

СИСТЕМНИЙ ПІДХІД ДО ФУНДАМЕНТАЛЬНОЇ ПІДГОТОВКИ МЕНЕДЖЕРІВ, ЯК ПЕРЕДУМОВА ФОРМУВАННЯ ФАХОВИХ ЗНАНЬ

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Розглянуто науково-методологічні підходи до формування знань з фундаментальних дисциплін під час підготовки бакалаврів з напрямку “Менеджмент”, подано авторське трактування системного підходу до формування якісних фахових знань шляхом фундаментальної освіти. Перераховано чинники, які впливають на ефективність фундаментальної підготовки менеджера, а саме: недостатній рівень загальноосвітніх знань, неуміння працювати в системі вищої школи, низький рівень, а часом і повна відсутність, інтеграції фундаментальних і професійних знань, що спричинює і низьку мотивацію вивчення фундаментальних дисциплін. Сформовано зміст фундаментальної освіти, який повинен чітко виходити з мети, основних видів і завдань діяльності менеджера, основні з яких виокремлено як готовність до управлінської діяльності у сфері ринкових відносин. Підкреслено, що фахівець, крім того, повинен володіти необхідними в його практичній діяльності знаннями у галузі маркетингу, підприємництва, комерційної діяльності, права, зовнішньоекономічної діяльності, фінансів, оподаткування, менеджменту, знати законодавство України, що регламентує підприємницьку, комерційну, зовнішньоекономічну діяльність, зміст економічних законів і категорій, мати достатні знання із соціально-гуманітарної сфери. Розроблено систему дидактичних засобів системного підходу до вивчення окремих фундаментальних дисциплін навчального плану на основі інтегративного підходу.

Key words: fundamental training, professional competence, systematic approach.

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SYSTEMATIC APPROACH TO THE FUNDAMENTAL TRAINING OF MANAGERS AS PREREQUISITE FOR THE FORMATION OF PROFESSIONAL COMPETENCE

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The article deals with the scientific and methodological approaches to the creation of knowledge in fundamental subjects during the training for the Bachelor's degree in Management. It represents the author's interpretation of the systematic approach to the formation of high-quality professional knowledge through the basic education.

In pedagogical theory, the question of the system of interrelations in the shaping of training content belongs to the main problems, which constitute the logical starting point for the problem solution in the training of a competitive specialist. The main approaches in the modern didactic system of managers' training in higher education are humanity, fundamentality, structured system, and professional orientation of educational material. Fundamental education presupposes the formation of basic knowledge for mastering the system of professional competence of the future specialists.

Professionalism is based on the corresponding fundamental training, systematic thinking, effective methods of strategies and decision argumentation, organizational

skills. Therefore, the purpose of modern specialist training is to ensure the conditions of the efficient knowledge acquisition through the innovation in education and adaptation to the national and international labor markets.

The effectiveness of basic managers' training is influenced by numerous factors: insufficient level of general knowledge, incapability to work in institutions of higher learning, low, and sometimes complete absence of the integration of basic and professional knowledge, which leads to low motivation in studying basic subjects.

Basic education content formation has to be based on the objective, main types and tasks of manager's activity, which are distinguished as the readiness for managerial activity in market relations.

The expert for the practical activity should possess the knowledge in marketing, entrepreneurship, business, law, foreign trade, finance, taxation, management, legislation of Ukraine, which regulates business, trade, foreign trade, the meaning of economic laws and categories, to have sufficient amount of knowledge in social and humanitarian spheres.

This system of knowledge and skills can be formed only with the help of clear scientific and reasonable integration system of the fundamental, social, humanitarian, and professional practical knowledge.

Taking into account the activity tasks and its productive functions, which should be possessed by a manager in the managerial activity, it is considered that the list of the natural sciences disciplines (basic disciplines) requires high-quality innovative educational and scientific support, the development of effective means of systematic knowledge and skills formation, which are the basis of expertise. We have developed the didactic means system of the systematic approach to the study of some fundamental subjects of the curriculum based on the integrative approach, and the implementation effectiveness of their application will be the subject of our further research.

Key words: fundamental training, professional competence, systematic approach.

