

## **PROFESSIONAL COMPETENCIES OF PREPARATION SPECIALISTS IN ECONOMY UNDER GLOBALIZATION**

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The transition period from one system of socio-economic relations to another is always connected with great difficulties. Specificity of psychological problems of the modern period is determined by the need to absorb new socio-economic and professional experience.

The most important goal of the vocational education system is the preparation of competent, creative, competitive, which are able to adapt to changing economic conditions, to respond quickly to the demands of the labour market, to orient themselves in the flow of information ready for further continuous professional self-development and self-realization [1].

Competencies refer to a combination of knowledge, skills and attitudes in the relevant field. In other words, competencies testify to the ability to impart an active form to the acquired knowledge (the transformation of knowledge "what" into «how»), about the acquired properties of the personality, about «training» in the competence paradigm. Economic competencies are determined by the set of theoretical knowledge and practical skills required for integration into the economic system. Economic competencies have a knowledge base and provide practical access to skills. They determine the possibilities for the student's future realization both in the professional sphere and in private life. Thus, the economic competence of the act as a means by which builds the path of life, career, success, etc. Key competencies are the basis for a person's success in a knowledge society, his personal implementation, development, active citizenship, social inclusion and employment. In the Recommendations of the European Parliament and the Council of Europe of December 18, 2006 «On the key competencies of lifelong learning for citizens in a knowledge-based society» [2], eight key competencies are recognized as necessary:

- Ability to communicate in the native language;

- Ability to communicate in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competencies;
- Ability to learn;
- Social and civil competencies;
- Ability to initiative and entrepreneurship;
- Cultural competence.

Studying the problem of competence approach in education is devoted to labor N.M. Bibik, O.A. Kalehinoyi, A.V. Ovcharuk, A.I. Pometun, which have different characteristics competence approach. Thus, N.M. Bibik provides fundamental importance of the idea of reorientation process to results in terms of activity, consider that □the results in terms of the demands of society, providing capacity graduate to meet new demands of the market and have the appropriate capacity to solve practical problems in life□ [3]; O.A. Kalehina emphasizes □the importance of competence approach as a means of achieving the goal of the educational system training - engaging students in solving problems of professional activities, promoting awareness of the importance of learning and assimilation of knowledge and experience, the formation of preparedness and ability to apply them in practice□ [4].

To maintain and develop the required set of competencies for each student of economic faculty, the following components of the training activity are absolutely necessary:

- mastering of professional competencies as an integrated state of readiness for professional economic activity;
- mastering the methods of working with documents, application programs and various kinds of information;
- implementation of interpersonal communications;
- setting, comprehension and solution of emerging legal and economic tasks and problems;
- timely translation our decisions into activity-related behaviour;

- self-evaluation of performance and professional independence.

One of the important competencies is the ability to communicate in foreign languages. Expansion of economic relations with other countries makes knowledge of foreign languages and communication on them a prerequisite for conducting a successful business. This ability includes the ability to understand, express and interpret concepts, ideas, facts and opinions verbally and in writing, reading special texts of scientific and business content, compiling documents, communicating with partners. Communication in foreign languages requires knowledge of vocabulary and functional grammar, as well as awareness of the main types of verbal interaction and linguistic styles of building documents, reports, scientific articles, etc. This type of competence involves the ability to conduct business meetings, negotiations, support and conclude conversations.

Nowadays competence approach is one of the factors that lead to modernization objectives and educational content; together with the classical approach helps to harmoniously combine the positive experience gained with educational innovations for the purposes of modern education system. The development of competence-based approach makes it possible to increase the adaptability of graduates to life in the face of increasing globalization and dynamism, training them as active subjects of the new educational paradigm – lifelong learning.

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