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## ҚазҰУ ХАБАРШЫСЫ

Халықаралық қатынастар және халықаралық құқық сериясы

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Серия международные отношения и международное право

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Dabyltaeva N.E.,  
Akhanova Zh.S.

**Basics of innovative professional  
training in the field of foreign  
trade activities and world  
economic relations**

The article is devoted to the contemporary conditions of development of foreign trade activity and world economic relations, which confirms the need to establish the innovative system of specialists training, based on practice and competence approaches. The aim of the innovative educational programs of universities is to improve communication of the future obtaining business (professional) qualifications. An important component of the training of students of a specialty «World Economy» is used in the process of training professional oriented technologies, the use of assignments using the method of simulating the professional activity, the analysis of work situations. This stimulates cognitive motivation in the field of professional activity, which leads to conscious acceptance of students personal qualities that define the success of future professional activity and increase their level of formedness. Relevant to the future speciality is largely determined by the nature of academic work, which is believed by many researchers should be modeled in a certain way to design the future professional activity. Organization of educational process is to make the transition from student to specialist positions, followed by transformation into a professional training activities.

**Key words:** innovative education, innovative educational programs, social partnership model, practice-oriented approach, the competence approach.

Дабылтаева Н.Е.,  
Аханова Ж.

**Сыртқы экономикалық  
қызмет пен әлемдік  
шаруашылық байланыстар  
саласындағы мамандарды  
кәсіби инновациялық  
дайындаудың негізі**

Мақала сыртқы экономикалық қызмет пен әлемдік шаруашылық байланыстардың заманауи шарттарға сәйкес тәжірибе мен күзіреттілігін бағдарлауға негізделген мамандардың инновациялық жүйесін қалыптастыру қажеттілігін растауына арналған. Жоғары оқу орындарының инновациялық білім беру бағдарламаларының мақсаты – болашақ іскерлік (профессионалды) біліктілікке ие болу байланысын жақсарту. Болашақ қызметтің болашағын көру үшін алғышарттарын жасау ұйымның арнайы ерекшеліктері мен кәсіби оқытудың мазмұнымен анықталады. Олардың қатарына тәлімгерлердің танымдық қабілеттерін дамыту қажеттілігі және ұдайы кәсіби білімді толықтыру мен шыңдау, ой-өрісін арттыру жатады. Оқу үдерісінде кәсіби бағытталған технологияларды қолдану, кәсіби қызметке ұқсастырылған әдісті қолдану, өндірістік жағдайларды саралау «әлемдік экономика» мамандығы студенттерін кәсіби даярлауының маңызды компоненті болып табылады. Бұл кәсіби қызмет аясында танымдық мотивацияға ынталандырады, нәтижесінде студенттердің болашақ кәсіби қызметінде жетістікке әкелетін тұлғалық қасиеттерді қабылдауына итермелейді.

**Түйін сөздер:** инновациялық білім беру, инновациялық білім беру бағдарламалары, әлеуметтік серіктестік моделі, тәжірибеге бағытталған амал, күзіреттілік амал.

Дабылтаева Н.Е.,  
Аханова Ж.

**Основы инновационной  
профессиональной подготовки  
специалистов в области  
внешнеэкономической  
деятельности и  
мирохозяйственных связей**

Статья посвящена современным условиям развития внешнеэкономической деятельности и мирохозяйственных связей подтверждающим необходимость формирования инновационной системы подготовки специалистов, основанной на практикоориентированном и компетентностном подходах. Цель инновационных образовательных программ вузов – улучшить связь будущего получения деловых (профессиональных) квалификаций. Важным компонентом профессиональной подготовки студентов специальности «Мировая экономика» является применение в процессе обучения профессионально ориентированных технологий, использование заданий с применением метода имитации профессиональной деятельности, анализа производственных ситуаций. Это стимулирует познавательную мотивацию в области профессиональной деятельности, что ведет к осознанному принятию студентами личностных качеств, определяющих успех будущей профессиональной деятельности и повышению уровня их сформированности. Отношение к будущей специальности во многом определяется характером учебной работы, в которой, как полагают многие исследователи, должна определенным образом моделироваться будущая профессиональная деятельность. Организация учебного процесса должна обеспечить переход учащегося из позиции студента в позиции специалиста, а затем «трансформацию учебной деятельности в профессиональную.

