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**RELEVANT ISSUES OF THE DEVELOPMENT OF CONTINUING ECONOMIC EDUCATION
AT THE PRESENT STAGE**

Ph. D. (C) Natalia Yurievna Taranenko

Center of advanced professional training, Russia
0000-0003-0134-8255
natlat1971@mail.ru

Ph. D. (C) Olga Alekseevna Okorokova

Kuban State Agrarian University named after I.T. Trubilin, Russia
0000-0003-3053-1999
okorokovaoa1986@mail.ru

Ph. D. (C) Olga Nikolaevna Korotun

Moscow Polytechnic University (MPU), Russia
0000-0003-4657-1274
korotunon@yandex.ru

Ph. D. Ilya Sergeevich Koshel

Moscow Polytechnic University (MPU), Russia
0000-0001-6561-3893
ikoshel@gmail.com

Ph. D. (C) Laura Kemalovna Chekkueva

North Caucasian State Academy, Russia
0000-0003-0653-2254
Laurarossa_1@mail.ru

Ph. D. (C) Evgenia Nikolaevna Kovtun

North Caucasus Federal University (NCFU), Russia
0000-0001-7776-2511
anna.kovtun.02@mail.ru

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Abstract

The article is aimed at the study of the development of continuing economic education in Russia at the present stage as an element of the system of continuing professional education. The conducted research is based on the problem principle that implies interdisciplinary and multidisciplinary study. Education for adults is considered as one of the theoretical and practical problems. A brief retrospective analysis of the formation of andragogy as a science generalizing the practice of education for adults helping them acquire general and professional knowledge is provided. The article deals with the system of continuing professional education in Russia at the present stage and its specifics: the implementation of professional standards in developing programs of continuing professional education, the opportunities for their use outside of educational institutions, the introduction of automated information system for collecting, analyzing, and providing information about organizing continuing professional education and training in the Russian Federation and about the federal register of certificates of education and training.

Keywords

Andragogy – Continuing education – Professional standards – Professional competencies

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Introduction

The Russian educational system, like many other educational systems in the world, is faced with modern challenges due to accelerating technological progress. The necessity to take into account these challenges and to solve the arising problems is an important factor that determines priority areas for the development of Russian education as a united system. Due to intensely accelerating scientific-technological progress the role of continuing professional education has specifically increased since the knowledge gained is rapidly becoming obsolete and the need for new knowledge is rapidly increasing. New industries are introduced, existing ones become more complicated, new professions appear, the need for personnel is dynamically redistributed. The volume of continuing professional education has been growing significantly. The changing economic situation and economic crises contribute to the relevance of economic knowledge for a large number of professions, which leads to the demand for continuing economic education for non-economic specialists.

Methods

The subject of the study is continuing economic education as an element of the system of continuing education in Russia.

The research is based on the problem principle, which implies interdisciplinary and multidisciplinary study. The comparative, analytical, historical, and system-structural methods are the main research methods.

Results and discussion

Continuing professional education and its specifics at the present stage

The development of continuing education contributes to the formation of an active civic attitude and enhances the competitiveness of a specialist in the labor market. Education for adults is one of the most relevant theoretical and practical problems¹.

The term "andragogy" i.e. "adult management" was introduced into scientific usage by a German pedagogical historian A. Kapp in the 19th century. The beginning of the formation of the theoretical aspects of andragogy as an independent science was laid in the 1870s in the works of American scientists M. Knowles, M. Smith, an English scientist P. Jarvis, Russian scientists K.D. Ushinsky, V.I. Vodovozov, N.I. Pirogov, S.I. Zmееv, and others. Andragogy as an independent area of theoretical knowledge was formed in the 1940-60s. In the 1970-80s, andragogical issues were introduced into the context of continuing education research: G. Jessup (Great Britain), A. Correa (Brazil), P. Langran (France), S.G. Vershlovsky (Russia), and others². The theory and methods of adult education in the context of lifelong education, as a specific subject of andragogy, emphasizes its interdisciplinary nature.

