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FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE ECONOMISTS

Professional education of future economists needs specialists of a new generation. They must be prepared in accordance with the European requirements for higher education. Modern education in Ukraine is characterized by two components in the training of future specialists. The first component includes the cooperation of the leading European universities, which logically includes the universities of Ukraine. The second component requires the integration of educational systems and structures at the state level into a single European space with a single result in professional training. The only results in professional education are competence, that is, the indicators by which future economists will operate in the future, which includes only requirements in the standards of training and criteria. Such unification will significantly increase the competitiveness of our specialists in the European labor market.

In order to comprehensively study the essence and structure of professional competence as the basic fundamental for the formation of pedagogical mastery of future teachers of primary classes, a historical and terminological analysis of the concept of "competence" has been held, which shows that in the pedagogical scientific circles, this term began to be applied from the eighties of the XX century in the sense of the educational result of the person who is studying.

Professional competence has its structure and classification characteristics. O. Dubaseniuk to the main components of the vocational and pedagogical competence include: competence in the field of theory and methodology of the educational process; competence in the field of professional subjects; social and pedagogical competence; differential psychological competence; autopsychological competence.

Markova distinguishes the following types of professional competence:

- special competence - possession of own professional activity at a rather high level, the ability to design their further professional development;
- social competence - possession of joint (group, cooperative) professional activity, cooperation, as well as methods of professional communication adopted in this profession, social responsibility for the results of their professional work;
- personal competence - possession of methods of personal self-expression and self-development by means of confrontation with professional deformations of the individual;
- individual competence - possession of methods of self-realization and development of individuality within the profession, readiness for professional growth, ability to efficiently organize their work without overloads.

The peculiarities of the training of students in economic specialties are covered in the works by a group of authors - H. Cherednychenko, O. Zelikovska, Yu. Bondarenko.. It is

emphasized that the professional work of an economist is increasingly connected with interaction in the team, at the enterprise. An economist must have more advanced features and skills, in particular to meet the requirements of psychological and pedagogical professions such as "man-man." The student-economist needs to be friendly, empathy, able to analyze his behavior and the behavior of people who surround him.

The authors argue that the training of a future economist is a pedagogical process. The result of this process should be the formation of the professional competence of a future economist. The professional competence of the economist is an important characteristic of the entrepreneur's activity, integrative quality, the synthesis of professional competences and personally important professionally important features. Training of economists on the basis of professional competence is an important component, says L. S. Otroshchenko, who investigated the formation of the professional competence of future international economists. In order to work in different regions of the world, it is necessary to base the educational activity of students of higher educational institutions on the basis of a competent approach. She emphasizes that the level of professional competence of a specialist depends on the effectiveness of the main economic operations of the country, its economic activity.

Thus, a highly skilled economist one can become due to a high motivational indicator, confidence in the correct selection of the future kind of activity, the desire to acquire as much information professional material and its transformation into knowledge, which will lead to professionalism in the process of the vocational practice.

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