

**FORMATION OF PROFESSIONAL COMPETENCE
OF FUTURE SPECIALISTS IN ENTREPRENEURSHIP,
TRADE AND EXCHANGE ACTIVITIES IN THE CONTEXT
OF THE MODERN EDUCATIONAL PARADIGM**

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DOI: <https://doi.org/10.30525/978-9934-588-15-0-18>

Abstract. The monograph raises the problem of training of specialists in entrepreneurship, trade and exchange activity in modern conditions. The list of competences for the specified specialty in accordance with the Higher Education Standard of Ukraine is determined. The essence and content of the basic concepts of the study are revealed: «competence», «professional competence», «entrepreneurship», «trade», «exchange activity». The components of professional competence of future entrepreneurs are formulated: entrepreneurial (the ability of the individual to entrepreneurial activity on the basis of integration of knowledge in professional-oriented disciplines, availability of creative skills in solving the problems caused by the changing conditions of the domestic and economic economy and world economy skills that are realized through economically important professional qualities in the process of entrepreneurial activity), general cultural (personality ability to master national and world culture, business communication with moral and ethical standards). The author's method of professional training of specialists in this specialty is offered. The model of formation of professional competence in future specialists in entrepreneurship has been developed, based on the definition of goals and objectives, principles that are set before modern professional education. The tasks were: to form students' professional competence in the process of mastering knowledge, practical skills by means of innovative teaching methods and modern information technologies. The blocks are defined: organizational-pedagogical, methodological-practical, control-effective. The organizational and pedagogical unit included analysis of the legal framework of the research, study of scientific intelligence on the problem in the domestic and foreign literature, and clarification of the

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pedagogical bases of formation of professional competence of future specialists. Methodological and practical included a selection of traditional and innovative methods of training in vocational education, content and direction of practical training. Control-effective determined the components, indicators and levels of formation of professional competence in future specialists in entrepreneurship, trade and exchange activities. Scientific approaches are defined: competent, personally oriented, communicative-active, acmeological, the interconnection of which will allow to explore the current tendencies in the development of vocational education and to form your own vision regarding the formation of professional competences – integral, general and special – in the future specialists in entrepreneurship. Learning methods are distinguished: traditional (verbal, practical, video-method, visual, work with a book), innovative (project method, «scale of thoughts», copywriting, shelf, staging, Transcarpathian economic kaleidoscope, cases, agglutination, crosses, meta-plan, Diamond 9, Semantic Web, Socratic Survey, Flash, Mindmapping, Fishbone, Career Oriented Games, Simulation, and others); methods of independent (research) work of students: thematic projects, algorithmization (individual work on the site of the author «Be creative»), «workshop», method of professional research in the framework of International projects. The components of a professional and creative educational environment are modern teaching aids, in particular audiovisual, with a clear professional orientation; research work of students of different levels of complexity regarding the problems of the future profession. The fragments of lectures, seminars with a range of innovative tasks are given.

1. Introduction

Vocational education in Ukraine is being reformed in accordance with national and European requirements. In the context of educational changes, the legislative framework has been further refined, in particular: Laws of Ukraine «On Higher Education», «On Education», «Pre-Professional Higher Education», which provide Higher Education Standards with a set of requirements for the content and results of educational activities of higher education institutions and scientific institutions by each within each specialty. Competence as the main definition has become a priority in the training of future specialists in economic direction. It has been focused on one of the competencies «Entrepreneurship and Financial Literacy» that

can be successfully implemented in relation to others: fluency in the state language; ability to speak native (in case of difference from national) and foreign languages; mathematical competence; competence in natural sciences, engineering and technology; innovation; environmental competence; information and communication competence; lifelong learning; civic and social competences related to the ideas of democracy, justice, equality, human rights, well-being and a healthy lifestyle, with an awareness of equal rights and opportunities; cultural competence and other competences required by the standard of education [10]. Other important legislation on the development of vocational education: the Law of Ukraine «On Entrepreneurship» on conducting entrepreneurship in Ukraine, the Sustainable Development Strategy «Ukraine – 2020» (2015), which defines reforms for European integration, the Law of Ukraine «On Public Service», which defines the concept of «professional competence» and others. The Education Reform Strategy in Ukraine [20, p. 14] takes into account the European experience in training future professionals. The process of selection of key competences in different countries (the Netherlands, Belgium, Austria, etc.) is compared, the classification and generalization of their list is made, the recommendations on the first steps of introduction of key competences in the educational process in a domestic school are made.

