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FORMING THE IMPORTANT PROFESSIONAL COMPETENCIES OF FUTURE MARKETERS IN THE PROCESS OF VOCATIONAL TRAINING

The article emphasizes that in the implementation of marketing communications specialists perform the following functions: informative, persuasive, reminding, forming the image of the enterprise and the product, encouraging, interactive, research. Solving such a wide range of professional tasks and the implementation of these functions requires the marketer not only to possess a significant amount of knowledge, but, first of all, communicative skills, skills and professional competencies that largely determine the effectiveness of his/her professional activities.

According to the content, objectives and features of professional activity of marketing specialist, the concept of "important professional competencies" has been clarified; the essence of formation process of important professional competencies of future marketers has been pointed out in this article. The article demonstrates that forming important professional competencies involves the establishment of certain pedagogical conditions in educational environment of higher school.

One of the conditions is to develop and use a professional communication training course, which ensures the development of important professional competencies and the implementation of integrative content in the training of marketing professionals. In the context of this research, the author gave an example of developed training course is a system of conceptually, thematically and structurally related activities, in which methods of active learning (exercises, business and role games, modeling of professional content situations, etc.) are used in order to form students' skills and skills communication, the use of integrative content learned by students and the development of important professional competencies of a future marketing specialist. The theoretical and methodological results of the research can be used in the process of professional training of future specialists in economic specialties, in optional work with students, in the improvement of qualifications of scientific and pedagogical staff of higher educational institutions of the economic branch.

Key words: *higher educational institution, future marketer, important professional competencies, training course, job profile diagram, vocational activity.*

The statement. During the period of the social and economic system transformation, Ukraine requires well-qualified economists, capable to operate efficiently in modern economic environment. The integration into the global economic system causes changes in qualification requirements for a modern marketer; in particular, it is an ability to communicate quickly and effectively in vocational activity; to be a team player; to communicate with representatives of other professional groups, with experts and specialists from other kinds of economic activity, requiring collaboration on common goals.

In this regard, the problem of competitive experts training in marketing sector, who not only possess the necessary economic qualifications, but who are able to grasp and respond flexibly to common professional concerns and have developed professional important qualities, necessary to succeed, is the pervasive. This makes it important to develop modern approaches to structuring the process of future marketers' vocational education, based on recognition of the need for professional interaction, where the following categories «communication», «collaboration», «mutual understanding» are given higher priority.

The purpose of the article: is to clarify the concept of "important professional competencies", to define the essence of formation process of important professional competencies of future marketers. In the context of this research, to give an example of developed training course aimed to form important professional competencies of a future marketing specialist.

The statement of basic materials. Forming important professional competencies is a complex and lengthy process, A. Karpov defines them as a functional combination of specific important professional competencies, when they have shown themselves in interrupt mode. In that way, «there is certain functional setting of mental functions at achieving the goals in the process of building the psychological system of activities» [2, p.26].

A. Karpov has allocated two categories of important professional competencies:

– The competencies, characterized by direct association with the characteristics of professional activities. These are referred to as «leading professional competencies».

– The competencies, which have the highest number of intrasystemic links with the other features, i.e. are placed at

the center of the whole system of qualities and characterized by the biggest structural weight. These are referred to as «basic professional competencies». The basic professional competencies provide the basis for subsystems of important professional competencies as a whole. All the other qualities of a subject, necessary for the operation or (and) its basic actions, functions, are joined together and structured around them and on their basis. The same important professional quality in different cases can be either leading or basic one.

Systemic description of important professional competencies for a concrete specialty can find out only in specific applied research. Existing modern job profile diagrams present important professional competencies, belonging to the categories for a certain activity, indicate the necessary and inappropriate qualities for a specialist. Therefore, important professional competencies are complex and internal systemic formation that determines the success of mastering and carrying out professional (vocational) activity.

The profession of a marketer has particular character, because it involved a number of jobs: a marketing consultant, an economic adviser; an industrial business manager, an industrial business manager; a manager of sales; a chief general manager; an advertising representative; a courtier; an advertising manager, a staff manager, a public relations manager; a teacher and others.

