

UDC: 377:005.336.2

ORCID: 0000-0001-9445-6348

DOI: <https://doi.org/10.24195/2414-4665-2017-10-22>**Iryna Halushchak,**

*PhD (Candidate of Economic Sciences), associate professor,
Department of Accounting and Auditing,
Vasyl Stefanyk Precarpathian National University,
57, Shevchenka Str., Ivano-Frankivsk, Ukraine*

PEDAGOGICAL CONDITIONS OF FUTURE ECONOMISTS' LEGAL COMPETENCE FORMATION

The paper aims to identify and substantiate pedagogical conditions contributing to the formation of legal competence of future economists in terms of continuous university education. The following research methods were used: scientific literature review; a survey involving third-year students of the department of Accounting and Management. In the study, the pedagogical conditions contributing to the formation of legal competence of future economists are considered as a set of specially organized circumstances that affect personal and professional qualities and are necessary for the purposeful training of future economists in order to form their legal competence. In view of this, the proposed set of pedagogical conditions and means of their implementation is considered scientifically appropriate for the formation of the legal competence of future economists, since they were distinguished according to the nature of the phenomenon under study and modern requirements for the training of future economists at higher educational institutions. The results of the conducted research prove that the distinguished pedagogical conditions cannot be applied separately but taken as a set, then they complement one another, which characterizes their close relationship and provides a successful solution to the formulated tasks.

Keywords: *pedagogical conditions, legal competence, future economists, informational learning environment, integration, interpersonal relations, motivation.*

Introduction

The modernization of the Ukrainian education system, its adaptation to the Bologna process, a deep public crisis, expansion of the private sector of production, trends of globalization and business conditions put forward new requirements and criteria for the professional training of future specialists. To implement a 'dialogue' between the education and labor markets, it is important to understand that the success of the graduates' employment is determined by the efficiency of the educational process organization, its focus on practical labor market technologies, the quality of students' knowledge, their personal and professional potential, capable of implementation in a context of competition.

Today, the tasks of higher education regarding the training of economists are changing substantially. This is due to the restructuring of the traditional education system, the introduction of new learning technologies.

The former idea of economists' professional training gradually runs its course. The "education for life" formula is replaced by a new one which is "education throughout life". This problem is particularly acute in the process of training modern economists because the efficiency of functioning and development of the state economy depends on them.

The policy of ensuring high-quality education requires the creation of an effective system of selection of scientific and pedagogical staff with a new analytical and, at the same time, constructive way of thinking. The analysis of the structure of the needs of the personnel provision of the socio-economic sphere at the present stage of development of the Ukrainian

society shows the urgent need for qualified specialists capable of solving professional tasks of a legal nature within the professional activities. Studying the range of professional tasks solved by the specialists of the economic field, including economists, accountants, marketers, managers, and others, makes it possible to establish the existence of an invariant component in the structure and content of professional activity, which is related to the need for having legal knowledge. This, in turn, requires adjusting the content of the training of future economists – its focus on the formation of integral professional competence.

The urgency of the study is due to the need for competitive specialists in the field of economics who have a high level of professionalism. In the market economy, the necessary element of economic professional education is legal training, since socioeconomic transformations that are taking place in Ukraine require a legal component to be included in job description of economists, and the legal culture to become a part of their professionalism.

For the successful formation of the legal competence of future economists, it is necessary to identify pedagogical conditions that will contribute to it, and thereby ensure the improvement of the quality of their professional training.

Aim and Tasks

The paper aims to identify and substantiate pedagogical conditions contributing to the formation of future economists' legal competence in terms of continuous university education.

The following tasks are set:

- to determine pedagogical conditions for the formation of the legal competence of future economists.
- to reveal their role and content in the training of future economists.

Research Methods

In the framework of the theoretical study, the scientific literature and documentation were reviewed in order to determine and theoretically substantiate pedagogical conditions for the formation of legal competence of future economists.

