

MODERN PROBLEMS OF BUSINESS EDUCATION

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ABOUT STRUCTURE OF PROFESSIONAL PREPARATION OF ECONOMISTS TO ENTREPRENEURIAL ACTIVITY

Being in comfortable relationships with the European Community, Ukraine is rapidly moving towards socio-economic changes in the state. At the same time there are changes in education, particularly in higher education, the whole system of professional preparation of students is being modernized. This leads to improvement of future economists and entrepreneurs education. The problem of raising level of class-room and non-classroom work of students, the formation of professional and educational skills are considered in parallel with other issues that give us an opportunity to follow the process of professional education of economists and entrepreneurs in general and pedagogical, in particular.

Preparation of future economists and entrepreneurs for activity is enclosed to the theoretical structure of higher school and in general it is quite ideal for present. But for forming a specialist it is necessary to have special skills, like professional and educational. For their formation it is obligatory to teach a student to understand theory of structure, to distinguish the substructural elements that will promote the development of professional skills. That is, for formation of professional and educational knowledge, the meaning and the form of its introduction into the practice of personal activity in the future become meaningful.

Therefore, the problem of theory and methodology of professional education of future banking professionals needs to be modernized according to the context of European integration. This induces an in-depth study of stated scientific problems at the theoretical and applied levels.

Consequently, the structure of system of preparation of students and economists of banking to entrepreneurial activity consists of two parts – theoretical, methodological and technological and it covers the following elements:

Intersubject connections; components of a specialist – an object of activity, functions, tasks for solving skills; activation of knowledge by means of psychological, methodological and managerial mechanisms; activation of activity, which includes motive, purpose, means and results; components – motivational, cognitive, professional and pedagogical.

five levels of professional preparation – three theoretical and two practical:

– explanatory, diagnostic, experimental, informational, projective, reflexive, activity.

approaches: innovative, systemic, competency.

special course «Professional and Pedagogical Education of Entrepreneurs»,

which covers theoretical and practical lessons (lectures, seminars, individual and independent work, final control).

Under the structure is understood a certain number of interconnected elements, which has a stable unity and integrity, and all of them possess properties and laws that integrate with each other. The structure lets to encompass the whole process of student preparation, which inherently integrity and specificity of substructural parts, the existence of interconnections between substructural parts, the integration of all parts, the beginning and final result of the structure, that are interconnected between each other by internal parts [author Yu. V. Klipa]. In theory and methodology of professional education, structure includes pedagogical conditions through which the professional preparation of student is realized.

In determining in structure of preparation of economists and entrepreneurs places of study content were taken into account the following positions:

- a) in the motivational indicator – functional tasks of education;
- b) in content-activity – the content (filling information), forms of application (professional sphere);
- c) in professional and pedagogical functions of future activity as economists and entrepreneurs in the narrow sense of this value are formed.

In general structure it was identified a place for non-class work: individual and independent.

In theory and methodology of professional education pedagogical, didactic and methodological structures are distinguished. Already their name indicates conformity with the objects of pedagogical knowledge: general pedagogy, didactics of education methodical preparation. All of them are interconnected, have their own source base and research directions.

The main structural components of preparation of future economists and entrepreneurs are content elements. They have a purpose, motives, content, functions, result. The second component determines indicators, criteria and levels that ensure the integrity of the pedagogical process.

The structure of professional preparation of economists and entrepreneurs includes many components both horizontally and vertically. All of them are interconnected, have integral components, requirements and approaches that are adequate in their content and are consistent with the forms and methods of professional and pedagogical activities.

**Characteristics of professional and pedagogical preparation
of future economists and entrepreneurs**

Criteria / Indexes	Motivational	Content and activity	Professional and pedagogical
Informative and knowledgeable	Availability of basic pedagogical knowledge	Knowledge of principles of creation professional situations	Knowledge of pedagogical norms and ability to persuade an individual
Process and activity	Adequacy and certainty in the assessment of any professional situation	Ability to apply pedagogy knowledge in a professional situation	Ability to reproduce skills, correctly and logically create a professional situation at the enterprise
Professional and pedagogical	Awareness of the interaction between pedagogical and entrepreneurial values	Ability to continually apply professional and pedagogical knowledge	Ability to apply professional-pedagogical knowledge in various spheres of entrepreneurship under the activity; ability to self-development and self-education

All substructure parts correspond general pedagogical laws, they actualize educational activity, final goal of which is the professional readiness of students and economists to entrepreneurial activity.

This general structure is characterized by integrity, interaction of substructural parts, stable connections and relationships. That is why it is important that all parts that facilitate the professional preparation of economists and entrepreneurs should be implemented.

References:

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