New requirements for vocational education require continued scientific exploration of the problem of training specialists. Theoretical and methodological foundations for the development of modern education, the genesis of the concept of «competence» in the center of research of a number of domestic and foreign scientists: N. Bibik, O. Gluzman, M. Golovan, I. Zjazjun, V. Kremen, O. Lokshyna, V. Lugovyi, N. Nychkalo, O. Ovcharuk, O. Raven, O. Romanovs'kii, O. Savchenko, L. Horuzha and others. Scientists are considering ways to implement the competence approach in the educational process.

Specialty 076 Entrepreneurship, trade and exchange activity is new in the educational market and requires scientific research on the realization of the tasks of the state in this educational field. This is the relevance of our research.

The purpose of the study is to substantiate the theoretical and practical foundations for the formation of professional competence in future specialists in entrepreneurship, trade and exchange activities. Objectives of the

research: to find out the state of the development of the problem in pedagogical theory and practice, to determine the essence and content of basic concepts of research, to offer innovative methods of professional training of future entrepreneurs.

2. Theoretical aspects of the problem of professional competence formation in future entrepreneurs.

2.1. Definitive analysis

Investigation of the problem of professional competence formation in future entrepreneurs initially required clarification of key concepts. For this purpose, vocabulary and scientific researches were worked out. The basic words for our scientific exploration were: «competence», «professional competence», «entrepreneurship», «trade», «exchange activity». We provide separate formulations.

Competence. This definition is considered as:

– a dynamic combination of knowledge, skills, ways of thinking, views, values, other personal qualities, which determines the ability of a person to successfully socialize, pursue professional and / or further educational activities [10];

– a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the ability of a person to successfully pursue professional and further educational activity and is the result of education at a certain level of higher education [12];

– the ability of a person to perform a certain activity, which is expressed through knowledge, understanding, abilities, values, other personal qualities [15];

– competent person is who has sufficient knowledge in any field; who is well versed with something, shrewd. // Knowledge-based; qualified [20];

– the set of knowledge and skills which are necessary for effective professional activity: the ability to analyze, anticipate the consequences of professional activity, use information [16];

– qualitative characteristics of the subject acquired in the course of training / awareness authority, professional knowledge and skills [17];

– an evaluation category that characterizes a person as a subject of professional activity, his or her ability to successfully fulfill his / her powers [1];

– an integral indicator of the quality of education, which is not simply defined as the sum of knowledge and skills, but characterizes the ability of a person to mobilize the knowledge and experience gained in a particular situation [14].

Thus, in the scientific circulation, the concept of «competence» is considered as a combination of knowledge, skills, ways of thinking, views, values; integrated personality ability, consisting of knowledge, skills, experience, values; someone knowledgeable, intelligent; qualified; a set of knowledge and skills necessary for effective professional activity; awareness, authority, professional knowledge and skills.

Professional competence. The concept of «professional competence» is directly related to the future professional activity of a person in a certain branch of knowledge and specialty and «is characterized by the realization of acquired knowledge in professional activity, ability to self-development during life, readiness for activity in various social spheres of society and interpersonal relations» [9, p. 32].