In order to find out the attitude of students towards the use of information and communication technologies, we conducted a survey among the third-year students majoring in “Accounting and Audit” and “Finance and Credit” with a total of 120 respondents. It was carried out in a written form according to the questionnaire developed by us, consisting of direct closed and open questions, the results of which then were statistically processed. A range of questions was put in the questionnaire so that it would be possible to confirm the need to implement the pedagogical condition for the effective use of the informational learning environment. The results of the survey were evaluated as follows: a high level – 8-10 points (students are aware of the importance of using information and communication technologies in their future professional activities and demonstrate positive attitude to using the elements of distance learning); an average level – 7-5 points (they do not deny the necessity of using information technology and sometimes distance learning); a low level – below 4 points (they do not consider information technologies important and do not appreciate distance learning).

Then a second survey was conducted according to the designed questionnaire which allowed to reveal the level of students’ motivation for studying legal disciplines. The questions were made taking into account the expediency of introducing a pedagogical condition that envisaged the development of motivation of future economists regarding the formation of legal competence.

The results of the questionnaire were evaluated as follows: the level of students’ motivation was determined by the number of points that can be obtained for each of the three answers to the questionnaire. High level of motivation – 21-30 points (students consider the chosen specialty to be prestigious, consider employment prospects; would like to attend additional course lessons in law); the average level of motivation – 11-20 points (they do not consider their future occupation to be prestigious, but rely on the stability of earnings in case of employment in the specialty; would like to attend additional course classes in law); low level of motivation – below 10 points (they do not consider the chosen specialty to be prestigious and cannot determine the reasons for choosing the specialty; do not want to attend a special course lessons).

Research Results and Discussion

The task of defying pedagogical conditions for the formation of legal competence of future economists requires their consideration and interpretation.

We believe that the formation of legal competence of future economists takes place under certain circumstances, which are commonly called pedagogical conditions. In order to substantiate the pedagogical conditions that would contribute to the formation of legal competence, we must specify what we mean by the “pedagogical condition” term.

In the Ukrainian explanatory dictionary, the notion of condition is defined as a necessary circumstance that makes it possible to exercise, create, form something or contribute to something [5, p. 1506]; the notion of circumstance is characterized as a set of conditions under which something occurs [5, p. 818].

In psychology, the condition is understood as a combination of phenomena of the external or internal environment, which probably affect the development of a specific mental phenomenon, which is mediated by the activity of the individual, a group of people [12, p. 206].

S. Goncharenko considers pedagogical conditions as a demonstration of a set of processes of relations that are necessary for the emergence and existence of a particular object or the circumstances of the learning process, which are the result of the selection, design and adaptation of elements, content, means, and teaching methods for achieving the tasks [6, p.255].

Besides, it should be noted that in modern pedagogy the “pedagogical conditions” term is understood ambiguously. Thus, the scientist O. Piekhota regards it as a category that “is defined as a system of certain forms, methods, material conditions, real situations that are objectively formed or created subjectively, necessary for the achievement of a particular pedagogical purpose” [13].

The researcher E. Shcheglova understands it as objective capabilities of the pedagogical process, which contribute to the solution of its tasks [16, p. 99].

V. Stasiuk interprets the term “pedagogical conditions” as “the circumstances on which the whole productive pedagogical process of professional training of specialists mediated by the activity of the individual, a group of people depends” [14, p. 175].

The ideas of two other scholars are relevant in terms of the subject of our study. S. Arkhanhelskyi [2] associates the notion of pedagogical conditions with the environment in which professional skills are formed and developed. A. Bakhov understands this term as a set of interacting activities of the educational process, which are aimed at forming a certain competence and provide a transition to a higher level of its formation [3, p. 314]. The proposed definition is focused on the complexity of the approach, the interaction of all opportunities of the pedagogical environment, takes into account the competence-based approach, emphasizing the necessity of forming not only knowledge, skills and abilities but also competencies.

In our study, pedagogical conditions for the formation of legal competence of future economists are considered as a set of specially organized circumstances that affect personal and professional qualities, and are

necessary for the purposeful training of future economists with the aim of forming their legal competence.

In determining the complex of pedagogical conditions for the formation of the legal competence of future economists that ensure the effectiveness of this process, we took into account the need for the integration of all subjects in relation to the ultimate goals of the educational process in a higher educational institution, effective use of informational learning environment and motivation to form students' legal competence.

