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## THE COMPLETION TO THE PROFESSION ACTIVE IS MODELED OF FUTURE ECONOMISTS IN THE MOUNTAIN CONDITIONS OF ENVIRONMENT

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**Abstract.** The article analyzes the economics of the training of the future to the profession, the analysis works on the phenomenon of commitment to the profession, defines the dominant components that directly affect the process of professional economics in working conditions in mountainous regions.

**Keywords:** market, personal commitment, professional activity, motivation.

At the stage of market reforms and democratization the training of future economics specialists, who are capable to perform the complex of social and economic challenges and can quickly adapt to the characteristics of professional activity, has the great importance in Ukraine. However, the system of training doesn't provide suitable preparedness of graduates for their practice. The young specialist acquires the considerable knowledge base and obtains a small amount of professional skills.

Current market conditions are putting fundamentally new requirements to young specialists in economical branch. According to this fact, both the process of learning in higher education in general and the training of economics specialist require the improvement for the profession in a mountain environment.

The main principles and directions of the structure and content of higher education are:

- Self-sufficient system of higher education by providing scientific, technical and cultural development;
- Improving the multilevel structure of education, the formation of different directions and duration educational programs;
- Strengthening of fundamental education.
- Expansion of universities' academic freedom in modeling the content of educational programs;
- Improving the economy effectiveness of the higher educational system;
- Taking into account global trends in educational systems and the mobility of high school graduates in the intellectual work market.

Nowadays the main task of higher education is to form an independent, responsible, socially active personality, with high level of informational culture, whose is capable to solve industrial and social problems. Today the particular attention is paid to the preparation of specialists in economy as the

most active subjects of the market economy, especially for work in a mountainous environment. An indication of formation of professional identity and moral and psychological maturity, that is necessary for its high professional activities, is professional preparedness.

In the dictionary of psycho-pedagogical concepts and terms readiness is defined as the state of the individual, which allows to enter to the professional environment successfully and to develop rapidly in a professional respect<sup>1,p.1</sup>.

In modern scientific literature readiness is associated with activities in general and professional activeness in particular. It is important in the context of our study. The majority of scientists reflect the readiness to professional activity as active individual's state, urging for action; as a result of action; as guidance to perform the professional tasks, as a prerequisite to purposeful activity and its regulation, efficiency; as a form of the subject's activity, which is included in the total stream conditions

The analysis of works about the phenomenon of personal commitment to the profession (O. Bodalov, A. Derkach, M. Diachenko, L. Kandybovych, A. Markova, V. Slastonin etc), provided the possibility to make such generalizations.

Firstly, it is a systematic, integrative phenomenon that is formed in the future for professional during the studying in the higher educational institute. The readiness for the profession is the basis of professional competence of the professional. If we consider the relationship of these phenomena in comparison to the activity, the readiness is potential and competence is real.

Second, the willingness of the individual to the professional activity consists of certain components, the first of which determines the value-motivational orientation of future specialists, the second is sophistication of his professional knowledge and skills, the third is the personal commitment, its professionally significant qualities, including those that has enabled control and regulatory functions.

Thirdly, the criterion of personal commitment to the profession is the realization of all its components, and their focused development.

Let us analyze scientific researches that are aimed at determining the readiness of future professionals to economics profession. The requirements to professionals of economics get modifications periodically. This change affects at the individual criteria and indicators of readiness patterns. V. Stasiuk is studying he problem of commitment to the profession of economists. Scientist divides components into groups: the first group defined components that characterize professional quality specialist, the second group describes the personal qualities of professional economists. She considers that professionals should be characterized by the following professional qualities as planned informative, motivational, supervisory, and organizational and coordination. The personality behaviors are self-awareness, reflective and communication, emotional, mobilization, strong-willed<sup>10,p.9</sup>.

Studying the problem of future specialists in economy to the profession V. Reznik considers this commitment as a complex of personality formation, an integral characteristic of the individual, which is a complex reflection of the personality traits and professional qualities amount. Those qualities are necessary for a successful professional. According to the author's view the readiness for future economical specialists to the profession includes the following components: psychological readiness (motivational component, a component of sociability, reflexive and volitional components), the theoretical readiness (intellectual, cognitive and informational components), practical commitment (active, organizational and executive business components), willingness to further improvement as a specialist (creative and heuristic components)<sup>8,p.6</sup>.

