

DETERMINATIONAL CRITERIAS OF ECONOMIST'S PROFESSIONAL AND TERMINOLOGICAL COMPETENCE DEVELOPMENT

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Abstract. The manuscript is devoted to the problem of criteria's determination that evaluates the level and quality of the economist's professional and terminological competences (PTC) development during economic studies. The author analyzes the need of competences evaluation to diagnose students' compliance requirements on the modern labour market. In the manuscript author suggests the development of scientific methods aimed on PTC development analysis. The author has developed diagnostic methods that meet the requirements of the students' research considering economic studies. Developed test contains 5 categories of questions, including knowledge and students' understanding, their attitude towards future profession, the ability to perform the professional tasks, students' initiative on professional development and self-improvement.

Keywords: students' knowledge diagnosis, components of professional and terminological competences, evaluation criteria, method, the level of assessment.

1. Introduction

The XXI century's society has formed new requirements for the qualified personnel' training in the economy that is characterized by high levels of professional skills and excellent possession of professional language. It will help to establish productive relationships and provide an opportunity to overcome language barriers in the future; it will also improve capacity for self-education and lifelong development of creative thinking.

During professional disciplines' teaching at higher educational establishments lecturers are faced with the need to determine not only the basic competencies that require formation, processing and development but also successful methods, logical and reasonable assessment that act as indicator of development quality of defined competencies and demonstrate weaknesses and gaps in knowledge that need further proper adjustment and testing.

In particular, the test of students' preparation for personal realization in the economic sphere, according to chosen profession and the demonstration of professional competencies, especially professional language, showed that students are not actually prepared to perform their functions. There were observed significant complications of professional terminology usage when dealing with professional management and establishing communication relations. It was hard for students to memorize new concepts and their professional orientation and learning motives are mostly external and not supported by the desire to master the chosen specialty at the high levels. Students are not used to overcome difficulties encountered in the training, particularly during economic dictionary development. They have little understanding of the creative tasks performance and economic terminology use in unusual situations.

During the research of the problems of professional competence and terminology development, there appeared a need for the disclosure and theoretical studying of key

indicators (criteria) that would give us an opportunity to assess the knowledge level and the professional skills development of students of economic specialties and their professional readiness level on the direct performance of official duties. However, certain criteria allowed us to test the economic disciplines' effectiveness and to identify the need to introduce more advanced techniques and technologies to improve the quality of teaching and learning, including economic terminology knowledge.

2. Materials and methods

Today the problems of students' knowledge and skills evaluation are represented in scientific works of T. Husak, Ye. Maimula, V. Shevchuk. In particular, E. Ivanchenko was engaged in research and theoretical justification of economists' evaluation expertise methodology. G. Gurevich, N. Nychkalo, M. Smetanskyy paid attention on methods improving the monitoring of and future teachers' skills in order to improve their training.

Scientific studies confirm the need to improve the criteria for knowledge and skills assessment of the students for their further personal realization in the chosen field, the development of the necessary professional skills and the growth rate of certain components development of the study competence.

The problem of basic criteria allocation and development for the major components of future economists PTC evaluation currently remains unrehearsed, even though there are numerous studies that are focused on the issues of knowledge and skills assessment of students that study economy.

The purpose of the manuscript is to determine the theoretical substantiation of the criteria in professional competence forming and terminology development using the techniques that check the level of competence development.

3. Professional terms' knowledge determining

During the pilot research with the purpose to determine the learning process flow' effectiveness, innovative methods and technologies usage, the definition phase and the levels of the studied processes and phenomena the teachers introduce various methods, tests, test and diagnostic sections. The obtained results help to identify some gaps in knowledge and push their students to self-study. Since we are studying PTC that involves the formation and preparation of relevant components, we consider that it is important to analyze the main evaluation criteria of the studied components.