Formation of legal competence involves mastering not separate elements of legal knowledge and skills of professional and personal qualities but a complex procedure, in which for each specific direction there is a corresponding set of educational components of personality-activity nature [9]. This is, in particular, an educational component that includes three priority tasks: the development of the theoretical component of legal competence, which provides a future economist with general legal knowledge that promotes the successful organization of professional activities; development of a practical component of the legal competence of a future economist, which is determined, first of all, by a combination of professional abilities and skills that determine readiness to solve tasks of legal activity; development of a personal component of legal competence, which forms such professional and personal qualities as professional-ideological, professional-behavioral, and personally-significant.

Consequently, legal education and socialization in the legal environment of a higher educational institution are the main means of forming the legal competence of future economists.

Given this, based on the systematic methodological approach, we have identified such a pedagogical condition for the formation of the legal competence of future economists as *the integration of legal disciplines and majors in the process of forming the future economists' legal competence*.

At the present stage in the content of education, an integrative approach has been established that leads to the integration of the content of education, which results in the integrity of students' knowledge. This approach in the process of teaching university students is considered in two aspects: the teaching of integrative courses and certain disciplines should be based on the integration of concepts, scientific terminology, application of common forms, methods of training, control, correction common for a number of professional and general subjects, aimed at combining knowledge and forming their integrity in the minds of future specialists [8, p. 356].

It should be noted that pedagogical literature usually refers to interpersonal relationships in the educational process. Instead, the term means only the use of certain acquired knowledge from other disciplines during the teaching of a certain discipline. We emphasize the need for the interconnection and interaction of educational disciplines, which involves the systematic and integrated acquisition of knowledge, the formation of appropriate

skills and abilities in the training of students, aimed at legal education.

It is about integration, which at the end gives a graduate not only the profession of economist, but also provides the right level of legal expert – in our opinion, a professional of the highest category. However, this is possible only upon a condition: more active inclusion in normative documents, namely, curricula and programs, subjects of the legal cycle. The more fundamental-legal knowledge students receive, the more effect this will give in the applied plan, that is, in professional activities, the business sector will become more secure and protected with law.

At the same time, the legal completeness of the disciplines of the economic cycle makes it possible to escape from the narrowly professional “captivity”. In our opinion, law here must play not only and not so much an educational function, but serve as a content-methodological benchmark in the training of specialists in the economic field.

The formation of professionalism in the process of studying at a higher educational institution depends, according to E. Klimov, on the combination of disciplines, with a focus on a holistic professional activity, where every discipline should serve as a means to achieve a goal [10]. Though it should be noted that only the interaction of teachers of different disciplines and the search for effective forms and methods for shaping the legal competence of future economists will contribute to the formation of competitive professionals in the field of economics who have a high level of professionalism.

To implement the first pedagogical condition, standards, curricula and work programs were analyzed. The review of the existing curricula, standards, and explanations of the Ministry of Education and Science of Ukraine shows that the general educational disciplines of the legal direction, namely, “Fundamentals of Constitutional Law”, “Commercial Law” are optional and are not always presented in curricula for economists. The “International Law” compulsory course is narrow-focused and is not essential for the professional activity of a future specialist in the economy. As for other specialized legal disciplines, such as “Business Economical Security Management”, “Financial Risk Management”, “Forensic Economic Expertise”, etc., they are individually reflected in the curricula for master-degree students and are not widely implemented.

Graduates of the Faculty of Economics have gaps in knowledge of the law, legal status of subjects of a wide range of legal relations, subjects of educational relations, have no skills for the practical application of legal knowledge and professional legal skills and sufficient level of legal literacy. And these problems are largely due to the fact that the curricula and programs of training future economists do not sufficiently take into account the nature and extent of legal knowledge, professional and legal skills, the requirements for selecting the optimal

content of legal disciplines for students of economic faculties.

In most cases, curricula for the training of specialists in the economic field are overloaded with disciplines that are often not related logically and consistently, and the content of professional training is not updated promptly. These disciplines include: “Financial Law”, “Tax Law”, “Administrative Law” and others. In the structure of these disciplines significant legislative and background information is taken: legal acts of Ukraine, official explanations and accompanying documents, financial consultations and norms, etc.

The substantive part of legal training is focused on the formation of a legal way of thinking among students of the Faculty of Economics and includes, first of all, the study of the theory of law and basic legal branches. Study of the spectrum of special branches required for graduates-economists, complements their ability to legally competently determine the legal framework for economic operations in the area of further employment or independent entrepreneurial activity. All this allows graduates of the faculty to take a worthy place among leading top-managers of domestic, foreign and joint ventures, and run their own business.

