

Pedagogical Conditions of Formation Professional Competences of the Bachelor-Economist on the Basis of Understanding

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Abstract

The article describes the issues of professional training of bachelors of Economics in the modern University as a specific educational system. The work clarifies the specificity of professional activity of future bachelors of Economics as subjects of study. The article simulated the educational process as organized in the module-rating system of education in the modern University, developed a conceptual and technological models that determine our understanding of the nature of the content, technologies of formation of professionally significant competences of future bachelors of economy in the modern University. Besides, in the article the organizational-pedagogical conditions providing efficiency of realization of the model are formulated.

Key words: professional training, bachelor of Economics, the competence of the economist, a modular development strategy, curriculum, pedagogical conditions.

Introduction

The development of modern universities is considered in the context of solving problems of Kazakhstani education in the context of its integration into the common Eurasian space. The development of modern higher school is considered simultaneously with the problem of Kazakh education and its integration into the common Eurasian space. The main manifestation of multidimensional cooperation and integration of the Republic of Kazakhstan with the European countries in favor of Kazakhstan's participation in the Bologna process, which is seen not only in the context of development of the Kazakhstan high schools, but also in the context of education modernization of the entire European community, making its place in the Kazakhstan experience. The process of integration into the European Union requires from Kazakhstan an appropriate framework for the full integration into the joint work in the framework of the Bologna process: the creation of a system of academic degrees which would be the most comparable, in particular, due to the widespread introduction of the unified diploma Supplement or an equivalent document according to the model proposed by UNESCO; the transition to two-level system of higher education (bachelor and master); the introduction of a credit system meeting the criteria of creditworthiness.

The model of formation of professionally significant competences of future bachelors of economy in the modern University

The Bologna process has multi-stakeholder and multidimensional nature and their principles, namely: unconditional respect for the principle of academic freedom and autonomy as an absolute and inviolable value of higher education. This leads to the fact that only initiated "from above" various reforms are not consistent, as any form of manifestation of modernization, not taking into account creativity and the capabilities of universities, their teaching staff, is doomed to failure (Abulkhanova-Slavske, 1980).

In the modern system of higher professional education implemented by the Republican educational standards, providing for three levels of education: bachelor - master – PhD. The analysis of researches of problems of professional training of bachelors allows to allocate the basic directions of researches in this field: the contents, technologies of creation of teaching materials; determine the pedagogical conditions of efficiency of educational process in a bachelor degree; design complex appraisal assignments for undergraduate students (Galperin, 1966). In educational standards of new generation are determined by the directions of professional training, which are inside the profession, in accordance with which higher education institution can choose the direction of training, and profiles. Generalization of the experience of the authors in achieving the standards of economic education in the educational program, which was codified shortcomings, actualizes the need for changes in training of bachelors (Bolotov, 2003). Among them: establishing the necessary changes in the strategies and tactics of building educational programs and individual educational routes of bachelors in the modern University; a new understanding of the methodological importance of the basic disciplines in the field of professional activities, and subject area knowledge; justification of the necessity of developing new educational modules, subjects and courses (the variable component of the maintenance of the basic educational programs) on the basis of integrative knowledge; support the development of new evaluation methods (new assessment criteria, diagnostic tools) and procedures for systematic monitoring of educational process of training of bachelors; study on the development of the new educational support (educational methodical complex on disciplines, courses and practices), which takes into account the different degree of preparedness of trainees and ways of "shipping and processing" of educational information (Frolovskaya, 2011).

The study is seen as starting positions in determining the educational routes of preparation of bachelors the need of taking into account, first of all, that during the first two years of study implements a unified, conceptually, General scientific and fundamental training of bachelor's degree, allowing students to choose vocational and academic profile under the direction of; on the senior courses is training in the framework of professional training in a certain subject area knowledge (the cycle of disciplines of profile preparation) (Derkach, 2003).

Organizational-pedagogical conditions of formation of professionally significant competences of future bachelors of economy in the modern University

Based on research lay a series of comparative pedagogical experiment. To allow comparison of the source and destination of the results of experimental work the authors have identified it useful to distinguish the control group (CG), training which was carried out in the traditional way. Training of students formed the experimental group (EG) was accompanied by an experimental factor, all identified hypothetical conditions, including the conduct of module-rating system of training of the course "Insurance". The dependent variable was the level of professionally significant skills of students. Despite the allocation of experimental and control groups, the basis for comparison of model performance for us in the first place, is evidence of individual increment of the level of

formation of professionally significant competences (information and analytical, organizational, managerial and entrepreneurial), i.e. the promotion of the future bachelor of Economics at a higher level. The choice of this criterion necessitated levels (low, medium, high) of professionally significant competencies, identify indicators for these levels, the criteria for the attribution of the graduate to a certain level, the mechanism of transfer of quantitative indicators into qualitative and vice versa. Refer to the results of the experiment. Basic research methods at this stage of the experimental research work: analysis of the regulatory framework, educational programmes and state educational standards; observation; questionnaires, tests, interviews; study the learning outcomes of students. At the beginning of the experiment the analysis of the legal framework for the training of future bachelors of economy in University on specialty "Economics", profile "Finance and credit", highlighted its specificity (Frolovskaya, 2011).

