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**ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ**

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**VOCATIONAL TRAINING OF FUTURE ECONOMISTS AS THE POTENTIAL OF THE DEVELOPMENT OF THE COUNTRY: PROBLEMS, SOLUTIONS**

**Abstract.** *The state of vocational training of the future economists in the context of their potential importance for the development of the country has been investigated. On the basis of the experience of training abroad and Ukraine there has been identified the main problems and suggested its possible solutions. The role of the State educational standard in compliance with the rules of social procurement and the real needs of society as well as economy has been analyzed. The attention on Human Resource Theory as a personal investment of the future specialist in education as an investment in the guarantee of personal well-being and prosperity of the country has been focused.*

**Keywords:** *vocational training; future economists; State educational standard; Human Resource Theory.*

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**ПРОФЕСІЙНА ПІДГОТОВКА МАЙБУТНІХ ЕКОНОМІСТІВ ЯК ПОТЕНЦІАЛ РОЗВИТКУ КРАЇНИ: ПРОБЛЕМИ ТА ШЛЯХИ ЇХ ВИРІШЕННЯ**

**Анотація.** *Досліджено стан професійної підготовки майбутніх економістів в контексті їх потенційної значущості для розвитку країни. На основі аналізу досвіду професійної підготовки зарубіжних країн і України визначено основні проблеми та запропоновано можливі варіанти їх вирішення. Проаналізовано Державний освітній стандарт та відповідність норм державного замовлення реальним потребам суспільства і економіки. Акцентується увага на теорії людських ресурсів в якості особистого інвестування майбутнього фахівця в освіту, як запорука інвестування в особистий добробут і добробут країни в цілому.*

**Ключові слова:** *професійна підготовка; майбутні економісти; Державний освітній стандарт; теорія людських ресурсів.*

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**ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА БУДУЩИХ ЭКОНОМИСТОВ КАК ПОТЕНЦИАЛ РАЗВИТИЯ СТРАНЫ: ПРОБЛЕМЫ И ПУТИ ИХ РЕШЕНИЯ**

**Аннотация.** *Исследовано состояние профессиональной подготовки будущих экономистов в контексте их потенциальной значимости для развития страны. На основе анализа опыта профессиональной подготовки в зарубежных странах и в Украине определены основные проблемы и предложены возможные варианты их решения. Проанализированы Государственный образовательный стандарт и соответствие норм государственного заказа реальным потребностям общества и экономики. Акцентируется внимание на теории людских ресурсов в качестве личного инвестирования будущего специалиста в образование, как залог инвестирования в личное благосостояние и благосостояние страны в целом.*

**Ключевые слова:** *профессиональная подготовка; будущие экономисты; Государственный образовательный стандарт; теория людских ресурсов.*

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**Urgency of the research.** European integration of Ukraine is accompanied by significant transformations. The formation of a competitive economy, structural and innovative transformation of production process has the impact on the structure of the labor market, especially on the requirements for vocational training.

A strong platform of theoretical knowledge must be complemented by the ability to adapt to the changing conditions of the operation of business, which increases the role of vocational training focused on mastering skills and effective problem solving.

**Target setting.** Today the system of Ukrainian higher education has hard times and the ongoing reforms in the education do not have considerable results yet. Most specialists are faced with the fact that vocational training largely corresponds to the trends of modern society. In the new life reality professional mobility plays a crucial role in improving the competitiveness of the economy that is especially urgent for vocational training in the field of economy, because future economists must be responsible for the timely adoption of reasonable, economically competent management decisions.

**Actual scientific researches and issues analysis.** The problem of vocational training of future economists is presented in the works of such Ukrainian scientists as N. Balovsyak M. Vachevskiy L. Dibkova, E. Ivanchenko. These scholars note that the factors of social economic growth play an important educational role, which determines the quality of human capital. Vocational training of the economists provides economic understanding of the patterns of reproduction and development of processes at the macro and micro levels, in light of political, cultural and social processes.

Matters of vocational education and professional training are revealed by such leading Ukrainian scientists as V. Andrushchenko, S. Honcharenko, I. Ziazyun, M. Evtukh, V. Madzihon, O. Naboka, I. Prokopenko.

**Uninvestigated parts of general matters defining.** Changing political and economic systems of Ukraine during the past decade find its natural reflection in the systems and structures of education. New requirements to be implemented in the vocational training of professionals have been put forward. The reorientation of the educational institutions towards the consumer takes place both in the world and in our country. Analysis of compliance of educational institutions to the needs of enterprises shows that our educational institutions, developing on the basis of the "traditional schools", are characterized by serious lag from the demands of life. Top managers of companies have noted the fact of isolation of curriculum from real life and its low level of practical orientation. The deepening gap between the level of education of specialists, who are badly needed by companies, and the real state of vocational training make it necessary to review current approaches to the educational process.