As for the content of the advanced legal training of future economists, we consider it expedient to focus the main emphasis in studying legal disciplines on majors. This will make it possible to expand the graduates’ legal way of thinking, increase the degree of their legal protection, and will eliminate the duplication of many applied academic disciplines, for example: insurance and legal regulation of insurance activities; banking and banking law, taxation and tax law, investment activity and legal regulation of investment activities, etc. At the same time, one should not forget that the high dynamics of the legislative process in Ukraine leads to the fact that most of the regulatory acts remain unstable, they are undergoing many changes, some are simply canceled and new ones arise instead. Therefore, when studying many economic disciplines, a significant role should be dedicated to working with sources of law. Shifting the focus to fundamental disciplines will enable under these conditions to stabilize curricula and programs. It will contribute to the solution of one of the most important tasks – to form future economists’ professional independence and responsibility, respect for universal values and the law as the necessary conditions for its effective integration into the modern socio-economic environment.

The next condition for the formation of the legal competence of future economists is determined by us as an *effective use of the information learning environment*.

Today, it is difficult to imagine a human sphere of life that is not based on the use of information and communication technologies (ICTs), and in which the search for new information and the expansion of the worldview would not be associated with the use of computers and network services.

A significant component of future economists’ readiness for professional activity is skills in modern information and communication technologies, communications tools and software. Since they are widely used in the professional activities of specialists in the economic field, the training of students must be carried out at a qualitatively new level.

In the process of training future economists, education should be guided by the changes taking place in the society, thus contributing to the training of highly skilled workers. Taking this into account, the national researcher T. Koval asserts that the use of the information and computer component during the professional activity will contribute to the successful performance of modern specialists in their official duties, contributing to continuous updating of knowledge and increase of the indexes of their professional skills [11, p. 5].

In the context of our study, A. Boechevar’s research is worth attention. The scientist notes that the informational and communicative competence of future lawyers is formed spontaneously. In view of this, the author proposes a methodology for the formation of informational and communicative competence of future lawyers by means of multimedia technologies. Thus, the research was carried out during three stages: motivational, reproductive-activity and creative-productive. It should be noted that the teaching material gradually became more complex from module to module, which allowed students to master the material efficiently without overload. At the same time, special attention was paid to the specifics of the use of information and communication technologies in the educational process and professional activities of a lawyer [4].

At the same time, V. Andrushchenko and V. Oliynyk suggest considering the process of introduction of information technologies in the process of training specialists as a systematic method of its organization, which will broaden students’ perceptions of using computers in the process of professional training, promote the formation of practical skills in the mastering of new means of information [1, p. 10].

Therefore, the efficiency of the training of specialists in the economic field is closely connected with the use of information technologies. Their main advantages are flexibility, the ability to be applied for different methods, learning algorithms, as well as individual responses to the actions of every student.

The main feature of the factual aspect of modern education is the multiple increase in “supporting information”, the availability of a computer information environment that includes, at the current level, information bases, hypertext and multimedia, microcosm, simulation training, electronic communications, expert systems.

It should be noted that the use of the informational learning environment implies: 1) a clear system of planning and conducting educational activities of students; 2) interactivity which provides the possibility of communication between a teacher and a student; 3) motivation and

self-motivation. In the process of mastering the course the student is motivated not only by the external control by the teacher, but by the opportunity to see the results of his/her own activities, directly participate in the formation of professional competence; 4) modularity and high level of the educational material structuring (L. Myerin, N. Bykova, O. Zarukin).

In our study, we share the opinion of L. Petukhova, who summarizing various positions of scientists, considers it appropriate to use the notion “informational learning environment” and argues that the above interpretations are the most complete due to the creation of a special program environment with necessary didactic and methodological materials, creative tasks, the inclusion of elements of multimedia and distance technologies, including providing opportunities for students to work in Moodle and Internet in general.

Within the information and communication environment two main approaches are distinguished – compensatory and distant. The compensatory approach involves the availability of new means of providing information and ways to access it. This is a certain compensation for increasing the amount of knowledge and reducing the time for its acquisition through the active introduction of multimedia technologies. According to D. Chernilevsky, the distant approach is characterized by the presence of various platforms, which ensure the functioning of distance education.

