

Foreign Experience in Ensuring High Competitiveness of Economists in Higher Education

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ABSTRACT

This article considers only one segment of the higher education system - an economic profile higher education institution that trains the most in-demand specialists in modern socio-economic conditions. They are able to choose the area of realization of their potential and easily adapt to the labor market. It leads to a general decrease in the motivation of university staff to work and self-development, and as a result to a deterioration in the quality of teaching.

KEY WORDS: Economy, public policy, education, motivation, implement, university, knowledge application, legislation, statistics..

The country's leadership is currently developing various organizational and financial mechanisms to overcome this situation. However, their full implementation is envisaged only for a certain period of time, and in the current conditions, each individual university professor (PS) independently develops a unique set of tools for the formation and management of work motivation.

Public policy aimed at adapting education to the changing needs of the economy, both through targeted programs and changes in the structure of higher education, strengthening control over the activities of universities and the quality of graduate training, and teachers' ethical guidelines, as well as implemented through their level of professionalism and places special demands on intellectual abilities.

At the same time, higher education is facing a number of challenges in attracting and supporting young talented and active teachers, due to the limited financial resources of the university. The second leads to a general decrease in the motivation of university staff to work and self-development, and as a result to a deterioration in the quality of teaching.

The country's leadership is currently developing various organizational and financial mechanisms to overcome this situation. However, their full implementation is envisaged only for a certain period of time, and in the current conditions, each individual university professor (PS) independently develops a unique set of tools for the formation and management of work motivation. This is especially important for economics and law schools, as well as for universities where the income level of teachers is not comparable to the income level of professionals with similar qualifications in the field of commerce.

Sociological research shows that today the leading motives for the subjects of labor activity in various sectors of the economy are material (monetary) incentives (stability and increase in monetary wages - wages, bonuses, etc.). They also determine that young people are value-oriented in their choice of area of employment potential. Thus, today, graduates of elite universities mainly manage the financial sector. This can be explained by the fact that the monetary resource is the most universal, as it allows the subject to choose the time, place and type of consumption. It is known that in organizations with limited financial resources, a set of special measures is applied to

financially stimulate the work of employees. This is especially true in the field of education, especially in state-funded institutions.

The results of sociological research on the motivation of university teachers show that obtaining material benefits is not a very important value for them, for which they are engaged in professional activities. Their priority system is based on cognitive needs, ability to implement pedagogical skills, intellectual nature of work, desire to transfer knowledge to others, satisfaction with working with students, communication in the creative team. Of course, this does not negate the importance of financial incentives for them, but since for some reason the university could not provide them, it is important that teachers have the opportunity to earn money to cover low salaries.

University lecturer in economics: characteristics of motivation

This article considers only one segment of the higher education system - an economic profile higher education institution that trains the most in-demand specialists in modern socio-economic conditions. They are able to choose the area of realization of their potential and easily adapt to the labor market.

We highlight a few ideas that affect the lives of economic universities and the motivating features of their employees.

“In an economic university (especially in the state), the income level of teachers is, as a rule, lower than the average for universities; the income of a specialist with the same qualification level in the commercial sector is significantly higher. If the delta between a teacher’s salary, for example, a technical university and an engineer’s salary, is not large, then the delta between a new teacher’s salary and a specialist’s salary at a state economic university - a graduate of a state economic university - is crucial. These career decisions radically affect the scope of information and motivation to be made.

“Education at the University of Economics is both humanitarian and partly economic. For example, unlike strong and high math materials, there is a lot of topic material here and it is very diverse. At the same time, teaching is based on an interdisciplinary approach: to explain one aspect of the economy qualitatively, the rest must be kept in mind.

“The uniqueness of the disciplines taught at the University of Economics is the close connection between theory and practice. Of course, there is a general theoretical (general methodological) part, but it is impossible to be a qualified (qualified) teacher without knowing the technology of knowledge application, legislation, statistics, without experience in the field. It is therefore advisable for young teachers to be practitioners in business (with many professional internships in the industry); the business itself must put before them tasks that they can cover within the scope of their subject. If the course has a purely theoretical nature, teachers need interdisciplinary communication in interdisciplinary conferences, they should look for materials from different sources, independently identify trends, take into account that the economy is a rapidly evolving field of social and societal development.

“Due to the rapid development of the economy, the methodological framework of the educational process (books, textbooks) is rapidly becoming obsolete, so teachers have to work with modern sources of information (Internet, scientific periodicals). What motivates (can motivate) teachers today to pursue their professional careers at the university, and what can the university offer teachers for professional growth in the context of limited financial resources?