**The research objective.** The purpose of this article is to study the real condition of vocational training of future economists in Ukraine and in the leading countries of the world, define its problems and suggest possible solutions.

**The statement of basic materials.** In Ukraine, after the completion of the centralized distribution of specialists to work, there has emerged a problem to create a training system, which would allow to take into account the interests of customers. Nowadays, the state of higher education challenges the need for a new development of strategy, introduction of reforms in this sphere on the basis of new educational technologies with a view to improve its efficiency and quality, bringing higher school and higher educational system in line with the new external and internal economic conditions of its existence.

Higher education in different countries of the world has evolved in the face of fierce of competition in the labor market, which has an impact on its system and teaching methods [1].

In the system of US higher education the regulatory role belongs to society, not to the state. The labor market informs higher educational establishments about its demand and controls the level of knowledge. The prestige of the university depends on how its graduates are rated in the labor market and where they get a job.

Flexible American educational system enables students to chose their curriculum and the procedure for the study of specific courses, and the variety of courses provides interdisciplinary vocational training to enable graduates to feel more confident in the labor market. US universities' curricula list

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full integrated disciplines, giving professional knowledge, and are built on a system that is clearly focused on professional success of graduates. There is a set of basic professional courses, which are compulsory.

All the best and modern things which are developed in the United States, firstly are sent to the universities, because graduates come to work in firms and corporations, and they need to know this information already, otherwise they will have to be retrained and it is inefficient and unprofitable.

In Great Britain there are no national standards, approved at the state level. Universities decide on the content of basic education programs independently. The content of the courses, even for the same specialty in different educational institutions may vary, depending on the demand of employers. Curriculum content is published, so there is a possibility for future specialists to make a choice, depending on the assumption of sphere of professional activity.

In Ukraine State Educational Standard is designed to ensure the preservation of the unity of educational space, the possibility of continuing education, rational expenditure of financial and technical resources, as well as to meet the needs of the individual and the state must take into account the nature of the educational program implemented by a specific agency. The standard should not limit the freedom of lectures, students, researchers, program variability and diversity of educational institutions.

It is necessary to conduct a series of reforms aimed at improving the quality of higher education:

- to bring professional and qualification structure of vocational training in accordance with practical needs, paying particular attention to the profession, providing a highly efficient development of the industries in which Ukraine could find its niche in the international division of labor;

- to make computerization of libraries of educational institutions, to implement new information technologies into the educational process;

- to ensure the knowledge of one of the European languages at the expense of new educational content and methods which graduate of higher educational establishment; to create information support system and grant system to encourage the future economists to learn two or three foreign languages;

- to ensure effective functioning of the system of life cycle education.

The problem of education of the individual is an essential component of moral student-centered approach in education and, above all, the raise of moral potential of the person, and not only the development of the students' intelligence.

The concept of social procurement includes two components: the demand for graduate at labor market and the demand of the society of his personality. Educational programs the minimum content of which is represented by the state standard of education is focused on the first component of the social procurement. Its implementation is associated with the concepts of training, intelligence, knowledge, abilities and skills.

The system of "knowledge, abilities and skills" for a long time has been defining the purpose of the educational system to transform the human world, and in the course of time the upbringing has disappeared and the standard has become the means of knowledge, abilities and skills actualization but not upbringing, spirituality and level of culture .

Modern schools are more focused on the implementation of the standard pedagogical tools. They do not consider the student himself as the bearer of the potential means to achieve professional performance. This creates a professional infantilism. It brings a specific standard to students.

The existing methods of rational structuring the content of vocational training in education have lost its moral and ethical guidelines and the essential interdisciplinary communication.

Implementation of the second component means the social matching of personality of graduate to the level of values of modern social system and it is associated with the concept of "self-education", "self-development", "self-realization".

XXI century brings new demands on the humanization of higher education, based on universal values. It is assumed as the humanization of conditions of training and education, and the humanization of the individual student, the formation of his intellect and the spiritual world.

Humanization of the education system determines the main content of the social procurement in a given period and it is a reflection of live problem as a whole. Humanized educational process in higher

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education, primarily influences the life and education of future specialist potency, thus contributing to the development and self-development of his personality.

More and more universities are training future specialists in economics. The positive side of this fact is increasing attention to humanitarian issues. But on the other hand, a large amount of curricula are borrowed from other educational and socio-economic systems.

Currently, the industry is in dire need of professional specialists. But the "pure" professional is insensitive to others, who cannot work in a team, unable to share knowledge in creating more interference than benefits in the modern enterprise.

New socio-economic and political situation requires the implementation of foreign language education, designed to meet both social and personal needs of a foreign language in a society language policy.