In order to assess the attitude of students towards the use of information and communication technologies, we conducted a survey. The respondents were asked the questions: Why are information and communication technologies important for you? Are you ready to use modern ICT in studying, including distance learning? etc.

The answers to the questions have shown that students are aware of the importance of using information and communication technologies in future professional activities and are ready to use them in educational activities. 16% of the respondents demonstrated awareness of the importance of information and communication technologies in future professional activities, 72% of the students noted the importance of technologies but did not substantiate their points of view, 12% of the respondents did not attach much importance to the use of these technologies. Concerning distance learning, 38% of the students showed a positive attitude towards the use of the elements of distance learning in the learning process, and 13% expressed a negative attitude, explaining it by the fact that they are full-time students, therefore they are not interested in other forms of educational activities organization.

The conducted survey confirmed the necessity of creating an informational and communicative environment with the inclusion of the content part and its program tools, which directly contribute to the organization of the technological process of training future economists.

By placing the student in the programmed information environment, one can succeed in creating the

optimal conditions for mastering the new knowledge and generalizing the conditions for intensification of the realized need for knowledge acquisition, work with information for the achievement of the tasks set.

The third condition provides the *development of motivation of future economists regarding the formation of legal competence*.

The motivational sphere occupies a special place in ‘the structure’ of an individual. It acts in two ways: as a complex set of motives and as a system of the attitudes to reality based on this motivation.

In psychological literature, a “motive” is defined as an encouragement for activity, which is formed under the influence of the living conditions of the subject and determines the orientation of his/her activity [7, p. 78].

The motive is an inductive cause, the combination of actions and deeds of a person, the source of activity. A system of motives or stimuli that determines the specific forms of human activity or behavior composes motivation. Motivation as a determining factor of human behavior plays an essential role in the organization of learning. The methodological basis for studying motivation is the position of the active theory of content, functions and mechanisms of motives formation.

The motive not only precedes activities, but also directs them. We believe that the term “motive” denotes a specific function that can be represented and implemented by anything. Despite scientific discussions, it is quite obvious that in such a complicated formation, which is a legal competence, the motivational component “concentrates” both the attitude of the individual towards socio-professional activity, and the realization of goals and needs in it, and an assessment of such an activity.

In our research, the formation of positive motivation for the study of legal disciplines involves the implementation of the content of economic training through the professionalization, in particular the creation of a professionally-focused educational-methodical complex of law for future economists whose composition, in our opinion, requires the introduction of theoretical materials, tasks for independent work, topics of abstracts, exercises containing scientific and practical information about the awareness of the essence of law and the mechanisms of its action, the appropriate use of acquired knowledge in the legal profession.

In the context of our research, an important method of motivation is the use of interactive teaching methods, information and communication technologies. Every method is characterized not only by informational and educational but also motivational impact, so interactive methods have a much greater potential for the formation of positive learning motivation, and therefore it is of fundamental importance that the selected teaching aids interact with and complement one another. In view of this, each of the isolated pedagogical conditions for the formation of legal competence does not act separately but as a whole, which characterizes their close relationship and provides a successful solution to the formulated tasks.

We believe that professional motivation of students is actively formed during the 3-4th years of study, when profession-related disciplines are profoundly taught and internship is conducted.

Concerning the results of the survey aimed at assessing students' motivation as well as determining their interest in forming legal competence it has shown that the number of the respondents who chose the profession according to the occupational prestige was 72%; 17% did not consider it prestigious and 11% were undecided. Answering the question "Would you like to acquire additional knowledge in the field of law by attending a special course?", most (82%) agreed and only 12% would not want to.

Analyzing the obtained results, it can be argued that the respondents are quite motivated to acquire profession-related knowledge and be highly-skilled experts in the field of economics.

Conclusion

In the study, pedagogical conditions for the formation of legal competence of future economists are considered as a set of specially organized circumstances

that influence personal and professional qualities, and are necessary for the purposeful training of future economists in order to form their legal competence.

The following pedagogical conditions for the formation of the legal competence of future economists are distinguished: integration of legal disciplines and majors in the process of formation of legal competence of future economists; effective use of informational learning environment; development of future economists' motivation for the formation of legal competence.