¹ N. Yu. Taranenko; M. G. Rusetskiy; E. A. Yanova; O. A. Okorokova y T. G. Aygumov, "Education as Socio-cultural and Economic Potential of the Global Information Society", *Journal of History Culture and Art Research*. Vol: 8 num 1 (2019): 136-145.

² I. A. Kolesnikova; A. Ye. Maron y Ye. P. Tonkonogaya, *The basics of andragogy* (Moscu: Akademiya, 2002).

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"The need for constant update and replenishment of knowledge, skills, and the acquisition of additional educational experience for an adult is due to unceasingly arising life problems and situations; to solve them an adult has to acquire additional knowledge, skills, experience, to change attitudes that objectively become a source for learning motivation. The need for new knowledge is also due to the following: people of any age have their own information requests; any person is able to learn, regardless of his/her age. This ability is caused by the natural dynamics of the structures responsible for the processes of updating information and often allowing an adult to compensate for the productivity of age-related decrease in cognitive functions. Moreover, life experience is accumulated that can become the substantive basis of education for others and for oneself".

The specifics of the implementation of continuing education programs in Russia are regulated by the following legislative and regulatory acts: Federal Law of December 29, 2012 No. 273-FZ "On Education in the Russian Federation", Order of the Ministry of Education and Science of Russia "On Approving the Procedure for Organization and Implementation of Educational Activities for Continuing Professional Programs" of July 01, 2013 No. 499, and others.

According to Federal Law of December 29, 2012 No. 273 FZ "On Education in the Russian Federation", paragraph 14, article 2, "Continuing education is a type of education that is aimed at comprehensively meeting the educational needs of a person in intellectual, spiritual, moral, physical and (or) professional development and is not accompanied by an increase in the level of education"³. In the Russian Federation, continuing education includes the following subtypes: continuing education for children and adults, continuing professional education.

"Continuing professional education is aimed at satisfying educational and professional needs, developing of a person professionally, ensuring that his/her qualifications meet the changing conditions of professional activity and social environment"³.

Let us consider the main aspects of the development of the system of continuing professional education at the present stage. "Programs of continuing professional education are implemented in the form of advanced training programs and professional retraining programs. An advanced training program is aimed at increasing the professional level, improving and (or) gaining new competence; a professional retraining program is aimed at gaining the competence necessary to carry out a new type of professional activity and acquiring a new qualification"³. Programs of continuing professional education can be implemented in organizations of various types, regardless of ownership, of both federal and regional subordination. In 2014, the distribution of educational organizations implementing professional education programs was as follows: "1686 professional educational organizations, 1265 educational institutions of higher education, 913 organizations of continuing professional education, 79 scientific organizations, 157 other organizations"⁴.

³ Federal Law No. 273-FL 29.12.2012 "On Education in the Russian Federation".

⁴ A. G. Abramov; M. B. Bulakina; A. D. Ivannikov; A. O. Krivosheyev y L. V. Shmelkova, "The system of continuing professional education of the Russian Federation: key statistical indicators based on the results of automated data collection", Bulletin of Russian Peoples' Friendship University. Series Informatization in Education. num 1(2014) y L. V. Shmelkova y A. G. Abramov, "Statistical data on implementing continuing professional programs in the Russian Federation in 2014", Continuing Professional Education in the Country and the World. Vol: 5 num 19 (2015).

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The share of organizations implementing programs of continuing professional education for which this is the main type of activity is only 22%.

As practice shows, the largest educational organizations that have a wide range of programs and courses are the most successful in implementing programs of continuing professional education. Such organizations are aimed at various market segments; therefore, they have a diverse range of programs and organize training within both short-term and long-term continuing professional education programs. Small educational organizations often do not withstand growing competition as they do not have sufficient resources (human, material, technical and financial). At the same time, such organizations are sufficiently flexible and can quickly respond to customer requests. However, customers, choosing between a program implemented in a large federal university or a small regional organization (with the same fees), will naturally give preference to a large university, given the prestige of certificates awarded to them.

It is possible to receive continuing professional training in one of the forms – full-time, part-time and part-time, part-time, as well as in the form of internships completely or partly.