Job profile diagram as a general characteristic of a profession and requirements to be met by a specialist, makes it possible to highlight the following personal qualities (abilities, personal traits, interests and inclinations), which contributes to successful performing the professional activity.

A. Romanova [330] examines the content of the concept of «job profile diagram» as a general characteristic of a profession and requirements to be met by a specialist, this makes it possible to set the following kinds of vocational activity of economic experts: 1) interactions with others in organizations with a view to achieving the professional goals and economic success; 2) performance of institutional responsibilities, subordination to the supervisory authority; 3) conducting market research to determine demand and supply; 4) management planning, finding and using necessary funds and resources to achieve the main goals of the organization; 5) communication in the process of establishment and development of collaboration between personnel or other organizations; 6) formulation of a business plan and monitoring its implementation; 7) organizing business meetings and negotiations with customers, presentations.

A. Kulish, A. Romanova highlight the following professional qualities, providing the success in the process of vocational activity: the organizational and communicative skills, the ability to self-control, to influence other people, to form effective working groups, to manage conflict (complex) situations, a high level of conceptual thinking.

Job profile diagram includes the skills of future marketer, ensuring the success of professional activity performing: analytical skills (an ability to obtain and analyze the necessary information, to estimate, compare and assimilate it), a high level of conceptual thinking; an ability to self-control; the development of organizational skills, including

personal leadership, determination, creative approach; the development of communicative skills, namely: an ability to make contact with people, the development of skills for verbal and nonverbal communication, professional competence, etc. [316]. Furthermore, the job profile diagram lists the personal traits of future marketer: criticality; self-exactingness; responsibility (an ability to take responsibility for personal activity); flexibility (an ability to respond flexibly to changes in situations); an ability to schedule the organizational activity, the tendency towards order, productivity, formal accuracy; the development of intuition; erudition, masculinity; self-confidence and confidence in decisions, operability, intention to constantly personal growth.

Modern marketing activity is acquiring new forms and kinds, accordingly, a set of marketer's professional skills has to be changed, and, hence, the content of his/her job profile diagram has to be refined and developed.

According to educational and vocational programmes for baccalaureate 0305 «Economy and business» with specialty 6.030507 "Marketing", an expert must master the following knowledge and skills in the subject area:

- to know the principles, the most important strategic objectives and priorities of modern marketing;
- to develop current and long-term plans of marketing activity;
- to apply data collection and screening of marketing information;
- to organize and work improving the management structure of marketing activity;
- to carry out the marketing researches regarding consumer behavior;
- to carry out the diagnostics of marketplace and operation of the enterprise;
- to provide the establishment and maintenance of business partnership with market participants;
- to apply a number of methods and models for data processing;
- to develop propositions regarding the formation and improvement of product, competition characteristics and other factors in order to consider to the utmost degree the satisfaction of customers' needs;
- to apply professional-profiled knowledge and practical skills on fundamental disciplines in the processes of marketing enterprise management;
- to identify and analyze the key features of marketing systems at various levels, as well as a spectrum of behavior of their subjects;
- to use knowledge and skills in order to carry out qualitative and quantitative tasks;
- to apply the computer software and information technologies in marketing activity;
- to use digital information and communication technologies, as well as software products to ensure proper implementation of the marketing activity and practical applications of marketing tools;
- to use the applied analysis methods of marketing processes, to follow the modern approaches of systemic scientific analysis;

- to adopt innovative approaches to carry out marketing activity of market subject, to adapt with flexibility and innovation to changes of marketing environment;
- the skills of writing and oral presentation for results of own work, scientific and practical material;
- to collect and analyze the necessary information, to calculate economic and marketing rates, to substantiate management decisions on the basis of necessary analytical and methodology toolbox;
- to apply valid methods for analysis and forecasting enterprises and organizations development;
- to create, plan and carry out marketing communications;
- to calculate economic results of enterprise, institution and organization;
- to use mathematical methods in modeling the economic system;
- to prepare the marketing plan of enterprise, institution and organization operation.