Literature analysis helps to define the concept of "criteria". In different works, scientific researchers and educators distinguish different aspects of this concept, which makes its interpretation and disclosure easier. Among them S. Goncharenko [6] L. Shevchuk [7] analyze this term as a sign for which an assessment of any events, actions, ideas is made [6, p. 163], V. Zhuravlev [4] considers such criterion as a level of evaluation. I. Dychkivska [3] N. Molodychenko, M. Monakhova [5] consider the criteria as an index.

To our opinion, the most interesting and comprehensive definition is proposed in the study of A. Galimov [2], which stated that "the most common criterion expresses the essential feature on the basis of which accession and comparison of actual educational events is made, at the same time the degree of expression, the formation of high-quality, certainty criterion is expressed in concrete terms, characterized by a number of signs. » The criteria must comply with: objectivity, efficiency, reliability and high accuracy, orientation [2, p. 125]. Therefore, we consider the "test" as a quality measure of future economists' professional competence development.

To determine the knowledge level of professional terms by future economists in the classroom, we used: testing; questionnaires; observed the educational process of students; worked on and analyzed the results of particular fullness of correlated vocational terminological dictionary and the time interval, focused on quality of necessary knowledge mastering; conducted interviews with students and teachers about their attitude to the subject of study.

Tests were developed in such way that the results were reliable, objective, with correct statistics and provided the opportunity to interview a large number of students in a short time. Questions for the survey were selected to gain a thorough understanding of students' need to create professional-terminological dictionary and of teachers' understanding to develop future specialists' competence in economics, which will allow competing in the labour market.

4. Criteria of PTC development.

Whereas, the specialist in economics is characterized by the level of professional terminology and skills appropriate to use it, it depends on the students' knowledge and abilities to establish communication relationships to solve professional tasks. Students must be able to explain and express thoughts, based on selected components of our professional and terminological competence of economists in previous studies [1]. We have identified the main criteria by which the PTC formation is determined, including: criterion of economic

terminology' usage (level terms assimilation); criterion of terminological knowledge amounts; criterion of cognitive skills; criterion of professional orientation and personal self-understanding; criterion of professional terminology study motivation; criterion of volitional qualities; criterion of creativity, that provides an opportunity to determine the level of creative, professional-activity, motivational and volitional development and communicational and cognitive components of future economists PTC [1, p. 206]. Let's describe each of our suggested evaluation criteria.

Criterion of economic terminology' usage (level terms assimilation) aims to test future economists' professional terminology proficiency and skills appropriate to use it, which depends on the knowledge and ability to establish communication relationships that will solve professional tasks. Students must be able to explain and express their opinions. Key indicators of criterion' development are: the ability to process large amounts of information containing professional terminology; situational use of specific terminology in oral and written language, specific terminology that is necessary to perform tasks; ability to adapt professional terminology, ability to replace professional terminology, including more simple statements, ability to quickly adapt to the circumstances.

Under the *criterion of terminological knowledge amounts* we mean the number of economic terms that students are able to learn from a single topic, chapter, or classes during the professional disciplines' study that provide professional terminology knowledge development and professional broadcasting. Key indicators of this component are: professional terminology knowledge, indication of students' willingness to use professional terms while establishing communication in business relations; knowledge of professional communication and psychology, communication and knowledge of business and professional documentation as required.

Criterion of cognitive skills appears in future economists' position manifestation on the need for professional economic terminology study, understanding its importance for future professional activities; in determining students' attitude towards constant renewal of their terminological dictionary and the level of their cognitive activity.

Criterion of professional orientation and personal self-understanding reveals the students' attitude towards their future careers and allows determining the level of student chosen profession compliance.

We believe that high level of professional orientation on study material will promote students' interest in the study of the subject. It will allow quickly memorizing required information, and accompanying skills and abilities development to use this knowledge in their professional activities. That's why we focus on the tasks performance that contributes to the development and expansion of future economists' terminological dictionary and relates to future professional activities. Key indicators forming this criterion are: business communication using economic terminology; awareness of personal qualities necessary for their chosen

profession; active lifestyle, the ability for self-esteem, self-control and self-analysis while using professional terms.

