

CONTEMPORARY DEVELOPMENT OF PROFESSIONAL TRAINING OF SPECIALISTS IN ECONOMIC SPHERE

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The urgency of studying base concepts of theoretical semiotics and their interpretations in preparation of experts of an economic structure is defined by that it enables: (a) to consider the validity environmental use within the framework of investigated subjects as set of sign systems (language, a science, advertising, etc. as the special sign systems having the syntax, semantics and to the pragmatist); (б) to learn the world environmental use from positions of the semiotics approach, giving the tool for process of knowledge - set of sign systems (including, formal languages - a special class of the abstract sign systems, being a version of the sign systems acting in a role or subject language for any subject domain, or a meta language).

In this article is considered the tendencies of development of modern higher education in the world. Article is characterized strengthening of practice-guided character of high school education. This is explained by aspiration of universities to prepare the specialists, which capable in maximum short term to adapt to quickly varying conditions of professional activity, to new information technologies and systems of the communications, which have penetrated and became important part of any modern profession.

Dynamics of process of growth and the changes of science technologies, strengthening of an information saturation of professional environment, active introduction of new information technologies in professional activity provide direct influence on organization, purposes and contents of preparation of the future experts in institution of higher education.

Besides, the existing tendencies of modern institutions of higher education in the world are characterized by strengthening of its practice-guided character. This is explained by aspiration of universities to prepare the specialists, capable in maximum short term to adapt to quickly varying conditions of professional activity, for new information technologies and systems of the communications, which became important part of any modern profession. Therefore basic priority of development of education today becomes it personal focused orientation, i.e. organization of process of professional train-

ing of the future specialist in logic kompetentnostnuy approach in view of such directions and conducting ideas of the Concept of modernization of the Russian education, as informatization, fundamentalization, gumanization and individualization of process of training.

It is possible conditionally to consider the listed above factors as the external preconditions, influenced development in Russia of system of high professional education and determined some conceptual directions of development in conditions of a modern information society.

On our sight, such directions it is possible to consider:

1. fundamentalization of professional training of the specialist in logic of competention approach;
2. development of the contents of training to mathematics and computer science of the specialists on base semiotics approach, that allows to form their special (or specialized) level of information-analytical competence.

In turn, the specified directions are closely connected to the following pedagogical tasks, which are urgent for modern Russian system of high professional education:

1. improvement of methodology and strategy of structurization and selection of the contents, methods, organizational forms and means of training, which are appropriate to tasks of preparation of the mobile specialist, having set of the professionally important qualities, neces-

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sary in modern conditions of an information society;

2. designing and construction of methodical systems of training, focused on development of potential trained, on formation of professional competence of the future specialist;

3. development of estimated materials for existing diagnosing methods of the control and estimation of a level of formation of professional competence of the future specialist.

On our sight, the realization of each of the specified directions will be based on the concept "an information society", offered A.I. Rakitov¹, which is based on the following items:

- ◆ in a modern society a high value, basic goods becomes the information;

- ◆ the most part of the population of the Earth is absorbed by sphere of information activity and service;

- ◆ the introduction of computers and robots creates huge weight of the "superfluous" people, only which part can adapt to a new information society on the basis of retraining, conducted on the basis of a computerization of education;

- ◆ to radical change is subject all culture, system of social connections, family-consumption relations, organization of authority and social psychology;

- ◆ the information of a society is in itself irrelative to what social system it is realized in.

The given items concern also professional sphere, contact with change of the contents of professional activity, requirements to qualification and professional training of the specialists. In these conditions on the foreground are put forward such professionally important qualities of the expert, as *information culture* and *professional mobility*.

The information culture includes, in particular: understanding of laws of information processes; skill to organize search and selection of the professionally important information; skill to estimate reliability, completeness and objectivity of the acting information; understanding of information technologies as sets of means for the decision of professional tasks; application of the received information during professional activity.

The professional mobility, according to items of G.N. Nekrasova², assumes readiness of the specialist quickly, without expenses of the large

intellectual and strong-willed efforts adequately to react to changes in professional activity. All this assumes presence of ability to compensate professional lacks, to form new skills and skills, independently to improve the qualification.

Therefore modern system of professional training should focus the future specialist not simply on acquisition subject narrow specialized knowledge, skills, and also on acquisition "over subject" competences for successful work in the sphere, for reception of new knowledge, and if necessary to master a new profession, to change a direction of professional activity.

The perfection of methodology and strategy of structurization and selection of the contents, methods, organizational forms and means of training, which are appropriate to tasks of preparation of the mobile specialist, having set of the professionally important qualities, which necessary in modern conditions of an information society, should be carried out on a new ideological basis, connected with *competence approach*.

