
PROFESSIONAL TRAINING OF ECONOMIC INDUSTRY PROFESSIONALS IN THE UKRAINIAN AND POLISH EDUCATIONAL SPACE: BASIC CONCEPTS



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Abstract. *The article compares the basic notions of professional training economic sector in the Ukrainian and Polish educational space. The author argues that Ukraine's entry into the global and European educational space needs studying foreign experience of training future professionals chosen field. The author draws on the achievements of comparative education for parallels in the study of basic concepts in the Ukrainian and Polish educational space. Under the current socio-economic conditions contradictions between the content of educational and economic needs of the changing economic and social development in the sphere of high technology and information technology, between the level of professional economic education and employment opportunities for young professionals become more apparent. Excellent for the late 20th and early 21st century, changes in the nature of education, i.e. in its orientation, for purposes sense, increasingly orient it to the free development rights on creativity, independence students, competitiveness, mobility of future specialists. Modern higher education provides for the fundamental, general cultural, practical and professional training that should determine the pace and level of scientific, technical, economic and socio-cultural process, and formation of the intellectual potential of society.*

The analyzed concepts allow to conclude that there are different approaches to their interpretation, which often complement each other, sometimes – contrary to that but makes it possible to assert the common aspects and related areas of research training of future specialists of economic direction in terms of higher educational institutions of Ukraine and Poland.

Key words: *economic education; education; educology; comparative education; vocational training.*

INTRODUCTION. PROBLEM STATEMENT

In today's socio-economic context, the contradictions between the content of economic education and the changing needs of the economic and social spheres in the development of science and information technologies, between the level of professional economic education and employment opportunities for young professionals are becoming increasingly apparent. Changes in

the nature of education, distinctive for the end of the beginning of the 21st century, in its orientation, purpose, content, increasingly orient it to the free development of a person, to the creative initiative, the independence of students, the competitiveness, the mobility of future specialists.

Modern higher education provides for the provision of fundamental, cultural, practical and professional training of specialists, who must determine the pace and level of scientific, technical, economic and socio-cultural process, the formation of the intellectual potential of a society. The active enter of Ukraine into the world and European educational space requires studying of foreign experience of the system of training of future specialists of the chosen branch, in our research — experts of the economic branch. That is why we rely on the achievements of comparative pedagogy to draw parallels in the study of basic concepts in the Ukrainian and Polish educational space.

The purpose of the article is to highlight the basic concepts regarding the professional training of economic experts in the Ukrainian and Polish educational space.

LITERATURE REVIEW

The key concepts relating professional training of the specialists for the industry — “education”, “higher education”, “professional training”, “economic education”, “continuous education”, “lifelong education” — are analysed through the prism of views of such scholars as B. Gershunsky, S. Goncharenko, V. Ogneviuk, I. Sokolova, S. Sysoieva, A. Vasylyuk and others (Vasylyuk & Tanas, 2013; Hershunskiy, 1998; Honcharenko, 1995; Ohnevyuk, 2009). The author of the article shares position of S. Sysoieva and I. Sokolova, that education is a multi-notion concept indicating both the process and the result (Ohnevyuk, Sysoieva, Sokolova et al., 2012). Based on the comparison of the Ukrainian “освіта”, English “education” and Polish “edukacja, oświata” it is important to underline the thoughts of O. Ivashko who emphasises the differences in the meaning of the Polish terms “edukacja” and “oswiata”: the first means “education” and the second means “education”, “enlightenment”. The concept “professional training” is understood from the standpoint of M. Artyushina who interprets it as a process of gaining a certain professional qualification by a person in a relevant field or specialization, whereby that person acquires a certain professional activity and becomes capable of its realization (Artyushyna, 2011).

METHODOLOGY

The author applied the qualitative analyses. The survey of the literature (dictionaries, documents of the international organisations, monographs and articles) in the Ukrainian, English and Polish was conducted in order to understand and to structure the knowledge relating the topic of the research. The comparative analysis method was used to compare connotation of the key terms in the above mentioned languages.

MAIN RESULTS

Comparative Education (*in Polish*. Pedagogika porównawcza/komparatystyka edukacyjna) is a pedagogical science that deals with the analysis and comparison of educational systems of different countries in close connection with their political, economic and socio-cultural. Comparative pedagogy studies allow us to obtain valid national data in the context of international comparisons; an in-depth understanding of the differences between education systems in different countries; access to an international network of experts in science and education; competitive models in the world for assessing national phenomena in education; preparation of national teams of specialists for survey studies (Vasylyuk & Tanas, 2013: pp. 138-139).

We agree with the opinion of S. Sysoieva and I. Sokolova, however, that the ordering of

scientific terminology does not imply the unification of different approaches of conceptualizations and theories, even in the format of one direction of research. Technology is ordered only within the thesaurus of a team of like-minded people or an individual researcher as the process of incorporating new material through the prism of an already existing, formed system of pedagogical values and expectations (Ohnevyyuk et al., 2012: p. 227).

B. Gershunsky emphasized that education is the most technological area that is directly related to the formation of a person's personality and the formation of intellectual, spiritual and moral values of a community (Hershunskiy, 1998).

