

The cover features a person standing on a dark rock in a snowy, mountainous landscape under a starry night sky with a vibrant green aurora borealis. The background is overlaid with several diagonal, semi-transparent bands in shades of teal and brown. The title 'REVISTA INCLUSIONES' is centered in large, white, bold, sans-serif capital letters.

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**TRAINING OF A MODERN SPECIALIST IN THE CONDITIONS
OF DIGITAL PROFESSIONAL EDUCATION**

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Abstract

The current economic situation is characterized by increased risk, uncertainty and dynamism of the modern world. Professional education is seriously affected by these changes, which influences the fluctuations of demand for specialists of different profiles. This demand comes from the direct requirements of the established market and focuses on the development of a specialist's adaptive capabilities in the modern conditions. A modern specialist has to adapt to the labor market, which is characterized by a sharp reduction in demand for low-skilled workers; the emergence of an elite layer of workers who maintain complex electronic and automatic equipment; a reduction in the number of blue-collar workers and an increase in the personnel engaged in design, processing, marketing; the priority of workers who have skills in handling modern office equipment and computers, who have a good command of foreign languages in the field of their profession; the need for managers who are able to organize team work, plan human and material resources most efficiently; the demand for specialists who are able to work at the level of professional excellence from the first days of their independent activity. The market of educational services is now actively improving, which encourages educational institutions to reconsider their approach to the training of professional personnel. The teacher has to rationally use such teaching methods that will ensure the training of qualified specialists who will become competitive in the labor market. The diversity of these methods and techniques should arouse students' interest in the educational and cognitive activity.

Keywords

Competitive specialist – Information technologies – Professional training – Quality of education

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Introduction

The modern labor market is characterized by a rapid change in demand for skills, qualifications and experience, so the market economy justifiably imposes new requirements for the training of a modern specialist: a high level of qualification and professionalism; the formation of key qualifications, which is brought about by the strengthening of integration factors in production technologies; high professional mobility; training of a competitive specialist who can easily adapt to changing life situations. These requirements allowed the authors of the article to develop models of specialists in the specialties “Accountancy” and “Management”, based on the Federal state educational standards in the field of professional education. The models are based on the specialist’s personal qualities, knowledge, skills and abilities within the specialties. A specialist’s personal qualities are formed in three directions: socialization, adaptive properties in the labor market and professionally important properties. Knowledge, skills and abilities are formed through the general and professional components of the Federal state educational standard for a specific specialty. The characteristics formulated in the graduate model are the basis for ensuring high-quality training of a specialist, which allows him/her to successfully compete in the labor market, so the concepts of quality of training and competitive specialist are closely related. A competitive specialist must have certain abilities and capabilities: understanding the situation; appropriate skills and abilities; adequate behavior. Having the ability to understand the situation and ongoing processes will help the specialist to learn the basics of business, i.e. to understand and be able to analyze and evaluate the external and internal business environment, to be able to understand human behavior, analyze and evaluate people’s actions, predict their possible reactions and probable courses of actions. Appropriate skills and abilities that a specialist should have include: the ability to work with documents and information; the ability to use office equipment; knowledge of foreign languages. Adequate behavior implies that a specialist must have a certain level of cultural development. This refers to such aspects of his personality as knowledge and understanding of the history and traditions of the people and country, the ability to behave in accordance with the norms of ethics, knowledge of etiquette, etc. A specialist must be able to work in a team, coordinate his/her interests with the team’s interests, be able to obey the requirements of the team when required and acceptable, etc. All these qualities inherent in the future specialist as an individual will play a significant role in his/her future professional activity. This approach allows considering the specialist’s competitiveness as an indicator of the quality of training and the possibility of implementing the graduate’s professional and personal qualities in the interests of a modern enterprise (organization, institution).

Literature review

The encyclopedia of professional education defines quality as a complex of properties and characteristics of a product, service or work which determine their ability to satisfy people’s needs and demands, serve their purpose and meet the required conditions. Quality is determined by the level of correspondence of goods, work or services to the requirements of standards, agreements, contracts, and consumer needs. It is customary to single out the quality of products, work, labor, materials, goods, and services. Academician A.N. Romanov defines quality as a synthetic indicator that reflects the combined manifestation of many factors – from the dynamics of the national economy and the level of its development to the ability to organize and manage the process of quality formation within any business entity. However, the world experience shows that in conditions of open market economy, which is inconceivable without intense competition, such factors emerge that make the quality a condition of producers’ survival, a measure of their economic activity

effectiveness, the country's economic well-being¹.