The period of studying a continuing professional education program is determined by an educational organization and "should provide the opportunity to achieve the planned results and obtain new competencies (qualifications) stated in the program. At the same time, the period of studying an advanced training program cannot be less than 16 hours; the period of studying a professional retraining program cannot be less than 250 hours"⁵.

At present, a feature of the development of continuing professional education programs is the requirement to "take into account professional standards, qualification requirements specified in the qualification handbooks for respective positions, professions and specialties, or qualification requirements for professional knowledge and skills, necessary for fulfilling official duties, which are established in accordance with federal laws and other regulatory legal acts of the Russian Federation"⁶. "When designing advanced training programs, it is necessary to consider a professional standard taken as the basis, a generalized labor function and labor functions according to which the further training will be carried out as well as professional competences which are planned to improve in the training course. When developing professional retraining programs, the justification shall indicate a professional standard taken as the basis (one or several), the federal state educational standard in the corresponding field of training, generalized labor functions and labor functions taken from professional standards, types of activity, competences by types of activity and practical experience taken from federal state educational standards by which retraining will be carried out"⁷.

⁵ Order of the Ministry of Education and Science of Russia No. 499 dated 01.07.2013 "On Approving the Procedure for Organization and Implementation of Educational Activities for Continuing Professional Programs".

⁶ Guidelines on developing basic professional educational programs and continuing professional programs based on professional standards, No. DL-1/05, January 22, 2015.

⁷ S. V. Brovchak; M. A. Selivanova; E. N. Sochneva; O. V. Firsanova; A. A. Tsyganov y V. G. Shubayeva, "Issues of increase in financial literacy of students of higher educational institutions of financial and economic orientation", Perspectives of Science & Education. Vol: 41 num 5 (2019): 130-146 y Guidelines and explanations on developing continuing professional programs based on professional standards, Nos. VK-1030/06, VK-1031/06, VK-1032/06, April 22, 2015.

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Another feature of the implementation of continuing professional education programs at the present stage is the ability to carry out educational activities outside of educational institutions, for example in the workplace. Network programs of continuing professional education have recently become widespread. That means that educational activities are carried out using the resources of several organizations, both educational and other, such as industrial enterprises, business structures, etc.⁸.

Due to the rapid development of the system of continuing professional education, an automated information system for collecting, analyzing and providing information about continuing professional education and professional training was created in the Russian Federation to monitor the implementation of continuing professional programs. Organizations implementing programs of continuing professional education annually fill out the 1-PC statistical observation form, in accordance with Order of Rosstat of December 20, 2019 No. 786 "On approval of the Federal Statistical Observation Form with Instructions for Organizing Federal Statistical Observation by the Ministry of Science and Higher Education of the Russian Federation in the Field of Continuing Professional Education"⁹.

Data on certificates of continuing professional education (certificates of advanced training and diplomas of professional retraining) are entered into the federal register of information about documents on education and (or) qualifications, documents on training based on parts 9, 10 of article 98, paragraph 2 of part 15 of article 107 of Federal Law of December 29, 2012 No. 273-FZ "On Education in the Russian Federation", Decree of the Government of the Russian Federation of August 26, 2013 No. 729 "On the Federal Information System". However, it is questionable to enter information about awarded certificates of advanced training into the system, given the huge number of documents issued and the fact that after a few years they will lose their relevance, for example, after 3 years for teachers.

Over the past few years, there has been a significant increase in the number of people trained under continuing education programs, and accordingly, there has been an increase in the turnover of the market for continuing education. According to BusinessStat, "In 2018, the market for continuing professional education increased by 6.7% and amounted to 628.6 million academic hours; the turnover in the market for continuing professional education in Russia increased by 12.4% and reached 103.8 billion rubles"¹⁰. The growth in demand for continuing education programs is due to the following factors: a mismatch between basic education and labor market requirements, legislative obligation of continuing education for employees in education, healthcare and other industries, the development of an online learning that allows students to study in the workplace and at home, the pension reform and the need to educate citizens of pre-retirement age.