Problem statement. In pedagogical theory, the question of the system of interrelations in the shaping of training content belongs to the main problems, which constitute the logical starting point for the problem solution in the training of a competitive specialist. The main approaches in the modern didactic system of managers' training in higher education are humanity, fundamentality, structured system, and professional orientation of educational material. [1] Fundamental education presupposes the formation of basic knowledge for mastering the system of professional competence of the future specialists.

Professionalism is based on the corresponding fundamental training, systematic thinking, effective methods of strategies and decision argumentation, organizational skills.[2] Therefore, the purpose of modern specialist training is to ensure the conditions of the efficient knowledge acquisition through the innovation in education and adaptation to the national and international labor markets.

The effectiveness of basic managers' training is influenced by numerous factors: insufficient level of general knowledge, incapability to work in institutions of higher learning, low, and sometimes complete absence of the integration of basic and professional knowledge, which leads to low motivation in studying basic subjects.

Analysis of the recent researches and publications in this field shows that the problem of basic training in higher education is investigated by many researchers: N. Gladushyna, H. Dudka, S. Honcharenko, I. Zyazyun, V. Krayevskiy, V. Yeremenko, I. Fedorov, S. Korshunov, M. Burda, V. Tsylin, H. Pastushok, O. Fomkina, etc. However, these publications deal with the general theoretical and methodological foundations of economic education, and do not consider the impact of fundamental knowledge on the system formation of the specialists' professional competence.

The purpose of the paper is the analysis of the systematic approach to the formation of the content component of the fundamental disciplines in the managers' training.

Presentation of the main research material. Based on the analysis of the national training standards in Management discipline we can state, that the learning of the natural science (basic) disciplines cycle implies an increase in the scope of the cycle disciplines: totally – 36 credits, which comprise 15 % of the general amount, strengthening links between curriculum subjects and its reflection in structural and logical scheme of professional training, course restructuring and variability of vocational and practical training with regards to the regional labour market characteristics and targeted training. [6] Due to the state standards and the concept of economic education, several studies observed the importance of distinguishing factors, patterns, phenomena and concepts, theoretical propositions based on fundamental ideas and principles, which are typical of economic science; transition from analysis to synthesis of the design solutions, its optimization and mathematical modeling; ensuring of the formation of methodological culture of a specialist; special subjects study, which is aimed at the formation of the solid skills of mastering the methods and culture psychology, as well as at the students' acquisition of rational methods of economic education content mastering [1].

Basic education content formation has to be based on the objective, main types and tasks of manager's activity, which are distinguished as the readiness for managerial activity in market relations.

Modern manager should have the following skills:

- To carry out organizational and administrative functions for different enterprises;
- To define and implement the company strategy and to identify tactics to ensure its implementation;
- To manage the team due to the modern requirements, to provide proper incentives for subordinates' work;
- To analyze and predict the market condition and its changes, to conduct market research;
- To focus on competition and economic maneuver; to choose the right way to enter the market;
- To take technical and engineering decisions based on the accurate economic calculations;
- To carry out systematic analysis of the economic situation of the real business opportunities;
- To carry out foreign economic activities of the company, to make contracts, to conduct business negotiations;
- To analyze and evaluate the optimal structure of the range of different product groups;
- To determine the price of goods, services, to meet the marketing challenges in various stages of the product life cycle;
- To assess the economic risk zone;
- To accelerate the turnover of the company's current assets;
- To organize the work on the PC to form a database and perform processing.

Despite these, the expert for the practical activity should possess the knowledge in marketing, entrepreneurship, business, law, foreign trade, finance, taxation, management, legislation of Ukraine, which regulates business, trade, foreign trade, the meaning of economic laws and categories, to have sufficient amount of knowledge in social and humanitarian spheres.[3]

This system of knowledge and skills can be formed only with the help of clear scientific and reasonable integration system of the fundamental, social, humanitarian, and professional practical knowledge.

It is well known that it is impossible to provide an appropriate level of education if students are not aware of the perspectives of the process or concepts, which they are studying, not seeing their role in shaping the future of the professional knowledge and skills.

