

According to the interviewed representatives of companies, the main stimulus for the implementation of CSR policy would be the introduction of preferential taxation, reduction of administrative pressure, improvement of the legal framework and state support for the implementation of CSR programs. In fact, these are all factors of direct economic benefits from the implementation of CSR policies.

Today, the whole world finds itself in unprecedented conditions at all levels - health, social, corporate, economic, when corporate social responsibility is recognized as a necessary condition for business and demonstrated by companies' initiatives to help hospitals, protect the health and safety of their employees and their families, support for socially vulnerable groups. In fact, businesses are forced to invest more than ever in their employees and consumers for the sake of future strategic prospects.

literature

1. Internet resource: <https://delo.ua/opinions/socialnij-imidzh-biznesu-novi-orijentiri-v-perio-368157/>
2. Internet resource: https://msfz.ligazakon.ua/ua/magazine_article

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FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE ECONOMISTS IN THE PROCESS OF PROFESSIONAL TRAINING

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. Analysis of recent research and publications.

Different aspects of the competence approach have been investigated: T. Baibara, N. Bibik, O. Bobiienko, T. Brazhe, L. Vashchenko, I. Zymnia, V. Kraievskiyi, R. Lisna,

O. Lokshyna, O. Ovcharuk, O. Onopriienko, S. Ostapenko, O. Pometun, O. Savchenko.

The current orientation of Ukraine's education to European values improves the legislative framework in this area, as today are in high demand the competent specialists who have not only professional knowledge, skills and abilities, but also can make responsible decisions in situations of choice, are inclined to cooperate, are distinguished by mobility, constructiveness, ability to adapt, ability to realize their creative potential. The results of the many years of work of experts from the countries of the European Union in this area indicate that: – it is useful for any country to compare international and national experience as a development of the educational system as a whole, as well as opportunities for introducing a competent approach in particular; – full copying of any educational models and phenomena of other countries is unproductive; – national models of education should be developed, guided by national needs and peculiarities [4].

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. Competence, by O. Pometun's definition, should be regarded as an objective category, which captures a socially recognized complex of a certain level of knowledge, skills, abilities, attitudes, through which the teacher is able to implement complex polyfunctional, polyproject, culture – oriented activities [5].

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 [1].

I. Lerner, V. Kraievskiyi, A. Khutorskiyi offer to consider each competence as a unity of three components: – cognitive component (presence of a system of pedagogical and special subject knowledge); – operational and technological component (possession of methods, technologies, methods of pedagogical interaction, methods of teaching this subject); – personal component (ethical and social positions and installations, features of the personality of a specialist) [2].

A. 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 [2].

A confirmation of the expediency of enhancing pedagogical training for future

economists is a series of scientific studies [3]. Future economists will need commercial skills, as well as knowledge of the theory and methodology of professional education. The significance of professional education during the preparation for the future work of a student-economist is emphasized by the researchers of the theory and methodology of vocational education L. M. Zhuravska and E. O. Ostapenko. Working on the development of a praxiological approach concerning the formation of the readiness of future economists to professional self-development, they have substantiated the need for introducing a modified course on pedagogy and psychology. As the development of training in professional education is gradually going from educational and cognitive activity to professional education, the conclusion has been made on the need to prepare future economists for professional self-development [6].

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. In the subsequent research, we will substantiate the process of forming the competitiveness of future economists.

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