Economic faculties of Universities in agricultural regions differ significantly from the faculties of traditional universities. First, the contingent of students, more than half of the graduates of rural schools; secondly, in vocational and General economic training takes into account the specifics of the industry; thirdly, these universities have problems with logistics. All this dictates the need to identify and use internal resources of the educational environment of the University: first of all, this is organizational-pedagogical conditions that are implemented on a specific faculty in a specific field of preparation. Determination of possibilities of modular organization of educational programs on the example of the educational program of bachelor in "Economics".

In the professional portion of the educational program modules are divided into basic and professionally profiled. Such a division reflects an important principle underlying the educational programmes developed on the basis of state educational standards of the third generation. This is the principle of the student's choice of own educational trajectory. A choice existed among students enrolled in majors. First they chose a particular direction or specialty of higher education (or more precisely - the specific institution and faculty). Then in documents, filled in at admission, for example, at economic faculty, students pointed out the branch on which you would like to learn, accepting narrower range of activities - a profile that he will develop as a major. So, at the faculty of Economics students can choose the "production management", "Finance and credit", "accounting, analysis and audit", "world economy", "taxes and taxation", etc.

In the process of learning the right choice of sphere of vocational training available to students again. Purchase additional specializations, deepen scientific and professional graduate training is expanding his professional capabilities and increases the chances of future employment. At the moment, these specializations within Economics, there are less than twenty. To open a particular specialization of the University (faculty) may, upon the decision of the academic Council, focusing on existing teaching staff and scientific schools and the needs of the region. However, existing curricula have a rigid mandatory structure. As a rule, the faculty offers only one, rarely two or three basic specialization. Additional specializations can see not in every Department. Available in this "literature" is often no real choice allowed. In other words, formed in the first year of the training group for five years, learning almost no change of composition, and a set of master disciplines all students are almost identical.

To change the current practice and go to real individual trajectories of learning is very problematic. In our opinion, it is necessary to follow the path of a gradual increase provided by the student academic freedom (Alekseev, 1998).

Methodology

A fundamental element in the development of educational programs becomes the specialization of learning that is chosen by the student way of acquiring a certain set of professional

competencies. Number of learning profiles should be large enough and should gradually be adapted to the needs of the labor market. The more diverse the specialization, the more individual learning paths. Under the direction of "Economics" is supposed to make a profile only slightly larger than the existing base specializations. But, despite the limited number, these profiles are already altered not only the content and principles of learning. Currently the basic educational programs of bachelors training include the basic (required for all students in a given direction), the professionally-shaped (narrowing and deepening the scope of professional training) and specialized (the ability to apply theoretical knowledge in practice in the market) modules of disciplines (Frolovskaya, 2011).

Dynamics of formation of professionally significant competences of future bachelors of economy

In the study, the authors developed a modular-rating system of formation of professionally important competences of the graduates in the direction of preparation "Economy". This system was tested in the training of future bachelors of economy on the subjects of "Taxes and taxation" and "Insurance". The core of the content-procedural component of the model of formation of professionally significant competences of future bachelors of economy were developed by the author of the work modular training program students in the disciplines of the profile "Accounting, analysis and audit" and "Finance and credit", which provides the optimal combination of modular technologies of training and point-rating evaluation and involve constant updating of the content in accordance with the needs of students, employers, the social order of society and the demands of the professional community (Bazyleva, 2004).

For its realization were prepared and used competence - oriented program and teaching materials in the disciplines "Insurance" and "Taxes and taxation", training sessions and case studies, materials for lessons (presentations, supporting notes and other materials), the organization of independent work of students (practical and laboratory work, task cards, handouts, topics of essays and other types of work, etc.). In the classroom is actively used computer programs to create presentations for lectures and practical assignments (PowerPoint); to develop supporting notes, cards, assignments and other materials, including text (Word); for test development and systems rating assessment (Excel); self-assessment and expert assessment of the level of competencies of students.

In the learning process is an implemented educational-methodical module with constant current control of learning outcomes (testing of students, analysis of educational documentation, and application of statistical methods of processing results). Analysis and statistical processing of the learning outcomes of the experimental and control groups of students were conducted by single methods to be able to compare the results. The results were processed using statistical test of homogeneity for dependent samples, measured in an ordinal scale.

Based on the consultations and the survey of employers-heads of the enterprises of sphere of AIC (agro industrial complex), heads of banks and leading teachers of the University was determined by an aggregate set of professionally important competences of graduates of economic faculty (Frolovskaya, 2015).

