

## EDUCATIONAL IMPERATIVES IN THE TRAINING OF A COMPETENT SPECIALIST

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It is determined that one of the ways to improve the quality of education is using a distance learning form in the learning process, which allows combining the acquired knowledge and their practical application on the basis of an independent student training. The aim of this article is to study the challenges that are being raised today in the formation of a competent specialist capable of self-study and obtaining all the necessary components of his professional competence in accordance with the descriptors of the National Framework of Qualifications through distance learning. The requirements for application and the features of the implementation of distance learning are defined. A survey is carried out among the students of the full-time study in order to reveal the understanding of the essence of distance learning and the perception of its methods. The results of the survey made it possible to distinguish such advantages of distance learning as: the ability to perform tasks at any convenient time, own training pace, flexibility and parallelism of instruction, the usage of information technology.

The main disadvantages of this form of training are determined as following: low control and interaction between the teacher

and the students, weak motivation for learning, not always a clear assessment of the learning outcomes. The opportunities provided by distance learning are highlighted: the convenience of learning, self-development, a wide range of educational materials, obtaining the independent experience in the fulfilment of study assignments. The role and types of independent work of the student in the distance form of training are defined. The model of effective organization and control of the student's independent work is proposed, providing the formation of professional and general competences of the student, a plan for independent work of the student is developed, in which various types of independent work of the student for its various levels are offered. It is justified that the implementation of this educational model can help students not only raise their level of competence, get practical experience, create additional skills during the study but it can also help to become more competitive in the labour market when looking for the first job. The prospects of further research are to identify the features and to study the practice of implementing distance education by higher educational institutions of Ukraine.