

Wen Mingming¹, Liu Chang¹, D. Prunenکو², K. Mamonov²

¹Guangdong Ocean University, China

²O.M. Beketov National University of Urban Economy in Kharkiv, Ukraine

FEATURES OF REALIZATION OF MASTER'S PROGRAMS IN ECONOMIC DIRECTIONS

It is proved that at the present stage of economic transformations the formation of directions and identification of peculiarities of training of specialists functioning in the economic sphere is of special importance. The permanent changes taking place in the educational environment, the reform of the educational system, have highlighted the problematic aspects that are related to the ambiguity of certain modern aspects of its functioning and the rudiments that have survived in the old system.

The purpose of the study is to highlight the features of the implementation of master's programs in economic areas, taking into account modern conditions.

To achieve this goal, the following tasks have been solved: to characterize the regulatory and legal support of educational activities in Ukraine; determine the directions of formation and implementation of the master's program entrepreneurship, trade and exchange activities; to analyze the international experience of formation and implementation of master's programs in economic fields.

Regulatory and legal support of educational activities is determined by laws and other legislative acts. Characterizing the educational and professional program 076 «Entrepreneurship, trade and exchange activities» areas of its implementation: training of highly qualified specialists in entrepreneurship, trade and exchange activities, who have the methodology and tools in management, research, training, expert consulting. The international experience of realization of educational programs is characterized.

As a result of the research, the directions of functioning of the educational system of Ukraine are determined, the normative-legal provision is characterized, the peculiarities of realization of educational programs in economics, the international experience are singled out. The obtained results allow to form a basis for development of strategic directions of development of master's programs in economic directions and to increase efficiency of their realization.

Keywords: economic directions, master's programs, educational systems, higher education, normative-legal maintenance.

Introduction

At the present stage of economic transformations, the formation of directions and identification of features of training of specialists operating in the economic sphere is of special importance. The permanent changes taking place in the educational environment, the reform of the educational system, have highlighted the problematic aspects that are related to the ambiguity of certain modern aspects of its functioning and the rudiments that have survived in the old system. In such conditions, it is necessary to rethink approaches to the preparation and implementation of master's programs in economics, which create conditions for the formation of a professional environment and professionals who can counteract the impact of internal and external factors at the micro, meso and macro levels. In addition, the formation of a scientific basis for the development of economic areas, taking into account the current

ambiguous conditions, is of particular importance.

Thus, the research topic to determine the features of the implementation of master's programs in economics is relevant and important.

Analysis of existing research

Directions and features of the functioning of the educational system in Ukraine, problematic aspects of its development are presented in the developments [1–13].

To ensure the functioning of the educational system and the development of master's programs, regulatory and legal support is used [14–21].

Along with this, there are still problematic issues regarding the formation of modern aspects of the development of master's programs in economic disciplines, taking into account the peculiarities of the influence of external and internal factors.

The objectives of the study

The purpose of the study is to highlight the features of the implementation of master's programs in economic areas, taking into account modern conditions.

To achieve this goal the following tasks are solved:

- to characterize the regulatory and legal support of educational activities in Ukraine;
- to determine the directions of formation and implementation of the master's program entrepreneurship, trade and exchange activities;
- to analyze the international experience of formation and implementation of master's programs in economic fields.

Main part

Regulatory and legal support of educational activities is determined by laws and other legislative acts. In particular, training of specialists in economic areas is carried out by:

- initial level (short cycle) of higher education;
- the first (bachelor's) level;
- the second (master's) level;
- the third (educational-scientific / educational-creative) level;
- scientific level.

The initial level (short cycle) of higher education presupposes the acquisition by higher education students of the ability to solve typical specialized tasks in a certain field of professional activity.

The first (bachelor's) level of higher education presupposes the acquisition by higher education students of the ability to solve complex specialized tasks in a certain field of professional activity.

The second (master's) level of higher education involves the acquisition by higher education students of the ability to solve problems of research and / or innovation in a particular field of professional activity.

The third (educational-scientific / educational-creative) level involves the acquisition by higher education seekers of the ability to solve complex problems in the field of professional and / or research and innovation.

Educational and scientific level of higher education involves the acquisition of theoretical knowledge, skills, abilities and other competencies sufficient to produce new ideas, solving complex problems in the field of professional and / or research and innovation, mastering the methodology of scientific and pedagogical activities, as well as conducting their own research, the results of which have scientific novelty, theoretical and practical significance [16].