Professional competence is interpreted as:

– the ability of a person to apply, within the limits of his / her authority, special knowledge, skills and abilities, to identify the appropriate moral and business qualities for the proper fulfillment of assigned tasks and duties, training, professional and personal development [13];

– a complex of professional knowledge, skills, professional qualities of the individual. The main characteristics of the specialist: having a sufficiently high level of professional activity in a particular field; ability to design their own professional development; ability to communicate professionally; ability to take professional responsibility for the results of their own work [6];

– set of personality qualities, which determines the ability of a specialist to solve professional problems and tasks that arise in real situations of professional activity based on the available personal qualities: knowledge, skills, life experience, abilities, values and tendencies, represented in the form of a set of competencies [2, p. 6].

The analysis of the content of the concept of «professional competence» made it possible to formulate the definition of «professional competence in future professionals in entrepreneurship, trade and exchange activity» as a complex, multicomponent personality-psychological term based on the

integration of knowledge, skills, purposeful practical skills, self-improvement and self-expression in entrepreneurial, trading and exchange activities on the basis of formed civic and moral and ethical values.

Since scientific research is being conducted on the training of specialists in the forementioned specialty, it is advisable to clarify the terminology of «entrepreneurship», «trade» and «exchange activity».

Entrepreneurship. It is an economic category and is interpreted as directly independent, systematic, at its own risk activity for the production of products, performance of works, provision of services for the purpose of profit, which is carried out by natural and legal persons, registered as subjects of business activity in accordance with the procedure established by law [11]; a complex and multilevel system in which different levels of interaction between the subjects of economic relations are distinguished [18, p. 10]; the ability to respond to opportunities and ideas and turn them into values for others [4]. Modern entrepreneurial activity which includes manufacturing, trading (including e-commerce), investment, stock exchange, financial, and the provision of services (legal, educational, medical, tourism, food), which are regulated by certain legislative acts.

Trade. It is a form of exchange of goods in which their movement from the sphere of production to the sphere of consumption or change of one owner of the goods by another occurs on the basis of sale [7, p. 243]. According to article 263 of the Commercial Code of Ukraine economic and commercial activity is an activity carried out by economic entities in the field of commodity circulation, aimed at the sale of products for industrial and technical purposes and consumer goods, as well as ancillary activities that ensure their implementation through the provision of appropriate services [3]. Today, in the conditions of diversification of the trading business in Ukraine, the expansion of the network of shops of different types – hypermarkets, supermarkets, discounters – the task of an innovative approach to enterprise management, culture of service is set.

Exchange activity. It is a system of public relations on the sale and purchase of commodities, the basis of which is the exchange trading. The stock market is changing its priorities by performing its socio-economic functions, which include: price risk management (hedging); ensuring the transparency of the pricing process through concentration and balancing of supply and demand in time and space; speculative function; dissemi-

nation of economic information; engineering of new types of commodity derivatives [19].

Thus, the newly created specialty 076 Entrepreneurship, trade and exchange activity involves the comprehensive training of junior specialists, bachelors (masters) in entrepreneurship, trade and exchange activities in accordance with modern economic realities of the market.

The content of this terminology has provided an opportunity for further scientific explorations regarding the formation of professional competence in future specialists in entrepreneurship, trade and exchange activities.

2.2. The current educational trajectory of training future entrepreneurs

The educational paradigm for training future entrepreneurs is based on the Laws of Ukraine and the Higher Education Standard in the relevant specialty. To provide the subject of our scientific search, attention is paid to clarifying the competences defined by the Higher Education Standard of the first (bachelor) level of knowledge: 07 «Management and administration», specialty 076 Entrepreneurship, trade and exchange activities [8]:

Integral. The ability to solve complex specialized problems and problems in the fields of business, trading and exchange activities or in the process of training, which involves the application of theories and methods of organization and functioning of business, trading, exchange structures and is characterized by complexity and uncertainty of conditions.

