

## **CONTEMPORARY TRENDS OF PROFESSIONAL TRAINING SPECIALISTS IN THE ECONOMIC FIELD AT HIGHER EDUCATION INSTITUTIONS OF POLAND AND UKRAINE**

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**Abstract.** The purpose of the study is to identify the main tendencies of professional training of specialists in the economic field in higher education institutions of the Republic of Poland and Ukraine. Given the interdisciplinary nature of the problem, the methodology of the research is based on a complex-integrative combination of theoretical approaches of a number of sciences, in particular pedagogy, psychology, as well as general scientific methods of system analysis, synthesis, abstraction, generalization and under. Results - common modern tendencies of professional training of economic specialists in higher education institutions of the Republic of Poland and Ukraine (diversification of educational services; mass education of higher education; modernization of vocational training; humanitarianization of vocational education; internationalization of students and undergraduate students; transition from traditional concepts of vocational training to innovative; improvement of pedagogical component of higher education), and in values of different trends in training (training globalization, invigorating training, decentralization of management of the education system). Conclusions - Taking into account the mentality, conditions, time and tasks of higher education institutions of Ukraine and in order to reach world standards, a number of important steps should be taken to improve the system of higher economic education of Ukraine. Therefore, it is advisable to introduce a system of professional training of specialists in the economic sector; the link between training and continuity between theoretical training and the conditions for its practical implementation; passing different types of practice in leading financial institutions and enterprises of Ukraine and EU countries; development of academic and professional mobility; creation of research universities with the involvement of leading foreign experts.

**Keywords:** higher education; higher educational institution; trends of professional training; specialists in the economic field

## **1. Introduction**

Contemporary features of professional training specialists in the economic field are based on the openness of the system of degree education, which involves taking into account individuality, psychological structure, and manifestations of a person's activity, increasing the role of self-government, formation of personality by means of educational and cognitive activity.

A student's cognitive activity constitutes the basis of the educational system; this activity is based on the dynamics of the structuring of necessary information, the subject-content component of the goal, the design of educational tasks, and the possibility of using new cognitive information.

Such an approach contributes to the improvement of the technology of training specialists in the economic field and allows to overcome the passivity of a student, to intensify the development of economic thinking based on the construction of new forms of pedagogical interaction, the creation of the conditions necessary for the creative search of a teacher and his students, the affirmation of a student's own opinion, and support for optimum situations of free choice.

At different times, a number of scholars have addressed the question of professional training specialists in the economic field at higher educational institutions of the Republic of Poland and Ukraine including: Tamara Koval, Olga Padalka, Oleksandr Puchkov, Svetlana Sysoieva, Olena Uvarkina, Magdalena Daszkiewicz, Sylwia Wrona, Irina Buzko, Yuriy Dyachenko, Galina Bondarenko, Valeria Pustovit, Inna Gryshova, Natalia Mospan etc.

According to experts (Linde & Petrova, 2018; Naama, 2011; Petrova et al, 2018; Uteubayev et al, 2018; Gryshova et al, 2019; Jarmusevica et al, 2019; Petrova et al, 2019) formation of competences of the future specialist should assume such an educational environment that is able to provide: combination of applied and fundamental training of future specialists; mastery of professional activity; vocational training and education; the ability to independently see the problem, design knowledge, find a solution to its problem, including a lack of practical skills and information.

Thus, the **aim** of the research is to highlight the main trends of the contemporary times regarding professional training specialists in the economic field at higher education institutions of the Republic of Poland and Ukraine. The objectives of this research are as follows:

- to analyze the peculiarities of contemporary professional training future specialists of the economic branch in the Republic of Poland and Ukraine;
- to characterize the content of the syllabus of subjects that are used in both countries during training specialists in the economic field;
- to identify common and distinct trends of the development of professional training specialists in the economic sphere in the Republic of Poland and Ukraine.