In our opinion, the adoption of Federal Law of May 02, 2015 No. 122-FZ "On Amendments to the Labor Code of the Russian Federation and Articles 11 and 73 of Federal

⁸ Guidelines on implementing continuing professional programs by means of distance learning technologies, e-learning, and network learning, Nos. VK-1011/06, AK-1012/06, AK-1013/06, April 21, 2015.

⁹ Order of Rosstat No. 786 dated 20.12.2019 "On approval of the Federal Statistical Observation Form with Instructions for Organizing Federal Statistical Observation by the Ministry of Science and Higher Education of the Russian Federation in the Field of Continuing Professional Education".

¹⁰ The analysis of the market for continuing professional education in Russia in 2014-2018, forecast for 2019-2023. Available at: <https://businessstat.ru/russia/services/education/>

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Law "On Education in the Russian Federation" played a certain role in increasing the demand for continuing professional education. The employers' mandatory use of the qualification requirements necessary for an employee to perform a certain labor function established by professional standards facilitated the "mass" retraining of specialists in organizations and enterprises of the public sector of the economy under programs of continuing professional education designed taking into account the requirements of professional standards¹¹.

Achieving goals of the national project "Education" contribute to the development of the system of continuing professional education. These goals include "the introduction of a national system of teachers' professional growth (covering at least 50 percent of teachers of general educational institutions); the formation of a system for continuous updating of professional knowledge and the acquisition of new professional skills by working citizens (including mastering skills in the field of digital economy by anyone who wants it); the inclusion of at least 20% of scientific and pedagogical workers of universities in carrying out continuing education programs as well as training under various programs of continuing professional education of at least 3 million citizens"¹².

The increase in the demand for continuing professional education programs was affected by the increase in the retirement age and the adoption of the "Special Program for Professional Education and Continuing Professional Education for Those Aged 50 and over, and Pre-Retirement Age People for the Period until 2024" (Order of the Government of the Russian Federation of March 26, 2020 No. 742-r).

The use of e-learning and distance learning technologies in the implementation of continuing education programs allows educational institutions to increase the number of students and gives students the opportunity to get necessary qualifications reducing resource fees. Distance learning includes various components and methodological techniques that make it as accessible as possible during on-the-job training, which is especially important in the current economic situation.

Despite the obvious advantages of using distance learning technologies, it is also necessary to consider its disadvantages:

- not every student succeeds in maintaining the necessary pace of training without constant monitoring by the teacher;
- distance learning in specialties involving a large number of practical classes is quite difficult;
- this training technology is not suitable for developing teamwork skills since the personal contact of students with the teacher and with each other is minimized;
- insufficient technological capabilities (low Internet speed, lack of necessary equipment, etc.).

¹¹ Federal Law No. 122-FZ 02.05.2015 "On Amendments to the Labor Code of the Russian Federation and Articles 11, 73 of Federal Law "On Education in the Russian Federation".

¹² Guidelines organizing final certification within continuing professional programs, Nos. AK-820/06, AK-821/06, AK-822/06, March 30, 2015.

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Despite the fact that the guidelines for the use of e-learning and distance learning technologies in implementing continuing professional education programs recommend "to take into account the approved list of professions, specialties and areas of training which are impossible to train using only e-learning and distance education technologies"¹³, questions still remain. How is it possible to train teachers of biology, chemistry, mathematics, etc. during 898 hours of completely distance learning, even taking into account the fact that the final certification is carried out in the form of testing? And how many such teachers come to our schools?

According to BusinessStat, "In the total turnover of the market for continuing professional education, 48.7% was paid by organizations, 29.3% was funded from budgetary allocations, 22% came from personal funds of the population". In general, according to analysts, an increase in the value of the market was due to by both an increase in the natural volume and the average price of services. At the same time, in order to withstand growing competition, small educational organizations are forced to reduce the cost of services, which cannot but affect the quality. Therefore, special attention is paid to the quality of continuing professional education programs, especially considering the fact that continuing professional education programs do not undergo state accreditation.

"The quality of education is a comprehensive characteristic of educational activities and student training that expresses the degree of compliance with federal state educational standards, educational standards, federal state requirements and (or) the needs of an individual or legal entity in whose interests educational activities are carried out, including the degree to achieve the planned results of an educational program".