Results of sociological research

In 2020, 1 group of university faculty members (as well as graduate students as potential teachers) conducted a survey on the following aspects:

- the most important motives that motivate teachers to work at the university;
- is the degree of relevance for teachers of certain opportunities (related to social psychological motivators) provided by the university that do not have direct monetary expression;
- the urgency of the problems facing the university and the possibility of solving them within the internal resource base and university policy of the university leadership;
- availability and access to university resource base for teachers;
- different forms of professional development (PC) at the university, the level of participation of teachers in them, the need for university teachers in professional growth.

The survey included 200 graduate students and 500 teachers of economic universities in St. Petersburg (250 teachers under the age of 35 with up to 5 years of work experience at the university and 35 with more than 5 years of work experience). 250 teachers over the age of).

This stratification is related to the professional self-determination of young teachers during their first five years at the university, their choice of field of personal implementation based on personal motives, goals, opportunities provided, and the situation in general.

The structure of teacher motivation. Differences in respondents' views on the importance and significance of some of the motives for their activities at the university were identified. Thus, respondents unanimously assessed the high status of the motive as the intellectual nature of the work. The biggest differences in grades were due to reasons such as work proximity to home, good working conditions (probably due to differences in living conditions and individual work experience, availability of material resources of the university). The reason why teachers underestimate the importance of economic reasons (salaries, bonuses, etc.) when choosing a job at a university is that most teachers (80%) believe that universities are not funded by the state.

Professional development. The majority of teachers (76% of respondents in the entire selection) said that this factor is important both for themselves and for attracting new young staff to the university (although compared to other motives, personal computer capabilities are not a priority. in his opinion, it is explained by the lack of funds for a personal computer at the university itself - 60% think so).

Differences were identified in the motivational components of the two groups of respondents. Young teachers with less work experience at the university focus more on the possibility of self-realization than on acquiring new knowledge. The second is of interest to older teachers with long experience in education (84% of respondents in this group). This can be explained by the fact that this contingent of teachers has risen to a qualitatively new methodological level of pedagogical thinking. For them, the main task of a personal computer system is to develop methods and techniques that significantly improve the quality of the knowledge transfer process (mastering new technologies, skills in working with office equipment, etc.). Therefore, when building personal computer programs, it is necessary to determine what knowledge they need (for example, by conducting a specialized survey). For young professionals, a personal computer system should offer not only science knowledge, but also the skills to present that knowledge and teaching methods (this can be done in schools of pedagogical skill).

As for the participation of teachers in various forms of personal computer, the most advanced and available for them are postgraduate and doctoral programs, participation in intra-university

conferences, publication in scientific collections and journals. (During their time at the university, 86% of respondents participated in intra-university conferences, 77% published articles in scientific collections, and 100% were engaged in self-education). Low scores on other types of personal computers (internships in enterprises and universities, participation in research projects, etc.) are associated with insufficient university capacity, according to teachers. This indicates that the work in this area at the university is poorly organized.

The analysis of the survey data showed that young teachers and graduate students (potential teachers) have the opportunity to improve their skills (we emphasize: at the expense of university resources) mainly on a certain investment (effort, time), "nervous" as a backup and potential for future professional and economic growth in their "human capital" (including outside the university), as well as saving on personal expenses.

Young teachers focus on the future, believing that they will be able to identify the present by devoting energy and resources to their own development (92% of respondents believe so). Teachers who have worked enough at the university and are older do not give a clear assessment: they either don't think about it or aren't confident in their future (28% of adults). Such an attitude, in our opinion, is due to the significant impact of external factors - the instability of the economic situation in the country.

The formalization of social status and professional development in the form of academic degrees and titles is assessed in different ways by representatives of different age groups: status indicator for young people (92% of respondents) is more expensive and important, which, in our opinion, evidence of their preserved reputation within their university).

For experienced teachers, the opportunity to earn an academic degree and title (as well as a position) serves as a more social and psychological motivation, as it allows them to gain recognition and respect from colleagues and students (28% of respondents). The group expressed absolute agreement to this thesis).

Thus, university leadership should focus on the importance of the actual needs of different age groups PS. That is: to attract and retain young staff, to create opportunities for their professional growth and career advancement, to focus on highlighting their success and achievements in working with the older generation of teachers. in the community and among students. University problems and opportunities to solve them.

The study found that, in general, teachers view the situation at the university as disappointing, which they believe is determined by a number of reasons. These include the lack of funding for university activities, the inefficiency of the training system, insufficient working conditions, underdeveloped university material base, and so on. as teachers believe, they are spontaneous. Thus, the university believes that the young contingent of PS can overcome the problems associated with sufficiently good working conditions (8.1 points), a decrease in the level of PS readiness (7.3 points), the inefficiency of professional development.

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