Education is the process and result of assimilation by a person of a certain system of scientific knowledge, practical skills and related level of development of their mental, cognitive and creative activity, as well as moral and aesthetic culture, which in a whole determine the social personality and the individual identity of that person. Education is one of the broadest pedagogical categories that has a holistic, multifunctional and polysemous structure. Education performs three important functions of the person: the creative one — providing a certain level of knowledge, literacy, state of emotional-volitional sphere, behavioral orientations, readiness to perform various social roles, types of activities, etc.; technological — providing a “base of life”, the formation of skills and abilities of work, social, economic, professional activity, the development of communication in various activities, etc.; humanistic — education of people in the spirit of peace, high morality, culture, understanding of the priorities of universal values (life, work, man, nature, etc.) (Kremen (ed.), 2008: pp. 614-615).

S. Sysoieva and I. Sokolova note that the concept of “education” contains a set of definitions that contribute to the awareness of a particular phenomenon in the following fields (Osvitologiya: Origins of the Scientific Direction, 2012: p. 239):

- education — for humanity;
- education — for the state and the nation;
- education — for society;
- education — for the individual.

Education (*in Polish* *Oswiata*): 1). socially organized and normalized process (and its result) of the constant transfer by previous generations to the next ones socially significant experience, which in the ontogenetic plan of becoming a personality is its genetic program and socialization; 2). systematic and organized activity aimed at providing knowledge, forming skills and abilities (Vasylyuk & Tanas, 2013: pp. 125-126).

O. Ivashko emphasizes on the differences in the meaning of the Polish terms *edukacja* and *oswiata*: the first means “education” and the second means “education”, “enlightenment”. In the context of her research, the author notes that the term “*edukacja*” is used in words that relate to multicultural education (intercultural, regional), and the term “*oswiata*” is not used in such phrases (Ivashko, 2012: p. 10).

In the European educational space, the term “education” is increasingly used. *Edukacja* (education, training, education, training; English education, pol. *Wychowanie, wykształcenie, nauczanie, oswiata, szkolenie*):

1. Education — a systematic and organized activity aimed at providing knowledge, developing skills.

2. Education is a three-pronged process of information assimilation, development and upbringing.

3. Education: deliberately organized activity based on the educational relationship between the tutor and the student, the purpose of which is to manifest the intended changes in the personality of the student; purposeful and systematic providing of knowledge of moral norms, ways of activity and behavior that make up the system of values of a certain society (Vasilyuk & Tanas, 2013: p. 48).

In Ukraine, a new area of integrated cognition of education — “osvitologia” is proposed. This trend, and now the latest educational theory, has been started by V. Ognevyuk and it most fully reflects all knowledge which belong to education, including “... education science eliminates the confusion between education itself and knowledge about education, no matter by which science it is acquired. The object of the study of education is the field of education in its sustainable development” (Ognevyuk, 2009).

“Osvitiligiya” which studies an open system — the sphere of education, is itself an open system, encompassing a requirement, conditionality, and resource brought into it from an external scientific environment (Ohnevyuk et. al., 2012: p. 148).

The issue of our study is the preparation of the future specialists of economic profile in the conditions of higher education institutions, so we consider it appropriate in this context to propose to consider the concept of “higher education” and the related “economics of education”, “economic education”, “vocational education”, “lifelong education”, “business education”, “trend”. For example, in the pedagogical dictionary A. Vasilyuk and M. Tanas propose the following definition: “Higher education (pol. Studia wyższe) — according to the decisions of international organizations, such education is considered to be all recognized education options” by higher legislation or other official acts of certain countries (Vasilyuk & Tanas, 2013: p. 126).

The Law of Ukraine “On Higher Education” states: higher education is a collection of systematic knowledge, skills and practical skills, ways of thinking, professional, world-view and civic qualities, moral and ethical values, other competences acquired in a higher education institution (scientific institution) the relevant area of knowledge for a particular qualification at higher education levels, which is more difficult than the level of complete general secondary education (Part 1. Article 1.) (Zakon Ukrainy «Pro vyshchu osvitu», 2014).

M. Artyushina has compared the concept of “vocational training” with the concept of “higher education” and notes that higher education provides purposeful and systematic professional training for the development of highly qualified professional staff capable of solving a wide range of professional tasks. Vocational training — the process of acquiring a certain professional qualification by a person in a relevant field or specialization, whereby that person acquires a certain professional activity and becomes capable of its realization. Thus, researcher considers training as the main content and purpose of higher education (Artyushyna, 2011: p. 13).

“Vocational education” means the training of specialists at different levels of qualification for employment in one of the branches of national economy, science and culture. Its content contains in-depth acquaintance with the scientific foundations and technology of the chosen type of work, the cultivation of special practical skills and abilities, the formation of psychological and moral qualities of the individual, important for work in a particular sphere of human activity. At the same time, it is also a set of knowledge, skills and abilities, which enables one to work as a specialist of higher, secondary qualification or a skilled worker (Honcharenko, 1995: p. 275).

