

MANAGEMENT OF THE TRAINING OF FUTURE SPECIALISTS IN THE CONTEXT OF THE FORMATION OF THEIR LEGAL CULTURE

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Abstract. The article covers modern requirements for the preparation of economists (high professionalism, perfect knowledge of the latest information technologies, high level of intelligence, knowledge, abilities, skills, high level of personality development, professional mobility and adaptation to the world information space). The purpose of the article is to develop a toolkit for training future specialists in the context of the formation of their legal culture. It is disclosed that the specific requirements for employees of the economic sphere are determined by the functional duties of a specialist at a certain workplace. Their differences are determined by different goals and conditions of work. In qualification requirements, these differences are reflected in the three levels of professional training of economists in higher education institutions (the first characterizes knowledge for solving official issues and tasks in accordance with current regulations, instructions, rules; the second requires a specialist's ability and ability in solving professional tasks to put into operation methods of non-standard approaches in accordance with the dynamics of real conditions, the third characterizes the ability of professionals on the basis of the knowledge, skills and skills creatively to solve service issues and the task, to see and formulate new problems, to find the original ways of their solution). It has been established that an important aspect for the professional activity of an economist is analytical (related to research, comprehension and evaluation of certain situations) and practical aspects (making rational decisions and their implementation). The reasons for updating the necessity of changes in the preparation of bachelors (establishing the need to change the strategy and tactics of building basic educational programs and individual educational paths of bachelors in modern high school, a new understanding of the methodological importance of basic disciplines in the field of professional activity and the area of knowledge, etc.) are systematized. It is inserted that along with a set of knowledge, skills, abilities and professional qualities important for an economist, the future specialist should have a certain system of knowledge, skills and qualities related to the solution of legal issues. It is proved that the level of the formation of a legal culture, the personal convictions of future economists depends on the manifestation or absence of manifestation, corporate, and in some cases national interests, which helps economists to influence actively to the historical perspective of the development of their business structure and society as a whole.

Keywords: professional training, legal culture, future economists, peculiarities of legal culture, economic sphere, professional activity of an economist, preparation of bachelors.

JEL Classification: I 23, I 29

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Introduction. Modern economic and legal science is developing and improving in accordance with the objective laws of political and socio-economic development of society, which, in turn, is reflected in the professional training of specialists. This process is complex and dialectically contradictory. At its core lies the necessity of

adjusting the content and methods of education, reorganizing the educational process for students based on the social demand of society.

Literature review. The "Concept of Economic Education Development in Ukraine" defines its goal as the preparation of economists with a modern worldview, professional knowledge of an innovative nature, and skills for their practical application in solving socio-economic problems based on continuous self-education.

Researchers (N. Babkova-Pylypenko, N. Balovsiak, V. Vyshpolska, I. Vlasiuk, Ye. Ivanchenko, R. Kornev, T. Krutous, L. Maksymchuk, V. Parkhomets, O. Yakovenko, R. Bartlett, M. Joseph, P. King, F. Mohsen, P. Saunders, and others) have dedicated their research to the problems of economic education, its peculiarities, and the quality of training students in economic specialties.

N. Rzhavska considers the professional training of future bachelor's degree students in commodity science and trade entrepreneurship as a multifaceted system, consisting of the following components: higher education standards, educational-professional program, curriculum, methods, and pedagogical technologies for organizing the learning process. The content of professional training for future bachelor's degree students in commodity science and trade entrepreneurship should be oriented towards the job market, and the learning outcomes should be aligned with the needs of European and global employers, ensuring the high competitiveness of Ukrainian specialists. The professional training of future bachelor's degree students in commodity science and trade entrepreneurship is an important condition for the country's competitiveness in the global arena.

It refers to the preparation of well-educated, creative, and critically thinking professionals capable of multifaceted and holistic understanding and analysis of complex problems of societal and natural life, and therefore capable of seeking new solutions to urgent issues [7, p. 19].

Aims. The purpose of the article is to develop a toolkit for training future specialists in the context of the formation of their legal culture.

Methodology. Under the influence of modern national requirements, the main qualification requirements for the training of future economists have been formed: high professionalism, excellent command of cutting-edge information technologies, high level of intellect, knowledge, skills, and abilities, advanced personal development, professional mobility, and adaptation to the global information space.