Criterion of professional terminology study motivation allows determining students' motivation towards the need of professional terminology study, their understanding of its importance for future careers, understanding the need to constantly update and expand the current economic dictionary. It helps to identify the motives in professional terms mastering and to define personal relationship with existing knowledge and skills of their appropriate use, identify communications 'knowledge that formed the link between economic terminology and significant advances in professional activities, to determine how students understand the basic concepts of communication establishing importance for their professional relationships. Key indicators forming this criterion are: the need to determine the true motives of choosing the profession, study the reasons of students' terminology formation and professional values and beliefs development.

Criterion of volitional qualities demonstrates students' ability to overcome difficulties in professional tasks solving and learning new economic terms.

Criterion of creativity allows determining students' skills of economic specialties while using custom solutions to their professional issues, their ability to creatively approach their duties performance and appropriate, original use of specific terminology. The basic parameters of the investigated component are: the implementation' success of various teaching tasks on professional terminology mastering, creative problem solving in the field of economic activity and the ability to use and constantly replenish professional terminology vocabulary.

To analyze the named criteria, we have developed diagnostic methods that meet the requirements of our research. And to test their level of development, we have conducted testing and diagnostic sections.

Let's consider one of our developed methods for criteria check on students' professional orientation and self-understanding development. Developed test contains 5 categories of questions, among which are:

1. Students' knowledge and perceptions about professional activity content
2. Students' attitude towards future career
3. Ability to perform professional tasks
4. Students' initiative on professional development
5. Students' self-understanding with future profession compliance

When analyzing test results the above categories help to describe the level of professional orientation and students' self-understanding. Responses are evaluated: the answer is "Yes" - 4 points "rather yes than no" - 3 points, "Rather no than yes" - 2 points, "No" - 1 point. Number of obtained points is corresponding to one of our defined levels of students' professional orientation: high, medium and low. Let's expand the essential features of each level.

As a high level, we understand the persistent focus and knowledge of profession in the sphere of economics, confirmed knowledge of basic requirements for specialists

on the labour market, the basic duties and the qualities that a future specialist should have. Of all available professions preference is in such profession that has promising activities that benefit society. Focus on new knowledge, new skills developing and professional terminology economic dictionary expansion also applies to this level. Students must have constant self-improvement and self-development that are evidenced through the search of interesting facts about their profession tracking changes that take place in the economy and the constant updating of vocabulary. There is a creative approach to solve professional problems, new approaches to better memorize new terms and interest in learning profession. Professional independence in solving problems and matching personal traits of chosen profession represent this level.

Intermediate level is characterized by mild interest in economics. Knowledge of basic requirements and professional skills in the sphere of economy are superficial, inconsistent and unsystematic. There is intent to obtain significant advances in selected profession, understanding of the need to study professional terminology and its importance in economics profession. The attitude towards profession is positively passive. Students receive information about changes in the chosen profession at the classroom, using previously learned terminology without independent expansion of terminological dictionary. When performing professional tasks they rely on the experience, sometimes using creative approaches to study economic terms. Students prefer independent problem solving, considering the teachers recommendations. Personal qualities correspond to the selected occupation but also need further development.

Low level is characterized by fragmentary economic knowledge, partially formed skills and overview of the profession, requirements for specialists in this sector. Students understand the importance of the profession in society but the need to expand professional terminology is low, including indifference to master professional skills and renew formed terminological dictionary. Students are considering options to change the chosen profession in the future. There is no interest in further education, professional mastering of the terms is occasional and brief. Tasks are routine, made by an example. There is a constant search for help in professional issues and personal qualities discrepancy of a chosen profession.

5. Conclusions

Highlighting the main criteria for the PTC quality evaluation plays an essential role in the qualified specialists' preparation in the field of economics. It as well allows scientists to determine students' training level and how they perform their functions. It helps to identify gaps in knowledge during professional disciplines study, their subsequent processing and repetition. It indicates the quality of teaching and appropriateness of selected methods and technologies. As for the further development of the problem, we will focus on the new methods development for the future economists PTC evaluation and its components analysis.

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