Obtaining higher education at each level of higher education involves the successful implementation of a person of the relevant educational or research program,

which is the basis for awarding the appropriate degree of higher education: junior bachelor; bachelor; master's degree; doctor of philosophy / doctor of art; PHD.

A junior bachelor's degree is an educational or educational-professional degree obtained at the initial level (short cycle) of higher education and awarded by a higher education institution as a result of successful completion of an educational program of 120 ECTS credits. To obtain a bachelor's degree on the basis of professional higher education, a higher education institution has the right to recognize and remit ECTS credits, the maximum amount of which is determined by the standard of higher education. A person has the right to obtain a bachelor's degree provided that he or she has a complete general secondary education.

A bachelor's degree is an educational degree obtained at the first level of higher education and awarded by a higher education institution as a result of successful completion of an educational-professional program by a higher education applicant, the amount of which is 180–240 ECTS credits. To obtain a bachelor's degree on the basis of a bachelor's degree or on the basis of professional higher education, a higher education institution has the right to recognize and remit ECTS credits, the maximum amount of which is determined by the standard of higher education. A person has the right to obtain a bachelor's degree, provided he has a complete general secondary education [16].

A master's degree is an educational degree obtained at the second level of higher education and awarded by a higher education institution (scientific institution) as a result of successful completion of the relevant educational program by the higher education institution. The master's degree is obtained by educational-professional or by educational-scientific program. The volume of the educational-professional program of master's preparation makes 90–120 ECTS credits, the volume of the educational-scientific program – 120 ECTS credits. The master's degree program must include a research component of at least 30 percent. A person has the right to obtain a master's degree if he or she has a bachelor's degree.

The master's degree in medicine, pharmacy or veterinary specialization is obtained on the basis of a complete general secondary education or a bachelor's degree, a junior bachelor's degree, a junior specialist's qualification level in a relevant specialty and is awarded by a higher education institution. the amount of which, if the master's degree in medicine, pharmacy or veterinary specialization is obtained on the basis of complete general secondary education, is 300–360 ECTS credits. To obtain a master's degree in medicine, pharmacy or veterinary specialization on the basis of a bachelor's degree or on the basis of professional higher education, a higher education institution has the right to

recognize and remit ECTS credits, the maximum amount of which is determined by higher education standard [16].

Scientific institutions of the National Academy of Sciences of Ukraine and national branch academies of sciences may train masters according to their own educational and scientific program in accordance with the obtained license for the relevant educational activity. Research institutions may also train masters in an educational and research program agreed with the institution of higher education. In this case, the scientific component of such a program is carried out in a scientific institution, and the educational component – in a higher education institution.

The Doctor of Philosophy is an educational and at the same time the first scientific degree obtained at the third level of higher education on the basis of a master's degree. The degree of Doctor of Philosophy is awarded by a specialized academic council of a higher education institution or scientific institution as a result of successful completion of the relevant educational and scientific program and public defense of the dissertation in a specialized academic council.

A person has the right to obtain a doctorate in postgraduate studies. Persons who professionally carry out scientific, scientific-technical or scientific-pedagogical activity at the main place of work have the right to obtain the degree of Doctor of Philosophy outside postgraduate studies, in particular during creative leave, subject to successful implementation of the relevant educational-scientific program and public defense of the dissertation in a specialized scientific council.

The normative term for the preparation of a doctor of philosophy in postgraduate studies is four years. The volume of the educational component of the educational-scientific program of preparation of the doctor of philosophy makes 30–60 credits of ECTS.

Scientific institutions can train doctors of philosophy according to their own educational and scientific program in accordance with the obtained license for the relevant educational activity or according to the educational and scientific program, some elements of which are provided by other scientific institutions and / or higher education institutions [16].

The following types of documents on higher education (scientific degrees) are established at the appropriate degrees: junior bachelor's degree; bachelor's degree; Master's degree; Doctor of Philosophy / Doctor of Arts; Doctor of Science diploma.

