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## PROFESSIONAL COMPETENCIES FORMATION OF FUTURE SPECIALISTS IN FINANCE

### Annotation

*There have been considered the essence and content of professional competence of future financiers. There have been analyzed scientists' different approaches to determine the essence of the professional competence concept and its components. The measures have been proposed to update the national system of pedagogical education with the purpose to correspond financiers' professional competence with the growing requirements of the international market environment. The process of professional competence formation of the future specialist in finance has been considered and the stages of professional competence formation and development of future specialists have been highlighted.*

*It has been established that the process of professional competence formation is carried out on the basis of the technology of activity and personality oriented learning, which is implemented through practical activity and the European credit transfer system, which allows to implement a systematic approach to learning and to form a flexible dynamic structure of hierarchical relationships between training levels.*

**Keywords:** professional competence, program learning outcomes, professional tasks, self-development, stages of professional competencies development.

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## ФОРМУВАННЯ ПРОФЕСІЙНИХ КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ ФАХІВЦІВ З ФІНАНСІВ

### Анотація

*Розглянуто сутність та зміст професійної компетентності майбутніх фінансистів. Проаналізовано різні підходи науковців щодо визначення сутності поняття професійної компетентності та його складових. Запропоновано заходи щодо оновлення національної системи педагогічної освіти з метою відповідності професійної компетентності фінансистів зі зростаючими вимогами міжнародного ринкового середовища. Розглянуто процес формування професійної компетентності майбутнього фахівця фінансового профілю та виділено етапи становлення та розвитку професійної компетентності майбутніх фахівців.*

*Встановлено, що процес формування професійної компетентності здійснюється на основі технології діяльнісного та особистісно орієнтованого навчання, яка реалізується через практичну діяльність та Європейську кредитно-трансферну систему, що дозволяє втілити системний підхід до навчання та сформулювати гнучку динамічну структуру ієрархічних взаємозв'язків між рівнями підготовки.*

**Ключові слова:** професійна компетентність, програмні результати навчання, професійні завдання, саморозвиток, етапи розвитку професійних компетентностей.

### 1. Target setting

The modern stage of the society development, Ukraine's integration into the European Union sets new qualitative tasks in education. Education Development National Doctrine of Ukraine in the XXI century defines the main goal of education to create conditions for the development and self-realization of each individual as a citizen of Ukraine. In times of rapid economic transformation on the way to market relations of full value, the state needs highly skilled specialists in the field of finance, able to work both in the domestic and international economies. The integration processes lead to changes in the requirements for the qualification characteristics of modern finance professionals who can quickly solve non-traditional tasks, make sound management decisions, qualify for business contacts with foreign partners, and competently conduct professional activities in a foreign environment. Under these conditions, a graduate of an education institution needs the following qualities as professionalism, initiative, mobility, entrepreneurship, responsibility, ability to analyze the situation on the domestic and international markets, the ability to continuous self-education. This leads to increased requirements for the preparation of specialists in finance at a competitive labor market.

### 2. The statement of basic research materials

The analysis of scientific and pedagogical literature implemented by us allows us to conclude that scientists and educators constantly pay attention to the problems of vocational training of specialists in economics and finance. L. Dibkova and R. Geyserskaya devoted their publications to the studies of competence successful formation of future economists based on the principles of an individual approach. In particular, R. Geyserska considered the issue of supporting masters of economics' professionally significant qualities as a result of vocational training in institutions of higher education. I. Demura's works are related to the professional competence formation of students of economic specialties. Y. Derkach takes care of the issues of economists' preparation in the conditions of application of new learning technologies.

Unfortunately, domestic teachers-researchers do not disclose the essence and principles of the implementation of training specialists, particularly in the financial profile. Some nuances of this problem are only mentioned in separate publications by G. Astapova, S. Piletska, D. Babasheva, O. Voronkova, A. Epifanova. In addition, the scientific research of these authors is, mainly, aimed at identifying problems concerning the quality assurance of financial education and determining the prospects for its development.

Organizational and methodical aspects of the preparation of financiers taking into account the labor market needs are highlighted in the publications of G. Starostenko, R. Kvasnitskaya. L. Dmytrychenko has been investigating the application of the structural and functional approach to the formation of curricula and programs and the training of

specialists as a determining condition for ensuring the ability of the national education system to compete. He argues that it is increasingly difficult to predict the demand structure in the labor market for highly skilled workers and to develop appropriate recommendations for adjusting curricula. He also notes that the basic functions of higher education management are not being implemented properly, the existing structure of specialties does not "cover" professional needs. He expresses the opinion on the need for its updating, with an increase in the curricula content quality, and for their "tying up" to the priority directions of the domestic economy development.

