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**THE WAYS OF FORMATION THE FUTURE ECONOMISTS'
SELF-EDUCATION COMPETENCE**

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Abstract. *The article is devoted to the problem of formation the future economists' self-education competence at university. The content of the notion "future economists' self-educational competence" is analyzed. Four components of self-education competence such as motivating and stimulating, social and informational, planning and organizing, reflexive and controlling are distinguished in the article. The author presents the goal and skills of each component.*

The peculiarities of economic education in foreign universities are analyzed. It is stated that the main ways of organizing future economists' self-preparatory work abroad are creating web products (web sites, web quests); making electronic portfolio containing a list of students' educational achievements; stimulation techniques that allow to reproduce the actual production situations in the classroom; tutoring, counseling and moderation.

The author looks through the main learning tools and methods which can be used during the process of formation students' self-education competence such as business-simulation, case-study, role plays, group work, round-table talks and project work. The main ways of formation the future economists' self-education competence in the process of professional training are defined in the article. Improvement of organizational forms and methods of training; introduction of professionally relevant information in the content of the training course; engaging students in common learning activity are among the main ways of effective formation of students' self-education competence.

Keywords: *self-education, self-education competence, professional training of economists, training methods, tutoring.*

The demand of the modern labor market for competitive specialists cause the need for improving professional training of future economists in order to develop students with critical thinking and analytical skills, who are ready to apply their knowledge in a variety of professional situations in a creative manner. In this regard, the effectiveness of future economic activity of the modern specialists depends on their interest in the continuous improvement of knowledge and skills, ability to organize their own professional and personal self-improvement, which leads to increased attention to the problem of forming students' abilities to organize self-education activity during professional training at the university.

The state and problems of future economists' professional training in current conditions are analyzed by L. Dybkova [2], H. Kovalchuk [3], O. Naboka [4], D. Tyurina [7]. Various aspects of formation specialists' self-education competence are considered by N. Voropay [1], O. Nozhovnik [5] and YE. Spivakovska-Vandenberh [6].

The aim of the research is to analyze the methods and techniques of forming future economists' self-education competence in the process of professional training at the university. To reach the main purpose the following tasks should be done, such as:

- examine the state of the studied problems in scientific and methodological literature;
- analyze the content of the notion "self-education competence of the future economists";
- identify the ways of forming future economists' self-education competence.

Analysis of scientific researches written by N. Voropay [1], O. Nozhovnik [5] and YE. Spivakovska-Vandenberh [6] indicates that the self education competence is considered as an integrative phenomenon, characterized by motivational factors, skills and abilities of independent work which allow the individual to organize cognitive activity aimed at obtaining and processing information in a particular area with the purpose of continuous professional development and self-improvement.

Analysis of legal documents that regulate the professional training of future economists, developed profессиogram and portfolio for specialists in economics allows us to consider the notion of "future economists' self-educational competence" as a set of abilities, skills and motivational factors of specialists in this field, who are able to organize their cognitive activity of a professional nature in order to enhance their competitiveness in the Ukrainian and foreign labor markets.

The content of this notion should be considered in the connection of all components such as motivating and stimulating, social and informational, planning and organizing, reflexive and controlling. Motivating and stimulating component, reflecting the motives, goals, values and interests of future economists, includes a number of professional skills necessary for understanding the need for continuous professional self-development, such as cognitive, motivating and stimulating. Social and informational component reflects a set of skills (analytical and interpersonal) which determine the ability of future specialists to analyze and systematize professional information needed to solve production problems. Planning and organizing component, including such skills as: leading, communicative and professional, is aimed to help in forming the ability to organize and direct self-education activity. Reflexive and controlling component means the development of students' readiness to control self-education process and assess the obtained results using evaluation, correcting and research skills.