Results. Economic, business, and financial activities require economists to possess knowledge of the fundamentals of commercial and financial-economic activities of enterprises of various profiles, commodity science, pricing and taxation mechanisms, as well as the ability to conduct financial-economic calculations, payment and credit operations, maintain inventory of tangible assets, and perform financial analysis, among others. This list of knowledge and skills is closely related to analytical activities, its information support, and regulatory compliance. Information and the ability to use it are also an integral factor in the professional development of an economist's personality [10, p. 155].

In our opinion, an important characteristic of a bachelor's degree graduate in the field of "Economics" is their competitiveness. Due to the current socio-economic

conditions of market economy in Ukraine, as researched by T. Raspopova, there are characteristics such as rigidity, dynamism, responsibility, risk, competition, complexity of relationships within organizations and information systems. The functions of professional economists are constantly evolving, encompassing organizational and managerial, financial-economic, information research, project, planning and economic, financial-economic, innovative, marketing, diagnostic, and advisory activities [10, p. 76]. This also involves resolving legal, information-analytical, socio-psychological, professional, scientific research, organizational and managerial tasks, and forming a dynamic national economic system. Consequently, the demands for the professional training of future economists are increasing.

A future economist should be prepared to perform professional functions within one of the types of economic activities according to the approved State Consumer Standards (Order dated October 11, 2010, No. 457, with amendments dated November 29, 2010, No. 530) and the national classifier of Ukraine DK 009:2010 "Classification of Types of Economic Activities". These include activities in the field of informatization, research and development, services primarily provided to legal entities, rental services without operational personnel, general state administration in economic and social sectors, activities under state jurisdiction, wholesale trade and intermediary trade, specialized retail trade in computers, standard software and information retrieval devices, public activities, financial activities, and more.

From the provided list, it is evident that higher education should prepare future economists for complex analytical work, forecasting, identifying problems in their development while maintaining a high level of compliance with the law in various, often ambiguous situations. Specific requirements for employees in the economic field are determined by the functional duties of specialists in specific job positions. Their differences are defined by different goals and work conditions. The goals depend on the level of complexity, responsibility, and autonomy of the employee in solving professional tasks. These differences are reflected in the qualification requirements through three levels of professional training for economists in higher education institutions.

The first level is characterized by knowledge necessary for addressing official matters and tasks in accordance with current regulatory acts, instructions, rules, and guidelines. The specialist is expected to apply the knowledge acquired during professional training in their work. Such requirements are imposed on most positions in financial structures of enterprises at the operational level. Creativity in their work is primarily associated with interpersonal interactions with individuals for whom a particular task is performed.

The second level requires the specialist to have the ability and aptitude to apply non-standard approaches in implementing existing methodologies when addressing professional tasks in accordance with the dynamics of real conditions. Here, the acquired knowledge, skills, and abilities are applied with elements of creativity by the employee. Such requirements are typical for most analytical and auditing specialties.

The third level is characterized by the ability of professionals, based on their acquired knowledge, skills, and abilities, to creatively solve work-related issues and

tasks, identify and formulate new problems, and find original ways to address them. Such requirements are typical for financiers, analysts, auditors, who hold responsible positions, as well as for managers of financial and auditing structures.

An economist is obliged to possess a solid theoretical foundation in order to apply the laws of economics and societal development. They should be able to process statistical data and provide accurate interpretations. Moreover, economists should possess not only logical thinking skills but also the talent for extrapolation – extending solutions to future developments, taking into account various temporary and permanent factors. To tackle these tasks, economists must have a well-developed mathematical toolkit. Modern economics differs from the past in another significant aspect. The introduction of information technologies into our lives has inevitably influenced the requirements for economists. Specialized computer programs significantly facilitate the work of economists; however, on the other hand, they demand increased computer literacy.

Discussion. Specialized computer programs are an integral part of the professional activities of economists, and working with them requires not only computer literacy but also the development of IT and information competencies. The results of an analysis of recruitment company websites indicate that candidates for economist positions are expected to have lateral thinking skills, which enable them to "contextualize specific events in economic life within a broader societal framework and provide accurate assessments" [6, p. 489]. This requires a rich general culture shaped by humanities disciplines such as philosophy, political science, and sociology during university education.

