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PROBLEMS AND PROSPECTS OF IMPROVING THE QUALITY OF MANAGEMENT TRAINING

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ПРОБЛЕМИ І ШЛЯХИ УДОСКОНАЛЕННЯ ПІДГОТОВКИ УПРАВЛІНСЬКИХ КАДРІВ

Аналіз основних проблем у підготовці управлінських кадрів засвідчив, що на сьогоднішній день існують суттєві розбіжності між якістю підготовки фахівців вищими навчальними закладами України та вимогами роботодавців. Серед шляхів підвищення якості підготовки управлінських кадрів визначено, що стратегія навчальних закладів сучасного типу повинна бути орієнтованою виключно на потреби регіонального ринку праці.

Анализ главных проблем в подготовке управленческих кадров показал, что на сегодняшний день существуют значительные отличия между качеством подготовки специалистов высшими учебными заведениями Украины и требованиями работодателей. Среди путей повышения качества подготовки управленческих кадров определено, что стратегия учебных заведений современного типа должна быть ориентированной исключительно на нужды регионального рынка труда.

Analysis of the basic problems in the training of administrative staff demonstrated that today there are significant differences between the quality of training higher education institutions of Ukraine and the requirements of employers. Among the ways to improve the quality of administrative staff determined that the strategy of educational institutions of the modern type should be focused solely on the needs of the regional labor market.

Ключові слова: роботодавці, профосвіта, соціальні аспекти, психолого-педагогічна підготовка, регіональний ринок праці, освітній простір регіону, інноваційні форми навчання, практичні навички.

Ключевые слова: работодатели, профобразование, социальные аспекты, психолого-педагогическая подготовка, региональный рынок труда, образовательное пространство региона, инновационные формы обучения, практические навыки.

Keywords: employers, vocational education, social aspects, psychological and pedagogical training, local labor market, educational environment of the region, the innovative forms of learning practical skills.

Formulation of the problem

Vocational education is not only a supplier of skilled professionals in the labor markets of Ukraine and Europe, but actually forming the basic body of the paradigms of society. From the quality of the implementation process of training in higher education institutions indirectly depends on performance the successful employment of graduates, and the efficiency of their practice in the institutions, organizations and industrial enterprises.

Through labour activity, some experts define qualitatively and quantitatively not only the dynamics of the particular organization, industry or businesses, but also the totality of social and economic relations in the country. Therefore the implementation of research regarding quality aspects and problems of training specialists with higher education is quite important task to a successful solution of which depends.

That is why it is important to analyze the psychological,

pedagogical and social aspects of the educational process in higher education institutions that train specialists economic and administrative structure, and also to analyze the causes of the currently existing material conflicts between the relevant requirements of employers to aggregate professional knowledge, skills and abilities of university graduates and their real level of quality.

The analysis of recent research and publications

Research on aspects of the effective operation of higher economic and management education has received much attention in research and numerous publications of scientists, namely K. Berkity (training of Bachelors in Financial and Economic College) [1]; Vachevskiy M., T. Hrygorchuk (formation of professional competence of marketers) [2]; JI. Dybkova (individual approach to shaping the professional competence of economists)

[3]; M. Kolyada (information culture Economist) [4]; T. Poyasok (psychological and pedagogical training of future economists) [5]; O. Smilyanets (preparing future professionals using information technology) [6].

Foreign researchers, in particular, such as J. Albertini, A. Beyton, M. Blaug, M. Hrobons, A. Chevallard also made a relevant contribution to solving this problem.

Almost all post-Soviet states, due to the dramatic changes in the content of social and economic relations, has been significant changes as the structure and nomenclature of specialties that are the most relevant to customers of educational services. During the last 25-30 years, constantly and continuously increased demand among the population of these countries to educate their children in the fields: management, economics and law. In contrast, there was a significant decrease in interest in teaching in universities and colleges in areas of training in basic and natural sciences. Exceptions from this rule are only specialty dealing with information technology. Today, this process is almost stabilized. Also, there was formed, a weak but quite clear bucking the trend.

