено аналіз наукових праць з проблем створення культурно-освітнього середовища вищого навчального закладу, визначено його суть як комплекс організаційно-педагогічних умов для впровадження авторської моделі формування управлінської компетентності майбутніх фахівців економічних спеціальностей.

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