For the preparation of masters in economics, educational programs are developed and implemented, which contains: a list of educational components; their logical sequence; requirements for the level of education of persons who can start training under this program; the number of ECTS credits required to

complete this program, as well as the expected program learning outcomes (competencies) that the applicant must master. The institution of higher education may independently introduce the specializations indicated in the award of educational qualifications to persons who have successfully completed their studies in the relevant educational programs. At the initial level (short cycle) of higher education, educational programs can be created by field of knowledge or group of specialties, if it does not contradict the relevant standards of higher education. At the second (master's) level of higher education, interdisciplinary educational and scientific programs can be created, if it does not contradict the relevant standards of higher education [16].

In the context of ensuring the implementation of master's programs in economic areas, taking into account the European experience, information support is formed and implemented and the relevant center, which carries out the following areas:

- ensuring free access of citizens, interested bodies and states – parties to the Convention on the Recognition of Qualifications concerning Higher Education in the European Region to information on the peculiarities of the integration of the national education system into the European educational space;

- providing citizens and interested bodies with information and explanations on academic mobility and recognition of educational documents;

- verification of the authenticity of educational documents issued by educational institutions of Ukraine and other countries;

- organization of examination to establish the equivalence of qualifications assigned in accordance with educational documents issued by educational institutions of foreign countries;

- holding conferences, seminars on academic mobility, application of the provisions of the Convention in solving current problems of development and integration of education systems of European countries;

- participation in the preparation of draft bilateral and / or multilateral intergovernmental agreements on the recognition of qualifications;

- implementation of measures to promote educational services provided by Ukrainian educational institutions on the foreign market, in particular, aimed at attracting foreign nationals to higher education in Ukraine;

- participation in the implementation of international academic exchange programs for pupils, students and graduate students;

- organizational support for training, internships or advanced training of citizens of Ukraine in educational institutions of other countries;

- ensuring effective activities within the functioning of the international network of European

national information centers on academic recognition and mobility and national information centers on academic recognition [18].

Characterizing the educational and professional program 076 «Entrepreneurship, trade and exchange activities» areas of its implementation: training of highly qualified specialists in entrepreneurship, trade and exchange activities, who have the methodology and tools in management, research, training, expert consulting [22].

The program implements a competency approach at the appropriate levels:

- integrated competence: the ability to solve complex problems and problems in the field of entrepreneurship, trade and exchange activities or in the learning process, which involves research and / or innovation under uncertain conditions and requirements;

- general competencies: the ability to generate new ideas (creativity); ability to communicate in a professional foreign language; ability to identify, pose, solve problems and make informed decisions; ability to adapt and act in a new situation, to be critical and self-critical; ability to effectively communicate externally and internally;

- special (professional, subject) competencies: the ability to apply modern models and methods of implementing business development projects; ability to apply the latest methods of business management in domestic and foreign markets; be able to apply creative technologies for business development; highlight the social values of entrepreneurial activity in a competitive environment; ability to manage the level of risk of different areas of business development; ability to model exchange business; have the techniques of selection and implementation of exchange transactions in certain market conditions; the ability to attract intermediaries and control their work in carrying out exchange activities [22].

The result of the program is:

- be able to produce new ideas for the development of business, trade and exchange structures and implement them;

- use a foreign language to ensure effective scientific and professional activities in business, trade and exchange structures;

- identify, analyze problems and develop measures to solve them;

- to show initiative and independence of actions in different situations, to critically evaluate phenomena and processes in the field of entrepreneurship, trade and exchange activities;

- apply business communications to support the interaction of the enterprise with its internal and external environment;

- manage the project of business development in the domestic and foreign markets using the latest

management methods;

- to organize the creative process of employees to find non-standard solutions;

- demonstrate responsibility for the results of their activities to society;

- manage the implementation of the business plan of the venture project of the business entity;

- use the tools of modeling the stock market in order to predict its development;

- control the work of intermediaries in carrying out exchange activities [22].

International experience in implementing educational programs in economics is through the following forms:

- classic university programs (Australia, Austria, Great Britain, Spain, Italy, Portugal, Finland, France);

- distance learning (due to COVID – 19 is used in almost all European and other countries);

- long-term courses with the issuance of diplomas on the basis of universities (Austria, Spain, Italy, Norway, France, Sweden).

It should be noted that according to the level of basic higher education, the population of the country has the following share: Great Britain – 73.7%; Sweden – 70.4%; Switzerland (German cantons) – 63.4%; Netherlands – 54.1%; Ireland – 51%; Switzerland (French cantons) – 51%; Belgium – 45.6%; Poland – 34.3% [23].