Thus, we suggest that the proposed set of pedagogical conditions and means of their implementation can be scientifically appropriate for the formation of the legal competence of future economists, since they were distinguished according to the nature of the phenomenon under study and modern requirements for the training of future economists at a higher educational institution.

Further research studies are planned to involve the experimental assessment of the efficiency of the proposed pedagogical conditions for the formation of economics students' legal competence.

REFERENCES

1. Andrushchenko, V. P. (2008). Informatsiini tekhnologii v systemi innovatsiinoi osvity [Information technologies in the system of innovative education]. *Vyshcha osvita Ukrainy – Higher education of Ukraine*, 3, 5-15 [in Ukrainian].
2. Arkhanhelskiy, S. Y. (1980). *Uchebnyi protsess v vysshei shkole, ego zakonmernosti i metody [Educational process in higher school, its laws and methods]*. Moscow: Vysshaya shkola [in Russian].
3. Bakhov, I. S. (2009). Pedahohichni umovy formuvannia profesiino-komunikatyvnoi kompetentnosti perekladachiv v systemi vyshchoi osvity [Pedagogical conditions of formation of professional and communicative competence of translators in the system of higher education]. *Visnyk Kyivskoho natsionalnoho universytetu im. T. Shevchenka. Seriya «Sotsiologhiia. Psykholohiia. Pedahohika» – Bulletin of the Kiev National University named after. T. Shevchenko. Series "Sociology. Psychology. Pedagogy*, 3, 313-323 [in Ukrainian].
4. Bochevar, A. H. (2016). Realizatsiia modeli formuvannia informatsiino-komunikatyvnoi kompetentnosti maibutnikh yurystiv zasobamy multymediinykh tekhnologii [Implementation of the model of future lawyers' informative and communicative competence formation by means of multimedia technologies]. *Nauka i osvita – Science and education*, 4, 16-20 [in Ukrainian].
5. Busel, V. T. (Ed.). (2009). *Velykyi tлумachnyi slovnyk suchasnoi ukrainskoi movy [Big explanatory dictionary of modern Ukrainian language]*. Kyiv; Irpin: VTF «Perun» [in Ukrainian].
6. Honcharenko, S.U. (1997). *Ukrainskyi pedahohichniy slovnyk [Ukrainian Pedagogical Dictionary]*. Kyiv: Lybid [in Ukrainian].
7. Drozdova, I. P. (2010). *Naukovi osnovy formuvannia ukrainskoho profesiinoho movlennia studentiv nefilolohichnykh fakultetiv VNZ: monohrafiia [Scientific fundamentals of the formation of Ukrainian professional language for students of non-philological faculties of higher educational institutions: monograph]*. Kharkiv: KhNAMH [in Ukrainian].
8. Kremin, V. H. (Ed.). (2008). *Entsyklopediia osvity [Encyclopedia of Education]*. Kyiv: Yurinkom Inter [in Ukrainian].
9. Ivani, O.M. (2012). Strukturno-zmistova model formuvannia pravovoi kompetentnosti maibutnoho vchytelia u navchalno-vykhovnomu protsesi universytetu [Structural-content model of formation of the legal competence of the future teacher in the educational process of the university]. *Extended abstract of candidate's thesis*. Kharkiv [in Ukrainian].
10. Klymov, E. A. (2003). *Puty v professyonalizm (psykholohycheskyi vzhliad) [Ways to professionalism (psychological look)]*. Moscow: MPSY; Flynta [in Russian].
11. Koval, T. I. (2007). *Profesiina pidhotovka z informatsiinykh tekhnologii maibutnikh menedzheriv-ekonomistiv: monohrafiia [Professional training in information technology of future managers-economists: monograph]*. Kyiv: Lenvit [in Ukrainian].
12. Karpenko, L.A. (Ed.). (1999). *Kratkyi psykholohycheskyi slovar [Brief psychological dictionary]*. 2nd ed. rev. Rostov n/D: Yzd-vo "Fenyks" [in Russian].
13. Piekhota, O.M. (2003). *Pidhotovka maibutnoho vchytelia do vprovadzhenia pedahohichnykh tekhnologii: navch. posib. [Preparing a Future Teacher for the Implementation of Pedagogical Technologies: Teaching manual]*. Kyiv: V-vo A.S.K. [in Ukrainian].

