PERSONAL DEVELOPMENT OF FUTURE ECONOMISTS THROUGH PROFESSIONAL EDUCATION

INTRODUCTION

Research in the field of training future economists arose in the 1960s due to the need to improve the quality of training of future specialists. In the following decades, increased global attention to the development of practical economics has increased the relevance of this field for assessing economic results and quality of life (COPLEY-MERRIMAN, VANSCOY, ANGARAN, 1999).

In the 90s of the last century, the need to identify competencies in this field was recognized, and therefore their foundation was laid, including a description of the training and skills necessary for the development and interpretation of economic assessments of healthcare. The following training objectives were identified to improve the educational infrastructure and develop competent personnel:

1) technical skills (e.g. ability to develop decision trees);
2) social and ethical skills (e.g. the ability to interpret and apply learning outcomes appropriately);
3) personal and professional skills (for example, the ability to function within an organization, knowledge of a foreign language, etc.).

The desired result for each skill depends on the target audience; the goals of education, as well as the level of knowledge of different people differ. The training of economists should be directed, for example, to ensure:

1) awareness (e.g. knowledge of the decision tree and understanding of the terminology used);
2) knowledge of how to apply the skill (for example, to understand the decision tree developed by others) (MEANS, TOYAMA, MURPHY, BAKI, 2013).

The following results (portraits) of graduates of economic faculties were determined, which included various areas of development and scientific self-improvement:

A) Abilities of future economists as researchers
1. Research design and research methods
2. Critical evaluation of data sources
3. Evaluation of results
4. Economic assessment
5. Evidence-based practice and policy
6. Effectiveness of results
7. Communication skills (including in foreign languages)
B) The approach of the researcher-economist to his future activity.
1. Understanding of social, fundamental and clinical sciences and fundamental principles
2. Approaches, attitudes, ethical understanding and legal responsibility
3. Relevant decision-making, critical thinking and judgment skills

C) The role of the researcher as a professional
1. The role of the researcher in the organization
2. Personal development

Accordingly, on the basis of these postulates, attempts were made to establish and define professional skills in the field of economics and how to apply them in practice using knowledge, problem solving, creativity and interpersonal communication skills.

MATERIALS AND METHODS
When writing the work, an array of literature was examined within the framework of the coverage of the set topics, and comparative, comparative and analytical methods were also applied.

RESULTS
The established competencies and competence parameters can help clarify how a future professional in the field of economics can most fruitfully direct his development. Competencies can also be used in new training programs and help in evaluating existing training programs. Ultimately, these efforts will contribute to the development of a global workforce by guiding professionals, employers, and educational institutions to improve understanding and skill sets to assess the value of healthcare.

The need for formal competencies is not uncommon, as a new discipline is becoming more and more; areas related to economics, such as marketing and management, have experienced similar growth and have similar staffing needs. Expert groups in these fields have made progress in defining competencies for these employees (MOHER, LIBERATI, TETZLAFF, ALTMAN, 2009).

For the purpose of the study, a survey of students and teachers was conducted in order to determine the understanding of the impact of these professional competencies on the personal development of future economists. The teachers noted the following. In the scope of individual competencies, the most frequently covered in academic programs are economic analysis along with practical activities, economic modeling, technology assessment, evidence requirements and development, prospective and retrospective research (evidence), statistics and analytics, scientific economic articles, systematic literature reviews, development and presentation of presentations, as well as the usefulness and quality of life research.

The least frequently covered competencies in academic programs were supplier evaluation and management, interaction and customer relations, and business operations, Students reported that they were familiar with all areas of competence, but were significantly less exposed to the areas of business management, technology assessment. Most reported coverage through formal coursework or research experience, with fewer reporting exposure through enterprise-specific consultations.

Systematic literature reviews, teamwork – team dynamics and relationships, statistics and analytics, as well as the development and presentation of presentations were most often mentioned in students’ reports on the availability of individual competencies. The least frequently mentioned individual competencies were supplier evaluation and management, business operations, including the business planning process, product dossier (global and local), marketing and market research, customer interaction and relationships, and pragmatic research.
The coverage of individual competencies reported by teachers and the coverage of competencies reported by students was also analyzed (based on the results of surveys of teachers and students, respectively).

Respondents, in general, considered the following competencies important or critically important: modeling of economic processes, requirements and development of evidence, statistics and analytics, economic analysis, prospective and retrospective studies, utility and quality of life studies, systematic literature reviews, retrospective studies of claims databases. The most important individual competencies were conducting scientific activities, retrospective studies of the claims database, systematic literature reviews, studies of utility and quality of life, economic analysis, testing, pricing.

Compensation and access, statistics and analytics, requirements and economic modeling were put on the back burner. The respondents reported that the individual competencies most relevant to their work include research, communication with managers, focus on solutions and success, and presentation.

The data of the general survey of participants were also analyzed to determine which individual competencies are most relevant to the respondent’s work. The competencies with the greatest agreement of participants between importance and relevance were: prospective and retrospective studies (evidence), price compensation and access, business acumen and scientific economic literature. The lowest level of agreement between importance and relevance was registered for pharmacovigilance analyses, marketing and marketing research, program evaluations, bioethics and the rights and protection of subjects, career development - academia, qualitative research and the basics of insurance: design, coverage and prices.

DISCUSSION

The competence framework represents an important step towards reaching an agreement on the knowledge, skills and attributes required for professionals. The framework includes both the traditional scientific methodological knowledge expected of scientists and the interpersonal communication skills necessary to achieve success in this field (KEAR, CHETWYND, WILLIAMS, 2012).