General competencies: 1. Ability to think abstractly, analyze and synthesize. 2. The ability to apply the knowledge gained in practical situations. 3. Ability to communicate in the official language, both orally and in writing. 4. Ability to communicate in a foreign language. 5. Information and communication technology skills. 6. Ability to search, process and analyze information from various sources. 7. The ability to work in a team. 8. The ability to show initiative and enterprise. 9. The desire to preserve the environment. 10. The ability to act responsibly and consciously. 11. The ability to realize their rights and responsibilities as a member of society, to realize the values of civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of man and citizen in Ukraine. 12. Ability to preserve and multiply moral, cultural, scientific values and achievements of society on the basis of under-

standing of history and patterns of development of the subject area, its place in the general system of knowledge about the nature and society and in the development of society and technologies, to use different types and forms of activities for healthy lifestyle.

Special competencies: 1. Critical understanding of the theoretical foundations of business, trading and exchange activities. 2. The ability to choose and use appropriate methods, tools to justify decisions on the creation, operation of business, trading and exchange structures. 3. The ability to engage in market relations. 4. Ability to apply innovative approaches in the activities of business, trading and exchange structures. 5. The ability to determine and evaluate the characteristics of goods and services in business, trading, stock market activity. 6. Ability to carry out activities in compliance with the requirements of regulatory documents in the field of business, trading and exchange activities. 7. The ability to identify and perform professional tasks in the organization of business, trading and exchange structures. 8. The ability to apply the basics of accounting and taxation in business, trading, stock market activity. 9. Ability to organize foreign economic activity of business, trading and exchange structures. 10. The ability to do business planning, assess the market conditions and performance in the field of entrepreneurship, trade and exchange practices with risk.

These competencies are a benchmark for the training of future entrepreneurs. However, it is crucial for our study to find out the components of professional competence. The analysis of scientific sources, the author's own scientific and pedagogical experience, systematic researches that made it possible to include such competences in the structure of professional competence in future specialists in entrepreneurship.

Entrepreneurial competence. It is considered as a component of professional competence in the system of degree education, the ability of the individual to entrepreneurial activity on the basis of integration of knowledge in vocational-oriented disciplines, the presence of creative skills in solving the issues caused by the changing conditions of the domestic and world market.

This competence includes the following competencies: regulatory and legal; in the field of business planning taxation, enterprise strategy in national and international markets; pricing; emergence of crisis phenomena and their overcoming; research.

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Economic competence. It is defined as a component of professional competence, which includes economic knowledge and skills that are realized through economically important professional qualities in the process of entrepreneurial activity. Provided with the following competencies: regulatory and legal; mathematical-statistical, analytical-prognostic (SWOT-analysis); economic modeling.

Cultural competence. It is formulated as the ability of the individual to master the national and world culture, business communication with observance of moral and ethical standards. Formation of general cultural competence involves fostering a culture of interpersonal relationships, tolerance, responsibility in the process of professional activity. Provides understanding of: National Strategy for Economic Development of Ukraine; moral and ethical qualities of employees in entrepreneurship, trade and exchange activities; culture of communication.

It should be noted that integration into the economic European space, the development of market relations leads to the creation of new posts in a certain specialty, which are outlined in the educational programs in the specialization.

Taking into account the experience of teaching the author of disciplines in this specialty, the range of abilities and skills that form the competency of the graduate is defined.

Table

**The list of skills of a specialist in entrepreneurship,
trade and stock market activity**

Specialties	Abilities	Skills
Entrepreneurship	Analysis of the legislative framework in the field of entrepreneurship	Analytical and synthetic
	Planning for future business activities	Drawing up a business plan
	Decision making and implementation	Modeling situations
	Interaction with participants of market relations	Business communication culture
	Identifying risks	Strategic thinking
	Psychological stability	Management of mental processes