On the third evaluation stage assessed the level of formation of professionally significant competences of future bachelors of economy through the application of procedures, authentic assessment is true, the most close to real estimation of individualized assessments. Was used the method of "portfolio" that includes both the marker and the underlying assessment procedure. This method allows not only assessing individual outcomes in education, but also contributes to the development and maintenance of motivation, reflection and assessment activities. This form integrates learning and assessment activities. It allows combining qualitative and quantitative

assessment by analysis of different forms and products of educational activity. Using the method of "portfolio" contributes to the development of cooperation between the teacher and students to assess individual growth in achievement, effort and progress in learning (Bazyleva, 2005).

This technique was chosen and used because the portfolio contains information about the educational training programs of the project activity, reflects the results of an individual educational activity of students is optimal for the tracking and assessment of learning outcomes for individual educational route as a cumulative assessment reflects the sustainable and long-term educational outcomes, compensates for the effects of random success or failure in the test or exam.

The authors used a portfolio of instruments (reflecting individual learning plans, supporting training for additional programs), portfolio (contains the results of projects and research works of student, description of the results of its participation in seminars, round tables, discussions.) and portfolio reviews (includes self-assessment, mutual evaluation, peer review, reviews, summary, etc.).

For the formation of portfolios using various evaluation instruments: questionnaire methods, observation, analysis of the results of completed tasks, self-evaluation and well-known psychopedagogical methods (for example, technique to measure the motivational sphere of students).

The authors proceeded from the following principles: assessment of level of formation of professionally significant competences should be valid, reliable, timely and cost-effective.

To track progress in the knowledge of the essence of professionally important competences were also used in the preparation of a report, essay, referencing articles, simulations, scenario an problems, analysis of situations (case studies), testing.

In addition, the classroom was used the "right to question" when the student together with the individual received job related issues. Were asked to answer the questions as follows: "+" (know), "-" (don't know), "?" (I doubt it). This form of information presentation (prognostic evaluation) allows students to assess their own capabilities in solving the problems, and what knowledge (qualities) this is not enough.

The basis for the portfolio is the project method. Students presenting a solution to the problem (task) in the form of a draft, found the level of development of different knowledge, skills, abilities, including professionally significant competences.

Participation in project activities contributed to the development of knowledge and activity components of professionally significant competences. Presentation of individual projects enables students to develop the ability to self-evaluation and mutual evaluation. Not rational projects contributed to the development of students' reflective evaluation (Frolovskayaa, 2013).

The use of different forms of assessment helped to form the knowledge component of professionally significant competencies that are directly immersed the students in the assessment process and self-appraisal of professionally significant competencies that have provided data to study the effectiveness of the interaction. This approach to the evaluation of the effectiveness of the educational process allowed interpreting assessment procedures as constructive feedback.

Thus, at the formative stage of experimental research work were implemented in a reflexive interaction between the students and the teacher, contributing to the formation of professionally significant competences of future bachelors of economy.

With regard to the state educational standards of higher education aimed at training specialists in accordance with the competence-based approach, which aims at training future bachelors of economists, are able to successfully solve professional tasks. In accordance with the requirements to results of mastering basic educational programs, the graduate should possess three groups of skills: General, cultural and professional (Bolotov, 2003).