A graduate specialist should: have a systemic understanding of the structure and trends of national and global economies; comprehend the diversity of economic processes in the modern world, their interconnection with other societal processes; be able to apply knowledge of finance, money, and credit theory in practical activities; possess knowledge of the fundamentals of monetary and credit regulation, the interrelation between different parts of monetary circulation, monetary and trade turnover, basics of banking and exchange business, organization of taxation and insurance, state and municipal finance; be prepared for professional work in financial and credit institutions, including the foreign economic sphere, capable of working independently in positions that require an analytical approach in non-standard situations; solve non-standard tasks, forecast economic processes in the field of monetary, financial, and credit relations; identify the prospects for the development of financial and credit relations and prospects for their own professional activities; be competitive, possess knowledge in related specializations; be able to organize work on a scientific basis, possess computer methods for information collection, storage, and processing applicable to their professional field, and utilize modern information technologies.

An economist's professional activity involves both analytical and practical aspects. The analytical aspect is related to researching, comprehending, and evaluating specific situations, while the practical aspect involves making rational decisions and implementing them. However, it is important not to overlook the

humanistic component, which serves as a foundational and system-forming element of professionals' understanding in this field. Together, these identified elements ensure the successful execution of professional tasks.

At the same time, the professional activity of an economist is characterized by dynamism, which can be attributed to changes in the economic, social, and political spheres driven by significant advancements in scientific progress and the development of productive forces, requiring rapid response. Based on the above material, it can be concluded that professional activity as a concept is a product of sociogenesis and institutionalization. It reflects a certain intellectual constant of an individual and the status attributed to them, which is embodied in the performance of respective functions and tasks.

The future specialist in economics should be able to forecast market trends, which refers to the economic situation encompassing the relationship between supply and demand, price movements, inventory levels, and other economic phenomena. Analyzing social, psychological, and political factors relevant to professional activities will enable the future specialist in economics to prioritize directions in their professional training. Market relations require modern professionals to possess new qualities such as initiative, foresight, professional mobility, consideration of the experience of developed countries, and adaptability to changing conditions. The actual economic situation in the country necessitates the need to raise the overall level of economic education.

In modern conditions, a specialist in an economic field is a professional who engages in the analysis of financial and economic activities (of companies, industries, etc.) with the aim of improving them. The professional profile of an economic specialist includes a systemic-factorial approach that combines five specific integral factors defining a set of differentiating qualities: adaptive mobility, emotional and business leadership, ability to integrate social functions (roles), sociability, and stress resilience (intellectual, volitional, and emotional) [1, p. 55].

An economic specialist is, to some extent, a psychologist, sociologist, legal expert, and educator. They know how to inspire their colleagues and partners to achieve good results, formulate key goals and tasks that are most relevant at the moment and have legal justification. They serve as examples in their activities and skillfully create an individual image. The main focus of the specialist's creativity is the continuous improvement of professional technology and collaboration with people based on legal culture. Y. Doronina emphasizes the need for continuous study of these matters to enhance one's work style and search for rational forms and methods of team leadership [4, p. 83].

V. Ihnatov identifies specific requirements for the subject, objectives, means, and conditions of work for economists. These requirements are categorized by the author into three groups:

1) General requirements for all economists. Since sign systems are the subject of work for all economists, each economist, regardless of their place of work, is required to have an interest in working with abstract numbers, tables, and diagrams; the ability to perceive, systematize, and analyze symbolic information. The purpose of economic

education determines its main tasks: in the field of learning - mastering the fundamentals of knowledge about modern economics, principles, and patterns of its functioning and development by students; in the field of self-awareness - comprehending one's individual economic and social potential, shaping conscious civic economic behavior; in the field of motivation - developing an interest in economic issues, a constant need for civilized entrepreneurship, the ability to design activities that should serve as a means of social protection, professional self-determination, development, and adaptation.

The general content of work for all economists involves studying, processing, and analyzing information presented in an abstract and formalized form: numbers, diagrams, documents using rigidly regulated rules and programs. According to Y. Kavtoriev [3], 1) the main tools of professional activity for an economist (at the bachelor's educational qualification level) include: resolutions, orders, directives, normative and methodological materials on organizing, regulating, and remuneration of labor; technological documentation; normative and methodological materials on developing long-term and annual plans for production, economic, and social activities of the enterprise; normative and methodological materials on technical-economic analysis of the enterprise's performance indicators and its subdivisions; normative and methodological materials on determining the economic efficiency of implementing new equipment and technology, rationalization proposals, and inventions; accounting and reporting forms; labor legislation, and so on.