Trade	Analysis of the legislative framework in the field of trade	Analytical and synthetic
	Market research, forecasting	Analysis of market types
	Client orientation	Innovation, communicativeness
	Application of modern technologies in trade	Computer literacy
	Determination of product characteristics	Commodity
	Formation of assortment of goods according to demand	Generalization of trends in today's market
	Definition of optimal ways of commodity circulation	Financial-analytical
	Application of marketing tools	Creativity
Exchange activity	Analysis of the legislative framework in the field of stock market activity	Analytical and synthetic
	Working with exchange instruments	Analysis of exchange instruments
	Document management in the field of stock exchange activity	Knowledge of state or foreign languages in the process of business communication
	Assessment of market, price, currency data, indices	Economic and statistical
	Execution of exchange contracts, agreements, contracts	Communicative and professional
	Control over the execution of exchange contracts, agreements, contracts	Management
	Development of behavior strategy on exchange, commodity exchanges	Strategic thinking
	Calculation of results from certain types of exchange transactions	Economic and mathematical

Introduction of the specialty 076 Entrepreneurship, trade and exchange activity is considered by the researcher through the prism of the development of education in Ukraine. Positive trends in this process have been identified and some shortcomings have been identified. In the scientific researches, most of the attention is focused on the formation of professional

competence in future economists, merchants, although the training of specialists in entrepreneurship and trade is contained. There were no dissertation researches concerning formation of professional competence of future specialists of exchange activity or formation of professional competence in future specialists in business, trade and stock exchange activity.

Thus, we have analyzed the current approaches to the training of future entrepreneurs, based on the tasks defined by the Higher Education Standard.

3. Practical aspect of research

The practical aspect of our scientific search included the study of the traditional system of training future specialists in entrepreneurship, the development of a model of innovative, modern approach to the formation of professional competence in future specialists in specialty 076. The practice of work of individual institutions of higher education was studied, the status of the identified problem with the use of scientific research methods was determined (Test questionnaire to determine the level of professional orientation of students (T. Dubovitskaya in modification of the author), Test for determination of readiness for business activity, Testing under the subject (author's) program, Development of forecasting and innovation in future specialists in entrepreneurship, trade and exchange activity (author's), Test-questionnaire «The level of development of communicative and organizational inclinations» (T. Pashukova), Tester V. Ryakhovsky (in modification of the author) Author's methodology «Moral and ethical space», Method of interpersonal interaction T. Leary, Methods of diagnostics of personality orientation (B. Bass), Questionnaire of the method «Scale of emotional response» (A. Megrabyan and N. Epstein), was tested by the author of the article, who is a teacher of economic disciplines.

While forming a model for the formation of professional competence in future entrepreneurs, we proceeded from the definition of goals and objectives, principles that are set before modern professional education.

The purpose of the model is to build professional competence in future professionals in entrepreneurship, trade and exchange activities in the context of a degree education. The tasks were: to form students' professional competence in the process of mastering knowledge, practical skills by means of innovative teaching methods and modern information technol-

ogies. Among the blocks were the following: organizational-pedagogical, methodological-practical, control-effective.

The organizational and pedagogical unit included analysis of the legal framework of the research, study of scientific intelligence on the problem in the domestic and foreign literature, and clarification of the pedagogical bases of formation of professional competence in future specialists.

Methodological and practical – included a selection of traditional and innovative methods of training in vocational education, content and direction of practical training.

Control-Effective determined the components, indicators and levels of formation of professional competence in future specialists in entrepreneurship, trade and exchange activities.

At the beginning of building the model, we found out scientific approaches: competent, self-oriented, communicative, acmeological. We believe their interconnectedness and interdependence will enable us to explore the current trends in the development of vocational education and to form our vision for the formation of professional competencies – integral, general and special – in future entrepreneurs. This covers the first block – organizational and pedagogical.

The methodological and practical block in the model is transmitted through principles, forms, methods of teaching. Vocational education requires the definition of methods, forms of work that will ensure the success of the teacher in achieving his goals and objectives.

Among the methods we distinguish traditional: (verbal, practical, video-method, visual, work with a book); innovative: (project method, scale of thought, copywriting, storytelling, Transcarpathian economic kaleidoscope, cases, agglutinations, crosses, meta-plan, diamond 9, semantic web, Socratic poll, flash, mind-mapping, fisherbones, modeling and others); methods of independent (research) work of students: thematic projects, algorithmization (individual work on the site of the author «Be creative»), «workshop», method of professional research in the framework of International projects.