The main material

During this time, the labor market in Ukraine was supplemented great army of specialists with diplomas of higher education for economic and accounting profile financiers, managers and lawyers. Today, some of its members have two and sometimes three university diplomas and one vacancy claim more than three or four people. The demand for these categories of professionals falls far short of supply. First of all, this situation is in regional labor markets.

However, the foregoing statement is correct only in terms of quantitative evaluation. The qualitative aspect of this process is the trend reversed. Today, according to a survey of employers, there is a clear shortage of qualified personnel who are capable enough to carry out a qualitative level career in the field of economics and management, those who have actual practical set of skills and abilities, social characteristics that would fully satisfy the actual needs of employers. Even though the deficit is now slowly but gradually increasing.

Quite often university graduates in Ukraine are unable to perform simple, in terms of intellectual ability and specific set of skills work. This problem is aggravated also that indicated statement fully applies to junior specialists, bachelors, and masters, all levels of training in higher education.

All of the above categories do not have enough specialists not only theoretical knowledge as basic skills independently to absorb, to fix in their own memory, and actually implement a set of simple practical actions within functions, which must be performed during the work on a particular position. In addition, they are unable to practical implementation of the principle of «lifelong learning».

The system of economic education, a basis which was laid in the former Soviet Union, due to its natural inertia, which is characterized by absolutely all complex systems do not actually have time to react to dynamic changes with labor market requirements. This is due to the lack of practical experience in the

vast majority of university teachers in enterprises, institutions and organizations that are implementing their activities in the economic, management and finance. This category of research - teaching staff, unfortunately, can not practically implement a "dive" in a professional environment, with a view to sharing experience in positions that are supposedly take students studying under their leadership, after graduating from university, institute, academy or college .

For this reason, knowledge of future economists, accountants, financiers and managers tend to have mainly theoretical. Even if graduates is "armed with" a certain amount of practical skills and abilities in their professional field, until the end of his higher education and entering the labor market, these skills significantly lose their relevance. In addition, the rate of "aging" of knowledge increases all the time, and a loss of relevance of these skills and practical skills.

In this case, in fact, there is a significant conflict between the dynamics of the real needs of employers today, especially in large cities, are willing to pay the wages of highly skilled professionals is almost at the European level, and the ability of most universities in Ukraine to ensure an appropriate level of quality graduate education. The above contradiction needs sooner solution which can significantly contribute to the overall advancement of social and economic relations in our country.

Today, rapid rate changing requirements for quality of graduates by employers, and accordingly it must affect the requirements for science teachers and their activities according to modern requirements of the labor market. Today, necessity of development a model of economic professionally-oriented education which would correspond to demands of time and ensure sustainable provision of a specialized institution for the education market.

From the institution of the modern type required to implement new approaches to education, providing along with fundamentality its development of communicative, creative and professional competencies, self-education requirements based on the potential of multiple content and organization of the educational process.

Modern conditions of society dictate increasing requirements for level of education, communication and general culture of the future specialist to be highly professional, combining general erudition with knowledge of a particular field of activity, is able to define strategic objectives, establish rapport and interaction with individuals or social groups, culture that is highly communicative activity. Today we can observe the demand (or even deficit) communication knowledge and skills of professionals in a variety of areas.

As you know, the main customer of qualified personnel who have received higher education is mostly regional labor market as one of the main ways to improve vocational education has become a focus on the needs of the local labor market. The mission of universities, especially those located in areas to be determined to prepare a skilled workforce, primarily to meet the needs and specifics of the region, business and prospects for economic development. Today's realities dictate new approaches to the

formation of the educational process with a focus on the needs of the regional labor market. One solution to this global problem in Ukraine has become a practical implementation of an innovative project to create an educational space in the region (ESR) [7].

Educational space in the region must be regarded not only as the sphere of education and science, but also as the sphere of production, since the availability of highly trained specialists educational institutions should be the main prerequisite for economic development.

To date, are absent methodology for assessing the positive impact of education on regional socio-economic changes in economic reform, from the fact that education system usually does not respond to the needs, problems and changes that occur in the region in the labor market. In neither region of Ukraine does not feel serious impact of educational institutions on the economic development of the region.

The current state of educational space characterized by weak regional integration links between educational institutions and the lack of communication of regional education authorities and business.