The implementation of the new language policy is connected with creation of a flexible system of language selection and conditions of their study— optional system of forms and means of education, reflecting the current state of the theory and practice of teaching the subject. The variety of options for learning a foreign language and learning tools in higher education establishments has made demands to vocational training. No less significant is the fact that the new teaching "ideology", according to which foreign language learning is seen as a set of four spheres: the teacher (lecturer), training (teaching), student (trainee), learning (mastering). Learning a foreign language requires a new understanding of educational problems not only from the perspective of learning the subject, but also in terms of the process of mastering the language in various educational environments. It's about getting objective evidence of language acquisition, backed not only by empirical research on the material of a particular language, but by deep of the theoretical basis of all factors, influencing the process of learning a foreign language, regardless of the specific conditions of learning. It means contextual learning which helps students to transform knowledge into practice. This type of teaching is one of the efficient in vocational training. To implement this technique, methods of active teaching are used (case study, brainstorming, project methods) [3].

In our research we want to appeal to the dominant paradigm in economics education – the human capital theory, which suggests that education and training are investments which make a person really more productive. Individuals, who are more productive, according to this theory, may have higher incomes and are more competitive. The economic returning on investment in education or training will improve the standard of living of the individual that accumulate as a result of their investment in education or training [4].

In global policy the special significance is to provide the investments in education and vocational training, that is, investment in human capital, including vocational education and training as the means to economic growth and national prosperity. However, some economists argue that people who are more capable and productive also tend to invest in higher education. In other words, education does not necessarily make a person more productive, it just acts as a mechanism for the selection of personnel, and it allows employers to determine the most productive people. On the other hand it could lead to discrimination against certain social classes.

In implementing the vocational training, it is important to understand the potential economic benefits of education for the individual, organization and economy [5].

Understanding the economic value of education and training, which is measured by wage growth is important, but by itself is not sufficient to indicate the optimal policy type of vocational training. It is important technology of the experience during the life cycle – that is, the life-cycle education.

To obtain effective vocational training, we need to know how different types of people can effectively acquire skills at different stages of the life cycle, and the percentage of economic return on these skills education [6].

But wages does not always exactly reflect the level of job performance. We may consider wages of public sector workers - nurses and teachers.

Of course, vocational training has more leverage rather than an investment in the economy and provides many benefits for non-economic sphere. These advantages manifest themselves in the form of reducing crime, improving health. Taking into account these potential benefits of education and

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training, we can also state about its crucial importance in the future health policy development, particularly in the field of vocational training [2].

Analysis of the current practices of professional orientation training of future professionals in economics in the study of fundamental disciplines highlighted a number of shortcomings, namely unjustified formalization of teaching material, lack of consideration of modern needs and specialization of production, poor skills of mathematical methods in the study of economic disciplines; lack of understanding of the importance of mathematical knowledge for professional practice etc. Therefore, there is the need of vocational training oriented on fundamental subjects, including theory of chances and mathematical statistics, in accordance with the goals and objectives of training. The possibility of strengthening the integration process disclosed didactic conditions for the implementation of integration: a common goal and objectives of the educational process, to overcome the fragmentation of economic and mathematical knowledge, comprehensive use of organizational, methodological and logistical support, unification of terminology systems.

**Conclusions.** Further development and improvement of vocational education is directly related to the impact of social conditions. In our research we have found that vocational training is the foundation of educational content. We may conclude that outstanding issues of modern vocational training practice the research, which include: professional orientation training, creating conditions for the formation of interest and needs for future professional activities; development of relevant vocational skills; introduction of pedagogical innovations aimed at implementing the goals and objectives of training. Given this, there is the urgent need to improve the efficiency of vocational training of modern economist under changing priorities in the content of his future work substantially. The research has revealed that the content of professional training in economics is seen as a reflection of the relationship between the demands of society and the labor market to professional knowledge, skills and economic education, which should lead specialist at the global level of accreditation and well-grounded vocational training – as preparedness for future economist to be ready for diverse and multifaceted professional activities.

Thus, the restructuring of higher education should be based on the use of internal resources, strengthening requirements for modern specialist, increasing quality standards aimed at efficiency education and to study international experience of the education system, the structure and content of the learning process.

Current trends of modernization of higher education reflect the requirements of social integration and economic system throughout the process of training in this sphere.

Taking into account the specificity of the current stage of economic development we may emphasize that it requires a high professional mobility of professionals, so it becomes possible for permanent alteration of direction which provides the ability to keep companies competitive positions of the modern market.

One of the most effective ways to succeed in vocational training of future economists is to combine traditional teaching methods with innovative ones, including the design and implementation of training techniques which involve mastering of stable foundation of theoretical knowledge, forming readiness for innovation, development of creative thinking and creativity, contributing to the solution of major production problems. In

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