Globalization and integration processes are increasingly influencing education and science, changing the notion of the goal of human development, identifying high-

tech cultural industries as factors of the development of the cultural sphere. These processes also affect the income of well-educated people (Pukala & Adamisin, 2015). Forming supranational centers of the global economy, globalization affected educators, too (media communications, distance learning, open universities, joint internet projects, cultural and artistic programs, mobility of students and faculty, etc). They put forward new requirements for education; necessitate radical changes in its content, orientation, forms of organization and financing. They should also implement innovative solutions used in the economy in the field of knowledge transfer “science – business” (Pukala, 2016). In higher education systems of different countries, the processes of internationalization of their activities are objectively changing.

It should be noted that this is due to reasons of both internal (meeting the needs of the national economy for skilled staff) and external (the need to ensure the competitiveness of the national economy in the global environment) nature. The internationalization of education in contemporary context is manifested in the following features, as migration of labor force, what necessitates recognition of diplomas and actualizes the question of unification and standardization of the forms of organization of education. It uniform requirements for the content of education are formed, that is, its orientation toward a certain set of knowledge, skills, and abilities that should be mastered by an individual, occurs (Uvarkina & Puchkov, 2014: 109).

Uvarkina O. and Puchkov O. focus attention on of internationalization of financial resources of education takes place, that is: foreign sources are involved in education in the form of funds, grants, loans of international organizations, foundations, and institutions of other countries. Equally important is the question of international forms of organization of educational activity arise: international joint educational and scientific projects, joint educational institutions, the possibility of simultaneously obtaining diplomas of higher educational institutions in different countries (Uvarkina & Puchkov, 2014: 110).

According to T. Kychkyruk (2014), economic education is a system of knowledge, theoretical and practical competences that allow, to carry out professionally focused activities, to maintain an appropriate level of market and economic culture in society. Higher economic education at the present stage of the development of Ukraine is determined by the tasks of transition to a democratic and legal state, a market economy, the need to bring it closer to the world trends of economic and social development.

According to O. Padalka (2014), crucial tasks of ensuring the quality of professional economic training are: the entry of the education of our state into the world educational space; creation of competitive professional economic education and improvement of its quality; achievement of an organic connection of economic education at a higher education institution with the development of the economic system of Ukraine; provision of professional economic knowledge, skills, and abilities of graduates of higher educational institutions and their participation in the economic

life of Ukraine; strengthening the influence of education and science on the development of the national economy; informatization of professional economic education; creation of a system of continuous economic education in the system “secondary school – vocational school, technical secondary school – higher education institution – postgraduate economic education”; strengthening the educational orientation of economic education, bridging the gap between educating and upbringing student youth.

## **2. Materials and methods**

The methodological basis of the research is a comparative approach, which made it possible to explore the peculiarities of professional training of specialists in the economic sector of Ukraine and the Republic of Poland. To solve these problems, such general scientific methods as: *theoretical* – synthesis, generalization, modeling, forecasting, which allows to reveal the essence of the problem; a method of terminological analysis to clarify the content of the basic concepts of the study, to identify common and different in the domestic and Polish experience of professional training of economic professionals in higher education institutions; analysis of the results of Ukrainian and foreign studies in order to determine the essence of professional training of economic experts; theoretical modeling, generalization and systematization to conceptualize the main points of the study; study of educational and methodical documentation; *empirical* – study of the results of higher education institutions in Poland and Ukraine, classification, systematization, schematization, verification, generalization of pedagogical experience of the Republic of Poland and Ukraine on the professional training of economic experts; *statistical and mathematical methods* – ranking, scaling, recording, modeling, systematization and differentiation, grouping, tabulation, graphical expression and quantitative evaluation of data, correlation analysis.