2) The requirements applicable to all economists are associated with having in-depth knowledge and compliance with legal norms, execution of regulatory acts, instructions, and rules. The work entails the prevention of economic offenses and crimes. The activity is regulated by normative documents that define the official and financial operations of enterprises. Specific requirements are related to the hierarchical structure and professional training.

3) The requirements specific to economists in specialized organizations, such as special units of the armed forces, are determined by the need for analysis and processing of integrated economic and legal issues.

Important non-standard approaches, creative problem-solving, formulation of new problems, and finding original ways to solve them are essential. Adaptability for expert conclusions, professional responsibility, often in dangerous work conditions and extreme service conditions, are characteristic features.

Having summarized the experience of implementing the standards of economic education at the undergraduate level, we have systematized the reasons that necessitate changes in the preparation of bachelor's degree holders. Among them are the establishment of the need to change the strategy and tactics of designing core educational programs and individual learning paths; a new understanding of the methodological significance of fundamental disciplines in the field of professional activity and subject area knowledge; justification for the development of new educational modules, disciplines, and courses (optional components of educational program content) based on integrated knowledge; justification for the development of new assessment methods (new assessment criteria, diagnostic tools), and procedures

for systematic monitoring of the progress of the educational process in preparing bachelors; justification for the creation of new educational and methodological support (educational and methodological complexes for educational disciplines, courses, and practices) that take into account different levels of students' preparedness and methods of delivering and processing educational information.

An analysis of the peculiarities of professional activities of future economists in specific structures of the economic field indicates that alongside a complex of knowledge, skills, abilities, and professional qualities, a prospective economist should possess a certain system of knowledge, skills, and qualities related to addressing legal issues.

The aim of preparing future professionals in the field of economics is to train experts in the analysis of normative legal acts, judicial acts, and other legal regulations in the economic domain. Future economists should be able to relate discussions of economic theory to specific and diverse legal issues, including numerical aspects.

The manifestations of legal culture among economist professionals are associated with the peculiarities of economic activity in a market environment. The modern market is a complex and ambiguous process in which managers, commercial and financial directors, and chief accountants of firms encounter numerous issues related to contract development, the process of their conclusion, as well as the resolution of disputes arising from these contracts during their implementation.

Managers and representatives of legal entities enter into standard contracts among themselves, using texts taken from specialized legal literature, often without delving into the details of the articles' content.

Entrepreneurs sign such contracts quite calmly, believing that the integrity of the parties is more important for fulfilling obligations than legal formalities. It is considered that the two parties to the contract have different goals: one seeks to gain profit, while the other aims for quality work or services and acquiring the necessary goods. Other goals are simply not considered.

However, in the Ukrainian market, there are companies that exploit such a situation. Weak knowledge of contract law, inability to independently develop a specific contract, excessive trust of entrepreneurs — all of this allows these individuals not only to disregard their contractual obligations but also frequently demand significant sums of money from the other party to the contract. This leads to substantial financial losses for entrepreneurs and organizations of various ownership forms, creates problems for further entrepreneurial activities, and sometimes even results in the financial collapse of legal entities. This situation is quite common among companies operating in various industries. Both novice professionals and their experienced colleagues in the market often encounter it.

How to independently draft a contract competently, avoid mistakes in its formation, and resolve economic disputes that arise from business activities with minimal losses to one's business and maximum benefit for oneself—these questions have transitioned from being non-professional matters to becoming professionally significant [4, p. 58].

In our fast-paced world, individuals are sometimes faced with the choice of whether to litigate or not. This question often arises for managers, commercial and financial directors, and professionals of enterprises or organizations. As a rule, managers and representatives of legal entities prefer to resolve these issues amicably. However, this is not always possible. In such cases, the only option left is to resort to the court (arbitration or general jurisdiction). However, the parties to the dispute (plaintiff and defendant) have two different objectives: one seeks the restoration of violated rights and compensation for damages (material and/or moral), while the other aims to prevent the opposing party from winning the case.

While legal culture among individuals is increasing, the number of breached obligations does not decrease. If we add the steady increase in obligations arising from damages, including those affecting enterprises and organizations that are not at fault (such as owners of hazardous sources), it becomes evident that every company sooner or later has to represent its interests in court as a plaintiff, defendant, or third party.