The concept of knowledge quality implies the correlation of knowledge types (laws and regularities, theories, applied knowledge, knowledge about activity methods, evaluative and worldview knowledge) to the content of education and to the levels of acquisition. In accordance with this, the quality of knowledge has the following main characteristics: completeness, i.e. the amount of knowledge about objects, phenomena, processes; depth, i.e. the complex of realized by students connections and relations between different types of knowledge; systematic character, i.e. understanding the complexity of knowledge, its continuity and interrelation; system, i.e. understanding the place of some knowledge in the structure of scientific theories, methods of its practical applications; operational efficiency, i.e. the ability to use knowledge in various learning and training situations; flexibility, i.e. the ability to find variable ways of using knowledge in changed, untypical conditions; concreteness, i.e. the ability to divide knowledge into elements and use generalized knowledge in learning and training conditions; generalization, i.e. the ability to express specific knowledge in a generalized, conceptual form².

The word “competition” originates from the Latin “concurrere”, which means “to collide”. S.I. Ozhegov interprets competition as rivalry, a struggle for larger benefits and advantages. G.Y. Kiperman defines competition as a process of interaction, interconnection and struggle between manufacturers and suppliers in marketing products, economic competition between individual producers or suppliers of goods (services) for the most favorable sales conditions. According to I.A. Spiridonov, competition is an economic process of interaction, interconnection and struggle between enterprises on the market in order to ensure the best sales opportunities for their products, meet customers' various needs and obtain the largest revenue. R.A. Fatkhutdinov understands competition as the process of a subject managing his/her competitive advantages in order to achieve their goals in the fight against competitors for the satisfaction of objective or subjective needs within the framework of legislation or in natural conditions. C.R. McConnell and S.L. Brue view competition as the presence of a large number of independent buyers and sellers on the market and the ability for them to freely enter and leave the market. Competition on the market of goods or services, where an enterprise operates, obliges it to ensure itself a certain level of competitiveness or, otherwise, threatens to drive it out of the market. S.I. Ozhegov in the “Thesaurus of the Russian language” interprets the term competitiveness as the ability to withstand competition and to resist competitors. This definition of competitiveness does not provide a complete understanding and is not applicable for evaluating a particular product or service. M.I. Knysh characterizes competitiveness as the degree of attractiveness of a given product for the consumer who makes a real purchase. Competitiveness is not connected with the distinctive characteristics of a product, but with its attractiveness for

¹ Y. Volkova Y N. Panchenko, Discourse variation of the concepts of destructive emotions. Vestnik Rossiiskogo Universiteta Druzhby Narodov. Russian journal of linguistics, 22(1) (2018): 175-194.

² S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region) (Valencia, Spain: INTED2018: Proceedings of the 12th International Technology, Education and Development Conference (pp. 7977-7982), 2018); G. E. Koroleva, “Economic education in school: the best format”, Teaching History and Society Study at school, num 1 (2015): 74-80; G. E. Koroleva y M. G. Sergeeva, Electronic book of economics: modern approaches to the formation of content (Moscow: RUDN University, 2019) y M. G. Sergeeva; N. G. Bondarenko; T. A. Shebzuhova; B. A. Solovyov; D. V. Parinov; L. A. Shvedov y A. P. Ovchinnikov, “Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university”, Amazonia Investiga, num 8 Vol: 18 (2019): 5-14.

customers making a purchase. In his works, R.A. Fatkhutdinov gives the following definition of competitiveness: it is the ability of an object to withstand competition in comparison with similar objects on a given market. The author emphasizes that a product or service is competitive or uncompetitive on a particular market. P.V. Zabelin and N.K. Moiseeva understand competitiveness as the ability to make a positive return on investment during a short term, which is at least not lower than the projected revenue, or exceeding the average income in a particular business sphere. V.P. Groshev understands competitiveness as a complex of a product's consumer properties which determine its difference from other similar products in terms of its ability to satisfy customers' needs and match the costs of its purchase and operation. This definition is most complete, as the author takes into consideration the expenses over the product's entire lifespan. Though, he does not take into account different competitiveness of the product on different markets at different times. O.D. Andreeva and A.I. Kredisov have the same drawbacks in defining competitiveness. Thus, A.I. Kredisov understands competitiveness as a characteristic of a product that reflects its difference from a similar competitive product in terms of both the degree of compliance with a specific need and the cost of satisfying it. In the author's opinion, the difference from a similar rival product is the main condition for competitiveness. O.D. Andreeva defines competitiveness as a characteristic of a competitive product in terms of the degree to which the product comply with a competitive social need and the cost of satisfying it. It should be noted that the degree of the product's match to a social need will be different for different markets. Many definitions do not reckon with this feature of competitiveness.