The study of O. Naboka [4] and D. Tyurina [7] works, devoted to examining the characteristics of the economic education system in foreign universities, allows to state that the formation of future economists' self-education competence is carried out by introduction of new learning techniques such as:

- creating websites during studying certain disciplines or topics. This technology promotes students' self-organization and self-management skills, enhances interpersonal and social interaction among them. Creating web pages and web quests forms analytical skills of students and contributes to the intensification of their research activity aimed at finding information through the network;

- electronic portfolio containing a list of own achievements in the form of developed projects, presentations and research papers. This method allows to follow own self-development process, contributes to the formation of reflexive skills and enhances the students' motivation to improve their learning outcomes;

- simulation method that acts as an interactive simulator of real working situations and allows students to consider practical issues of future professional activity in classroom conditions;

- tutoring as a form of self-preparatory work, which means managing the students' independent extracurricular work and allows them to replace traditional forms of teaching the material by counseling and moderation, i.e. activity aimed at disclosing the internal potential of the individual.

Positive results in the formation of self-education competence are achieved under the term of complex application of various learning techniques in future economists' professional training such as: simulation (simulation of real enterprise activity, business simulations); situational (case-study); games (business game, designing games, role plays); interactive ("brain storm", teaching in teams, the method of the "Keller Plan", "round-table talk", discussions); project (working on projects, developing business projects, modeling). Using case studies and business games in the learning process helps students to develop their skills to solve practical problems, taking into consideration the specific conditions, makes it possible to form such qualification characteristics as the ability to analyze information and express their own point of view. Preparing for the case studies, the student need to revise the basic theoretical material through self-preparatory study of textbooks, legal documents, preparation of necessary documents to perform practical tasks.

During the second studying year in teaching such disciplines as "Economy of Enterprise", "Macroeconomics", "Microeconomics", "Regional Economics", "Marketing" it is appropriate to use such case studies as "*Pricing*", "*Human Resources and the Labor Productivity*"; business games "*Entrepreneur and the Firm*", "*The Firm Strategy*" (the creation of the business entity; setting long-term goals and strategies of the enterprise; developing a marketing strategy).

Special attention during the formation of future economists' self-education is paid to the involvement in the process of professional training of such learning tools as: curricula and syllabuses, manuals, diagnostic materials, cognitive tasks, tests, cognitive cards, electronic teaching materials, videos, electronic portfolios. Enhancing motivation to study disciplines of professional cycle is carried out by improving organizational forms and methods of training; including professionally relevant information in the content of these courses; engaging students in common learning activity. The methods used in teaching should cause students interest in searching new information.

Considering the process of stimulating future economists for self-education, such forms of work and learning methods should be pointed, as educational games, mini-tests, student contests, using fables on the main topics of the discipline, creating associative drawings characterizing a particular economic term, economic bingo, auction. In order to develop students' analytical skills within the educational process at the university such effective ways of working can be used as: making structural schemes,

charts, tables, glossary of professional terminology; developing web pages and web quests that contribute to the intensification of their research activity aimed at finding information through the network.

Participation in internships and extracurricular activities (contests, tournaments), writing theses and research papers, as well as the involvement of a variety of methods, including: discussion, "round-table talks", project activity are aimed to develop professional and managerial skills of future economists needed for successful organization and implementation of the self-education process. The main methods of formation students' evaluative and correcting skills include defense of scientific researches; participation in scientific conferences, international exchange programs, student research seminars; creating e-portfolio; engaging students in writing guidelines for the first studying year students. For instance, the electronic portfolio includes a list of student achievements which involve participation in conferences, developed projects, prepared presentations, research papers, published articles, which will enable them to track the process of their self-development.

Thus, it is reasonable to organize the process of the formation future economists' self-education competence through improving various forms of work with students, such as tutoring, moderation, simulations, group projects; integration of educational information technologies in the learning process; introduction of the course "Self-education management" in the learning process which is aimed at developing basic skills of future economists, in order they can organize the process of self-improvement upon the graduation from university.

Due to this it is further planned to develop a theoretical model of formation future economists' self-education competence considering the pointed methods.

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