

UDC 339.9: 338.439  
JEL Classification: J01*Harmider L.<sup>a</sup>, Ivanova M.<sup>a</sup>, Kanischenko O.<sup>b</sup>***RESEARCH OF EDUCATIONAL TECHNOLOGIES IN QUALITATIVE PROFESSIONAL TRAINING OF ECONOMISTS**<sup>a</sup> **Ukrainian State University of Chemical Technology, Dnipro, Ukraine**<sup>b</sup> **Taras Shevchenko National University of Kyiv, Kyiv, Ukraine**

This paper focuses on the modernization of the educational process by devising and implementing new, modern technologies, methods, and forms of training as the modern education system must meet the requirements for compliance of a specialist's knowledge, skills, and abilities not only with functional professional duties but also with the needs of the labor market. The working hypothesis of this study put forward the assumption that the distance training system is much in demand by students, related to the quality of teaching, which predetermined the choice of topic, the setting of goals and objectives of the current study. The question of whether there are any objective prerequisites associated with a change in the quality of education or the presence of a request from students remains open, although it is covered in a series of works while the range of opinions on this matter indicates the unresolved issue. The purpose of this study is to verify the hypothesis about the need to improve the quality of teaching in the process of preparing students of economic specialties by conducting a survey of students, as well as to identify directions for implementing the quality of teaching in the distance learning system. Within the framework of the current study, the quality of education is understood as a certain level of knowledge and skills, mental, physical, and moral development achieved by graduates from an educational institution in accordance with the planned goals of training and upbringing. The results of our research show that the demand for the implementation of the quality of teaching in the framework of distance learning among students of economics is quite strong. The study's results clearly confirm the opinions of students (as the main consumers) who consider distance education as an effective and accessible form of learning and development. In general, the most important points of distance learning, according to the survey, include the possibility of arranging an individual training schedule, and a high degree of visibility of materials, which contributes to a faster orientation in the content and assimilation of the course. The inhibiting (less important) issues related to distance learning, according to the survey, include the oversaturation of courses with special terms, the saturation of educational material with explanatory formulas, examples, etc. These factors should be taken into consideration when making administrative decisions about setting courses for distance learning and more careful organization of work with students.

**Keywords:** university, lecturer, quality of education, factors of quality of education, student-economist, survey.

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***Introduction and problem statement***

The modern education system is based on the modernization of the educational process by devising

and introducing new, modern technologies, methods, and forms of training, as it must meet the requirements of compliance of knowledge, skills, and

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abilities of a specialist not only with functional professional duties but also with the needs of the labor market. The training aimed at the formation of professional competencies ensures the development of the personal, social, and intellectual potential of the employee. Any modern highly qualified specialist needs to analyze the situation in the labor market, act in accordance with personal and social benefits, possess the ethics of labor and civil relations, and have entrepreneurial skills. Any educational institution is interested in the high-quality training of a specialist.

Currently, one of the priorities of development in the field of higher professional education is the training of highly qualified personnel of technical, managerial, and economic profiles that ensure the maintenance and qualitative development of the personnel potential for industrial enterprises.

The distance education market in the world began to develop dynamically with the spread and cheapening of information technologies, the penetration of the Internet, the spread of the number of active users, and the change in the quality of life of the population, which led to an increase in free time and a kind of fashion for self-education [1]. The leaders of the distance education market are the countries of North America, which account for more than 50% of the total number of students [2]. Forecasts for 2025 promise a market capacity of over USD 200 billion annually with the number of users confidently exceeding half a billion people [3].

The question of whether there are any objective prerequisites associated with a change in the quality of education or the presence of a request from students remains open, although it is covered in a series of works while the range of opinions on this matter indicates the unresolved issue.

#### ***Literature review***

According to the Law of Ukraine «On Education», the «quality of education» is the compliance of learning outcomes with the requirements established by law, the relevant education standard, and the contract for rendering educational services. In other words, this is a certain level of knowledge and skills, mental, physical, and moral development, achieved by graduates from an educational institution in accordance with the planned goals of education and upbringing.

The success of modern learning – its effective design, maintenance, and support of the program – requires financial, human, and infrastructural resources. In most scientific publications studied by us, the policy of high-quality modern education is revealed from the standpoint of diverse and numerous

requirements for the teacher. For example, in [4], the following competencies and qualities of teachers are crucial for successful learning: computer skills and their continuous development; motivation of teachers; pedagogical design.

