

# CONCEPTUAL DEVELOPMENT MODEL OF CONTINUING ECONOMIC EDUCATION <sup>1</sup>

M.G. Sergeeva

The idea of lifelong learning in conditions of the scientific and technical progress and the changing conditions of the social life of the community in relation to economic education in the system of vocational education provides replenishment and development of economic knowledge that make people confident in any situation, reality and contribute to its development as a subject of activity throughout life. As a result of the country's transition to a market economy, there arises an urgent need for training specialists in economic, who work successfully under new socio-economic conditions, react rapidly and adequately to changing market conditions. Considering the continuing economic education as a compulsory part of continuing vocational education, we claim that in a market-oriented economy it is oriented on the formation of a competitive, demanded in the labor market specialist with the necessary economic competences, which are formed in the process of economic training and education, including knowledge of the system of the objective economic laws and categories, the formation of economic competence and their implementation in the economic behavior, the development of business skills of economically educated person, the accumulation of knowledge in economics, management and taxation. As theoretical and methodological grounds of developing Concept the following approaches are selected: *systematic approach* as a general scientific basis, *activity approach* as a theoretical and methodological strategy and *competence-based approach* as practice-oriented tactics. The subject of development of the logic and methodology of the systems approach is the study of general principles of systematic research, that provides the correctness and clarity of scientific problem statement in a meaningful and formal aspects and is considered by us as a general scientific basis for the problem of formation of economic competencies of vocational education graduates. From the standpoint of systematic approach, this process involves the identification of its constituent elements, the establishment of backbone factors and

---

<sup>1</sup> The study was sponsored by RHSF within the framework of the research project N° 12-06-00054a "Didactic features of development and improvement of continuing economic education".

relationships between the components, the definition of the functions of the system as a whole. The activity approach is based on the fundamental position that the human psyche is inseparably linked to its activities and those caused. At the same time the activity means a deliberate human activity, manifested in the course of its interaction with the surrounding world and this interaction is to the vital tasks, determining the existence and development of the individual. According to the activity approach, the purpose of education lies not in equipping oneself with knowledge, not accumulation of knowledge, but formation of the ability to act learnedly, that is, give a person the ability to act, while knowledge should become a means of activity training. In our case it is for the economic activity. Competence-based approach is considered by us as a method of modeling the goals and outcomes of education as its quality standards, a reflection of result of education in a holistic shape as a system of signs of the graduate's readiness to implement professional activities. Competence approach as productively-targeted education foundation is widely used in various levels of vocational education and in various subject areas (economics, management, information technology, socio-cultural activities, etc.). The described scientific approaches were the basis for allocation appropriatenesses and principles of the process of formation of economic competencies graduates of vocational education. The following appropriatenesses are closely associated with the systematic approach: of educational purposes (economic development of society, the needs and possibilities of the individual, the level of development and opportunities of pedagogical theory and practice), of the content and methods of education (social needs and goals of training, the trainees accomplishment age, logistical and economic opportunities of institutions of vocational education), of the quality of teaching (succession of stages of learning and teaching material). The activity approach is related to the appropriatenesses that reflect the relationship between abilities to act and knowledge, which became a means of activity training. The competence-based approach is associated with the appropriatenesses that reflect the relationship between obtained in the process of learning knowledge, skills and abilities to effectively apply them in their professional activities.

The Concept of continuous economic education that we have developed represents a system of components: *scientific and methodological* (regularities and principles of economic training and economic education, the nature and content of the principle of economic compe-

tence), *procedural* (applied model of formation of graduate's economic competencies) and *verification* (the process of formation of economic competence of the vocational education institution graduate).

*The principle of economic competence*, included in the scientific and methodological component of the Concept, establishes necessary requirements for formation a competitive person in the course of vocational education, who has a certain level of economic competence. In determining the economic competence of the graduate of vocational educational institution, we focused on the concepts of “expertise”, “competence”, “professional expertise”, which define the terminology field of research and allow to characterize the notion of “economic expertise of the graduate of vocational educational institution.” We regard *economic expertise* as an integral qualitative and professional personality characteristics, including economic competencies that form the personality traits of economic importance (competitiveness, creativity, mobility, enterprise, independence in decision-making, critical thinking) and reflects the willingness and ability to effectively carry out professional activities in various fields and segments of the economy by building their professional careers based on their individual values and projecting them into line with the strategy of development of society, moral reasons and rules. At the same time *economic competencies* is an open system of knowledge, abilities, skills, experience in practical economic activity and personal responsibility, which is activated and updated in the course of professional activities as and when the real economic problems arise, which the graduate of vocational educational institutions faces with. Performed analysis of classifications of competencies according to a number of features (the context of problems to be solved: general cultural and professional; the prevalence of competence: corporate, managerial, professional; level of development: threshold, differentiating; the essence and content: cognitive, personal, functional, social etc.) allowed us to develop a *framework for economic expertise* of students, including economic competencies: *key* — the basic economic knowledge necessary to adapt to the professional activity in the market conditions; *professional* — the presence of the ability to apply economic knowledge in practice, the ability to evaluate new economic situation and decide upon them optimally cost-effective solutions; *additional* — the ability of creative economic behavior, effective behavior in the labor market, continuous economic self-education etc.

The basis for the constriction of the given framework of economic competence is the selection of the content of modules of studied

disciplines: general humanitarian and socio-economic disciplines — core competencies; general professional disciplines — professional competencies; special disciplines (professional modules) — additional competencies. The structure and content of economic competence, we have developed, is presented in the framework of economic and non-economic disciplines at different levels of vocational education.

*The procedural component* of the Concept is disclosed in the applied model of the process of forming the economic competence of graduates of institutions of vocational education, including interconnected units: *the target block* is aimed at the acquisition of economic knowledge, skills and development of economically relevant personality traits, needs, interests, motivations, values; *the activity block* is focused on the kinds of professional activity, which includes such a necessary component as economic activity. In the process of the objective needs and interests a specific economic behavior develops among students, which is realized through the activities. Economic activity is focused on the rational work using the acquired economic knowledge, and the economic behavior is a set of actions performed in the course of such activities. *The informative block* reflects the content of academic disciplines, by means of which economic competences of the graduate are formed in accordance with the level of professional education and training profiles; pedagogical skills of teachers; *the technological unit* considers the process of formation of economic competence of the graduate and reveals gradualness of the process (value-motivational, cognitive-activity, reflexive and transformative).

The component of *verification* of the process of forming of economic competencies of vocational education institution graduate includes the levels of formation of economic competencies, the criteria of formation and as a result — the training of a competitive graduate of vocational educational institution having economic competence.

*Translated from Russian by V.B. Kandratsenka*