Among the forms are the following: classroom: lectures, seminars, practical sessions, quests on the production, binary, integrated. Out-of-class: scientific group, economic competitions, virtual economic games, TV shows.

Learning methods and forms are closely related to the learning principles that are the starting points for their implementation. Different approaches

to defining principles have been clarified. In the context of our study, the following ways are taken as a basis:

– in the field of higher education: promoting sustainable development of society through the preparation of competitive human capital; accessibility; independence of higher education from political parties, public and religious organizations (except institutions of higher spiritual education); international integration and integration of the higher education system of Ukraine into the European Higher Education Area; succession, etc.;

– didactic: scientific; systematic and consistent learning; connection of learning with life; individual approach to students; students' consciousness, activity and independence, clarity and more;

– specific: the principle of continuity in the system of stage education; Europeanism based on Ukrainian identity; integration, technological process of education, professionalization.

The main components of a professional and creative educational environment are: modern teaching aids, in particular audiovisual, with a clear professional orientation; active teaching methods («brainstorming», «case method», project method, etc.); modern learning technologies such as Debate, Dispute, Collage, Game Trainings, etc.; research work of students of different levels of complexity regarding the problems of the future profession.

The most common methods of student research, in addition to working with literature, are conversations, interviews, questioning, testing, analysis of the results, the construction of diagrams, diagrams, tables and more.

In our research we outline modern learning technologies that have gained new meaning in the process of author's modification. The most common today are project technologies. The basis of the projects encompasses (E. Polat):

1. Research – are carried out according to the logic of scientific research and have a structure close to the present scientific research: clearly defined goals, relevance of the subject of study, hypothesis, application of appropriate research methods, processing and systematization of the obtained results. The dominant activity is research and the final product is abstract, scientific work, abstracts, article, essays, analytical papers, reports at scientific conferences; study and generalization of perspective pedagogical experience; completion of diploma work, etc.

2. Creative – projects based on independent collective creativity. In such projects, the design of the project results (development of a plan of implementation, a scenario of concrete actions of each project participant) is of particular importance. The dominant activity is creative, and the final product is a work, video, screenplay, game and more.

3. Games – projects based on independent collective creativity, carried out in the form of a business game.

4. Information – projects that involve the collection of information about the object of research from sources of information developed by the project participants themselves: sociological surveys, interviews, questioning, testing, information processing (analysis, generalization, argumentative). The effectiveness of organizational and economic mechanism of innovative development higher education of Ukraine conclusions). The dominant activity is search, and the final product is publications, videos.

5. Telecommunication – projects in which joint educational and cognitive activity is organized on the basis of computer telecommunications, which has a common purpose (research of a specific problem), agreed methods, methods of activity, and aimed at achieving a common result. The telecommunications project is being implemented using computer tools such as e-mail and a network of websites.

6. Practical-oriented (teaching-methodical) – projects that are used for the training of university professors and allow them to further develop their professional needs and interests, are aimed to help to familiarize with the specifics of professional activity, arouse interest and the need for mastering professional disciplines, creating and applying new methods, facilities, technologies of education and upbringing in higher education. Such projects may include: methodological guides and recommendations, author's curricula, programs, educational activities; collections of pedagogical tasks, video films, multimedia, professional products, etc.

Project work stages.

1. Choice of direction and formation of the project name.

2. Writing a project.

3. Project sections: relevance of the project direction, purpose and objectives, determination of project implementation stages, mechanism of project implementation, responsibilities and responsibilities of project participants, expected results.

4. Project presentation.

Technology of problem education (M. Volosyuk, V. Ortinsky, E. Fedorchuk and others) is important in the formation of professional competence of any specialty.