**Ключевые слова:** инновационное образование, инновационные образовательные программы, модель социального партнерства, практико-ориентированный подход, компетентностный подход.

**BASICS OF INNOVATIVE  
PROFESSIONAL  
TRAINING IN THE FIELD  
OF FOREIGN TRADE  
ACTIVITIES AND WORLD  
ECONOMIC RELATIONS**

The expansion of foreign economic relations of domestic enterprises and organizations in the context of globalization of the economy and the accession of Kazakhstan to the WTO raises the demand for training highly qualified specialists in the sphere of world economy and international economic relations. Graduate of «World economy» is unique and always popular specialist in all sectors of the economy, professional, owning the knowledge in the field of foreign economic activity, the global economy and international relations in accordance with modern requirements. Students have the opportunity to learn a wide range of knowledge on economic disciplines and acquire a high level of training in the field of world economy, international economic relations.

Specialists in world economics involved in supporting foreign economic, monetary and financial-business activities; ensuring the creation and use of information on assets, liabilities, revenues and expenditures of enterprises, organizations and institutions; defined the rational organization of economic and financial relations of objects; the promotion of the protection of economic interests.

The world economy-as the diversified complex is provided by the activities of the various structures: government, business, public social institutions, professional educational institutions, which have an impact, determine requirements for the training of specialists, their competitiveness for the sector of the labour market. From today's university graduates are required not only deep knowledge in theory, but also a good practical training, readiness to take part in solving the issues in the world economy in the international economic relations.

The most promising approach to solving the problems of training specialists is a practice-oriented approach to training (practical aspect of training future specialists), enable the use in teaching industrial base professionals; the involvement of professional practitioners to teaching in the major disciplines of the specialty; dive into the production Wednesday on the basis of the University through the functioning of specialized Cabinet and other forms; introduction of a practical component in disciplines; communication practice with academic disciplines; the establishment of an up-to-date information base specialty.

Preparation of students on a specialty «World economy» is one of the most urgent problems of vocational training and is discussed in the scientific literature. The problem lies in understanding the requirements of skilled professionals, different views on the functions of specialists from the university teachers and employers. Currently, there is an inconsistency of requirements on such aspects of training in the field of foreign trade and economic relations:

- between the requirements of a specialist and the readiness of its graduates to fulfil these requirements (level of development of other necessary professional competencies of specialists);

- between the demands of educational standards and inadequate development in the domestic pedagogical science theoretical and methodological provisions related to issues of training and professional competence of specialists in the world economy.

Achieving a balance between theoretical and practical training is carried out on the basis of mutually beneficial cooperation between educational institutions and enterprises, the use of the positive experience in the management, exchange of information.

The most efficient forms of interaction in this case consider the following:

- 1) Target preparation of the students for their businesses;

- 2) Management companies involved in the learning process and the evaluation committees;

- 3) Conducting master classes, professional conferences, job fairs;

- 4) Competitions individual scholarships;

- 5) Provision of internship and supervision;

- 6) Corporate forms of interaction.

Innovative approach serves as a principle, the base of the creative development of the individual and specialist training based on the latest achievements.

Innovative education – education model, mainly focused on the maximum development of creative abilities and create a strong motivation to individual self-development on the basis of individual «educational path» (the scope, direction, level of education sequence, type and kind of school) in the field of professional activity. The need for innovative education caused by the change of paradigm of social development, the transition to the information society and, as a result, new and more demanding parameters intelligent worker. The implementation of innovative education concept involves a qualitative change in the structure and content of educational programs, forms and methods

of organization of educational process, system, integrated application of innovative technologies.

Tasks complexity of training specialists in the new socio-economic formations led to the creation of models that allow:

- set priorities in training;

- to provide educational services in line with the broad and rapidly changing needs of the labour market, educational institutions, employment services, decentralized governance structures, teachers and professionals;

- to ensure consistency and integrity of the training in the context of the processes of reform and development of vocational education.

