

SECTION 6. GENERAL PEDAGOGY

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THE PROBLEM OF FORMING INFORMATION AND ANALYTICAL COMPETENCE OF FUTURE FINANCIAL SPECIALISTS IN THE PROCESS OF PROFESSIONAL TRAINING IN SCIENTIFIC DISCOURSE

ПРОБЛЕМА ФОРМУВАННЯ ІНФОРМАЦІЙНО-АНАЛІТИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФІНАНСИСТІВ У ПРОЦЕСІ ФАХОВОЇ ПІДГОТОВКИ В НАУКОВОМУ ДИСКУРСІ

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The contemporary financial and economic environment imposes new requirements on the professional training of future financial specialists. Among the most important of these are proficiency in methods of collecting, processing, systematizing, and interpreting financial information, as well as the ability to make well-founded decisions using information systems. Digital technologies make it possible to operate with large volumes of data and to generalize financial information; therefore, a key skill for future financial specialists is the ability to rapidly analyze information, determine its value, apply information analysis tools, and make informed managerial decisions. This highlights the issue of forming information and analytical competence.

The relevance of this problem is confirmed by a number of strategic documents, including the National Economic Strategy until 2030 (2021), the Digital Competence Framework for Entrepreneurs (2021), the Strategy for the Development of the Financial Sector of Ukraine (2023), and the Strategy for Digital Development and Innovation until 2030 (2024), among others.

Modern professional training of future financial specialists in higher education institutions also takes into account the requirements of educational standards.

Thus, considering the strategic priorities for the development of the financial sector and the requirements of educational standards, it can be concluded that the formation of information and analytical competence acquires particular significance in the system of professional training of future financial specialists.

Contemporary researchers of professional training for future financial specialists emphasize the introduction of modern innovative technologies and the practical application of digital tools in the educational process. Scholars highlight the importance of developing students' ability to work with financial information, use software, electronic resources, and digital platforms [1, pp. 468–476].

Given the interdisciplinary nature of financial activity, the concept of “competence” acquires an expanded meaning in which knowledge and skills do not exist in isolation but function as interrelated components of readiness for professional activity.

It should be noted that competence cannot be opposed to knowledge or skills, as this concept is broader than either “knowledge” or “skills” and therefore includes them. In this context, particular attention is paid to the competence formula: competence = mobility of knowledge + flexibility of methods + critical thinking [2, p. 90].

In the context of digital transformation, information and analytical activity is crucial for the functioning of modern socio-economic systems, effective governance, and ensuring the stability of the financial sector. Within the structure of public administration, according to researchers, information and analytical activity performs several important functions, including managerial (information support for decision-making), diagnostic (assessment of the actual state of processes), preventive (identification of risks, conflicts, and threats), and cognitive-mental (reframing perceptions of phenomena and processes) [3, p. 18].

Information and analytical competence is studied as an indicator of professional readiness of specialists in conditions of rapid changes in the information and communication spheres. The content of this phenomenon is defined as the ability to effectively work with texts and data, use specialized information systems and analytical tools, as well as the ability to synthesize and evaluate obtained information [4, pp. 748–750].

Information and analytical competence integrates components ranging from technical awareness of information technologies to advanced analytical abilities. These abilities enable effective interaction with complex

information flows, identification of trends, forecasting, and strategy development based on data analysis.

As a result of generalizing the findings of existing research and уточнення the essence of the concept of “information and analytical competence” with regard to the specifics of future financial specialists’ professional activities, we identified five components of this competence: informational-motivational, informational-cognitive, informational-technological, innovative-analytical, and reflective.

Thus, the formation of information and analytical competence of future financial specialists is a purposeful process based on the integration of motivational, cognitive, technological, analytical, and reflective components that ensure effective mastery of information, its in-depth analysis, and its application in professional activity.

The results of the conducted research indicate that, despite the significant number of scientific studies devoted to the formation of information and analytical competence of future specialists, the issue of its development among future financial specialists in the process of professional training remains insufficiently explored and requires a comprehensive solution at the scientific-theoretical, methodological, and practical levels.

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