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TRAINING OF FUTURE ECONOMISTS ON THE BASIS OF UNDERSTANDING

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Annotation. In this article, the development of professional competence of the future economist is considered in the context of humanitarian paradigm of education as the process of formation of the image of man in culture and way of culture in man. This strategic objective of economic education is achieved through the development of students' competences on the basis of understanding. The different situations of understanding in the interaction "Teacher – Student", including work with the economic terms, are shown; the analysis of and solution to production situations using the case study is performed.

Key words: professional competence, economic activity, sense, meaning.

Professional activity of teacher of the University is carried out in the course of interaction of various participants of educational process: students, teachers, authors of textbooks and curricula, employers. Each with their own goals, motives, experience, knowledge, positions, actions, possibilities. In modern studies (M. S. Kagan, A. V. Mudrik, V. A. Kan-Kalik, V. Y. Senko, etc.) show that the output of interaction between teacher-student on the level of dialogical understanding is the most productive. This is a space where the participants of educational process show their individuality, develop their personality. Understanding is a powerful reserve of formation of professional competence of the teacher, and a future graduate of the economic University. Not having your completed professional development is important not only for proper performance of the functions, but also to stay their own professional activities.

According to UNESCO, the key life competencies include social, intercultural, communicative, imperative, a person's ability to learn throughout life. These competencies have a direct relationship to the activities of the economist. Professional competence can be represented as the integral characteristic reflecting the level of development of the graduate, his ability and willingness to design and implement a professional plan that meets the needs of the economy and its participants.

Became widely recognized in the professional competence to include three blocks: the General cultural, general professional and special ("their" activities). Done in this direction the analysis of social prestige and professional status of the modern economist shows that the main components of professional competence are ethical attitudes; system of economic knowledge; General knowledge; ways of mental and practical action (i.e. formed professional skills); professional and personal qualities. The latter, in N. In.Kuzmina include:

- Gnostic;
- constructive;
- communicative;
- managerial.

If economic activity is considered as continuous decision problems, in line with the task approach is necessary to develop the following key competences of students:

- a) Recognition of practical problems;
- b) Their formulation;
- C) Translation issues in the form of objectives;
- d) The ratio of the obtained context knowledge systems;
- d) Analysis and evaluation of results.

In addition to the traditional competence "guidelines-principles" offers S. V. Kulnevich. Among them he includes the following: the self-organization problem of thinking, "humanizing" values, the experience of the content of values,

phenomenological reduction, conformity, personal funkcionirovanie, subjective control, consideration of socio-professional experience, openness of educational information, self-identification, the inclusion of everyday understandings, the relevance of moral characteristics of the author information a cumulative effect [1, с. 25].

Can again and again lead to lists of competencies and they are, in the opinion of their authors, will be "key", "basic", "important". These competencies (not unlike professional Zunow) shine through the image of the ideal professional. Standard nomenclature of professional competences specified policy. However, their formation is a problem of professional formation, to solve which it is possible, if as initial to take an idea of what is "education", and what are its values and meanings.

Human values: truth, goodness, beauty – has always been the moral imperative of building education. Unity is the pedagogical ideal of vocational education, which it often forgets. That's why; despite its unattainability of the ideal goal of these tasks should be the priority in determining the basic competencies of a graduate of the economic University. Awareness teacher began coordinating education and interpretation as a process of formation of the image of man in culture and way of culture in the man, V. S. Bibler a necessary condition for selection or development, improvement of a technology-oriented addition of the explanation – understanding, especially the understanding of the text.

Understanding of the text as a way of existence of culture began is now generally accepted, and that the cultural text is potentially infinite in that it can be interpreted and reinterpreted. His interpretation does not know temporal, spatial, and conceptual limits. The text of culture, any socio-cultural situation includes the economic sense. They can be discovered by the student together with the teacher through the understanding and revelation for the other and for themselves educational opportunities of the text. From it is important to "bail out" is not so much assessing

the economic situation as it is a matter arising from it. The question – for him – one of the ways of understanding a cultural phenomenon, it is one of the steps to the discovery of meaning.

The discovery of the meaning of an Economics text may take place (culture, according to V. S. Bibler, it was finding peace for the first time), provided that the text of culture became direct participants of the pedagogical process event. Moreover, a difficulty, a problem from which both the student and the teacher go updated. Understanding imbues the activity with meaning, turns "serving" of education in his joint "accommodation", and the individual professional being – in "crawling" involved in Genesis [2]. Professional competence is evident when a decision cannot be reached by logical deduction when the teacher or the student closer to understanding using the hypotheses, assumptions, guesses, intuition. The result of this operation: insight, a hunch - are the culmination of creative pedagogical interaction. It is important that the coincidence of the nature of the activities and teacher and student gives rise to collaboration, co-creation, the possibility and necessity of exchange of experience between them.

In pedagogic situation a competent teacher exhibits a sustained emotion, the ability to mobilize quickly to assess the situation and to formulate the problem for you, try to find a solution or correct earlier. Improvisation is encouraged also by factors outside of the teacher. For example, in the process of presenting economic material in class he makes associations, analogies, comparisons, images, open new relationships in seemingly known material.