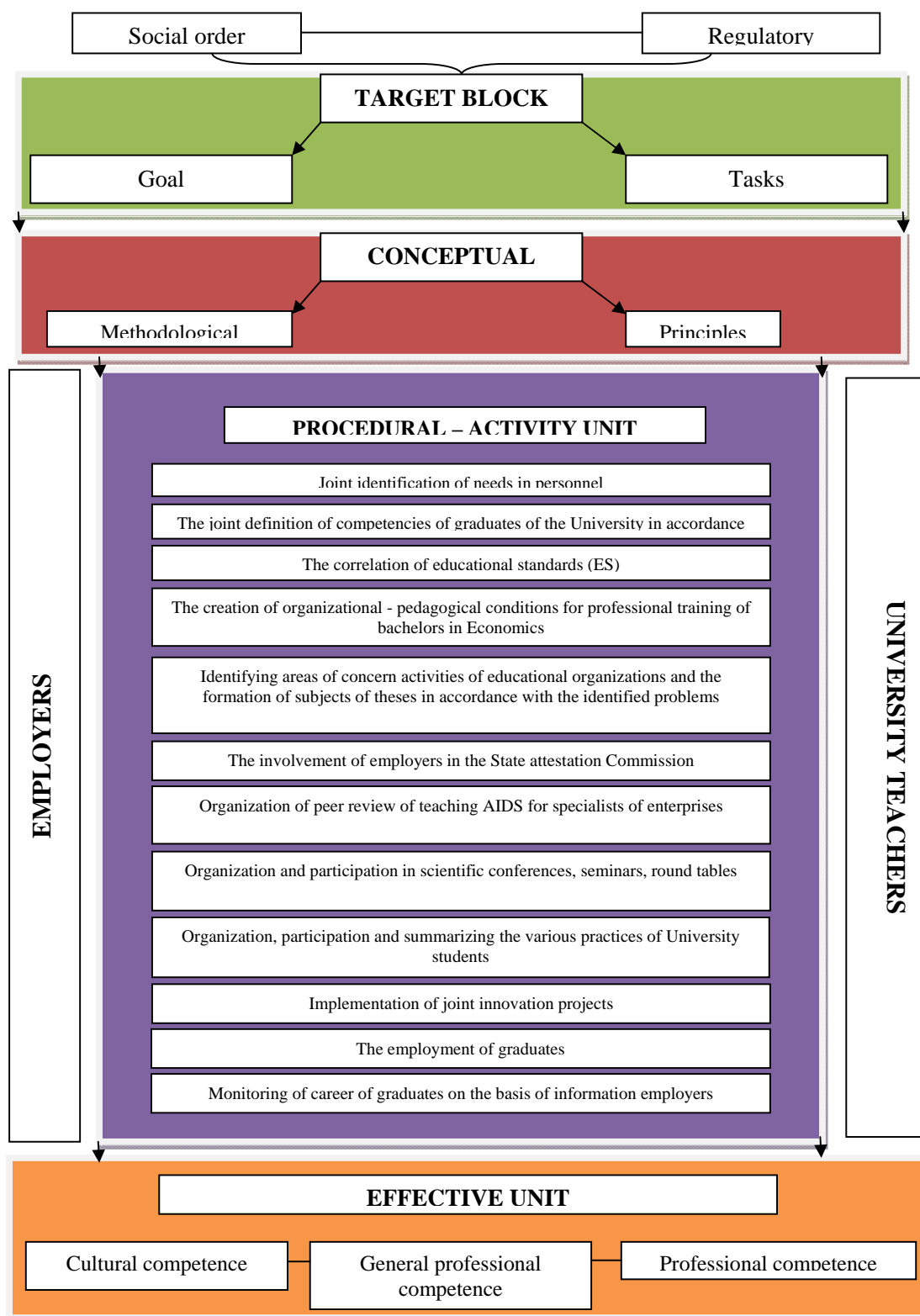
Under the professional competence of the bachelor-economist, is understood to be an integral characteristic that determines the ability to solve professional problems and typical professional tasks that arise in real situations of professional economic activities, using knowledge, professional and life experience, values and inclinations. The competence of the economist is manifested in the solution of professional tasks. The essence of competence is that it can manifest when the condition of personal interest in a particular activity. In practice, the content of activities that has personal value, it may be the achievement of a specific result or behavior.

As a rule, competence is realized in the present, but focused on the future. It can be argued that the competent expert will anticipate change, focused on stable self-education. Competence based approach, educational standards involves the change of the interaction between student, teacher and employers. The research carried out in University revealed that the success of learning activity involves the students themselves as a self-organizing system in the system "teacher – student" of social interaction in cultural and educational environment of the institution; the importance of the teacher as a personality, the ability to cooperate, personal behavior.

Results

At the modern stage of professional education was developed as an open system. The employer formulates the requirements to the quality of professional education of graduates that higher education institutions must satisfy. One of the main reasons prevailing in Kazakhstan, the contradiction between the knowledge and skills obtained in high school, and the requirements of the labor market is the mismatch between the curricula of training specialists in universities and the real needs of the market economy (Bondyreva, 2005). The second is that professionals require not knowledge of the theoretical foundations and the ability to analyze problems and find adequate solutions in specific situations. Modern education system should form such new qualities of the graduate as creativity, innovativeness, mobility, flexibility, constructiveness and dynamism. However, imposing strict requirements for universities (to improve the quality of graduates, both professional and personal), in turn, the employers themselves do not actively participate in the learning process, not provide the future bachelor of good practice, referring to employment. The student also often lack interest in gaining additional skills and knowledge, he passively accepts what is given. Interaction with employers is complex, consisting of different content, stages, forms and methods of process, which purpose is training, focused on innovation in education (Frolovskaya, 2005).

Based on the developed structural model of interaction of teachers with their employers (scheme 1).



Scheme 1. A structural model of interaction of teachers with employers in the process of formation of professional competence of bachelors of economists (Compiled by the authors based on research)

The purpose of implementation of the model is to: ensure all the essential aspects of modernization of higher professional education: the formation of the development strategy of educational institutions, educational content, educational process organization, quality control, education, labor market research, staffing, training teachers (Bondarevskaya, 2000).

Conceptual block model represented conceptual approaches, principles and methods of activity. The basis of our proposed model is a systematic, subjective-activity and competence approaches. Thus, a systematic approach involves the study object as a system of integral complex of interrelated elements in unity with the environment in which they reside. The essence of the approach is that relatively independent components are considered not in isolation but in their relationship, in the other. A systematic approach to identify common system properties and quality characteristics of the components of the system individual elements. The system approach to the pedagogical system is considered as the aggregate of the following interrelated components: education, subjects of pedagogical process (teacher and students), and the content of education (General, basic and professional culture), the methods and forms of teaching and material base.

