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PERSPECTIVES OF USAGE GERMAN EXPERIENCE IN ORGANIZATION OF ECONOMICS AND BUSINESS EDUCATION BACHELOR PROGRAM

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At times when Ukraine strives to integrate into the European Union, the relevance of research and implementation of the best European practices is especially high, therefore the given article suggests the comparative overview of study programs in Economics and Business Education from the German universities with the intention of using the best practices in the transformation of study programs in Vocational Education and Economics at Ukrainian universities. The research has been conducted on the basis of the study programs of two German and two Ukrainian universities. After the analysis the recommendations of the usage of the German experience in organizing the Bachelor programs in Economics and Business Education have been outlined. They foremost concern such areas of study as Economics and Humanitarian Sciences. Regarding perspectives of the employment of bachelor graduates in Ukraine, it is recommended to strengthen the fundamental knowledge in economics by means of the increase of ECTS points in economics courses. The comparative analysis has showed that German universities pay considerable attention to fundamentalization of economic knowledge. Such an approach is consistent with the principle of polyvalence of the study on Economics and Business Education. It has been possible to implement because the humanitarian courses are included into the elective block, i.e. for student's choice. Thus, the principles of polyvalence, individualization and humanization of the university study are realized. Finally, taking into account the importance of research work during the study it is highly recommended to increase research and scientific work in the study plans of Ukrainian universities.

Analysis of recent research and publications. The training of vocational teacher in economics (Wirtschaftspädagogik) in Germany is researched by T. Deissinger, U. Fasshauer, H. Kremer and P. Sloane, M. Söll, T. Tramm and others. The main attention of the researchers is paid to the study organization and professional competence acquisition. The teacher training at economic universities in Ukraine is a subject of scientific interest of numerous Ukrainian scientists (M. Artyushyna, H. Romanova, L. Savenkova, O. Sarkisova and others). The main scientific attention is paid to the psychological and pedagogical element in the structure of the study.

The purpose of this article is to examine and compare study programs of Ukrainian and German universities which provide training of future vocational teachers in economics and basing on the analysis to work out recommendations for upgrading study programs at Ukrainian universities.

The main material research. The consecutive model of vocational economics

teacher training takes its roots back to the 100 years tradition of the polyvalent graduation through the university study. The assignment of the courses to the economics faculties as well as the establishment of Economics and Business Education (Wirtschaftspädagogik) as an integrative discipline of the vocational economics teacher with its educational and specific didactic aspects is characteristic of this study program [9, 235]. In connection with a preparation for activities which a concept of polyvalence as a comprehensive concept of Economics and Business Education in the various professional fields (school, enterprise, education administration) represent, it can still be said that the study program with the diploma of the vocational economics teacher has established a market-oriented model, which can be attested by the fact that the students have stayed at most of the study sites [6, c. 223]. The polyvalence supposes that the graduates with this university degree have a wide variety of possibilities for future professional activities. Apart from teaching at vocational schools, the graduates of

Economics and Business Education have quite good prospects in Personal Management departments at big companies and enterprises, at centers of further education and adult education as well as business spheres, which are purely connected with Marketing and Controlling [6, 223].