To develop important professional competencies of future marketers, we propose the design of auteur professional-communicative training course. Specially selected exercises, situations with vocational content, games, providing transition of external motivation in intrinsic motives, belief, and actions have been used in the training. The training course is aimed at forming of important professional competencies of future marketers: volitional powers (liability, initiative, decisiveness, self-reliance, persistence, and attention), communicative tolerance, empathy, communicative and managerial skills, self-direction and communicative control.

The key procedures of the training course are the identification and evaluation of problem situations, modeling of similar situations and practice of desired behavior (method of behavioral therapy, its utilization is effective when the members of a group should master or strengthen behavior forms); coaching (a teacher suggests, hints or recommends something) and reinforcement (the positive assessment by supervisor or other members of the group is a factor of reinforcement, which stimulates and increases the probability of necessary action).

With a view to increasing the participation of students in the training courses, the optimization of the interplay in the training groups, the development of personal and communicative skills there is a need to comply with the following principles: activity of each participant; reasoned, personalized and vivid feedback; informative, open and trusting communication, based on humanism and agreeableness as a guarantee of keeping content of communication in a separate group; research approach (the participants find out important training problems and patterns on their own, they identify own personal resources); behavior objectivization (the participants are aware of destructive behavioral patterns in the process of game forms of team work and they are beginning to act based on informed choice of constructive communicative strategies); partnerships (forming the skills to understand a partner, his/her feelings and personality traits).

To carry out the training courses, the certain practical classes should be presented the training goal, tasks, the list and sequence of exercises should be clearly defined. The training course as an educational technology involves a certain stage-by-stage approach:

1. The formulation of training goals provides the targeted presentation of material, included in the curriculum for the course or session. These goals are based on developed objectives in the process of determining requirements in the teaching, but they are more specific regarding the needs of the target audience. According to these goals the exercises are selected (primary and auxiliary), their sequence, in particular, increasing complexity. The important principle of training technologies is a progressive motion in forming knowledge and skills from simple (elementary) to complex, which in turn would be also reflected in methods of training. The first stage includes group methods, such as group projects, role play, case studies, and simulations, focused on forming concrete communicative skills. The last stage includes the training games, based on deep self-reflection and focused on the development of communicative competence.

2. Determining the quantity and character of «stages», their focus regarding training content. The number of «stages» is determined on the basis of diagnostic «stages», enabling appropriate adjustments of forms and methods of the training technology, taking into account the principle «from simple to difficult» (from gaining self-confidence in verbal interaction to «training» of business cooperation).

3. Defining the rational way to transfer training information at every «stage» of advance. In this case, a high level of student's activity is expected in the training process, regardless of the type and method of training at a particular moment, for example, during a mini-lecture, a game, a practice drill and so on.

4. Selection of feedback methods. This stage is considered as a «didactic password» to go to the next «stage». The training course includes reflection and debriefing, as most appropriate and effective ways of feedback.

5. Formation of control system, based on comparison of real results with a standard. Strengthening self-control is expected to be taken place, as well as teacher's control on the basis of feedback with students.

Training activity is carried out through some training methods and approaches applying, enabling not only to keep attention and workability of the group but also reflect real life situations. The most popular, using in the training classes are mini-lecture, role game, case study (problem situations), brainstorming, discussion. Consequently, selecting the training approach, it should be taken into account the knowledge level of students on concrete theme; which training means can reinforce the material; group size (interactive forms are more effective in smaller groups); time and space resources.

These components support the implementation of the curricula, the development of professional skills and competencies, form the system of their motivation to

education, set out the interconnections and activate experience. In this regard, it is also necessary to take into account the peculiarities of training styles of concrete audience, the implementation of professionally oriented and practical information to ensure the success of the training activity. These factors affect the creation of an environment of harmony and cooperation, good mood and positive atmosphere. The training tasks of various types, used in educational process on training technology, encourage the students to change their educational trajectory.

The proposed professional-communicative training course: 1) presentation (to set and explain goals, content, to provide examples); 2) demonstrations of situations (by means of video or role game with "how-to-do" action tips for students); 3) practice (to provide an opportunity to carry out necessary activity and do exercises independently); 4) feedback (a quantitative analysis of implementation); 5) small group discussions (constructive exchange of views); 6) planning of further actions (forecasting of benefits regarding gained practical skills).