The goals in training on the basis of competence approach are defined in accordance with three criteria. First, they must describe the activity, which is expected from the student. Second, they define the conditions under which is performed the activity. Thirdly, the objectives set the standard or level of performance that must be achieved. Sometimes learning objectives are divided into cognitive, psychomotor and affective (pertaining to interpersonal behavioral aspects and expectations regarding what students should demonstrate possession of acceptable practices).

Subjective-activity approach is based on the theory of self-organization: learning is not based on direct causal dependencies and flows are ambiguous under the influence of different external and internal factors (Frolovskaya, 2005).

Principles: equality of the parties; supporting States in the development of social partnership on democratic basis; compliance by the parties and their representatives of the labor legislation and other norms and legal acts containing norms of labor law; the authority of parties ' representatives; freedom of choice of representatives, in discussions that characterize the world of work; voluntary adoption by the parties of the obligations; the reality of the commitments entered into by the parties; monitoring the implementation of collective agreements; liability of parties for failure to comply with their fault of collective agreements and agreements; attract students to the design process of the training course, providing personal oriented training.

Procedural and activity unit contains areas of joint activity of the Issuer of the University and employers: practical training of students in educational institutions; expanding the range of educational services of universities, are in demand on the labor market; definition of requirements to quality of preparation of specialists, the inclusion in the educational program additional skills to meet the views of leading employers; develop and review training program documentation; the holding of the leading specialists of preschool education in the region education sessions for students: lectures, seminars, workshops, business games, workshops etc.; participation of representatives of employers in the state final attestation of graduates; the training of representatives of employers in the University at the faculty of additional education; the involvement of employers in scientific and practical conferences, educational projects, science days at University, etc.; joint research; employment of graduates; organization and joint participation in regional Advisory councils with the aim of improving the content of professional education taking into account needs of the region (Galperin, 1966).

Competence approach in training specialists required by the practice oriented nature of learning. For its implementation, the teachers compose and conduct binary lectures that integrate the content of various disciplines, and the development of the ability to transfer the knowledge.

Production teaching practice 4th year students participate in the planning of educational work, reflecting the plans of the lessons, tour the economic content. In addition, interns are encouraged to conduct non-traditional methods and forms of work.

The above allows concluding that the methodical and practical readiness of future specialists to the solution of problems of educational standards of bachelors of economists requires significant improvement; professional orientation of students is an important condition for the formation of their professional competence. The ability of the students to define themselves in unusual situations it is possible to generate in terms of individualization of the educational process (Frolovskaya, 2016). Specified by the standard "boilerplate" educational route is divided into a consciously chosen and individually designed trajectory of the study subjects in accordance with the place of the courses in the final portfolio of student competence reflected in the educational result. In the process of realization of individual educational trajectory of the student generated the following competencies: willingness to resolve the problems, i.e. the ability to analyze unusual situations, set goals and relate them with the aspirations of other people, plan their activity and to develop an algorithm of its achievement; technological competence, i.e. ability to understand the algorithm of activities that allows technologically to think in certain situations; readiness for self-education, i.e. the ability to identify problems in their knowledge and skills in solving new problems, to carry out information search and retrieve information from a variety of sources in any media; willingness to use information resources that allows a person to make informed decisions based on meaningful information critically; willingness to social interaction, i.e. the ability to match its aspirations with the interests of other people and social groups interact effectively with members of the group (team) that solves a common task that allows you to use the resources of other people and social institutions for solving problems; communicative competence, i.e. willingness to provide and civilized to defend their point of view in dialogue and in a public speech on the basis of recognition of the diversity of positions and respect for the values of others, which allows you to use the resource of communication for solving problems.

All elements of competence are integrated in one of the most synthetic education, is an integrative quality of personality of a specialist (Gelfman, 1993).

The balance between goals and the result defines the quality of education. Through quality analysis and search of ways of updating the content and organizational and pedagogical conditions of formation of competences of graduates to reach the solution goals and objectives, to obtain a new result in the form of a professionally competent expert.

Discussion

Feature of pedagogical goals for the development of competencies is that they are formed not in the form of actions of the teacher, but from the point of view of the results of operations of the learner, i.e. its promotion and development in the process of learning of a particular social experience.

The basic guidelines for the organization of process of professional learning based on the formation of competence of students:

- The learning process provides specific, practical activities of students;
- The work takes into account the students experience and to the motivation;
- Planned, executed, adjusted and assessed by the student independently;
- Activities contribute to the widest perception reality and facilitates a holistic perception of labor process;
- Activity exercises accompanied by social communication and collaboration;

- The results of the activities are integrated into the student experience and relate to their professional use.