The research of I. Nosach investigated the problem of the future economists' professional skills formation in the process of integrative professional disciplines. She identified such components of readiness to the economist profession as a motivational, evaluative, cognitive and professional identity<sup>11,p.89</sup>.

C. Tarasova examined the requirements for professional managers of financial economics. She refers informational, motivational, psychological and reflexive components to the structure of future managers<sup>1,p.7</sup>.

After analyzing the nature of "readiness for professional activity" concept and different researchers' approaches in determining the readiness of the phenomenon, we consider that:

- Willingness to human activity is a multi- entity complex which is identified in accordance with the individual requirements to certain activities;
- the existence of activities' preparedness is a prerequisite implementation of the activities;
- The problem of preparedness to the activity is not confined to theory, and has the distinct practical importance;
- The relationship of psychological and pedagogical approaches in determining the readiness of the individual to activity gives the suggestion about its psychological and pedagogical origin.

Analysis of scientific literature suggests that the willingness of graduates to the profession in the present researches is determined differently because of the scientific approaches divergence and specificity of a particular profession.

The readiness of future specialists in economy stands as the foundation of professional training. It defines professionalism, allows exploiting themselves in a particular activity, and promotes self-improvement, self-development of specialists.

The analysis of V. Slastonin, O. Moroz, V. Stasiuk, L. Dobrovolska and others researches led to the conclusion that the willingness of future specialists in economy to the profession in the mountainous area includes such key components: psychological readiness, theoretical willingness, practical preparedness, willingness to further self-improvement.

In our point of view the components of readiness for professional activity of future economists in mountainous environment should add the following: motivational, cognitive and professional orientation.

Characterize each of the components of readiness. Motivational component is included in the structure completion by almost all the scholars. A positive attitude towards future careers is serving as the driving force for the acquisition of knowledge in the specialty. Positive mood regarding future careers is one of the criteria, which forms a stable motivation. The indicators should include the criteria expressed positive motivation and focus to economic activity, to work in the economic field, belief in the importance of their chosen profession, the need to apply their knowledge and skills in practice, prompt adjustment when changing to vocational training activities.

Motivational component system includes all kinds of motives, containing motives external affirmation. Students can motivate their choosing of this economist profession by achievement of high social status. Economics experts wish to hold high-ranking position in that branch in future. We took such indicators that express the criterion of external assertiveness: a high social status, the possibility for career advancement, salary, and desire to hold the high workplace.

To the motivational concept consists of components that operate at the subconscious level. That's why the intrinsically motivated students should be included to the structure of motivation. It is expressed by the following factors: awareness of the need for intensive study of selected professional disciplines, desire for career growth, a desire to the best self-demonstration among colleagues from the professional point of view.

Motivational component is complemented by cognitive one, which fully reveals the features of future careers. The level of economics students' professional preparedness depends on theoretical knowledge, practical skills and compliance with modern requirements. During the execution of jobs future economists carry out financial, economic, organizational and administrative activity and activity in the field of commodity and judgments of statistical analysis of the results, the introduction of accounting. In our opinion, one of the criteria is theoretical cognitive component availability, which indicators include: the availability of basic professional knowledge, economical thinking and owning professional terminology.

In order to use the theoretical knowledge a student must possess the skills of their practical application. The professional economics work associated with the processing of incoming information movement. An important task of universities is to prepare students for the creative application of knowledge. Thus, the criterion of cognitive component for the successful professional activity is the practical readiness, expressed by factors of advanced creative thinking, the ability to process information independently and using the software.

Nowadays the implementation of economics professional duties is unthinkable without ICT. Therefore, we believe it is important criterion is expressed in ICT skills. The indicators of this criterion are: general possession of the necessary software, possession of software products with professional purposes; finding professional information, communicative skills with colleagues about professional issues on the Internet.

Students should focus on the fact that it causes additional stress, to know the requirements of the chosen profession for the successful professional activity. Future professionals need to understand what will be connected with their work. This professional orientation component should face students to the future professional activities and its responsibilities. It is expressed by the requirements of career awareness criterion that contains such parameters as readiness for training during the career, the ability to take responsibility, the ability to make important decisions.

Thus, systemic, holistic view of the nature and structure of future economy specialists to the profession, promote the effective formation of economic students' readiness to the profession in a mountainous environment.

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