## **3. Results**

According to the Ministry of Science and Higher Education of Poland, more than 350 higher education institutions are operating in the country today, of which 310 are private and 138 state educational institutions. Among them, the training of economic specialists was carried out by such institutions of higher education of the Republic of Poland as: Lublin Technical University Lublin Polytechnic, Lublin; University of Economics in Bydgoszcz (WSG), Bydgoszcz; Higher School of Economics in Białystok, Białystok; Higher School of Agribusiness in Łomża (WSA), Łomża; Academy of Finance and Business Vistula, Warsaw; West Pomeranian School of Business in Szczecin, Szczecin; Warsaw State University, Warsaw; Gdańsk University of Banking (WSB), Gdańsk; Academy of Management and Administration in Opole, Opole; Leon Koźmiński Academy, Warsaw; Maria Curie-Skłodowska University (UMCS), Lublin; Radom Academy of Economics, Radom; University of Social Sciences and Humanities (SWPS), Warsaw; Warsaw University of Economics, Warsaw, etc.

POL-on provides data on 241 currently operating non-governmental higher education institutions, 28 of which are economic specialties. Others in the list provide students with economic training in other specialties (internal security, economics, logistics and financial markets, management, finance and turnover, etc.).

In 2018/2019 the number of institutions of higher economic education of Ukraine was 190, among them – 63.0% of institutions of private ownership, 37.0% – of state ownership. (see Fig. 1.).

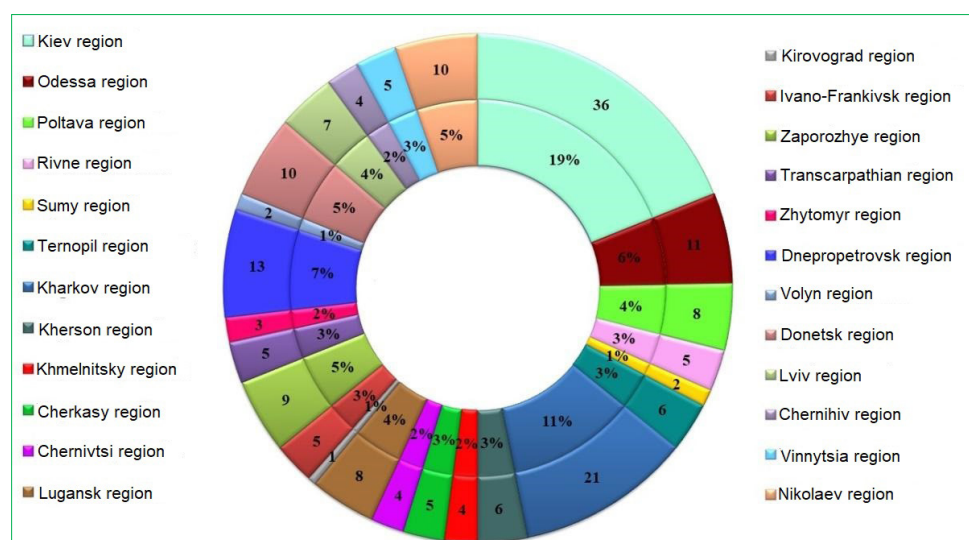


Fig. 1. Number of higher economic education institutions in Ukraine

Contemporary trends of training specialists in the economic field at higher educational institutions of the Republic of Poland and Ukraine reflect the requirements for integration of society and the entire economic system with the process of training specialists in this field. In the context of our research, we distinguish the following trends of training specialists in the economic field common to both countries, analyze them.

*Modernization of professional training* was reflected in the reform of traditional faculties of training specialists in the field of economics, the opening of new ones as well as the provision of specialists training in two specialties; the introduction of distance learning as a separate organizational structure through open (virtual) universities. At the same time, it should be noted that active introduction of training courses for distance education in Ukraine is carried out only within the framework of self-education, advanced training courses, but does not ensure getting complete higher education, that is, obtaining a diploma on the completion of education at a certain educational level (Sysoieva&Mospan, 2015: 168).

*Diversification of educational services* means a change both in the context of variability in the structure of higher education and in determining levels and selecting forms of getting education (the appearance of the degrees “bachelor”, “master”; of poly-professional and mono-professional education, etc); overcoming narrow specialization in training a specialist. But the increasing diversification, as S. Sysoieva notes, faces problems of lack of transparency of qualifications structures due to the large number of different levels and variations of the content of qualifications. Solving these problems prompts to search for other tools that will help to understand the information about qualifications obtained (Sysoieva, 2015:101).