The training course consists of three themes. The total duration is 30 hours. We have created 12 groups (10–14 students in each group). The classes have been carried out with students which were included in pilot group once a week during the academic year in the process of educational out-of-class activities.

There are some examples of some thematic activities, carried out during training courses:

Theme 1. «My profession is a marketer» (4 hours).

Content: 1. The characteristics of the profession. 2. The requirements of the profession to a personality. 3. Communicative skills of marketer (empathy, knowledge, abilities, skills and ways to implement communication and interaction, an ability to make psychological contact, to overcome communicative barriers, tolerance, verbal activity). 4. Doing training exercises. Role playing of situations regarding professional activity: business game «Speech of marketer is a success in a professional activity», business game «To learn business communication», role game «Means of professional development: professional reflection, analysis and self-analysis, professional intuition».

Tasks for independent work. 1. Draw up the glossary, reflecting the essence of professional communication in marketer's activity. 2. Test «Tree». Demonstrate the level of preparedness for future professional activity by drawing a tree. Comment the assignment. 3. To create a map of motives to choose a profession of marketer, including presentations and general discussions. 4. To prepare micro-performance: «Me and my future profession». 5. To create a diary of self-cognition and self-development, where the students will be able to write down their own observations every day (What I could do for strengthen my own competencies? What competencies should I improve? Where the gap of knowledge is? Where and when can I obtain them? What resources I need to do this?).

Conclusions. The analysis of educational standard of higher education on specialty 075 «Marketing» for the first (bachelor) level of higher education [4], relevant syllabuses

indicate that there are certain possibilities to develop skills and abilities in the sphere of professional communication in the process of vocational training of future marketers, that have not been fully exploited within traditional training practice in higher educational establishments. It was imperative to develop and active dissemination of results of relevant research and experience in this direction and to investigate the possible improvements to the quality of vocational training of future marketer. The theoretical and methodological results of the research can be used in the process of professional training of future specialists in economic specialties, in optional work with students, in the improvement of qualifications of scientific and pedagogical staff of higher educational institutions of the economic branch.

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ФОРМУВАННЯ ВАЖЛИВОЇ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО МАРКЕТОЛОГА В ПРОЦЕСІ ПРОФЕСІЙНОГО НАВЧАННЯ.

У статті визначено, що при здійсненні маркетингових комунікацій фахівці виконують наступні функції: інформативну, переконувальну, нагадувальну, формування іміджу підприємства та товару, заохочувальну, інтерактивну, дослідницьку. Вирішення такого широкого спектру професійних завдань та реалізація перелічених функцій при здійсненні маркетингових комунікацій вимагає від маркетолога не тільки володіння значним обсягом знань, а, в першу чергу, комунікативних умінь, навичок і професійно важливих якостей, які складають основу культури професійного спілкування і значною мірою визначають ефективність його професійної діяльності. Враховуючи зміст і особливості професійної діяльності маркетолога було уточнено поняття «професійно важливі якості», визначена суть процесу формування професійно важливих якостей майбутнього маркетолога. Було доведено, що формування професійно важливих якостей передбачає створення певних педагогічних умов в освітньому процесі закладу вищої освіти. Одна з таких умов-розробка і використання професійно-комунікативного тренінгу, який забезпечує розвиток професійно важливих якостей та застосування інтегративного змісту у професійній підготовці фахівців з маркетингу. У контексті статті авторка навела приклад розробки тренінгу, що являє собою систему концептуально, тематично й структурно пов'язаних занять, під час яких застосовуються методи активного навчання (вправи, ділові та рольові ігри, моделювання ситуацій професійного змісту тощо), з метою формування у студентів умінь і навичок професійного спілкування, використання засвоєного студентами інтегративного змісту та розвитку професійно важливих якостей майбутнього фахівця з маркетингу. Теоретичні та методичні результати дослідження можуть бути використані в процесі професійної підготовки майбутніх фахівців економічних спеціальностей, у факультативній роботі зі студентами, у підвищенні кваліфікації науково-педагогічних кадрів вищих закладів освіти економічної галузі.

Ключові слова: вищий навчальний заклад, майбутній маркетолог, важливі професійні компетенції, тренінг, професіограма, професійна діяльність.