14. Stasiuk, V. D. (2003). Pedagogiczne umowy profesjonalnej przygotowania przyszłych ekonomistów w kompleksie «szkola – wyższy zakład oświaty» [Pedagogical conditions for the training of future economists in the complex "school - the highest educational institution"]. *Candidate's thesis*. Odesa [in Ukrainian].

15. Ilichev, L.F., Fedoseev, P.N., Kovalev, S.M., Panov, V.H. (1983). *Filosofskiy entsiklopedicheskiy slovar [Philosophical Encyclopedic Dictionary]*. Moscow: Sov. Entsycl. [in Russian].

16. Shcheglova, E. M. (2005). Razvitie polikulturnoy kompetentnosti budushchikh spetsialistov [Development of multicultural competence of future specialists]. *Candidate's thesis*. Omsk [in Russian].

ЛІТЕРАТУРА

1. Андрущенко В. П. Інформаційні технології в системі інноваційної освіти / В. П. Андрущенко, А. М. Олійник // Вища освіта України. – 2008. – № 3. – С. 5-15.

2. Архангельский С. И. Учебный процесс в высшей школе, его закономерности и методы / С. И. Архангельский. – М. : Высшая школа, 1980. – 368 с.

3. Бахов І. С. Педагогічні умови формування професійно-комунікативної компетентності перекладачів в системі вищої освіти / І. С. Бахов // Вісник Київського національного університету ім. Т. Шевченка. Серія «Соціологія. Психологія. Педагогіка». – 2009. – № 3. – С. 313–323.

4. Бочевар А. Г. Реалізація моделі формування інформаційно-комунікативної компетентності майбутніх юристів засобами мультимедійних технологій / А. Г. Бочевар // Наука і освіта. – 2016. – №4. [CXLV. – С. 16-20.

5. Великий тлумачний словник сучасної української мови / уклад. і голов. ред. В. Т. Бусел. – К. ; Ірпінь : ВТФ «Перун», 2009. – 1736 с.

6. Гончаренко С.У. Український педагогічний словник/ С.У.Гончаренко. – К.: Либідь, 1997. – 376с.

7. Дроздова І. П. Наукові основи формування українського професійного мовлення студентів нефілологічних факультетів ВНЗ: монографія / І. П. Дроздова; Харк. нац. акад. міськ. госп-ва. – Х. : ХНАМГ, 2010. – 320 с.

8. Енциклопедія освіти/голов. ред. В.Г.Кремінський; АПН – К.: Юрінком Інтер, 2008. – 1040 с.

9. Іваній О.М. Структурно-змістова модель формування правової компетентності майбутнього вчителя у навчально-виховному процесі університету: автореф. дис. на здобуття канд.пед. наук: спец. 13.00.04 – «Теорія і методика професійної освіти» / О. М. Іваній. – Харків, 2012. – 20 с.

10. Климов Е. А. Пути в профессионализм (психологический взгляд). М. : МПСИ; Флинта, 2003. 320 с.

17. Duraj-Novakova, K. (1997). *Modelowanie systemowe w pedagogice*. Krakow: Wyd-wo Naukowe WSP [in Polish].

18. Vlasiuk, I. V. (2015). Determinational criterias of economist's professional and terminological competence development. *International Journal of Economics and Society*, 1, 121-124. Memphis, USA: ICES Foundation [in English].

19. *Interdisciplinary dictionary*. Retrieved from: <http://www.merriam-webster.com/dictionary/interdisciplinary?show=0&t=136811091>.

20. Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015). Retrieved from: <http://www.enqa.net/bologna.lasso> [in English].

11. Коваль Т. І. Професійна підготовка з інформаційних технологій майбутніх менеджерів-економістів: монографія / Т. І. Коваль. – К.:Ленвіт, 2007. – 264 с.

12. Краткий психологический словарь/ ред.-сост. Л.А.Карпенко; под общ.ред. А.В.Петровского, М.Г.Ярошевского. – 2-е изд., расш., испр. И доп. – Ростов н/Д: Изд-во "Феникс", 1999. – 512с.