In the given context the important place in preparation of the future specialists, including specialists of an economic sphere, is allocated to *formation of professional competence in the sphere of information technologies, and also development of information-analytical competence and its formation on special (or specialized) level*.

On our sight, the important factor, influenced to the formation of specified competences and their development, is the training to mathematics and computer science of the future specialists of an economic sphere, and also information modeling *on a basis semiotics approach*.

We shall notice, that in our research³: 1) we understand *professional competence* as the integrated characteristic, determining ability of the specialist to solve professional problems and typical professional tasks, arising in real situations of professional activity, with use of knowledge, skills, professional and vital experience, values and bents; 2) we separate in formation of professional competence of the future specialist the formation and development on various levels of education the *key, base and special competencies*.

According to the given approach, the formation of professional competence of the specialist of any sphere in any subject sphere should be based on structural model of its professional competence, which (as a rule) is developed by intoprofessional

differentiation and represents the interconnected set of different kinds of competencies and competitions in subject spheres, determining a sphere of activity of the specialist. Besides, in model should be submitted not separate professional functions, and complete contents of activity of the specialist in any subject sphere, and also system of professional tasks, solved by it.

Thus, competention approach allows at the present stage by means of correction of the contents of training in concrete subject spheres, determining a sphere of activity of the specialist, to carry out development of all system of professional training of the specialist. Besides, competention approach at the present stage will allow to ensure the future specialist with convertibility of knowledge through the skills, acquired by him, to decide concrete fundamental tasks of a subject sphere, which compose or describe the concrete competence of the specialist of this sphere.

Let's notice, that the organization of process of training of the future specialist in logic of competention approach requires the perfection of system of diagnostics of results of training, namely development of essentially new estimated results and diagnosing techniques. So, for example to check up, as far as functioning system of professional training, leading to qualitatively new results of professional preparation, are necessary the diagnosing methods of the control and estimation of a level of formation of professional competence of the future specialist. Thus diagnostics of formation of professional competence must:

- ◆ to be based on structural model of professional competence;

- ◆ to be considered from positions of *level approach*, allowing, basing on the certain levels of mastering of knowledge and skills, acting by components of professional competence, to select and to use adequate methods of diagnostics, directed on objective estimation of quality of preparation of the specialists;

- ◆ to be developed in view of features of designing of means of information of education, introduced in traditional educational process, on the basis of the *modular approach* to organization of structure of the contents of training;

- ◆ to give an opportunity of reception of complex quantitative estimations of results of training.

The data of achievement of the certain level of professional competence on different levels of education also are extremely important for diagnostics

of educational process, as its give to teacher an opportunity of the proved choice of the further methodical ways of training, *differentiation and individualization* of study-cognition activity of the student in frameworks of humanity paradigm of education.

Let's notice, that in the psychology-pedagogical literature⁴ the individualization is treated as the account of individual features trained during training in all its forms and methods irrespective of the fact which the features and in what measure are taken into account. Differentiation is meant as the account of individual features trained in that case, when they are grouped on the basis of any features for separate training. The training in this case is usual occurs by the a little bit various educational plans and programs.

Thus, the actuality of the concept of development of system of professional training of the specialist of an economic sphere is caused not only practical needs, but also ambiguity of the existing methodological and theoretical approaches to his professional training, formation of his professional competence. The search of ways of increase of quality and efficiency of preparation of the modern specialist in conditions of informatization⁵ of education is carried out as in sphere of study of advanced pedagogical experience, and in sphere of creation of new pedagogical information technologies with a support on intensive techniques, directed on optimization of educational process.

By influence of set of the described factors there are those qualitative changes, which in the greater measure characterize development of system of professional training of the specialist in conditions of informatization of a society.

¹ A.I. Rakitov. Philosophy of computer revolution. M., 1991.

² G.N. Nekrasova. The prepaing of teacher of technology to using of means of information technologies in professional activity: Monograph. M., 2004.

³ Kompetentnostnuy approach in pedagogical educaion: Monograph / By edited Prof. V.A. Kozuyrev and prof. N.F. Rodionova. Sanct-Peterbg., 2004.

⁴ E.N. Pekhota. An individualization of professional - pedagogical preparation of the teacher: the monography / By edited M.A.Zyazuna. Kiev, 1997.

⁵ N.I. Ruyzhova, S.D. Karakozov, V.I. Fomin. Making information culture of the specialist in a context of information of education // Vestnik of Samara State University of Economics. Samara, 2007. № 9 (35). P. 94.