Research methodology

A specialist's competitiveness can be seen as an indicator of the quality of training and the ability to use the graduate's professional and personal qualities in the interests of a modern enterprise (organization, institution). The concepts "quality of training" and "competitive specialist" are closely connected: having high-quality knowledge and appropriate personal qualities, a professional institution graduate becomes competitive³.

The conducted research allows us to distinguish three groups of a competitive specialist's characteristics⁴: technical, economic, and socio-organizational. The technical characteristics reveal acquired professional skills and specialization, the volume of the program in hours, academic disciplines, level of training, qualification (degree). The economic characteristics determine the cost of training, with all components of the expenses taken into account. The socio-organizational characteristics imply the social structure of consumers, particularly graduates and employers, and national and regional characteristics of the organization of manufacturing. On the other hand, a professional school graduate is a self-sufficient person who is able to compete on the labor market. This is why the

³ S. Wang; N. Gorbunova; A. Masalimova; J. Bírová y M. Sergeeva, "Formation of academic mobility of future foreign language teachers by means of media education technologies". *Eurasia Journal of Mathematics, Science and Technology Education*, Vol: 14 num 3 (2018): 959-976.

⁴ M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", *Modern Journal of Language Teaching Methods*, num 8 Vol: 11 (2018): 814–823; M. G. Sergeeva; V. Yu. Flyagina; I. V. Taranenko; E. V. Krasnova y A. V. Vilkova, "The interaction of labor market and educational services market considering social partnership mechanism and specificity of the regional educational policy", *Ponte*, Vol: 73 num 12 (2017) y M. G. Sergeeva; T. M. Stepanyan; A. A. Spector; M. S. Komov; N. A. Latysheva; I. V. Okhotnikov y L. A. Shvedov, "Formation of economic competence of the head of the educational organization in terms of professional development", *Revista San Gregorio*, num 30 (2019).

requirements for a future specialist's personal characteristics can be represented by the following three main groups: psychological, mental, and behavioral. The psychological characteristics include: empathy, i.e. the ability to empathize; authenticity, i.e. openness to other people; tolerance, stress-resistance, perception development, intuition development. The mental characteristics include analytical abilities, quick reaction, the observation skill, criticism, and integrity of thinking. The behavioral characteristics comprise sociability, the ability to take risks, responsibility, the ability to lead and obey⁵.

Result Analysis

The assessment of students' theoretical professional qualities was carried out while checking their progress in the main academic disciplines by means of computer testing⁶.

The experiment involved students of two specialties ("Accountancy" and "Management"), so we developed a computer test for each of them, with 400 questions on the main disciplines:

- for the specialty "Accountancy" the questions included accounting, analysis of financial and economic activities of an enterprise (AFEA), management, auditing, taxes and taxation;

- for the specialty "Management" the questions included analysis of financial and economic activities of an enterprise, management, marketing, personnel management, strategic management.

During the testing process, 30 questions were asked on each academic discipline j on a random basis, and the average score of student i was calculated (\bar{B}_{ij}). Based on the average scores of each student i , the coefficient of the students' progress level ($K_{j, \text{подг}}$) in this discipline was calculated as the arithmetic average of the scores of all students in the groups:

⁵ J. Bírová; P. Kružlík; A. Kalimullin; N. Sokolova; Z. Haroun; R. Králik y D. Vasbieva, "Mathematical and statistical bibliometric indicators for scholars in the field of romance languages and linguistics", EURASIA: Journal of Mathematics, Science and Technology Education, Vol: 14 num 12 (2018); E. Dolzhich y S. Dmitrichenkova, Computer science terminology (a case study of the Spanish language) (Valencia, Spain: INTED2018: Proceedings of the 12th International Technology, Education and Development Conference, 2018); P. Gorev; N. Telegina; L. Karavanova y S. Feshina, "Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education", EURASIA: Journal of Mathematics, Science and Technology Education, Vol: 14 num 10 (2018): 178-185 y S. Sharonova; N. Trubnikova y N. Sokolova., "Interpreting religious symbols as basic component of social value formation", European Journal of Science and Theology, Vol: 14 num 3 (2018): 117-129.