13. Пехота О.М. Підготовка майбутнього вчителя до впровадження педагогічних технологій: Навч. посіб./ О.М. Пехота та ін. – К.: В-во А.С.К., 2003. – 240 с.

14. Стасюк В. Д. Педагогічні умови професійної підготовки майбутніх економістів у комплексі «школа – вищий заклад освіти»: дис. ... канд. пед. наук: спец. 13.00.04 «Теорія та методика професійної освіти» / В. Д. Стасюк. – Одеса. – 2003. – 291 с.

15. Философский энциклопедический словарь / [гл. редакция : Л.Ф. Ильичев, П.Н. Федосеев, С.М. Ковалев, В.Г. Панов]. – М. : Сов. энцикл., 1983. – 840 с.

16. Щеглова Е. М. Развитие поликультурной компетентности будущих специалистов: дисс. ... канд. пед. наук: спец. 13.00.08 «Теория и методика профессионального образования» / Е. М. Щеглова. – Омск. – 2005. – 164 с.

17. Duraj-Novakova K. Modelowanie systemowe w pedagogice / K. Duraj-Novakova. – Krakow: Wyd-wo Naukowe WSP, 1997. – 392 s.

18. Vlasiuk I. V. Determinational criterias of economist's professional and terminological competence development / I. V. Vlasiuk // International Journal of Economics and Society. – Memphis, USA: ICES Foundation, 2015. – [Vol. 1, Issu 1]. – P. 121-124.

19. Interdisciplinary. - Електронний ресурс. – [Режим доступу]: <http://www.merriam-webster.com/dictionary/interdisciplinary?show=0&t=136811091>.

20. Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) – Режим доступу: <http://www.enqa.net/bologna.lasso>.

*Ірина Євгенівна Галуцук,
кандидат економічних наук, доцент кафедри обліку і аудиту,
Державний вищий навчальний заклад
«Прикарпатський національний університет імені Василя Стефаника»,
вул. Шевченка 57, м. Івано-Франківськ, Україна*

ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПРАВОВОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ЕКОНОМІСТІВ

В умовах становлення демократичного суспільства пострадянських держав проблема професійної підготовки сучасних фахівців є ключовою й основоположною для науковців та практиків сфери вищої освіти. Актуальність дослідження зумовлена новим соціальним замовленням України на конкурентноздатних фахівців у сфері економіки, які володіють високим рівнем професіоналізму. В умовах ринкової економіки необхідною ланкою економічної професійної освіти є правова підготовка, оскільки соціально-економічні перетворення, що відбуваються в Україні, потребують, щоб до складу професіограми економіста був включений правовий компонент, а правова культура стала складовою його професіоналізму. Мета статті полягала у виявленні та обґрунтуванні педагогічних умов формування правової компетентності майбутніх економістів в умовах неперервної університетської освіти та висвітлення результатів анкетування студентів щодо запропонованих умов. Під час дослідження використано такі методи: аналіз наукової літератури та документації з метою визначення й теоретичного обґрунтування педагогічних умов формування правової компетентності майбутніх економістів; анкетування серед студентів третього курсу. У дослідженні педагогічні умови формування правової компетентності майбутніх економістів розглядаються як сукупність спеціально організованих обставин, що впливають на особистісно-професійну якість, визначаються й усвідомлюються учасниками педагогічної взаємодії і є необхідними для цілеспрямованої підготовки майбутніх економістів до професійної діяльності з метою формування правової компетентності майбутніх фахівців. Було виділено такі умови формування правової компетентності студентів-майбутніх економістів: інтеграція правознавчих та дисциплін фахової спрямованості, ефективне використання інформаційного навчального середовища, розвиток мотивації майбутніх фахівців щодо формування зазначеної компетентності. Результати проведеного дослідження доводять що, кожна з виокремлених педагогічних умов формування правової компетентності виступає не відокремлено, а в комплексі, – доповнює іншу, що характеризує їх тісний взаємозв'язок і забезпечує успішне розв'язання сформульованих завдань.

Ключові слова: педагогічні умови, правова компетентність, майбутні економісти, інформаційне навчальне середовище, інтеграція, міжпредметні зв'язки, мотивація.

Submitted on September, 15, 2017

Reviewed by Doctor of Pedagogy, prof. V. Nesterenko