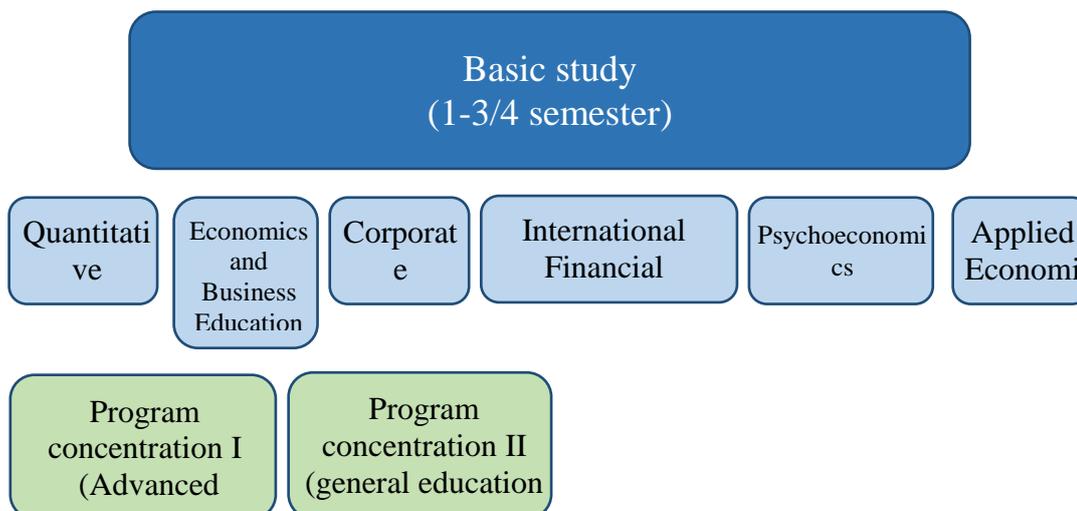
The goals of the study require such a study program, which develops more abstract, widely applicable knowledge and skills. However, practice-oriented approach in such a situation can be realised only on examples. Thus, the generalizability and the transfer of acquired knowledge and skills are of central importance. At the same time, however, a pragmatic orientation of the study on design problems of concrete practical cases is indispensable with regard to the design of future learning processes. Discussions on key qualifications has proved the fact that abstract skills and knowledge cannot be acquired and transferred as abstractions, detached from pragmatic-situational contexts, but must be elaborated personally in the course of abstract thinking and researching of exemplary practical cases and problems [11, p. 8]. This approach defines the organisation of study programs in this speciality at German universities.

Curriculum Analysis. At first glance the Vocational Education and Economics study programs at Ukrainian universities are supposed to be similar to the study programs in Economics and Business Education at the German universities according to the goals of stud; however, a more deliberate analysis reveals considerable differences. The curriculum analysis of Bachelor degree programs is performed basing on such criteria: goals; ECTS point distribution according to different areas and their correlation; research part in the study program. It is worth to mention before the analysis that the differences in content of the study is partially preconditioned by the duration of the Bachelor study, namely, in Germany it lasts for 6 semesters (180 ECTS), in Ukraine it takes 8 semesters (240 ECTS) to finish the Bachelor program.

The main focus of the Bachelor program in Economics and Business Education at the University of Mannheim is the development of a broad basic knowledge. The students deal with economic problems at the state and at company level, with topics from the area of business law and business informatics. A characteristic feature

of pedagogical courses is that the students deal with the conditions of the development of economic competence and deal with the analysis and design of learning environments in business and commercial school. This course is complemented by courses of lectures for scientific research: during the lectures on mathematics, statistics and research methods, students acquire the ability to carry out and assess scientific studies. In the study program special emphasis is placed on the promotion of personality development of the students as well as the acquisition of key qualifications. In addition, company and school internships are integrated into the course of study, and the students are also offered a comprehensive range of optional courses, which is a special feature of the economic education of the University of Mannheim [7]. The most considerable number of ECTS points is dedicated to economics sciences (Business Economics, Economics and Statistics). The second place is Economics and Business Education. The research part (Bachelor Thesis) has a relatively considerable number of ECTS points. The graduation academic degree is the Bachelor of Sciences in Economics and Business Education which entitles to work in Personal Management departments at business organization, centers of further education and adult education, in spheres of educational management and personal development or to continue the study for obtaining a degree of Master of Education. Therefore, the principle of polyvalence is realized (Appendix A). The organization of the study at the University of Konstanz has a more complicated structure which is presented in picture 1.

The basic study establishes the foundation for a programme of studies, covering principles of economics and business administration as well as the mathematical methods needed for academic work and research in the field of economics. In general, after the first year on the program one of the six areas of specialisation can be chosen and in this way the studies to personal interests of students are adapted. This area of specialisation "Economics and Business Education" centres on the question of how economics topics and learning content can be successfully communicated to pupils through teaching.



Picture 1. Organisation of the study process of BSc in Economics at the University of Konstanz.