Problem education is the organization of the learning process, the essence of which is to create problem situations in the educational process, to identify and solve problems for students (V. Ortinsky). The process of creativity involves, first and foremost, the discovery of new things: new objects, knowledge, problems and methods of solving these problems. In this regard, problematic learning as a creative process is a process of solving non-standard scientific-educational tasks by using non-standard methods.

A problematic learning situation is a cognitive difficulty that students need to acquire new knowledge or make intellectual efforts to overcome. A problematic situation that students are aware of and accepts before solving it becomes a problem.

A problem that specifies the parameters and conditions of the solution becomes a problematic task or problematic task. Problem tasks are fundamentally different from training tasks. The purpose of the latter is not to find a new way of solving it, but to consolidate a method known to students. Therefore, problem solving can be called learning to solve non-standard tasks, in which students learn new knowledge, acquire new skills. Problem-based learning requires widespread use of problem-based learning methods.

The process of explaining the information in a lesson, which is the content of a problematic task, also requires certain conditions:

1. The teaching material is explained after the questions of students who have encountered them in a problematic situation. In this way, they meet the need for new knowledge, cognitive interest. By clarification of the training material we understand various methods and means of presentation of information.

2. When presenting the course material, the students' level of knowledge should be taken into account, the correct decision should be confirmed, or the new pattern and method of action should be demonstrated if necessary if the students were unable to cope with the problem situation.

If the training is in the form of a laboratory, practical, discussion, seminar or workshop, students must first obtain and then apply the necessary information or course of action to complete the problematic task.

If a problematic task is too difficult for a particular group of students, it can be divided into a number of partial problematic tasks so that their solution becomes accessible to students.

In high school there are four main forms of problem education:

Problematic presentation of teaching material in a monologue lecture or dialog seminar mode.

Problematic presentation of teaching material at lectures when the teacher poses problematic questions, poses problematic tasks and solves them, while students only seemingly connect to finding a solution.

Partial search activity in the process of carrying out the experiment, laboratory work, during problematic seminars, heuristic conversations. The teacher determines in advance the problem, the solution of which is based on the knowledge that students should have, that is, the questions that should cause intellectual difficulties for students and require focused mental search.

4. Independent research activities when students independently formulate a problem and solve it with further control of the teacher.

Implementation of problem education requires adherence to the conditions of organization of educational process:

1. Teacher training: deep knowledge of the subject; high level of education; possession of problem-based teaching methods, namely the ability to engage in dialogue, to encourage independent search activity; be attentive to thoughts, hypotheses, statements; communication skills, polemical skills, etc.

2. Preparedness of the audience: the presence of motivation, interest in the problem; possession of techniques of analytical activity; preliminary theoretical preparation for finding an unknown result or solution.

3. Scientific and methodological support of the educational process of creation of problem situations.

4. Taking into account the specifics of the discipline, topic, type of classes.

In higher education, problem education can be applied at different stages of the learning process – at the stage of acquiring new knowledge (problem lectures), at the stage of awareness, formation and consolidation of skills (creating problem situations and solving problematic problems during seminars or practical classes, solving problematic tasks when doing independent work – writing abstracts, projects, etc.).

New information technologies are being actively introduced into the educational process today. Computer (information) training technology (KIT) is aimed at achieving the goals of informatization of training through the use of a set of functionally dependent pedagogical, informational, methodological, psychophysiological and ergonomic means and techniques created and organized on the basis of computer and computer software. Today, there are several main areas of use of computers in the pedagogical process:

- to illustrate and demonstrate the basic concepts and objects of the discipline, the basic laws, the connection of theoretical provisions with practice, etc.;

- for modeling and visual representation of individual economic phenomena;

- for automated training;

- for design automation;

- to solve the calculation problems, to process the results of experimental measurements;

- to control the readiness of students (using its various forms).

