

PROBLEMS OF MODERN HIGHER EDUCATION AND THEIR SOLUTIONS

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In accordance with the modern realities of the educational process at the university and a new generation of updated standards that define the content (knowledge and skills), the volume and order of studying subjects in the educational program, a new approach is required to organize cognitive activity of students in order to expand the profile of a specialist, organize his / her immersion in the research area of knowledge and practice.

There is always some magic in the educational process, the testing of chance, the absence of fixed rules, the presence of conjectures and discoveries. Therefore, the main thing for our goal is to involve the future specialist in active participation in the educational process, taking into account their own interests and preferences, which are called inspiration, scientific discovery. Due to the fact that the educational program involves a new level of education, a new meaning of motivation, students already have separate ideas about the subject (for example, methodology and methods of scientific research). The subject area of any course is not designed for search and presentation information, but to create their own, meaningful, analytically processed. The main thing is to be interested in creating your own logic and understanding the difference between the processes of creativity in art, literature and science, because they have different paths from the goal to the results.

When organizing the process, it is important to give only the main guidelines for cognitive dialogue, individual self-manifestation, individual awareness, general and professional erudition and culture of

scientific research. In assessing the completeness of mastering the content of the subject, we are guided by the level of professional mentality (mental skills and spiritual meanings), expectations and attitudes, individually revealed in research activities, and the implementation of such competencies as:

- possession of the ability for abstract thinking, for independent development of new areas of professional activity;
- willingness to carry out professional communication to solve professional problems, to manage research work;
- the ability to analyze the results of scientific research, to apply them in solving specific research problems in the field of science and practice;
- manifestation of creative abilities for independent solution of research problems.

In addition, considering the criteria for the quality of a professional, we take into account that professional training is also associated with the formation of a special mentality, the specificity of the structure of which is represented by its individual style, handwriting, image, its language, status and is a well-defined niche in the scientific world. Therefore, it is important that the undergraduate himself / herself be a reformer of his / her practice, strive to develop an understanding of himself / herself and be ready to communicate with others. The current level of development of social relations as a result of education and upbringing leaves an imprint on the model of interaction in the social, economic and political sphere.

In addition, pedagogical education in our public consciousness does not belong to the elite for many reasons, and therefore an analysis of development trends is necessary. Moral, ethical and social characteristics are considered by us as a dynamic set of features, with the help of which the internal activity of the teacher is based on the sign systems adopted in the profession and is consciously aimed at achieving pedagogical goal, contributing to the positive resolution of professional contradictions at all stages of the pedagogical process.

With all the variability of manifestation, the ethics of professional behavior in the practice of interaction with the subjects of the

pedagogical process at the university is based on a system of norms, rules of pedagogical morality and goes beyond pedagogical activity to the level of everyday life, becoming a means that influences the morality of society, acquiring the status of ethical and pedagogical culture.

Research activity does not allow once learned algorithm generalizations and conclusions. This is, in fact, a creative search for a new look at the object of attention, the choice of optimal solutions to various pedagogical problems, the independence of the individual in choosing the logic of evidence. Therefore, by transforming the content, forms and ways of organizing the process of professional development a resource for developing interest in finding your one's ideas can be found.

Therefore, we set ourselves several tasks. First of all, get to know the total volume of the course being studied, to consider the psychological, sociological and philosophical approaches to the problem of methodology. In an effort to be as impartial as possible, it is important to give the learners the opportunity to form their own opinion on the issue.

The teaching profession is different from others (doctor, builder, engineer and etc.) not so much by the amount of necessary knowledge and competencies, but by the completeness of human manifestations, personal characteristics. It is in the teaching profession, if the natural and spiritual essence is merged together, and self-manifestation is based on the ethics of professional and general culture, it is possible to achieve educational results in the development of spiritual the student's strength.

The content and organization of the educational material are built taking into account the main provisions of the methodology: in accordance with the goal, objectives, we determine the main positions:

- the principle of fundamentalization of higher education;
- the principle of modularity associated with the enlargement of didactic units (integration of theory and practice);
- the principle of scientific character, which implies the conformity of the content of education the level of modern approaches to the methodology and genesis of science;
- the principle of individual-personal orientation of specialist training;

- the principle of independency, which ensures the right to one's own choice of goals, meanings, freedom of self-organization;
- the principle of historicism, manifested in the coverage of the problems of the development of science;
- the principle of dialogue, providing space for freedom for creative the nature of thinking, reasoning of positions, independence of decisions;
- the principle of co-evolution of general professional and research competence of future masters of pedagogy, professional and personal development.

It is important to take into account that the inner strength of competencies will manifest itself in the sum and only in solving professional problems, in self-realization, in activity, in the ability to discursive thinking in the assimilation of the image of the world. We mean that as a result of studying the discipline, the undergraduate must: know: the basic conceptual apparatus of pedagogy, philosophy, history, psychology; creative self-organization algorithms and self-realization in the course of scientific research professional activity; common research categories, principles of organization of scientific research; organizational and didactic features of research management students; approaches to the analysis of the results of scientific research. One must be able to: summarize information, compare different positions, draw up mental maps, summarize the lecture material; act as a reviewer, co-speaker; to work in team, speak publicly, organize group work to master the discipline.

In addition, possession of conventional, interpersonal, business and other types of skills communication will help to identify the scientific essence of practical problems and determine the creative direction of research activities.

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Економічні науки

СУТНІСТЬ БІЗНЕС-ПЛАНУВАННЯ ТА ЙОГО РОЛЬ В ОБГРУНТУВАННІ РОЗШИРЕННЯ ВИДІВ ДІЯЛЬНОСТІ ПІДПРИЄМСТВА

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Однією з ключових функцій менеджменту є планування як система підготовки та прийняття управлінських рішень, що визначають розвиток підприємства у найближчій та довгостроковій перспективі. «Досвід зарубіжних і вітчизняних підприємств свідчить, що в ринкових умовах стабільного успіху в бізнесі неможливо досягнути не здійснюючи бізнес-планування. Воно є важливою умовою функціонування підприємств, їх економічного росту та розвитку» [1, с. 8]. Бізнес-планування як цілеспрямована економічна діяльність дозволяє розглядати одночасно множину взаємопов'язаних економічних, соціальних, організаційних, інвестиційних, управлінських та інших проблем підприємства як цілісну систему. Тому бізнес-планування для підприємства є основою організації та управління виробництвом, а також слугує підґрунтям для вироблення та прийняття раціональних управлінських рішень.

На сьогоднішній день вітчизняне сільське господарство стикається з багатьма проблемами, у тому числі диспаритетом цін на аграрну продукцію та продукцію промислових та інших суміжних галузей, економічно необґрунтованим розподілом доходів у