The program includes such topics as the German educational and vocational training system, in particular the dual system, teaching methods, theory and practice how to plan and structure lessons and critically reflect on classes held and also business administration topics (HR management, investment and finance) [8]. The purposes are realised in the content of the study program which is represented in Appendix A. Unlike in the Bachelor program in Economics and Business Education at the University of Mannheim, the number of ECTS points in Economics and Business Education and Didactics is significantly fewer. The reason for this lies in the economic specialization of this Bachelor study program, in which Economics and Business Education is the area of specialization. The Bachelor thesis covers the same amount of ECTS points. The career perspectives of the graduates who have the Bachelor of Sciences in Economics are the same, i.e. they can work in Personal Management departments at business organization, centers of further education and adult education, in spheres of educational management and personal development or to continue the study for obtaining a degree of Master of Education. The significance of research work is the same as at the University of Mannheim.

The situation with the content of Bachelor programs in Vocational Education and Economics at Ukrainian university is different, which is conditioned by the fact that Bachelor

graduates have the right to work at all schools and institutions of vocational education. This fact shifts the accent from the economic sciences to educational ones. The successful completion of the Bachelor program in Vocational Education and Economics at the Kyiv National Economic University gives the right graduates to work in educational and business areas related to social and educational activities, personnel training, upgrade qualification, training; to teach economics at vocational schools and institution; to be engaged in educational projects, coaching or small and medium business. These goals are reflected in the content of the study program, which is presented Appendix A. The Bachelor program in Vocational Education and Economics at Kyiv National Economic University is characterised by electiveness of the courses in such areas as Humanitarian Sciences, Economics, Educational and Didactic Sciences, Management and Personnel Administration, Entrepreneurship and Trade. It is worth mentioning that the great focus is laid on Educational and Didactic Sciences together with Management and Personnel Administration. It should be mentioned the research work has relatively few ECTS points.

The declared goal of the Bachelor program in Vocational Education and Economics at the Ukrainian Engineering and Pedagogical Academy is to equip students with psychological and pedagogical skills and deep knowledge of economics, business economics, marketing and

management. The study aims at preparing for such professional activities as teaching economics and management courses in educational institutions; work at personnel management departments; work in business organisations as an economist, accountant, manager, marketer etc [4]. The goals are realised by the content of the program (Appendix A). Similarly to the Bachelor Program at KNEU, Educational and Didactic Studies comprise the biggest part of the ECTS points, followed by Management and Personnel Administration Area and Economics area. Notably the absence of research work (Bachelor Thesis in the study plan). The characteristic feature of the study program is practical-oriented approach which is reflected in the considerable number of ECTS points for Practical Studies.

Conclusions. Basing on the curriculum analysis of Bachelor programs at Ukrainian and German Universities it is recommended the upgrade of the Bachelor programs in Vocational Education and Economics at Ukrainian universities according to the principles of content relevance and fundamentalization of economic knowledge. The purposes of study at Bachelor Program in Vocational Education and Economics are binary: on the one hand graduates are trained to become teachers at vocational institutions and schools; on the other hand graduates may work in business. Both imply the fundamental knowledge in economics. Therefore, the increase in economic courses is highly advisable. One more important fact that requires the increase in economic disciplines is that in Ukraine graduates with the Bachelor degree are entitled to teach at vocational schools. Unlike their German

colleagues who before they receive the right to teach at vocational commercial schools, are to obtain a Master Degree in Economics and Business Education, to have 6 months of relevant professional experience and to accomplish successfully 18 months internship at a vocational commercial school or an economic gymnasium, Ukrainian graduates may teach having a Bachelor Degree. Research on the prospects and realities of employment of Bachelor graduates with abovementioned specialisation in Ukraine is currently absent. As researcher A. Zinovatna noted, employment of bachelors is the most critical issue, as the needs of the labour market in bachelors has not normally been formed. Thus, profound knowledge in economics is of high importance [1].

After analysing the curricula of the Ukrainian universities, it is obvious that the area of humanitarian sciences encompasses a significant percentage (from 9% to 14%) of ECTS points. It is recommended to check using empirical methods of research the development of social competence during the study of courses from the area of humanitarian sciences. If the results of the study prove to be negative, it is advisable to make the abovementioned courses in the study program elective, thus, it would also realise the principle of individualisation of study. It is notable that at German universities research work of students plays an important role which corresponds to purposes of university education. However, the study plans of Ukrainian universities demonstrate that research work has a minor role. Therefore, it is recommended to reorganise the Bachelor study paying more attention to the research work of students.