The quality assessment of training in continuing professional programs is carried out in the form of internal monitoring and external independent evaluation. Moreover, the procedures of external independent evaluation of the quality of education can be applied only on a voluntary basis. Such procedures include professional-public and public accreditation of organizations. These procedures are regulated by article 96 of Federal Law 273-FZ "On education in the Russian Federation". "Employers, their associations, as well as organizations authorized by them have the right to conduct professional-public accreditation", whereas public accreditation is carried out by "Russian, foreign and international organizations"³. The government established the procedure for the formation and maintenance of a list of organizations conducting professional-public accreditation, the authority to maintain this list is vested in the Ministry of Science and Higher Education and the Ministry of Education. 102 accrediting organizations and 7 other organizations have already been registered in the AIS monitoring system of PPA, although back in 2017 there were 76 and 12 organizations, respectively, indicating a clear demand for services for conducting procedures for professional-public and public accreditation. It should be noted that the submission of information to this list is declarative in nature, i.e. it is possible that the statistics we have provided are incomplete. The Agency for Monitoring the Quality of Education and Career Development (AMQECD) (2005), the National Center for Professional-Public Accreditation (2009), the Association for Engineering Education of Russia (AEER), the Association of Classical Universities (AKUR) were one of the first in the

¹³ Guidelines (clarifications) on the features of legislative and regulatory legal support in the field of continuing professional education, No. 06-731, October 8, 2013 y Guidelines (clarifications) on the features of legislative and regulatory legal support in the field of continuing professional education, No. AK-1427/06, May 20, 2014.

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market of services in the field of expertise, monitoring, external assessment of the quality of education and accreditation of educational organizations of higher, secondary and continuing professional education. Organizations of continuing professional education should be assessed by public or international accreditation associations despite "the authority of their members in professional, scientific and public circles, the reputation of the agency itself, its staff, assessment methods, etc. For instance, the National Center for Professional-Public Accreditation (the National Accreditation Center) and The Agency for Monitoring the Quality of Education and Career Development (AMQECD) were accredited by the European Association for Quality Assurance in Higher Education (ENQA). The Association for Engineering Education of Russia (AEER) was accredited by the Washington Accord. However, only two Russian agencies, the National Accreditation Center and AMQECD, were included in the European Quality Assurance Register for Higher Education (EQAR)"¹⁴.

It should be noted that programs of higher and secondary vocational education are actively applied to the procedure of professional-public accreditation; however, educational organizations apply few programs of continuing professional education to the procedure of professional-public accreditation. A study we conducted in 2018-2019 showed that only 1% of programs that have passed the procedure of professional-public accreditation are programs of continuing professional education. The reasons for such a low percentage may be the following: 1) this procedure for educational organizations is carried out on a paid basis, and at the expense of extrabudgetary funds; 2) lack of motivation of institutions of continuing education to undergo external independent quality assessment procedures; 3) the methodology and evaluation criteria for continuing professional education programs differ insignificantly from the methodology of basic professional education programs. For example, taking into account the results of professional-public accreditation during the state accreditation procedure, distributing target admission numbers, which does not apply to continuing education programs, can be an incentive for basic professional programs to be applied to the procedure of professional-public accreditation.

A system of independent assessment of qualifications developing in Russia can make a certain contribution to assessing the quality of continuing education programs. A project proposed by the National Agency for the Development of Qualifications and aimed at combining the results of state final certification of graduates of secondary vocational education and the results of independent assessment "SFC-IQA" (state final certification-independent qualification assessment) is rather interesting. In 2019, colleges from 17 regions and 11 Vocational Qualification Councils took part in the project. The assessment was carried out according to 32 qualifications - the most popular ones in the labor market. Only 63% of graduates confirmed their qualifications, whereas in educational institutions working more closely and successfully with employers the number is close to 100%. We can only guess the results if we conduct such an experiment in the system of continuing professional education.