*The structural-organizational approach* in training specialists involves solving the problem of creating flexible mechanisms for continuous updating the content of education, developing technologies for continuous updating knowledge and ensuring the continuity of professional education of specialists in the economic field. *Humanization of professional education* involves the development of reflection as a separate psychological and pedagogical approach in training future specialists; preparation of educated individuals with a high level of common culture, active civic position; formed readiness to raise the general cultural and professional level throughout life (Sysoieva, 2015: 99).

*Internationalization of students and faculty*, that is educational cooperation programs expand international relations for different types of higher education institutions, which is also expressed in advanced training teachers; in generating common benchmarks in the educational policy of each country, which is, in particular, clear from the example of the educational policy pursued by UNESCO and the European Union.

*The integrative approach in training specialists* which involves redistributing the priorities of the content of professional training from highly specialized, special-purpose components of knowledge to general cultural and general scientific systematic knowledge related to human personality in the whole set of its manifestations and is the basis of the professionalism of future specialists in the economic field.

*Increasing the competence of adults and adult education*, which necessitates the creation of special higher education institutions – “Third Age Universities” (Ukraine) and “Universities for Continuing Education” (Republic of Poland). *Transition from traditional concepts of professional training to innovative ones*. Creation of new models of professional training specialists in the economic field was also caused by the search for alternative forms and methods of training specialists in the economic field in the context of different types of higher education institutions. In the educational process of higher educational institutions, technologies of interactive and project learning are the most relevant innovations (Bădicu&Mihăilă, 2016: 899).

They are based on organization of active work of future experts in the economic field on finding and making decisions, conducting in-group discussions on issues that reflect the reality of the future profession, or students' work on modeling situations within the framework of interactive learning technologies (simulation and business games, case studies, trainings, study projecting, etc). The benefits of the said peda-



gical technologies are primarily related to their developmental potential: they stimulate physical, social, and intellectual activity of future economists, and each of them is significant for achieving planned results in accordance with educational goals set.

*The improvement of the pedagogical component of higher education:* the pedagogical system should generalize the achievements of the world fundamental science, give the acquired knowledge pedagogical treatment and systematically introduce them into curricula at all levels of education; evolutionary changes of the modern era require the transition from the factual paradigm of education to the methodological (Bădicu&Mihăilă, 2016: 899).

There is the problem of preparation of a teacher of a new generation - not only a multilingual, knowledgeable in information technology, multicultural, and tolerant one, but also one that is capable of individual design and development work, because without it, it is impossible to implement the principle of human-centricism.

*Generality of higher education.* Lack of reforms in both the domestic economy and the economy of the Republic of Poland, which does not have the required number of jobs that really require production efficiency, also contributes to leveling of the value of higher education. Consequently, the demand for abstract “universal” educational specialties, such as: manager, economist, or journalist, is constantly growing. In addition, lack of clear criteria for practical testing such “universal” qualifications of specialists of the economic branch creates additional conditions for further reduction of the quality of education (Żukowski, 2015: 89).

At the same time, one should determine the trends of professional training specialists of the economic branch, which are characteristic only of Ukraine, in particular:

- *globalization of professional training:* deepening of inequality, destroying of original cultures, the need for a deep modernization of all spheres of public life by attracting and skillfully using in the national interests the resources that are brought in by processes of globalization;

- *more dynamic training,* which implies the need for a permanent response of the system of professional training future specialists to all changes in socio-occupational practice and progressive changes in internal aspects of the activity of the higher school, which involves continuous transformation of the content of education, of the methodical apparatus and of other characteristics of its activity.

- *decentralization of management of the education system* – real autonomization of higher education institutions (including economic activity), the development of the private sector of the branch of higher education, while introducing an effective system for assessing the quality of education based on independent quality assessment agencies.