O.S. Tretyakova, A.S. Zakharchenko, E. M. Umasheva [1] defines the following functions of training professionals in a changing labour market, oriented on structural changes in the socio-economic potential of the region and the tourist market:

1. Diagnostic-determination of dispositions and abilities of students identified by their level of preparation and individually-psychological aspects with a view to ensuring the effectiveness of the professional practical training.

2. Compensatory elimination of gaps and development of teachers of modern psychopedagogical technologies for more effective implementation of the educational process.

3. Adaptation is the development of information culture, studying methods of self-education, bases of pedagogical management; formation of skills of designing universal pedagogical technologies, with a view to the successful development of the professional activity when you change the status of the educational programs, the profile of vocational training, the scope of activities of the future graduates.

4. Cognitive-information, professional and intellectual needs of the individual.

5. The predictive-creativity of students, identifying opportunities and readiness for joint innovation of professional activity.

The structure and content of innovative educational technologies are designed taking into account the fact that the effectiveness of training in vocational education is defined as the level of teacher training, and value orientations in the area of professional activity of future graduates. Because of the nature pedagogical work, teachers are not the only source of teaching and learning, training and production and ethical information, not only the organizers of communication activities of the students, but also the bearers of the regional culture and professional culture of the future experts.



Professional competence of the teacher assumes the well-formedness of professionally-focused and pedagogical knowledge and skills, interpersonal communication skills, willingness to innovate and so every teacher is entitled to determine for yourself acceptable ideas and theories that are pedagogical credo in the implementation of the concept of training.

The process of formation of professional competence of specialists would be more effective if:

- justification of professionally significant qualities of the specialist will be based on the analysis of the professional activity;
- the learning process will be built in the context of student-centered activity, systems and approaches and aims to use the methods and forms of training to optimize the process of formation of professional competences;
- in the process of training will be used modular technology and contextual learning;
- the formation of professionally significant competences that determine the success of their future professional activity will be carried out in line with the informed decision of their students;
- the model of formation of professional competence of experts in world economy.

The innovative component of training programs for specialists in the sphere of world economy, international economic relations' branch includes the following components [1]:

- improving professional skills, development of algorithms;
- development of emotional stability, skills, development of algorithms;
- the formation of needs and development of abilities to replenish professional knowledge;
- development of common knowledge as professional competence, strengthening civil position;
- deepening of value orientations, development thinking skills;
- learning how to identify the level of preparedness and the individual characteristics of the students;
- formation and realization of programs of pedagogical interaction;
- shaping ability of new didactic purposes and organization of their implementation, critical assessment of results;
- mastering the teaching management;
- systematic knowledge and innovations and achievements of pedagogical science.

Such educational programs allow variably and flexibly carry out the selection of training content

according to the training objectives, level of realization of the basic educational program, the needs of students, their level of preparedness and individual characteristics.

During training on the profile of the students speak two foreign languages at the professional level; acquire knowledge of the forms of foreign economic activity, the procedures of international settlements, the global integration processes, international economic and political organizations; learn to analyze the status and trends of global markets; develop technologies promoting goods and services in foreign markets; acquire skills in international negotiations, implementation of international business projects; acquire the ability to develop programs to support the activities of the companies in foreign markets; learn to analyze, predict and carry out foreign economic activities of domestic organizations; acquire knowledge about the nature and direction of the foreign economic activity of the state, region, etc.

These activities require the presence of specialist qualities, professional competence, defining the type of its activities and are a component of the holistic development of the individual.

Under the student's professional competence as future specialists are those qualities that are facing modern society to experts of the profession, affect the success of training activities, give future specialist ability to the fullest to realize oneself and which ensures the high quality of his later professional activities [2].

Model of formation of professional competence of future specialist of the world economy should be submitted to the following components.

1. The target component is expected to achieve a specific result, on which the training in high school, is the formation of professional competences (communicative qualities, initiative, creative thinking, self-reliance, the ability to predict and analyze available information, etc.) through the implementation of adequate pedagogical conditions included in meaningful technological component of this model.