Formation of the ESR begins with an analysis of the current state of the educational sector in the region and its impact on sustainable development, introduction of new learning technologies, forming a fundamentally new relationship between the educational institutions of the region.

The educational environment of the region, its formation, primarily involves determining the number of educational institutions that are able to provide the necessary staff for the region and fully meet the needs of the labor market.

The most effective direction of improving the quality of any educational process is to create psycho-educational environment in which student can take a proactive stance and personal to fully reveal not only as an object of education, but also as a subject capable of creative self.

It is known that on the shape of classes and teacher of the ownership interest in it largely depends on student performance of this class. So according to the Ukrainian psychologists student reading eye, saves 10% of the information; listening to -25%; considering 28%; listening to and considering 45%; discussing -67%; personal experience -75%; joint activity with a discussion of -85% and train others -92%.

Speaking about management of training, development and formation of not only as professionals, but individuals need to introduce into the learning process for new approaches and methods of teaching special subjects using gaming and problematic teaching methods, design of production and life situations, the use of psycho-teaching and adaptive training.

The introduction of the educational process of innovation learning helps to address learning tasks students are starting to use along with the traditional non-traditional learning. Thus, they are not objects, but subjects communicative dialogue with the teacher.

It is fundamentally important moment in the pedagogy of cooperation, because even outstanding Chinese philosopher, educator Confucius said:

I hear and I forget.

I see and I remember.

I do and I understand.

Compliance of the requirements of future professional activity relationship study of manufacturing practices, workplace learning, the relationship of theoretical courses with practical things, continued training in the workplace while studying in school - this is what forms the basis of highly skilled professionals.

The results of training activities are in direct proportion to the ratio of theoretical and practical training. The training of managers is particularly important to ensure the formation of skills during internships that show the ability of students to organize theoretical knowledge gained during the classes. Also assess the suitability the student to maintain professionalism, the value of the practice is even that gained experience with management and labor organization promotes communication skills, creates a positive attitude.

First of all, it is necessary to approximate the timing of the full cycle of professional training to real time updates on current labor market knowledge and skills. In other words, vocational education instead of all the time to catch up with the dynamic development of elements of information and intellectual professional environment should try to arrange a mutually with it speed.

It is also necessary that teachers engaged in training students in the universities, in person by a term corresponding to a full cycle of training specialists appropriate level of qualification, several times were not just formal retraining, as it often happens in Ukrainian universities, but carry out short-term training 2 - 3 months in companies and corporations that are leading in a particular area.

However, they are actually realize a number of important functions within the line of duty in the positions of the lower and mid-level management hierarchy. That's when they can successfully pass your practical experience to students, as well as more efficiently prepare them for independent professional activity. This requires a radical overhaul of the structure and content of training managers, economists, accountants and financial experts with higher education in universities of Ukraine.

The efforts of teachers in the higher educational institutions in Ukraine for training of economic profile with a high level of knowledge and skills, is highly fragmented due to overloading of curricula lots of subjects. The normative part of the educational and vocational programs, and variation formed by individual universities and colleges, it is assumed in the Bachelor and Master Training capture knowledge within the limits subjects that are quite slight in volume. Given that the current room work to assigned, usually only half, or even less, of the total number of hours that a teacher is only the time actually reading the contents of the course and its basic concepts.

Deep theoretical knowledge and furthermore established practical skills, this approach to the educational process management professionals profile universities can not provide. Students do not actually make their own attention to switch from one training course to another, navigate the terminology, understand the principles, methods, technologies and

implementation of activities in the economic sphere, which are offered under the mentioned subjects.

Thus, to solve these problems, it is need:

□ integration of science and practice collaboration of educational institutions, enterprises, organizations and economic spheres of the region;

□ renewal and reorientation of vocational, educational, vocational, psychological and methodological training and refresher training of specialists of high school.

The principle of targeting contents of psycho-pedagogical training to achieve the main goal of training in higher educational establishment involves the formation of a creative, fully developed, spiritually rich person's future professional management profile that has a scientific outlook, broad-minded, ever care about yourself improving, physically well developed, namely prepared to participate actively in public life.

Therefore, the content of psycho-pedagogical training should be aimed at fostering students' inner need for self-development, self-realization, self-determination, self-organization, self-rehabilitation.