The countries of the European Union are part of the Bologna education system. Characterizing the functioning of the relevant education system, we note that in Sweden there is a decentralized management of higher education, but the state regulates the level of education, the structure of higher education, control over its quality [24].

In Germany, there is a greater influence on the formation and implementation of educational activities. The Higher School Pact 2020 defines the mechanism of interaction between the federation and individual lands in the implementation of research, educational activities, areas of the Bologna system, ensuring relations between educational institutions and the manufacturing sector.

The growing decentralization of higher education in the context of the implementation of master's programs in US and Canal economics affects the level of education in these countries.

Conclusions

As a result of the research, the directions of functioning of the educational system of Ukraine are determined, the normative-legal provision is characterized, the peculiarities of realization of educational programs in economics are singled out, taking into account the international experience. The obtained results allow to form a basis for development of strategic directions of development of master's

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Рецензент: доктор економічних наук, професор, завідувач каф. підприємництва та бізнес-адміністрування О.В. Димченко, Харківський національний університет міського господарства імені О.М. Бекетова, Україна.

Автор: ВЕНЬ Мінмін
професор філософії, доцент, Школа управління,
Океанський університет, Гуандун
E-mail – w-m-m@163.com

Автор: ЛЮ Чан
доктор філософії, доцент, Інститут електроніки
та інженерії, Океанський університет, Гуандун
E-mail – byndgjc@163.com

Автор: ПРУНЕНКО Дмитро Олександрович
доктор економічних наук, доцент, доцент кафедри
транспортних систем і логістики
Харківський національний університет міського
господарства імені О.М. Бекетова
E-mail – prunenkod@rambler.ru

Автор: МАМОНОВ Костянтин Анатолійович
доктор економічних наук, професор, професор ка-
федри земельного адміністрування та геоінфор-
маційних систем
Харківський національний університет міського
господарства імені О.М. Бекетова
E-mail – kostia.mamonov2017@gmail.com

ОСОБЛИВОСТІ РЕАЛІЗАЦІЇ МАГІСТЕРСЬКИХ ПРОГРАМ З ЕКОНОМІЧНИХ НАПРЯМІВ

Вень Мінмін¹, Лю Чан¹, Д.О. Пруненко², К.А. Мамонов²

¹Океанський університет, Гуандун, Китай

²Харківський національний університет міського господарства імені О.М. Бекетова, Україна

Доведено, що на сучасному етапі економічних перетворень особливого значення має формування напрямів та виявлення особливостей підготовки спеціалістів, що функціонують у економічній сфері. Перманентні зміни, що відбуваються у освітньому середовищі, реформа освітньої системи, виокремила проблемні аспекти, які пов'язані із неоднозначністю визначених сучасних аспектів її функціонування та рудиментами, які збереглися у від старої системи.

Метою дослідження є виокремлення особливостей реалізації магістерських програм із економічних напрямів, враховуючи сучасні умови.

Для досягнення поставленої мети вирішені наступні завдання: охарактеризувати нормативно-правове забезпечення освітньої діяльності в Україні; визначити напрями формування та реалізації магістерської програми підприємництво, торгівля та біржова діяльність; проаналізувати міжнародний досвід формування та реалізації магістерських програм із економічних напрямів.

Нормативно-правове забезпечення освітньої діяльності визначається законами та іншими законодавчими актами. Характеризуючи освітню-професійну програму 076 «Підприємництво, торгівля та біржова діяльність» напрями її реалізації: підготовка висококваліфікованих фахівців з підприємництва, торгівлі та біржової діяльності, які володіють методологією й інструментальним апаратом в управлінській, науково-дослідній, навчальній, експертно-консалтинговій сферах. Охарактеризовано міжнародний досвід реалізації освітніх програм.

У результаті дослідження визначені напрями функціонування освітньої системи України, охарактеризовано нормативно-правове забезпечення, виокремлені особливості реалізації освітніх програм з економіки, враховуючи міжнародний досвід. Отримані результати дозволяють сформулювати основу для розробки стратегічних напрямів розвитку магістерських програм з економічних напрямів і підвищити ефективність їх реалізації.

Ключові слова: економічні напрями, магістерські програми, освітня система, вища освіта, нормативно-правове забезпечення.

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