2. Activity component.

3. Informative component represented by general professional disciplines block. Shortcomings, actualize and systematize the knowledge, abilities and skills, build quality-objective discipline. The structure of the disciplines represented in the form of interconnected blocks and modules, among which we can highlight the theoretical, practical blocks and block «Independent work».

4. The technological component is ensured by using the methods, means and forms of education,

contributing to a more effective process of professional competencies of future specialists (explanation, troublesome presentation, research, modeling and stimulation of the professional activity, the analysis of specific situations of professional activity). Inclusion of such learning methods and techniques in teaching disciplines work plan will contribute to the achievement of the ultimate goal of the training is to prepare graduate capable of effectively apply their knowledge and skills in the public system of socio-economic relations.

5. The evaluation component of the selection criteria is expected on the basis of the definition of the levels of professional competencies of specialists. The criteria of professional competencies of employees are communicative (ownership, managerial and communication skills for business communication); cognitive creative (manifestation of autonomy in decision-making, ability to manipulate information to activities); value (an understanding of the objectives of professional activity, awareness of its values and attitude).

Based on the analysis of the state educational standard of higher education, speciality «World economy»[2].

Let us characterize these groups of competencies:

– communicative competence: skill and ability to work with people (sociability, ability to communicate with customers, the ability to govern themselves, flexibility, the ability to evaluate the behavior of the internal state of the person); emotionality; During training on the profile of the students speak two foreign languages at the professional level; acquire knowledge of the forms of foreign economic activity, the procedures of International Settlements, the global integration processes, international economic and political organizations; learn to analyze the status and trends of global markets; develop technologies promoting goods and services in foreign markets; acquire skills in international negotiations, implementation of international business projects; acquire the ability to develop programs to support the activities of the companies in foreign markets; learn to analyze, predict and carry out foreign economic activities of domestic organizations; acquire knowledge about the nature and direction of the foreign economic activity of the state, region, etc.

– Creative professional competence: cognitive activity, the ability to quickly perceive the information and its processing; ability to compile data from different areas; the ability to predict; autonomy in decision-making; the ability to realize their ideas;

initiative; ability to act in the given circumstances.

- Value-semantic (value) competences: relating to operations (tenacity, perseverance, responsibility, honesty, hard work, discipline, diligence, enthusiasm and satisfaction with their own work); adequate self-esteem.

Professional competence is an element of the structure of personality, it is advisable to form in the course of vocational training in the universities in the system of specially created conditions [3].

The effectiveness of the process of formation of professional specialist competencies due to the following pedagogical conditions:

1. Target (content, methods, selection of learning technologies for the effective formation of professional competences of the future experts).

Target conditions implementation requires processing unit general professional programs, content development discipline that promotes meaningful and effective formation of professional competence of experts. Based on an analysis of state educational standards, programs submitted by the unit, it can be stated that their content is focused to a greater extent consistent and systematic assimilation of theoretical knowledge on the subject.

2. Informative (processing programs general professional disciplines unit to meet the requirements to the expert, the development and introduction into the educational process of discipline, specifically forming professional competence of future professionals, conscious attitude of students to the seasoned professional future activities, students interested in improving professional skills).

3. Technological (implementation of the ideas of personality-oriented approach, the design of the process of formation of professional competence professional using active learning methods, modeling professional activity).

Creating preconditions for the vision of the future prospects for the activity determines the specific features of the organization and content of vocational training, which include the need to enhance the cognitive activity of students, fostering the development of cognitive opportunities, striving continuously to replenish the students and improve their professional knowledge, expand their horizons.

An important component of the training of students of a specialty «World Economy» is used in the process of training professional oriented technologies, the use of assignments using the method of simulating the professional activity, the analysis of work situations. This stimulates cognitive motivation in the field of professional activity, which leads to conscious acceptance of students personal quali-

ties that define the success of future professional activity and increase their level of formedness [3].

Relevant to the future speciality is largely determined by the nature of academic work, which is believed by many researchers should be modeled in

a certain way to design the future professional activity. Organization of educational process is to make the transition from student to specialist positions, followed by transformation into a professional training activities» [4].

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