A creative attitude to what is happening is the teacher and connected with his erudition, free orientation in the studied issues of the economy, flexibility of thinking. Along with the planned progress of the work in the mind of the teacher self-criticism, self-analysis. This is due to both external and internal factors. The teacher looks at himself and the course of pedagogical process from the outside, experiencing success

and failure, seeks the correction of his own activities. The activity of the teacher emerges as the solution to a continuous series is not only a special (economic), but also to pedagogical tasks. Agree with Yu. V. Senko, the paradox of professional activity lies in the fact that the pedagogical task of the teacher is not specified. It is directly "given" specific educational situation, inside of which is himself. To (in) this situation, the "bail out" as a goal given in certain conditions, the teacher should identify these conditions, assess the relationships between them, to detect the meanings behind the situation and within it, to reinterpret to your teaching manner is the text that is put for s e b I professional task.

Perform all these actions related to the assignment conditions and evaluation of their impact on the situation, their interpretation, translation professional language and the language of inner speech, constructing hypotheses, etc. Becomes obvious: a professional production of pedagogical objectives is a creative process involving a series of research procedures is not obvious and hard unpredictable results. A professional task is created, "wikipedia" of education content in the course of interaction between the teacher and the student. Correctly formulated problem is half solved the problem. And back in the problem-solving process comes the understanding of its conditions, detection of hiding in a situation of meaning, the understanding as a pedagogical task.

A competent teacher is a specialist in the formulation and solution of pedagogical tasks to be inaccurate [3]. The ability of the teacher to discover, formulate, and solve pedagogical tasks is a condition for successful inclusion of future economists in their professional activities. So training economy is built on the principle of fundamentality and knowledge-based task approach, productive exercise also by immersing students in a quasiprofessional activities and understanding of myself in her. In this regard, in the training of future economists special emphasis on working with real-world examples, events in the economic sphere, where it is quite

thoroughly described different types of production events and the organization of relevant training tasks (exercises): analysis of specific socio-economic situations, review of production incidents, analysis of correspondence and the like.

Active method of conducting economic activities, control of students' knowledge on a particular topic of a specific course, as well as the basis for the development of interdisciplinary assignments and lessons aimed at formation of professional competence, is the method of the case study (case study - from the English. case - case, circumstance, state of Affairs; evidence, arguments). Analysis of the situation is in approximate sequence: formulation of the situation, its study, problem statement, and the nomination of presumable ways of addressing their argument, discussion, and conclusion.

The problem formulation involves identifying discrepancies between existing and ideal state of an economic system. The solution is an approximation of the existing state to the ideal. Sessions using the method the case study differs from the usual training sessions the fact that in the basis lays the real problem may not have a unique solution. Analyzing problems in work situations, future economists learn to detect professional problems. "Asking" and modeling the main stages of finding answers to the question allows the student to use the life experience to understand not only the feature of professional interaction, but also to build the trajectory of his personal and professional development.

The teacher creates the conditions, when students need to get knowledge, to show independence in learning skills, methods of future professional activity. Out active individual activities it is impossible to form a professional competence. Instead, verbal explanations of economic knowledge discuss how it can work, why it is necessary to act in any production situation. In the process of collective analysis frequently there is a debate - a complicated form of enhancing the thinking of students. Analysis of production situations is a typical example of a problematic study

because it most fully implemented the requirement of unity of practical and theoretical activities, communication training in higher education with business practices.

In solving any problem situations the best results come to those who can find opportunities that others do not notice. This quality is necessary for future economists. Formulation and solution of economic problems plays an important role in training future specialists in the conditions of market economy and contributes to understanding entry into a professional culture. In the process of analyzing and solving industrial situations laid the foundations for economic style of thinking.

To acquaint students with scientific innovations, economic legislation, techniques and methods of work, teachers need to show initiative and creativity. The development of economic knowledge and experience of activity is more successful if the teacher, not making explanations, seeks to approach the conditions of practical work of students to a production environment. Then the students occurs understanding the need for understanding theoretical knowledge and its relevance in the practice of the economist, supported the interest of students.

The creation of situations, understanding of theoretical material also occurs in active forms of interaction. For example, at the introductory session, "Economics as science" begin the discussion based on known students. Find the so-called "tacit knowledge" (M. Polanyi) is empirical, or, as wrote V. P. Zinchenko, "knowledge to knowledge" [4]. The diversity of the students is analyzed and specified. They discover that the science of Economics is heterogeneous, includes fundamental and applied economic disciplines, which students are encouraged to elaborate.

Special attention needs to be clarification that at present the interpretation of the concept "economy" start from three tenets: the relative scarcity of resources; the immensity of needs; rational behavior of economic actors. Students adhering to these positions, formulate the definition of the economy, citing examples of other

approaches. So that scientific understanding replaces the empirical birth of "knowledge as such". At the stage of understanding joint activities and progress in the lesson we leave to the reflection – "knowledge about knowledge". Comments and insights often lead to the birth of another "bridge" to the new. This kind of understanding is the most productive for the formation of professional competence of the future economist, as the wording of the question to yourself, first and foremost, is the "knowledge of ignorance" and acts as a kind of impetus to the further promotion.

Teaching activities cannot be considered as a unidirectional process of development. In the interaction of teacher and student in the field of relationships, the search for meaning necessary process and outcome (result) of understanding is the development of all participants of education, in particular, and of the teacher [5]. From a pedagogical point of view, it is important that communication in the field of understanding as a reality of subject-subject relations is a human reality that is associated with the birth of new meanings and necessary for the personality development of a competent graduate of the economic University.

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