The initiative reflects the significant efforts of all councils to date, combined with work to confirm individual competencies and areas using important data not only from governing organizations, but also from key groups of members (faculty, students and membership). Generally. Thanks to these efforts, it was determined that the respondents of the general survey of members fully agree on the importance of their competencies and relevance to their work. Teachers noted a high level of coverage of competencies, and students reported an average or high level of proficiency in these competencies.

The identified competencies should be considered by country, region, industry, specialty and type of employment (management or employee), since their relevance is likely to vary depending on these characteristics. It would also be advisable to compare the structure of economic specialties with the structure of related disciplines (e.g. marketing, management), possibly meeting with the leaders of these initiatives to identify areas of overlap, lessons learned and opportunities for cooperation (LAKHAL, KHECHINE, PASCOT, 2013).

Although this scheme can be applied at different stages of a career, the results of the work presented in this article are most relevant for students and new professionals. Data on the scope of competencies in academic programs can help universities assess the strengths and weaknesses of their programs, as well as develop niche or special degrees or certificates on specific topics. Increasing specialization of scientific skills in the field of Economics also indicates the value of continuous professional education, such as a program of short courses that have a global scope and can be developed and implemented quickly with the emergence of the field (GOE, IPSEN, BLISS, 2018).

Another conclusion from our findings is that the combination of scientific skills and interpersonal skills that are included in the framework emphasizes the importance of training programs in the workplace to better prepare new professionals in the field of Economics to success in the working environment. These programs may include internships and scholarships.
offered as part of a partnership between academia and large companies, and are based on curricula that include relevant competencies.

Previously, researchers offered applied and didactic components for obtaining scholarships. Although these components cover a subset of the areas included in the competence structure discussed above, it is possible to develop an updated guide for scholarships both in universities and in vocational schools by profile (HAKKINEN, JARVELA, 2006). Specific plans include the targeted involvement of specialists with experience in each of the competencies to determine the topics that should be covered within each competence, as well as a survey of employers who send to the Career Center being created to assess the competencies most appropriate for their position.

The results of this work will allow companies hiring professionals to more accurately describe the skills needed for their position, and job candidates to better understand what skills are needed. This work will also serve as a source of information for formal specialties in academic and professional development programs (GEGENFURTNER, SCHWAB, EBNER, 2018).

It is also necessary to point out some reservations related to the survey conducted. Firstly, the sample size did not allow for the analysis of subgroups by country or region. The importance and relevance of competence may vary depending on cultural views on the economy, budgets, business structure and the presence (or absence) of official requirements for the training of specialists. Also, the scope of the academic program - and, consequently, the degree of familiarization of students with the competencies - varies depending on the region.

It is important to understand whether there are geographical gaps in training, and if so, then eliminate these gaps to advance in this area on a global scale. Another limitation of the surveys of teachers and students was that the response data could not be linked by educational institution. However, it was necessary to eliminate bias introduced by teachers or students by answering questions based on what they think the State can expect from them or their institution.

Consequently, it was not possible to statistically study the agreement between the assessments of teachers and students at the curriculum level in terms of coverage and exposure to competencies. In addition, coverage reports submitted by teachers may be biased depending on how much the respondent was aware of the academic program of their university. It is likely that teachers had varying degrees of involvement in academic programming, which may affect the accuracy and completeness of their answers - although some of them were an integral part of teaching or overseeing the graduate program, others may mostly devote their time to non-teaching activities such as research or administration.

In addition, the reliability of students’ responses is likely to depend on the number of courses and experience completed at the time of their response, with students nearing graduation more likely to be familiarized with competencies compared to newly enrolled students. Finally, the reliability of students’ responses is likely to depend on the number of courses and experience completed at the time of their response, while students approaching graduation are more likely to be familiarized with competencies compared to newly enrolled students.

However, despite everything, it can be concluded that the survey respondents were sufficiently involved in training as part of their acquisition of the profession of an economist to compile a reliable list of competencies.

CONCLUSION
The competence structure of future economists was developed with the notable participation of specialists in this field (BERETVAS, 2019). There is a significant opportunity to apply the framework to guide the training of economists and hiring among stakeholder groups such as academics and employers in sciences such as marketing and management.

Effective use should also bridge the gap between these stakeholders by establishing partnerships to optimize the coverage of competencies among employees of economic universities by region, specialty, type of employer and career stages. In this regard, it should be said that the professional competencies of economists are directly related to the
development of their personality, which will allow them to receive a comprehensively trained and valuable specialist in all respects in the future.

REFERENCES


Personal development of future economists through professional education

Desenvolvimento pessoal de futuros economistas através da educação profissional

Resumo
O artigo examina as peculiaridades do desenvolvimento da personalidade dos futuros economistas por meio da educação profissional. Os autores observam que são os aspectos pessoais que desempenham um papel de liderança na formação da identidade profissional, uma vez que o nível de formação profissional de especialistas na área da economia envolve o autoconhecimento constante e o autoavareo. O uso efetivo também deve diminuir a distância entre esses stakeholders, estabelecendo parcerias para otimizar a cobertura de competências entre os funcionários das universidades econômicas por região, especialidade, tipo de empregador e estágios de carreira. Nesse sentido, deve-se dizer que as competências profissionais dos economistas estão diretamente relacionadas ao desenvolvimento de sua personalidade, o que lhes permitirá receber um especialista abrangentemente treinado e valioso em todos os aspectos no futuro.

Keywords: Personality. Future economists. Professional identity. Education. Professional training.