Weak knowledge of managers at all levels of arbitration or civil proceedings, inability to independently represent their interests in an arbitration court or general jurisdiction court - all of this hinders legal entities from defending their lawful interests.

It is extremely common in business for organizations to incur significant financial losses, moral problems for individuals, and sometimes even financial collapse of legal entities due to a lack of understanding of the possibilities of legal problem resolution and unawareness of current changes in legislation.

Therefore, the development of legal culture among future economists becomes the most important component of their training.

The present time imposes high demands on professionals, emphasizing the ability of an employee to assess oneself and the specific situation from a legal perspective, make the right choices, and be entrepreneurial. In other words, professionals in the field of economics with certain "market-oriented" qualities are needed, who possess the fundamentals of legal culture.

The formation of legal culture involves the student's assimilation of not separate, disconnected elements of legal knowledge, skills, and qualities, but the acquisition of a set of educational components that have a personal and active nature. This includes the educational component, which involves the development of the theoretical component of legal competence, providing the future economist with legal knowledge that contributes to the successful organization of professional activities in mountainous regions, forming the basis for the development of contemporary legal thinking and generating legal consciousness acts, i.e., a system of attitudes towards moral and legal norms through the prism of legal understanding as a social phenomenon. It also includes the development of the practical component of legal competence of the future economist, which is primarily determined by a combination of professional skills and abilities that ensure functional readiness to solve legal tasks in mountainous regions. This encompasses information and intellectual, prognostic and projective, organizational and regulatory, educational, reflexive, and emotional-

volitional skills and competencies. Lastly, it involves the development of the personal component of legal competence, which shapes professional and personal qualities such as professional and worldview-related (interest and activity in professional-legal training), professional-behavioral (strict adherence to legal norms), and personally significant (humanistic orientation, adequate self-assessment, etc.) [2, p. 105].

Considering the purpose of economists' activity in society, it can be argued that the manifestation or absence of self-interest, corporate interests, and, in some cases, national interests depends on the level of formation of their legal culture and personal convictions. This enables economists to actively influence the historical perspective of the development of their business structure and society as a whole [5, p. 102, 8-9].

Therefore, we have highlighted the modern requirements for the preparation of economists, which include high professionalism, proficiency in advanced information technologies, high level of intelligence, knowledge, skills, and abilities, personal development, professional mobility, and adaptation to the global information space. The specific requirements for employees in the economic sphere are determined by the functional responsibilities of the specialist in a particular position. These differences are defined by different goals and working conditions. In the qualification requirements, these differences are reflected in three levels of professional training for economists in higher education institutions. The analytical aspect (related to researching, comprehending, and evaluating specific situations) and the practical aspect (making rational decisions and implementing them) are essential for the professional activities of an economist.

The reasons that necessitate changes in the preparation of bachelor's degree programs have been systematized (the need to change the strategy and tactics of developing core educational programs and individual educational paths for bachelors in modern universities; a new understanding of the methodological significance of core disciplines in the field of professional activity and subject area knowledge, etc.). Alongside the complex of knowledge, skills, abilities, and professional qualities important for an economist, a future specialist should possess a certain system of knowledge, skills, and qualities related to addressing legal issues. The manifestation or absence of self-interest, corporate interests, and in some cases, national interests depends on the level of formation of legal culture among future economists.

Conclusion. This article is disclosed that the specific requirements for employees of the economic sphere are determined by the functional duties of a specialist at a certain workplace. It has been established that an important aspect for the professional activity of an economist is analytical (related to research, comprehension and evaluation of certain situations) and practical aspects (making rational decisions and their implementation). The reasons for updating the necessity of changes in the preparation of bachelors (establishing the need to change the strategy and tactics of building basic educational programs and individual educational paths of bachelors in modern high school, a new understanding of the methodological importance of basic disciplines in the field of professional activity and the area of knowledge, etc.) are systematized. It is inserted that along with a set of knowledge, skills, abilities and professional qualities important for an economist, the future

specialist should have a certain system of knowledge, skills and qualities related to the solution of legal issues. It is proved that the level of the formation of a legal culture, the personal convictions of future economists depends on the manifestation or absence of manifestation, corporate, and in some cases national interests, which helps economists to influence actively to the historical perspective of the development of their business structure and society as a whole.

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