N. Nychkalo states that continuing education includes all types of education — from elementary to higher education; is a continuous process that stimulates people and allows them to acquire the necessary knowledge, values, skills that contribute to the personal and professional realization and self-realization of a person, improving his skills throughout life.

Continuing vocational education should promote the establishment of the individual as the highest value of the society, act as a guarantor against its impersonation in a market economy, enable self-realization in professional activity, and in practice realize the humanistic orientation of modern education (Nychkalo, 2001: p. 13).

Researchers of Ukrainian-Polish terminology offer two approaches to interpret the concept of “continuing education”. Continuing education/continuing learning (pol. edukacja permanentna, ustawiczna/kształcenie ustawiczne): 1 The base of modern system of education, according to which education lasts during the whole life of a person (for the full accomplishment); covers the

renewal, dissemination and deepening of general and professional competences and qualifications. Continuing education may include formal and non-formal education as well as informal learning; 2. The process of continuous improvement of general and professional competences and qualifications; The basis of the modern education system, according to which the training lasts the whole life of a person and covers the renewal, extension and deepening of his general and professional competences.

Due to the rapid changes in the reality and pace of scientific and technological progress, the education received in the school system is gradually becoming outdated, so there is a need for lifelong learning in organizational forms and sizes that are optimal for members of the profession, those that enable the renewal and expansion of general and professional competences (Babushko, 2015: p. 52).

The concept of continuing education is widely promoted by UNESCO, thus destroying the longstanding view of dividing a person's life into a preparatory period for life through schooling, a period of work, and a period of mature participation in public life. At the same time, this concept is changing, linking the tasks of school education (till receiving the certificate) to the tasks of post-secondary education. The various forms of individual self-education are of a great importance (Vasylyuk & Tanas, 2013: p. 121).

Thus, a comparative analysis of the terms "education", "higher education", "economic education" and "economics of education", "continuing education" gives an opportunity to state the common position of researchers in the content of the analyzed concepts. At the same time, certain concepts are characterized by certain specific features, which are caused by national educational characteristics.

In the context of our research, another definition is "competence", and closely related to it "competency", as well as related "profession" and "professional competence". The analysis of different approaches of domestic and foreign researchers to interpretation of these concepts shows the contradiction of these interpretations, the diversity of the content of each of them.

N. Bolyubash points out that it is advisable to consider the professional competence of the future economists as a set of competencies in professional activity: the key ones are universal ones, connected with the professional success of the individual in the modern society; basic — generally professional, reflecting the specifics of the economic activity of the future specialist; special — professional profile, reflecting the specifics of a certain subject area of economic activity. The author identifies the key competencies that determine the success of the economist's professional activity in performing the types of work related to: planning goals and objectives, decision making (personal and individual); searching, collecting, transforming and storing information (informational); analysing, synthesizing, comparing, evaluating, assimilation of information and forecasting (system-instrumental); establishing relationships with the team and partners, conducting negotiations, presentations, organizing the production process (interpersonal and social interaction). The structure of professional competence identifies motivational-value, operational-cognitive and emotional-volitional components, which gives the opportunity to reflect not only the formation of knowledge, skills and skills of future economic activity, but also important for the professional development of a personality quality: motivational, cognitive, volitional, adaptive (Bolubash, 2011: p. 7).

The concepts of "qualification" and "competence" are closely interrelated, since the level of professional competence affects the qualification of a specialist. Competence is the unit of measure of an individual's education, since a person's knowledge, skills and abilities are an insufficient measurement of the quality of education. It is "the possession of knowledge and skills that allow you to express professionally literate judgments, evaluations, thoughts" (Bezrukova, 1996: p. 41).

In the Polish regulatory documents, the term "learning outcomes" (*effecty kształcenia*) is used for both — to describe the levels of education (descriptors) and to describe the mandatory

(normative) learning outcomes for each sector of higher education, and the term “competence” is solely related to the personal and social competences (kompetencje personalne i społeczne) (Rashkevych, 2014: p. 122).

In addition to the term “competences”, the text of the European TUNING project uses the words: “competent” and “capacity”. Capacity as the means, volume, competence.

The definition of the competences according to the English text of the TUNING project reads as follows: “In the TUNING project, in the concept (definition) of competences, they try to use an integrated approach that allows them to consider competences (their fulfillment) through a dynamic set of qualities that together provide a competent activity (action) or the component of the final product of the educational process” (Zahalnoyevropeyskyj proekt TUNING, p. 28). Thus, competences are interpreted as the results of the educational process (training), and the consequence of their formation is competent activity (action).

The Law of Ukraine “On Higher Education” (2014) states: competence is a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines a person’s ability to successfully pursue professional and further educational activity and is the result of education at a certain level of higher education (Zakon Ukrayiny «Pro vyshchu osvitu», 2014).

CONCLUSIONS

Thus, analyzed basic concepts make it possible to conclude that there are different approaches to their definitions, which often complement each other, sometimes contradicting, however, giving the opportunity to state about common aspects and related directions in the study of the future training of economic experts directly in higher education institutions of Ukraine and the Republic of Poland.

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