Software development is an important component of learning computerization. Programs used in institutions of higher education are divided into: educational (directing the study based on the existing knowledge and individual abilities of students, as well as facilitating the acquisition of new information); diagnostic (test) (intended for diagnosis, testing, assessment of knowledge, skills, abilities); training (designed for repetition, consolidation of passed educational material); databases (repositories of information from different fields of knowledge, which use the search queries for different fields of knowledge to find the necessary information); imitative (representing a certain aspect of reality by means of parameters for studying its basic structural or functional characteristics); modeling (reflect the basic elements and types of functions, simulate a certain reality); micro-world programs (similar to simulation-modeling, but instead of reflecting reality they create a virtual learning environment); tooling software (provide for the execution of specific operations, ie word processing, compiling tables, editing graphical information).

KIT is a tool that allows the teacher to qualitatively change the methods and organizational forms of their work and on this basis to develop the individual abilities of students, to encourage everyone to harmonize their

personal qualities; focus on the formation of cognitive abilities, effective learning activities; to support and develop the desire for self-improvement; to strengthen interdisciplinary connections in learning, the complexity of studying the phenomena of reality, and to ensure the inseparable interconnections between disciplines.

For effective usage in the educational process of modern information and communication technologies, the teacher must have certain specific skills (M. Zhaldak):

- to apply modern information and communication technologies in preparation, analysis, adjustment of educational process, management of educational process and educational and cognitive activity of students;

- to choose the most rational methods and means of teaching, to take into account the individual characteristics of students, their inclinations and abilities;

- effectively combine traditional methodological training systems with new information and communication technologies.

In the course of our professional activity, we have developed methodological recommendations for the application of innovative teaching methods in economic pursuits, which have been tested. We emphasize that the elements of innovative technologies were used both in lectures and mainly in practical classes. We offer some of the tasks.

Innovative technologies in the process of studying the discipline «Political Economy». Lecture topic. Political economy as a fundamental social science.

Stage of the lesson. The main part of the lecture. An interactive method of «Finding information».

The teacher offers the key terms for the lecture: political economy method, induction, deduction, abstraction, economic model, graph, diagram. With the help of gadgets, students seek to formulate definitions. Teacher's task: to teach the correct search for information (dictionary, glossary, etc).

In the next stage of the lecture, the teacher summarizes the information and supplements it. For example, we propose separate tasks for the seminar.

The topic of the seminar. Material production. Stage of the lesson: Diagnosis of the correctness of mastering students' knowledge. Among the tasks.

Situation Problem 1 (simulation method). Answer the questions of the situation by entering the dialog «Economic Consumer Behavior».

The Rainbow shop is approached by two buyers who have the same wages and the same amount of money in their wallets. Looking at the price laid out on the showcase, the first one says: «Too expensive». The second notes: «A very affordable price». What, in your opinion, can lead to such different estimates?

Task 2 «The problem of leisure». For some reason, you have one extra hour of spare time. Write down options for what you spend this time.

– name 3-4 activities that they would prefer in their spare time;

– divide the board into two columns: one to name «Choice», the other – «Alternative Value».

Invite classmates to name their choice in column 1 and next in meaning – in the column. Take into account that the students' decision has a real or alternative cost; that this value is the most significant; that the alternative cost of the same solution is not different for different people. Any kind of educational activity is peer-reviewed by students, summarized by the teacher.

Thus, in order to build professional competence for future professionals, it is extremely important to modernize the educational process with the usage of innovative methods or creative tasks.

4. Conclusions and prospects for further research

In the process of scientific search for the formation of professional competence of future specialists in entrepreneurship, trade and exchange activity, key definitions of the research, modern approaches to specialist training, based on the legislation of Ukraine, Educational standards of higher education, scientific researches of scientists, partly within the scope of the article. The article outlines the author's vision for solving the problem. The components of professional competence are defined: entrepreneurial, economic, cultural. The fragments of lectures, seminars with a range of innovative tasks are given.

We see the prospect of further research in the development of methodological recommendations for the formation of future specialists in entrepreneurship, trade and exchange activities.

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