#### **4. Discussions**

It should be noted that the content of contemporary professional training future specialists in the economic field in the Republic of Poland and Ukraine is based on

the importance of respecting the objectives chosen model of education, compliance trends of modern education (Żukowski, 2016, p. 90).

As for trends of professional training specialists in the economic field of Ukraine, it should be noted that each individual higher educational institution, based on an educational professional program, develops, in accordance with a certain specialty curriculum. It defines the list and volume of academic subjects in ECTS credits, the sequence of studying subjects, the forms of conducting training sessions and their volume, the schedule of the educational process, the forms of current and final control. Due to this, a higher education institution can exercise the right for informational filling the educational process with subjects that promote the preservation of the national cultural heritage and national self-identity in the context of integration and globalization processes (Kichkiruk, 2014, 48).

Koval T. (Koval, 2008) substantiated common trends of the development of professional training specialists in the economic field in the EU countries. In her opinion are important the orientation of the objectives of professional training to the expansion of generality and continuity of such training for all and for life; increasing the significance of the quality of training, competitiveness in the labor market and the professionalism of future specialists in the economic sector; rapid updating of the structure and content of economic subjects; the impact of globalization processes on training future specialists in economics.

She also stresses the importance of introduction into curricula interdisciplinary subjects, transition from teaching to training, from group and frontal forms of education to individual-group ones with the use of information technology, computer and e-learning.

Koval T. underlines the importance of preservation of academic values and national traditions of higher education; implementation of joint long-term educational programs of universities with business enterprises, of international projects and programs; the creation of centers for distance learning and of a single educational information environment (Koval, 2008).

D. Konieczka-Sliwinska (Konieczka-Sliwinska, 2016) emphasizes the fact that, in the system of higher economic education of the Republic of Poland, standards for training future specialists in the economic field, where the psychological characteristics of an individual are of great importance, continue to be implemented.

Researchers J. Fazlagic and A. Erkol (Fazlagic & Erkol, 2015) state that the concept of “knowledge mobilization” is now being developed in the Republic of Poland as a more acceptable tool than “knowledge management”, which is the integration of knowledge that is spread all over the world in structural innovations aimed at assimilating knowledge and deepening experience.

According to K. Binytska (Binytska, 2014), the Polish experience of economic education implementation enables to detect positive trends, namely: consideration of individual economic needs and financial interests of each individual; professional



orientation of educational programs of higher educational establishments; active introduction of new technologies and teaching means in economic education and self-education.

In our opinion, the Republic of Poland can boast truly great (and very promising for use in Ukraine) experience in professional training specialists in the economic field. The diversity of Polish experience makes it especially important for Ukraine.

Some researchers, taking into account the nature of the socio-economic progress of the contemporary world, will determine that the prospect of the use of information technologies in higher education is an equally significant trend in professional training specialists in the economic sphere. According to scientists, domestic educators need to conduct a wide range of research and solutions aimed at creating a reliable scientific foundation of national information, pedagogical technologies. Integration of knowledge, pedagogical and information technologies, the use of information resources, mass media, systems of scientific research, studies, and education will promote the development of the communicative space of the domestic education (Ognevyuk, Sysoieva, 2015: 111).

## **5. Conclusions**

Thus, a comparative analysis of trends of professional training specialists in the economic field in the Republic of Poland and Ukraine makes it possible to conclude. Professional training specialists in the economic field at higher educational institutions of both countries occurs consistently, has its own structure as well as selection criteria for the content of syllabi of subjects. The greatest attention in training specialists in the economic field of the Republic of Poland focuses on the psychological characteristics of an individual, the mobilization of knowledge and the use of information technology in higher education. Instead, common trends for Ukraine and Poland are: modernization of professional training, diversification of educational services, the structural-organizational and the integrative approaches, humanization of knowledge, internationalization, innovations in higher education, increasing competence of education workers, growing importance of adult education, generality of education as well as improvement of the component of higher education.

## **Conflict of interests**

The authors declare no conflict of interest.

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