Competence of the graduate of professional educational institution is defined as:

a) a high level of professional training and qualifications rapid response to new and its operational implementation in practice their professional activities, originality, novelty, individual approach to solving of professional tasks, to constantly engage in self-education; continuous improvement individual professional activities within the framework permissible technology;

b) Willingness to work in a new environment, involving: compliance with all requirements of readiness to professional activities; dynamic and intense performing qualified requirements;

c) Willingness and ability to solve new production (organizational, pedagogical, etc.) tasks on their own the initiative, the desire to expand the scope of their own activities due to the production (organizational, pedagogical etc.) tasks not included at this stage in the competence of the specialist (Gershunsky, 1998);

d) Psychological readiness to new conditions of professional activities, including the motives of professional work (meeting the needs for professional fulfillment and to achieve a high level of material needs), strong-willed the organization of personality (dedication, determination, organization, etc.), professionally significant qualities, ensuring the successful implementation of their own professional activities in the new environment of its implementation.

The core functions of teaching and professional activities required for the formation of competence:

1. Training of trainees to the educational process: focus on goals and actions; the selection of goals teaching; clarification of the importance of objectives of teaching; the formation of motivation to study; planning learning activities; revitalization (Frolovskaya, 2015);

2. The implementation of training actions in accordance with the intended purpose: understanding and memorization of the material; integration and application of learned;

3 Management of training actions: monitoring the process of teaching; evaluation of educational action; adjustment of educational process and methods of teaching; the understanding of the course teaching;

4. Evaluation of results: report on the process of teaching and outcomes; assessment of learning process and its results;

5. Support motivation to study and concentration. Didactic rules, contributing to the formation of professional competence:

- A holistic, large-scale production tasks for trainees;

- Focus on the real working process;

- Systematization of activities aimed at solving problems;

- Providing opportunities for independent activity of students;

- Use active, based on existing students' experiences of learning technologies;

- The role of the teacher as consultant and the organizer.

- The educational freedom of the learner in the workplace and while studying.

Vocational education has a clear functional orientation is to prepare a person for professional work (Davydov, 1986).

The objectives of this education are twofold: on the one hand, education has a socio-economic approach, on the other, due to personal. After all, the profession not only public demand, but also allow the individual to provide for their livelihoods and, most importantly, to realize their potential. It can be implemented also in the framework of person-oriented paradigm.

The leading paradigm of development and formation of competence of the subject of professional educational activities is activity-oriented, which has a distinct functional orientation. A

guiding role in this paradigm performs the social order of society for specialists trained for implementation of certain (professional) activities. The purpose of education within the activity-oriented paradigm — learning activities in the form of abilities, skills, and generalized ways of intellectual and practical activities to ensure the success of its social, labor and arts and crafts activities.

The basic classification criteria of activity-oriented education (Frolovskaya, 2011):

1. The target orientation. The formation of knowledge, skills, and generalized ways of intellectual and practical actions, abilities, personality traits, and other qualities that ensure the success of the practical (social, labor, and applied) of human activity. Formation of work experience, development work and education of labor ethics.

2. Psychological theory of learning. Relies on the notion of the structure of coherent activities (need - motive - goal - conditions - activity - actions) and theory of planned formation of intellectual and practical actions. The emphasis on the education of students - the level of formed knowledge, abilities and skills. Psychological development is seen as the condition of preparedness of the student, an individual approach is reflected in the fact that each student is provided the opportunity to advance the doctrine in the most favorable pace, given his cognitive and professional abilities. The student is the object of management with the help of didactic tools: the guide texts, process charts, textbooks, and manuals etc.

3. The principles of teaching. Focus on the development of activity structures, the priority of didactics and methodology, a combination of individual work with group forms, the teachings at their own pace and style and adapt teaching methods to the cognitive abilities of students, providing feedback.

4. The content of training. Typical modular Assembly of learning content and adapting it to the individual-professional characteristics of different groups of students. Educational programs tailored to specific type and level of activity.

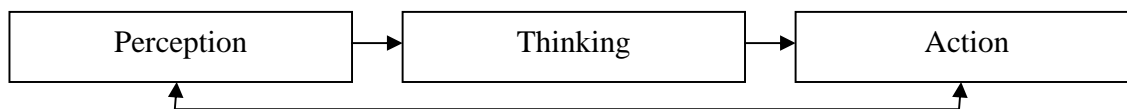
5. Technology of education. Dominated by information (Galactocentric) educational technology based on the concept of interiorization that characterizes the transition of external actions the mental. The main thing - formation of a system of mental and practical action. The dominant style of relations of teachers with students – adaptive (Frolovskaya, 2015).

6. Criteria for the evaluation of teaching. The combination of stepwise control of knowledge' and skills on the tests and exams conducted in the form of tests: interviews, testing, independent work, programmed survey etc. Computer testing the level of proficiency is supplemented by the diagnosis of mental development of the student. In some cases (in the system of additional professional education) used expert assessment of training of specialists based on the network assessment procedures.