Special attention deserve system of creating a culture of student thinking, self-regulation skills, mental and physical elements of the training staff and the future of professional psychological and pedagogical training for modeling situations while solving professional tasks.

The structure and components of professional training profile management require significant improvement and modernization, which should be the basis for changing educational and vocational programs and curricula with the transfer of emphasis in the implementation of educational processes relevant to the formation of the regional labor market of theoretical knowledge and skills. To this end, it makes sense to use the experience of the professional training of our fellow teachers from near and far abroad.

Conclusions

The article analyzed main problems in the area of management training in Ukraine's universities. Special interest are:

□ curricula overloaded with a large number of small subjects, which prevents the student to focus on in-depth studied professionally-oriented courses;

□ theoretical training of students performed without labor market requirements;

□ lack of work experience in a university faculty;

□ lack of practical training of students in the learning process.

In order to improve the quality of management training encouraged educational institutions to pay attention to the following suggestions:

1) Introduce the learning process of psychological, educational and social aspects of improving the quality of management training;

2) Optimize and tailor educational programs and curricula of management training to the current requirements of employers;

3) The primary mission of the university, especially arranged geographically, should focus their activities on the needs of the

regional labor market;

4) Pay particular attention to the practical training of students;

5) For the implementation of the tasks necessary to move on to creating educational space in the region (ESR) to consolidate the capabilities of efforts and interests of education, science and business for economic development.

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ПРОБЛЕМЫ ОБЕСПЕЧЕНИЯ УСТОЙЧИВОГО ВОДОПОЛЬЗОВАНИЯ В УКРАИНЕ

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THE PROBLEMS OF SUSTAINABLE WATER USE IN UKRAINE

Забезпечення сталого водокористування в Україні є одним з найважливіших завдань. Існуючі наукові розробки з відповідної зміни системи управління водокористуванням впроваджуються в практику господарювання. Однак, ряд питань залишаються не вирішеними. Відсутність необхідної законодавчої бази перешкоджає дієвості басейнового принципу управління водними ресурсами. Не сформований економічний механізм зацікавленості господарюючих суб'єктів і територіальних органів управління у забезпеченні сталого водокористування. Серед не вирішених питань важливе місце займає система оцінки еколого-економічної ефективності водокористування.

Устойчивое водопользование в Украине является одной из важнейших задач. Существующие научные разработки по соответствующему изменению системы управления водопользования внедряются в практику хозяйствования. Однако, ряд вопросов остаются нерешенными. Отсутствие необходимой законодательной базы препятствует действенности бассейнового принципа управления водными ресурсами. Не сформирован экономический механизм заинтересованности хозяйствующих субъектов и территориальных органов управления в обеспечении устойчивого водопользования. Среди нерешенных вопросов важное место занимает система оценки эколого-экономической эффективности водопользования.

Sustainable water use in Ukraine is one of the most important tasks. Scientific research in a corresponding change in the water management system is. They put into practice management. However, several problems remain unsolved. The necessary legal framework is missing. This hinders the water management effectiveness. Not formed economic mechanism to ensure sustainable use of water. The system of environmental and economic efficiency of water use occupies important place.

Ключові слова: Водні ресурси, стійке водокористування, інтегроване управління водними ресурсами, економічний механізм водокористування, еколого-економічна оцінка ефективності водокористування

Ключевые слова: Водные ресурсы, устойчивое водопользование, интегрированное управление водными ресурсами, экономический механизм водопользования, эколого-экономическая оценка эффективности водопользования

Keywords: Water resources, sustainable water management, integrated water resources management, water and economic mechanism, ecological and economic assessment of water use efficiency

Постановка проблеми

Глобальність задач переходу к устойчивому развитию предполагает сохранение природно-ресурсного потенциала за счет экологизации экономической деятельности. Особое место в решении этих проблем занимает водный сектор. По оценкам, что были приведены на Всемирном саммите по

устойчивому развитию в Йоханнесбурге, через 30 лет половина населения Земли будет страдать от нехватки пресной воды. Для Украины это время может наступить значительно раньше, поскольку по международной классификации она принадлежит к наименее обеспеченным собственными водными ресурсами европейским государствам □2□.