The problem of developing an external independent assessment of the quality of continuing professional education is more acute than ever; it will contribute to improving the quality of continuing professional education. The following guidelines for improving the quality of continuing professional education can be singled out:

¹⁴ N. Yu. Taranenko, Comparative analysis of various approaches to conducting professional-public accreditation in Russia at the present stage (Moscow-Berlin: Direct-Media, 2017).

PH. D. (C) NATALIA YURIEVNA TARANENKO / PH. D. (C) OLGA ALEKSEEVNA OROKOVA

PH. D. (C) OLGA NIKOLAEVNA KOROTUN / PH. D. ILYA SERGEEVICH KOSHEL / PH. D. (C) LAURA KEMALOVNA CHEKKUEVA

PH. D. (C) EVGENIA NIKOLAEVNA KOVTUN

- focus on learning outcomes that meet professional standards and qualification requirements;
- participation of employers in developing and implementing continuing professional programs as well as their involvement in assessing the learning outcomes of students;
- strengthening the role of professional public associations (councils for professional qualifications) in determining the priorities for the development of the system of continuing professional education;
- the development of an independent system for assessing the quality of continuing professional education including combining with the independent qualification assessment procedure.

Relevant issues of the development of continuing economic education at the present stage

The system of continuing professional education is of great importance in implementing the strategic course of development of the Russian economy. Under a new global economic crisis of 2020, Russia faced serious challenges: multiple production shutdowns (even for a while), lowering household incomes, worsening labor market conditions, and unemployment growth. Most likely, this crisis will not be short-term. In order to prevent destructive processes in the economy and to support the long-term priorities of the country's modernization, the implementation of programs of "anticipating" professional training for employees and assistance in their employment should become the most important areas of the anti-crisis policy of the government in the coming years under a crisis. Therefore, receiving economic education is very important for every specialist nowadays, and it is crucial for both students and teachers.

According to L.D. Starikova, "Economic education is, above all, the most important general-cultural and general-educational component of the system of professional training of any specialist"¹⁵. Economic education is understood primarily as the formation of a necessary minimum of professional economic knowledge among specialists in various sectors of the economy and a wide range of employees of business structures. Under modern economic conditions, economic education is necessary not only for the heads of enterprises and organizations but also for almost every specialist. A modern specialist with higher education should be familiar with the methods of economic analysis and forecasting, both at the local level of an enterprise or organization and at a more global level of economic thinking. This is especially relevant in terms of dynamically developing economic changes.

According to a number of authors, S.V. Brovchak, M.A. Selivanova, Ye.N. Sochneva, O.V. Firsanova, A. A. Tsyganov, V. G. Shubayeva, one can judge about "the extreme lack of financial literacy among students of various programs of economic universities since financial literacy, as the concept of everyday life, differs from the theoretical foundations of financial and economic knowledge"¹⁶. Thus, educational programs of secondary vocational,

¹⁵ L. D. Starikova, "On continuing economic education and economic literacy", Siberian Pedagogical Journal. num 10 (2009): 109-116.

¹⁶ T. A. Belousova; Yu. V. Gryzenkova; N. V. Kirillova; B. S. Vasyakin y E. L. Pozharskaya, "The financial literacy assessment among students majoring in the field of finance", EurAsian Journal of PH. D. (C) NATALIA YURIEVNA TARANENKO / PH. D. (C) OLGA ALEKSEEVNA OROKOVA
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PH. D. (C) EVGENIA NIKOLAEVNA KOVTUN

higher and continuing professional education play an important role in improving financial literacy".

Continuing professional education provides significant opportunities for organizing economic education. This is supported by the following statistical data. In 2014, the number of people trained under continuing education programs within the enlarged group "Economics and Management" amounted to 438,378 people. More students were trained only under the enlarged group "Education and Pedagogical Sciences", which is connected with the legislatively established norm. Institutions of higher educational play a leading role in implementing programs of continuing economic education since they employ highly qualified staff. A fairly wide range of continuing education programs within the enlarged group "Economics and Management" are offered by the leading universities of the country: the Faculty of Economics of Moscow State University, Scientific Research University "Higher School of Economics", Higher School of State Management "The Russian Presidential Academy of National Economy and Public Administration", and others.