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Реферат

Перспективы использования немецкого опыта в организации бакалаврской подготовки по специальности «Экономическая педагогика»

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КЛЮЧЕВЫЕ СЛОВА:

учебная программа, поливалентность, профессиональная деятельность, экономическая педагогика, профессиональное образование и экономика

Предлагается сравнительный анализ учебных программ специальности «Экономическая педагогика» немецких университетов с целью дальнейшего использования передового опыта в усовершенствовании учебных программ специальности «Профессиональное образование. Экономика» в украинских университетах. Исследование было проведено на основе каталогов модулей двух немецких университетов (университет Мангейма и университет Констанца) и учебных рабочих планов двух украинских университетов (Киевский национальный экономический университет имени Вадима Гетьмана и Украинская инженерно-педагогическая академия). В результате проведенного анализа были выработаны рекомендации использования немецкого опыта в организации бакалаврских программ специальности «Профессиональное образование. Экономика». Они, в первую очередь, касаются экономической и гуманитарной области знаний. Принимая во внимание перспективы трудоустройства выпускников-бакалавров в Украине, рекомендуется углубить фундаментальные знания в области экономики путем увеличения количества кредитов ECTS для экономических дисциплин. Проведенный сравнительный анализ показал, что немецкие университеты значительное внимание уделяют фундаментализации экономических знаний. Такой подход соответствует принципу поливалентности учебной программы «Экономическая педагогика». Это можно осуществить благодаря тому, что гуманитарные дисциплины включены в элективный блок, то есть на выбор студента. Таким образом реализуются принципы поливалентности, индивидуализации и гуманизации обучения. Рекомендовано имплементировать такой подход в украинских университетах. Кроме того, принимая во внимание важность научно-исследовательской работы в развитии профессиональных компетенций будущих преподавателей, рекомендуется уделить больше учебного времени выполнению научно-исследовательской квалификационной работы.

Реферат

Перспективи використання німецького досвіду в організації бакалаврської підготовки за спеціальністю «Економічна педагогіка»

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КЛЮЧОВІ

СЛОВА:

навчальна програма, полівалентність, професійна діяльність, економічна педагогіка, професійна освіта та економіка

Пропонується порівняльний аналіз навчальних програм спеціальності «Економічна педагогіка» німецьких університетів з метою подальшого використання передового досвіду у вдосконаленні навчальних програм спеціальності «Професійна освіта. Економіка» в українських університетах. Дослідження було проведено на основі каталогів модулів двох німецьких університетів (університет Мангейму і університет Констанцу) і навчальних робочих планів двох українських університетів (Київський національний економічний університет імені Вадима Гетьмана та Українська інженерно-педагогічна академія). В результаті проведеного аналізу були вироблені рекомендації щодо використання німецького досвіду в організації бакалаврських програм спеціальності «Професійна освіта. Економіка». Вони, в першу чергу, стосуються економічної та гуманітарної галузі знань. Беручи до уваги перспективи працевлаштування випускників-бакалаврів в Україні, рекомендовано поглибити фундаментальні знання в області економіки шляхом збільшення кількості кредитів ECTS для економічних дисциплін. Проведений порівняльний аналіз показав, що німецькі університети значну увагу приділяють фундаменталізації економічних знань. Такий підхід відповідає принципу полівалентності навчальної програми «Економічна педагогіка». Це можна реалізувати тому, що гуманітарні дисципліни включені до елективного блоку, тобто на вибір студента. Таким чином забезпечуються принципи полівалентності, індивідуалізації та гуманізації навчання. Рекомендовано імплементувати такий підхід в українських університетах. Окрім того, зважаючи на важливість науково-дослідної роботи у розвитку професійних компетенцій майбутніх викладачів, рекомендовано приділити більше навчального часу виконанню науково-дослідної кваліфікаційної роботи.

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