Due to the lack of interpretation unity of the educational material content on various subjects, the motivation and interest to the study of certain basic subjects, especially mathematics, is significantly reduced. In our view, the important methodological tool to enhance the motivation in the subjects' study is the necessary teacher's argumentation of the role of this or that topic in the formation of professional knowledge. This approach makes it possible to teach students to transfer their knowledge and skills into the

other academic or professional practical situation. The goals of the modern management training, in terms of the concept of lifelong education, are reflected in different models and professional frameworks, and should direct the higher education teachers forming the professional knowledge while teaching the science fundamentals. Therefore, the first step towards the formation of the future manager is, in our view, the systematic approach that focuses on the integration of basic knowledge and skills in the basic and professional disciplines. An important consequence of the integration is that it forms a generalization, consolidation and the growth of the information capacity of scientific knowledge. As a result, certain concepts, laws and theories go into general categories, which contribute to more specific understanding of the properties and relations of the object of study. The content of the material is known to be characterized by the certain system of internal relations between concepts, so fundamental knowledge on the subject should be included in the system of existing knowledge. In this case, not the amount but the system of knowledge is formed, which is the necessary condition of the fluent usage of new professional skills, which are acquired on the basis of already formed fundamental ones. In the context of systematic approach, the teaching material has to be properly organized: each subject should be learned not in isolation but as a part of the whole, taking into account the place of each subject in the structural and logical scheme of professional training. From the didactic point of view, it provides opportunities to eliminate educational material duplication, to consider related concepts from different angles, to determine the optimal studying sequence of selected topics both within individual subjects, and within the sequence of subjects (relative to each other). The systematic approach to the implementation of content integration of fundamental and professional disciplines presupposes the solution of the problem of fundamental and professional subjects matching in the educational process. With respect to this, the fundamental knowledge is practiced in different aspects:

- as didactic science equivalents, which are considered to be fundamental;
- to connect to the certain science content, in which they reflect the search of such structural units, which could form the foundation of all scientific knowledge of the given sphere. (L. Zorina, A. Ursul, H.Mamova);

- as the general scientific theoretical knowledge (B. Kedrov, V. Lunyev).

We follow the first of the above mentioned interpretations, suggesting that the application of the fundamental knowledge to solve practical professional tasks will be the most effective if the content and characteristics of the knowledge are designed according to the specific professional tasks.

The implementation of this approach is seen in the following:

- clear systematic approach to the content selection of the teaching material on fundamental subjects;
- determination of the place and purpose of the basic knowledge in its formation in the disciplines' cycle of professional and practical training;
- taking into account the principle purpose of fundamental knowledge and the functions of interdisciplinary connections;
- creation of the flexible system of basic knowledge formation as a prerequisite for the formation of the professional thinking elements of the management students;
- engagement of students into the scientific and research work in fundamental subjects, focused on the application of knowledge in these disciplines in professional activities;
- development of the teaching means for the basic and professional skills integration while learning basic subjects;
- professionalism of the research and teaching personnel should be in constant creative search for innovative approaches to the formation of the fundamental knowledge system focused on the formation of professional thinking elements on the propaedeutic level.

Having analyzed the current approaches to defining the qualification of scientific and pedagogical staff, we can identify the following components of teachers' professionalism: [5]

- *expressive* (the ability to express an idea clearly and vividly, to comply with the architectonics of expression, the ability to communicate);
- *didactic* (the ability to build a learning process effectively based on the didactic principles);
- *authoritarian* (the ability to affect students quickly and to gain their respect);
- *scientific and pedagogical* (participation in research work and students' involvement in this work);
- *perceptive* (the ability to understand the inner world of the students);
- *communicative* (the ability to come into contact with other people easily);
- *organizational* (the ability to plan, prepare and to carry out any task);
- *major* (the ability to enhance the learning process, to predict and to prevent a conflict);
- *psychomotor* (the ability to walk, talk, and to control the motion, etc.).

Conclusions and prospects for the further research. Taking into account the activity tasks and its productive functions, which should be possessed by a manager in the managerial activity, it is considered that the list of the natural sciences disciplines (basic disciplines) requires high-quality innovative educational and scientific support, the development of effective means of systematic knowledge and skills formation, which are the basis of expertise. We have developed the didactic means system of the systematic approach to the study of some fundamental subjects of the curriculum based on the integrative approach, and the implementation effectiveness of their application will be the subject of our further research.

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