The importance of professional competence development for future finance specialists in the field of management and administration is determined by the specifics of their professional responsibilities, the intensively growing requirements of the international market environment towards the financiers' professional competence and the formation of their professional personal qualities and solid knowledge.

The successful entry of Ukraine into the European education space requires a fundamental upgrade of the national system of pedagogical education, which includes:

1. Exit to a new integration level of science and pedagogical education. The current education state requires a teacher to constantly update knowledge, the ability to study throughout life, to be a scientist and researcher, to form adequate skills and qualities in their professional development.
2. Radical modernization of the pedagogical education content: the elimination of ideology, outdated forms and methods, the approach to socio-cultural realities and modernization of the future.
3. Democratization of education policy: decentralization of the education system, increasing the autonomy of universities, mobility of teachers and students, the introduction of public management of an education institution.
4. Organization of early vocational guidance for graduates of secondary schools: definition of vocations, psychological and professionally significant qualities.
5. Educational work implementation on a multicultural basis: the formation of tolerance, ability to live together, respecting ethnic and cultural diversity.
6. Increased mobility of teachers and students, student autonomy, their self-organization level: exchange between teachers and students of institutions of higher education, training students in foreign universities, conducting joint pedagogical experiments, etc.
7. Implementation of the credit-module training system.

The formation of students' professional competence as a goal of vocational training was previously regulated by the relevant state documents: educational qualification characteristic and education and professional program of training specialists in a certain field of training and specialty. Nowadays, institutions of higher education independently develop education programs in accordance with the requirements of the Ministry of Education and Science of Ukraine, which prescribes program competencies and program learning outcomes.

The formation of students' professional competence is carried out through the content of vocational education, in the process of mastering disciplines, distributed between different training cycles. The special cycle of professionally oriented disciplines corresponds to the future specialists' professional needs and allows graduates quickly to adapt to practical activities. The disciplines of the general scientific cycle (social and natural sciences) provide knowledge, skills and abilities in the field of fundamental sciences. The content and volume of education credits in social sciences are well defined, but natural sciences vary depending on the specialty. These sciences play an important role in the theoretical basis of modern higher education, consistently introduce students into the content of the chosen specialty, and provide further qualitative assimilation of professionally oriented (profile) disciplines of general-professional and special cycles.

During life, any person has to solve three types of problems: 1) professional – directed to the tasks set before a specialist as a professional; 2) social and productive – associated with activities in the field of work relations in the team; 3) social and everyday life problems which arise in everyday life and associated with leisure, family communication, physical and cultural development, etc., and may affect the quality of specialist's performance in social, production and professional tasks. According to the complexity level, there are three task classes of future specialists' professional activity: stereotyped, diagnostic and heuristic, which meet the different levels of formation of knowledge, skills and abilities of students [1].

The formation of professional competence is possible provided that students develop a reflexive attitude, analyze their own professional competence. In this regard, the process of professional training of future specialists in finance should be aimed not only at changing the intellectual sphere of students (professional knowledge, skills, abilities), but also at developing their motivational sphere (the formation of motives for professional self-improvement, the need for success), valuable and reflective sphere (professional self-awareness, adequate self-esteem and level of aspirations), emotional and volitional sphere (readiness for self-education, development of independence and responsibility).

It should be emphasized that the formation of separate components of the professional competence of future specialists in the finance is carried out by means of all educational disciplines, which are assigned to different training cycles. The specifics of their content and goals ensures the fact that students can enter the real space of professional activity, form a range of professionally relevant qualities. We anticipate that strengthening the interdisciplinary integration in the system of professional training of future specialists in the finance will achieve a higher level of professional competence.

We consider the process of the professional competence formation of a future specialist in the finance as a transformation of its functional states, the transition from one state to another. The analysis of the existing psychological concepts of professional development of a specialist in the system of higher professional education allows us to identify the stages of professional competence formation and development of future specialists.

The first stage is preparatory (I-II courses). It focuses on the development of general and general economic competences in the context of future professional activities. At this stage, students master the methods of mental

activity (analysis, synthesis, generalization, comparison, classification, etc.). They possess the main methods of educational and cognitive activity; master the information technology tools at the user level, learn to plan their time, set goals and choose ways to achieve them, solve problems that arise during the learning process. One of the important issues is to acquire basic knowledge of disciplines of the social and humanitarian cycle and object mathematical and general economic training. The students have to gain experience in solving educational tasks, search for the necessary teaching materials using a variety of tools of modern ICT; analyze the results of their own educational and cognitive activity, create a positive motivation for learning, etc.