⁶ S. Neverkovich; I. Bubnova; N. Kosarenko; R. Sakhieva; Zh. Sizova; V. Zakharova y M. Sergeeva, "Students' internet addiction: study and prevention", Eurasia Journal of Mathematics, Science and Technology Education, Vol: 14 num 4 (2018): 1483-1495.

$$K_{j.ПОДГ} = \frac{\sum_{i=1}^m B_{ij}}{m}, \tag{1}$$

where B_{ij} is the sum of points scored by student i in the process of determining the progress level in the academic discipline j , $B_{ij} \in [2; 5]$;

m is the number of students in the experimental (control) group.

Based on the assessment of knowledge in five main academic disciplines, the generalized coefficient of students' theoretical professional progress ($K_{об.ПОДГ}$) for the main academic disciplines was calculated according to the following formula:

$$K_{об.ПОДГ} = \frac{\sum_{i=1}^m \sum_{j=1}^n B_{ij}}{m \cdot n} \tag{2}$$

where n is the number of academic disciplines.

The results of professional training progress at the control stage are presented in Table 1⁷. As shown in Table 1, the level of students' professional training progress in the control and experimental groups is almost the same, the generalized coefficient of theoretical professional progress in the experimental groups is 4.0, and in the control groups it is 3.99, which indicates equal conditions under which students entered the experiment.

Groups	Academic year	Specialty	Progress level					Average ($K_{об.ПОДГ}$)
			In academic disciplines ($K_{j.ПОДГ}$)					
			Accountanc y (Marketing)*	A F E A	Managemen t	Auditing (Strategic management) *	Taxes (Personnel management) *	
Experimental	2014 - 2014	0601	4,08	3,93	4,13	3,98	3,91	4,01
	2013 - 2014	0602	3,81	3,72	4,21	4,02	4,08	3,97
	2014 - 2014	0601	4,03	3,96	4,16	3,92	3,95	4,0

⁷ M. G. Sergeeva; S. V. Gubarkov; K. Yu. Zhigalov; I. I. Kurmaeva y A. V. Tolmachev, "Quality management of services of the higher education", Ponte, Vol: 74 num 1 (2018) 34-47.

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		0602	3,85	3,78	4,24	4,08	4,1	4,01
	Total		3,94	3,85	4,19	4,0	4,01	4,0
Control	2013 - 2014	0601	4,03	3,91	4,1	4,01	3,94	4,0
		0602	3,84	3,78	4,16	4,06	4,02	3,97
	2014 - 2015	0601	4,1	3,9	4,19	3,89	3,87	3,99
		0602	3,76	3,8	4,18	4,02	4,15	3,99
	Total		3,94	3,85	4,16	4,0	4,0	3,99

Note: (..)* demonstrate results for the specialty «Management».

Table 1

The level of students' professional progress at the control stage

At the formative stage, a new academic discipline was introduced in the experimental groups, which is the workshop "The Simulative Company". The tasks of the formative stage were to select simulation training methods and pedagogical conditions for their application in the process of a future specialist training, to determine the content of the training and develop a thematic plan for the "The Simulative Company" workshop.

The students were given 100 hours of "The Simulative Company" classes, divided in accordance with the specialty into corresponding thematic lessons. The teachers applied a complex of simulation teaching methods which took into consideration the students' capabilities, their level of development and professional orientation (see Table 2).

When training accountants, special attention is paid to the students' work with computer accountancy programs, since their future employment presupposes their literacy and fluency in such computer programs as 1C: Accountancy, Info-Accountant, Consultant plus, Guarantor and others. In order to form firm skills of working with these programs, students solve a comprehensive accountancy problem on the example of a brick factory with printing of all documents.

No.	Modules and themes	Content	Hours	Recommended simulative teaching method
1.	Introduction.	The object and tasks of the workshop "The Simulative Company". The principles of creating simulative companies and their functioning. The chain of simulative companies.	1	Case study.

