BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

DEVELOPMENT OF ECONOMIC COMPETENCE AMONG STUDENTS OF NON-ECONOMIC SPECIALTIES: THEORETICAL AND METHODOLOGICAL SUPPORT

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Abstract. The article addresses the relevance of the theoretical and methodological foundations for developing economic competence among university students of non-economic specialties. It examines the specific characteristics of the proposed model and the pedagogical conditions necessary for its successful implementation. The results of the experimental study are also presented.

Keywords: competence, economic competence, normative approach, business-oriented approach, contextual approach, development, pedagogical principle, practice-oriented model, experiment.

The new priorities in the development of higher professional education, outlined in the modernization concept of education, are primarily associated with achieving a new quality of education that meets both labor market demands and international standards.

The alignment of specialist training quality in higher professional education with contemporary requirements should be ensured through a pedagogically sound system that enables university students to acquire the competencies necessary not only for professional activity but also for identifying economically optimal ways of applying their abilities. Thus, higher professional education faces the task of preparing specialists who are capable not only of fulfilling all professional requirements established by state educational standards but also of developing the economic competence necessary for active participation in the search for and creation of employment opportunities.

The role of higher education institutions as one of the key components of the modern system of economic education is highly significant in the preparation of future professionals. Universities are expected to provide a sufficient level of systematic economic knowledge and decision-making skills that form the foundation of professional activity in various fields. Economic competence, being one of the primary instruments for adapting individuals to socio-economic changes, serves as a means of personal development, dissemination of economic knowledge, and formation of human capital.

An analysis of students' personal and professional qualities indicates that their educational, cultural, and economic readiness to participate in economic activities raises considerable concern. The reason lies in the insufficient development of economic competence and, consequently, the inadequate formation of economic knowledge, value orientations, economic interests and needs, ideals, norms, evaluations, and economic convictions that determine it.

An analysis of scientific literature, the generalization of pedagogical experience, and the authors' own professional activity as university instructors of economic disciplines have enabled the conceptual framework of the study to be presented as follows:

- **Economic education** is understood as the process and outcome of acquiring economic knowledge and skills, developing economically significant personal qualities, economic thinking and behavior, and engaging in socio-economic relations.
- **Economic thinking** is defined as a system of views, perceptions, and approaches to evaluating phenomena and making decisions that individuals employ in economic activities.

• **Economic behavior** is a system of social actions that, first, involve the use of economic values (resources) with different functions and purposes and, second, are aimed at obtaining profit or reward from their utilization.

• **Economic competence** is regarded as an integrative personal quality characterized by a high level of economic knowledge and skills, as well as a well-formed value-based attitude toward the economy, its objects, means, and outcomes.

The study established that the structure of economic competence includes the following components:

• Cognitive component (system of economic knowledge);
• Conviction-based component (economic feelings and beliefs);
• Behavioral component (skills for carrying out economic activities);
• Emotional-value component (system of value orientations and motivation for activity);
• Practical-activity component (experience in applying economic knowledge and skills while making moral and value-based choices to achieve economic goals);
• Intellectual component;
• Value-motivational component;
• Activity-creative component.

In our view, one of the most important tasks of any scientific research is the identification and analysis of its initial assumptions and research methods, as well as their evaluation in terms of future prospects and potential use as instruments for further inquiry. First and foremost, this applies to the analysis of the nature and potential of various approaches to developing economic competence among university students, with the aim of identifying ineffective and irrational elements while transforming positively evaluated methods and structures into principles and guidelines for research activities.

The solution of this complex research problem requires the development of an appropriate theoretical and methodological foundation.

At the same time, we are convinced that a trend has emerged in the theory and practice of higher professional education toward selecting not a single approach, but rather synthesizing previously established theoretical and methodological approaches. Individual elements of these approaches can be traced throughout the history of human thought and may be effectively applied to address the current problem.

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