Nevertheless, there are several "contradictions that characterize the current state of continuing economic education for non-economic specialists:

- between the need to design the content of continuing economic education and the absence of appropriate science-based technologies;

- between the need for an objective assessment of the level of students' training in continuing economic education programs and the lack of appropriate pedagogical test materials for assessing economic knowledge received through continuing education;

- between the need to assess the effectiveness of the specialist training model with continuing economic education and the lack of criteria for its assessment"¹⁸.

Professional standards can be an asset in this case to a certain extent. "The implementation of professional standards allows optimizing the staff policy, improving the quality and labor resources management, optimizing the costs of professional personnel advancement, increasing mobility in the labor market, harmonizing the functioning and current trends in the development of the educational system and the labor insurance market, and others"²¹. At present, there are 40 approved professional standards in the field of finance and economics, which do not fully reflect the realia of the modern labor market: an accountant, an insurance premium specialist, an insurance broker, a business analyst, an internal auditor, an auditor, statistician, and others.

It can be concluded that nowadays continuing economic education is a relatively little-developed area of science. Therefore, "the challenges of modern society contribute to the search for a new model of education, the design of new state education strategies.

BioSciences. Vol: 13 num 1(2019): 141-148; S. V. Brovchak; M. A. Selivanova; E. N. Sochneva; O. V. Firsanova; A. A. Tsyganov y V. G. Shubayeva, "Issues of increase in financial literacy of students of higher educational institutions of financial and economic orientation", Perspectives of Science & Education. Vol: 41 num 5 (2019): 130-146 y N. V. Kirillova; A. A. Tsyganov y Yu. V. Gryzenkova, "Training of masters in insurance specialties in the Russian Federation", Perspectives of Science & Education. Vol: 39 num 3 (2019): 172-183.

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PH. D. (C) OLGA NIKOLAEVNA KOROTUN / PH. D. ILYA SERGEEVICH KOSHEL / PH. D. (C) LAURA KEMALOVNA CHEKKUEVA

PH. D. (C) EVGENIA NIKOLAEVNA KOVTUN

Scientific research in the field of education including continuing professional education is becoming one of the priority tasks of the state policy in the field of education"¹⁷.

Conclusion

The role of continuing professional education in the system of modern professional training is increasing. Continuing professional education programs are being implemented in organizations of various types and forms of ownership. The demand for continuing education programs has recently grown significantly. The following factors contribute to this: accelerating scientific and technological progress and, as a result, complicating existing professions and dynamically redistributing need for personnel; the mandatory use by employers of the qualification requirements necessary for an employee to perform a specific labor function established by professional standards; an increase in retirement age and the need for continuing professional education for people aged 50 and over and people of pre-retirement age, etc.

Despite the advantages of distance learning technologies in continuing professional education, there are also disadvantages that affect the quality of development of continuing professional programs. In accordance with regulatory documents, the quality assessment of the development of continuing professional programs should be carried out in the form of internal monitoring and an external independent assessment. Since continuing education is more consumer-oriented, the conformity of continuing education programs to the needs of not only society and the state but also the students themselves is one of the criteria for quality assessment. As practice shows, external independent quality assessment procedures that are applied on a voluntary basis, as well as on a paid basis, are not in demand for continuing education programs. We believe that the system of independent assessment of qualifications developing in Russia will have a positive impact on the system of independent assessment of the quality of continuing educational programs.

Continuing professional education plays a significant role in the current system of continuing education in Russia and represents great opportunities for organizing economic education. Continuing economic education is a relatively new and relevant field of science and research aimed at developing a system of economic education during another economic crisis.

Conflict of interest

The authors confirm that the data do not contain any conflict of interest.

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¹⁷ Passport of the national project "Education". 2018. Available at: <https://strategy24.ru/rf/projects/project/view?slug=natsional-nyy-proyekt-obrazovaniye&category=education>

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PH. D. (C) OLGA NIKOLAEVNA KOROTUN / PH. D. ILYA SERGEEVICH KOSHEL / PH. D. (C) LAURA KEMALOVNA CHEKKUEVA

PH. D. (C) EVGENIA NIKOLAEVNA KOVTUN

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