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MODULE 1. CREATING THE SIMULATIVE COMPANY				
2.	Basics of entrepreneurial activity.	Basic statements of the Law About Entrepreneurial Activity in the Russian Federation. Forms of property. Types of entrepreneurial activity. Basic company documents. The algorithm of company registration.	3	Case study. Operation exercises in accordance with guidelines.
3.	Sphere of marketing.	Goods. Market of goods and services. Supply and demand research. Competitive edges. SWOT analysis.	4	Individual tasks.
4.	Company image.	Company name. Company mission. Logotype. Business etiquette.	4	Business game.
5.	Organizational company structure.	The notion of the organizational company structure. Department functions. Staff time-table. Job responsibilities.	5	Role playing.
6.	Company documents and documents processing.	Documents, documents classification, purpose and forms. The order of documents registration and storage. Document management.	5	Operation exercises in accordance with guidelines.
Total for the module			22	
MODULE 2. THE SIMULATIVE COMPANY FUNCTIONING				
7.	Company management.	Principles, methods, styles, forms of company management. Management functions. Strategic and current planning. Recruitment and work with human resources. Staff appraisals, job responsibilities monitoring. Analysis of company performance.	8	Role playing. Case study. Business game.
8.	Secretarial work.	The order of processing incoming and outgoing company documents. Rules for writing business letters. Procedure of preparing and holding meetings. Telephone answering skills. Taking and sending fax and electronic messages.	8	Operation exercises in accordance with guidelines. Business game. Role playing.
9.	Company marketing activity.	Role and tasks of marketing for an enterprise. Company marketing plan. Market research. Price-list and product catalogue.	8	Case study. Operation exercises in accordance with guidelines. Individual tasks. Role play.

		Advertising. Presentations. Trade fairs.		
10.	Sales and purchases.	Procedure of buying and selling, registration of trade transactions (purchase/sale). Work with clients. Processing warehouse documentation. Inventory of material items.	6	Operation exercises in accordance with guidelines. Individual tasks. Role play.
11.	Accountancy. Creating an automated work place (AWP).	Variants of the company accountancy organization. Filling primary documents, accountancy, taxes paying, financial statements. Solving accountancy problems using the computer program 1C: Accountancy and Info-Accountant.	48	Operation exercises in accordance with guidelines. Simulating activity with the help of simulators.
	Total for the module		78	
	Total		100	

Table 2
Approximate thematic plan of the workshop “The Simulative Company”

When training managers, it is necessary to make the primary emphasis on the formation of future managers’ skills to work in a team, the ability to get out of crisis situations, analyze the external and internal environment of the company, segment the market, and develop a strategy of the company’s behavior in a competitive environment. Accountancy is an applied field for managers, so students of this specialty with the help of computer programs 1C: Accountancy and Info-Accountant work out the skills of working with primary documents, financial statements, and tax payments. When creating a manager’s AWP (automated workplace), students create a computer presentation of The Simulative Company in the form of slides using PowerPoint.

Conclusion

The model of the specialist includes a complex of key qualifications that form personal and professional characteristics. Personal characteristics can be divided into emotional-volitional, communicative, intellectual, ethical. Professional characteristics can be presented as a complex of knowledge, skills and abilities within a particular specialty. In the course of the research, two complexes of characteristics were established: personal characteristics and the quality of professional knowledge, which are formed during the lessons with the usage of simulation teaching methods. The teacher’s personality and his/her creative potential act as a leading factor in training of a competitive specialist, and in carrying out the strategic line of teaching creativity by creativity, aimed at forming the student’s readiness for constant search in the informational educational environment using computer technologies. In the course of the experimental study, we systematized the conditions and ways to improve the performance of the teaching staff of a professional educational institution for the sake of a competitive specialist’s personality formation. We established the main conditions, which comprise: the orientation of the teaching staff on students’ personality development, knowledge of their specifics, difficulties in their activities and in communication; professional knowledge, skills and abilities of the educational subjects, which ensure the effectiveness of their activity on the formation of students’ personality; strict planning and systematization of activities of all participants of the

educational process; a regulatory framework which helps distribute functions of the administration, teachers and tutors; the leading role of the psychological service in organizing the interaction of all participants of the educational process. We established the ways to improve the formation of the specialist's personality: to study the individual students' diagnosis results, to monitor the effectiveness of measures taken and to correct them timely; to organize the system of enhancing the qualification of teachers, tutors, educators with a view to improve their psychological and pedagogical competence; to organize scientific research of psychological and pedagogical problems at the university or college; to organize the interaction of the teaching staff with the students' parents; to organize the system of student self-government; to study the labor market and employers' requirements; to interact with social partners. It is impossible to overestimate the role of information technologies in solving these issues, aimed at training a competitive specialist.

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