The second stage is basic (II-III courses). A student "immerses" in professional tasks, learns ways to solve them, uses interpersonal connections, and develops the ability to use mathematical apparatus and information technology to solve professional economic problems. At this stage, development deepening of general and general economic competencies takes place and the professional competencies formation takes place. At this stage, there is an expansion and deepening of the knowledge system gained by students at the first stage of the professional competence formation, integration of previously acquired experience in solving educational problems with the experience of solving tasks of professional orientation. The main tasks of the training at this stage are students' mastering of the main methods of educational and professional activities; formation of students' skills to generalize and systematize their experience in order to use it independently in situations of future professional activity; formation of students' skills to do the reflection of educational and professional activities, etc.

The third stage is integrative (IV course). This stage is the development of professionally oriented competencies based on the development of general and general professional ones. In the third stage, students acquire experience in solving tasks of future professional activity, forming professionally significant personal qualities of the future specialist of finance, professional readiness, and valuable attitude to professional activity

After this comes the stage of special competencies development. This stage coincides with the period of study in the magistracy [2].

The process of developing the professional competence of students has three stages: formation, active development and the stage of self-development. At the stage of formation, students learn to acquire knowledge, develop abilities at the reproductive level, formulate motivation for learning, and have a positive attitude towards educational and cognitive activity. At the stage of active development, students deliberately use skills and knowledge, need personal self-realization in the educational environment, have such developed qualities as reflectivity, creativity, critical thinking, have the developed skills of self-regulation of educational and cognitive activity. *The main goal of the stage of self-development is the development of autonomy, creative activity, self-organization and self-management of their activities, updating the need for self-development.*

At each of the three stages, individual components of professional competence are getting greatest development. At the preparatory stage, such a component is motivational and emotional and volitional, in the second stage, the basic component is cognitive and active, the third, integrative stage, there is an integration of all the components based on reflexive activity.

The mechanism of motivation activities lies at the heart of the development process of professional competence. Therefore, the process of professional competence formation from the pedagogical point of view is to create external conditions for the emergence, awareness and further self-development of student's internal aspirations (motives, goals, will, emotions) regarding the successful implementation of educational activities, mastering this activity.

The professional competence development of students is carried out through professionally directed educational and cognitive activity, which involves encouraging students towards the process of independent search and "discovery" of new knowledge; mastering new ways of activity; through methods of using various forms of work. A means of developing professional competence is the content of the educational material of disciplines, which is characterized by professional significance for the student.

The result of the professional competence formation and development is graduates' readiness for any socially necessary economic activity; the ability to master the knowledge that is the basis of any professional activity independently; the formation of personal professional qualities [3].

The readiness as the final and logical result of the educational process is the personal formation of interrelated components: motivational and valuable (personal) cognitive and procedural (active). These components include theoretical readiness, practical readiness, psychophysiological readiness, psychological readiness.

The theoretical readiness is characterized by a sufficient amount of social and humanitarian, mathematical, fundamental economic and applied professional knowledge necessary for professional activity. The formed knowledge should be manifested in analytical, predictive, projective and reflexive skills.

The practical readiness is characterized by the formation of the necessary level of professional skills and abilities that will ensure the performance of professional tasks.

The psychophysiological readiness reveals the availability of appropriate prerequisites for mastering professional activity, forming professionally significant personal qualities: organizational (business activity, responsibility, demanding, initiative, ability to work, ability to organize themselves); communicative (sociability, justice, affability, benevolence, modesty, responsiveness, tact); perceptive (observation, understanding of other people, creative attitude to the cause, etc.); expressive (emotional susceptibility and responsiveness, optimism, sense of humor, endurance, ability to persuade, etc.).

The psychological readiness reveals the motivational and valuable graduate's attitude to work, which is the basis of selective focus on the value of professional activity. Such readiness implies the presence of emotional and volitional qualities that allow the individual to deploy and maintain activity, despite barriers and obstacles that may arise (and they do) along the way (conscious mobilization of volitional efforts, work orientation, ability to self-management and self-organization, managing their behavior). In the end, the psychological readiness determines the current focus on professional activity.

### 3. Conclusions

The structural components of the professional competence of future financiers are formed simultaneously, but each stage of the development process is oriented to a certain level of the investigated personality education. The development of the personality and student' professional competence are mutually determined and mutually supplemented processes, for the implementation of which there is a need for a pedagogical technology, which is oriented on self-education, self-development, self-realization of the individual. The process of professional competence formation was carried out on the basis of the technology of active and person-oriented learning, which is implemented through practical activities and the European credit transfer system, which allows to implement a systematic approach to learning and form a flexible dynamic structure of hierarchical relationships between levels of training.

The profession of financier is one of the most prestigious and highly paid, both in Ukraine and abroad. Professional activities in the field of financial management, in the banking sector is perspective in terms of career advancement. According to the magazine Money Magazine, financial consulting is also popular on the labor market. However, there are still few applicants for vacant positions of financial directors who have a solid knowledge of international accounting and tax accounting standards, financial analysis, audit and financial reporting.

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