The use of activity-oriented model of education is justified in the study of professional, special subjects and, of course, in the process of industrial training and work practices.

Activity-oriented teaching implies not only the assimilation of the theoretical material, but also the actions themselves. Theory is absorbed through solving increasingly complex professional-practical problems (Frolovskaya, 2007).

The process of activity-based learning is schematically shown in scheme 2. In this form of learning the repetition cycle of the triad: the perception — thinking — action.



Scheme 2. The process of activity-based learning (Compiled by the authors based on research).

From the point of view of psychology of teaching, there are a number of other arguments in favor of activity-based learning. So, according to research by Authors, teaching during activities enhances the ability to acquire knowledge, their transfer to new conditions and motivation. Activity - based learning requires knowledge of interdisciplinary connections.

Employment activities include: purpose, motive, actions, ways of executing, the result. As the goal is creating any use-value, as motivations - different motivations, among which the most common are receiving funds to meet the material and spiritual needs, the need for labor, gaining recognition, the pursuit of self-realization in work.

Labor activity is carried out by many interrelated working of actions according to their purpose are divided into indicative, performing, monitoring and adjustment (Frolovskaya, 2015).

Indicative is the steps to define the goals of the activity, the conditions in which it will run, and determine means and ways of its implementation. Indicative actions aimed at obtaining the necessary for the operation of the information, answering the questions: what to do, how to do, what conditions are necessary and how to create them, what tools will be required, in what sequence it is advisable to act. On the basis of the received information is determined, the process and results of operations (Frolovskayaa, 2013).

Performing actions are implemented after the orientation and is the consistent implementation of the planned (designed or specified) actions. For successful performing activities, necessary knowledge, skills and abilities, experience.

Control actions are reduced to checking the quality of the execution of all actions on process and outcome activities.

Corrective actions, amendments, clarifications and changes in the indicative and performing actions based on the feedback about the inaccuracies, errors, deviations and failures. The more complex and responsible activity, the better should be the feedback and the greater the required corrective action.

The process of performing work activities characterized by a number of indicators: performance and availability of the outcome of labor; efficiency of labor - correspondence received a positive outcome goals and objectives (determined by the amount of the costs required to obtain the desired result); the optimality of labor - achieving the best result in these conditions with minimal time and effort.

Psychological signs include:

- Mental anticipation of result implies human ideas about the process and the result of the work (including cognitive and emotional components) (Frolovskaya, 2005);
- The consciousness of the obligation of achieving the outcome (difference of labor from the fun of the game involves the effort of the employee);
- Ownership of the means of activity and improvement of technology of their application;
- Implementation of the efficient interaction of all participants of labor activity.

Psychological signs of labor can be used as an estimate of the level of professionalism of the employee. If some of these characteristics are not expressed at the worker, not to speak of the emergence of it as a subject of labor.

Summary

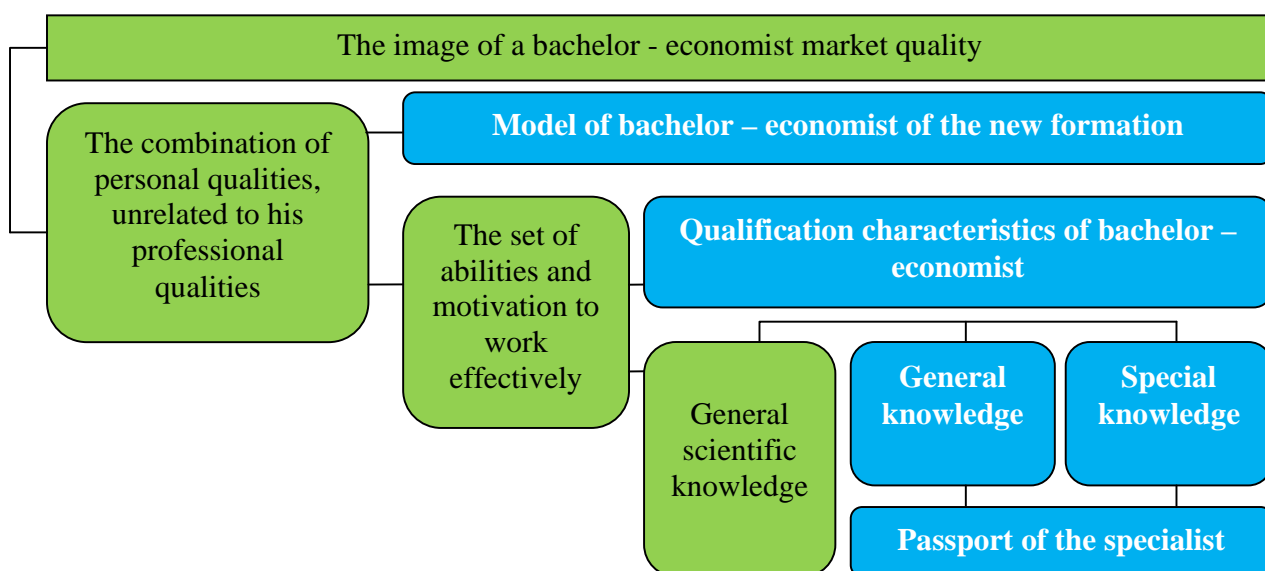
The formation of a competent specialist may, in our view, if you highlight a complex of pedagogical conditions, including:

> The formation of the internal motivation of professional training i.e. focuses on self-awareness, collaborative activities, new knowledge;

> The contents of the educational process must be based upon the qualifying characteristics of the profession and models of the graduate;

> Respect of gradualism in training related to the gradual preparation of students for independent professional activities;

> Building a learning activity and reflection basis. The allocated pedagogical conditions contribute to the convergence of the processes of professional learning with the realities of modern life and production, and based on the concept of activities. In the development of pedagogical conditions were taken into account:



Scheme 3. The model structure of the bachelor of Economics (Compiled by the authors based on the research).

1) The Socio-economic situation, the current state of the education system and objectives as the main requirements of the labor market in the list of preferred competencies: ability to take responsibility, to participate in joint decision-making, handling conflicts nonviolently, to participate in the functioning and improvement of democratic institutions (political and social competence); respect for other cultures, languages, traditions, prevention of racism, xenophobia and the climate of intolerance (competences concerning life in a multicultural society); possession of oral and written communication, not only in their native language, but also in several foreign (competence in the field of communicative culture); possession of new technologies, knowledge of modern computer programs at user level (competence in information technology); the ability to learn throughout life as the basis for continuous improvement in professional terms and in personal and social life (Frolovskaya, 2016).

2) The model of a specialist - as a dynamic system of properties and qualities necessary for the employee to optimally perform professional functions in market conditions.

The analysis of the content of professional competence allowed us to determine its role and place in the structure of model of the expert. On the formation and development of professional competence influence by a number of factors such as individual physiological characteristics of the individual (innate characteristics of the nervous system, anatomical structure of the body, etc.), social environment (socio-economic relations, the educational environment of the educational institution, the reference group), a private activity of the individual (self-education, self-education, self-development) (Frolovskaya, 2015).

3) Job analysis of a specialist in a particular profession.

Professiogramme is a description of the occupations and differentiating their profession from the point of view of requirements by them to the person. The results of profессиographic are job description and justification of the system requirements of the profession to the person.

Descriptions of occupations include:

- General information about the profession (of training, the description of the workplace);
- Description of the contents and conditions of work (materials, tools, process and result of work, required knowledge and skills, etc.);
- A description of the man at work (positive and negative moments in the work, difficulty, degree of responsibility, physiological quality and health contraindications, positive and negative consequences of for a man);
- Socio-economic characteristics of the profession.

Conclusion

The question of formation of professional competence of the bachelor economist on the basis of understanding is very important in modern conditions, however, in the practical solution of this question, a number of problems.

1. Requires conversion to a common understanding of the interpretation of basic concepts: "competence", "competence", which will clearly highlight the structure of specialist competencies, which will be the basis for the development of next generation standards based on the competence approach.

2. A challenging task remains the evaluation of competences. In certain situations, you can organize the observation, but the evaluation itself is a question insufficiently developed. Competencies are manifested in human behavior, but not in themselves, but in the form of skills. In addition, the organization of special situations, where sufficient competence would appear naturally in the presence of the evaluator, it is extremely difficult.

3. Understanding competence as "ready" to anything implies a high degree of engagement of the person, and in the specific case of the mobilization of his mind and body for a specific purpose. However, the "mobilization" as part of the "competence" itself is a psycho-physiological phenomenon, and therefore largely depends on the biological characteristics of the organism. Thus, it is extremely difficult to judge what the limits of training in developing competencies.

4. It remains unclear exactly when (at what age stage, at what stage of training) acquired key competencies and professional, are formed.

The transition to the competence approach in education assumes the following structure: goal of vocational education (competence together form the competence) — the forms and methods of education — content of education — the techniques, tools, and learning technologies. In this logic, the forms and methods not based on content, but rather dictate the rules and principles of its selection.

5. Require the consideration of issues of organization of training based on the competence approach, which is associated with the revision of standards, changing curriculum, increased activity

component of the educational process, which requires modernization of material and technical equipment of educational institution.

6. There is a need to develop training manuals, focused on the implementation of the training of a competent specialist, as well as a description of the technology of formation of special and core competencies.

7. Important is training, retraining, advanced training of economists capable of implementing a competence approach in education.

The main task in formation of professional competence of the bachelor economist remains personality-oriented approach to each person, taking account of its uniqueness and identity. It is important in the process of orientation to current trends, based on a technological approach, not to forget personality.

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