Approximately the same requirements, but also in conjunction with the emotional component for establishing contact with the student, are put forward to lecturers in [5]. The search for interesting and diverse forms of learning to maintain the attention of students is strongly recommended in [6]. One of these forms, as substantiated by the authors of [7], is the personalized audio lectures of the teacher. This significantly increases the involvement of students in the course. Otherwise, without hearing the voice of the lecturer, students find themselves less connected with their course and educational institution.

An important component of the emotional background of the learning process, emphasized in [8], is a positive attitude and a high level of satisfaction in all students, which the teacher should create. Including by actively applying game techniques in the planning of managerial (economic) courses – modern forms of gamification [9].

The individualized approach to learning is emphasized in [10]: curriculum-designing lecturers should take into consideration that in each class there are several learning styles, levels of motivation, and personal/social factors that can affect the learning of students. Therefore, a variety of methods (forms) of teaching should be applied individually.

The features of modern educational technologies are interestingly formulated by the authors of [6]: currently, their priority is shifting from assessment training to assessment for learning. At the same time, the moral satisfaction of the participants in the educational process can give meaning to the learning process. Regarding the assessment of the quality of education, it is confirmed that it is in a constant contradiction between the bureaucratic burden of different reporting and educational innovations and the development of the teacher [11]. As substantiated in [4], there is not enough information about the progress of students to assess the quality of education: it is important to take into consideration the effectiveness of students' learning and their assimilation of educational content. Therefore, the improvement of the quality of learning is achieved directly in the learning process through constant feedback from students.

Summarizing the review of scientific literature and the above points, we can identify such a significant base of scientific provisions for our

research:

– for the organization of effective and high-quality distance learning, all technical conditions must be provided, as well as be professionally prepared, for both the student and the teacher. Moreover, the most numerous competency requirements are imposed on the teacher;

– the types of academic disciplines predetermine the forms of their teaching, and have a different effect on mastering the educational material;

– to assess the quality of distance learning, they mainly use feedback from students and non-parametric assessment methods (survey, questionnaire, etc.);

– specific issues and aspects of the quality of distance learning usually enter the focus of a single university, so the extrapolation of the results of such an assessment to other educational institutions is objectively limited.

In addition, modern, including distance, learning, poses a number of requirements for participants in the educational process: strict self-discipline; adequate authentication of tasks; high level of practical skills in the use of information technology; establishing emotional contact and social interaction.

#### ***The aim of the paper***

As a working hypothesis of this study, we put forward the assumption that the distance learning system has a significant request from students, which concerns the quality of teaching. Thus, the purpose of the study is to verify the above hypothesis about the need to improve the quality of teaching in the process of training students of economic specialties by conducting a survey of students, as well as to identify directions for the implementation of the quality of teaching in the distance learning system.

#### ***The main material of the study***

Issues related to the quality of teaching economic disciplines were studied at the Faculty of Economics of the DVNZ UDKHTU. For the third year, education at the university is organized according to a mixed system: full-time form in the autumn semester, and distance – mainly in the spring semester. Quality control of training is regularly carried out by the educational and methodological department of the university and the administration of faculties. Assessment of the quality of education is typically carried out based on surveys of students and teachers. As a rule, questionnaire items relate to the general attitude of respondents to the mixed system of education, the choice of a priority form (full-time or distance), an assessment of the

achievement of their professional competencies, proposals for the study of academic disciplines, the development of departments, improving the organization of the educational process, etc. For senior students and master's graduates, the list of questionnaire items also includes constructive proposals for adjusting curricula and educational programs, developing professional training, criticisms, etc.

Analysis of the survey results revealed that the vast majority of respondents have a positive attitude to distance learning: 90% of students, and 80% of teachers. The situation with the assessment of the quality of distance learning turned out to be more interesting. If we judge the quality of mastering academic disciplines by the end results such as semester statements and average score, then a slight decrease in this score to 5% did not significantly affect the quality of training of students of the specialty 051-Economics. The quality of training of bachelors and masters or the proportion of students with grades of «good» and «excellent» was and remains about 60% both in full-time and in the distance learning system. However, in this regard, we consider it important to note the following points related to the criteria for assessing the success and knowledge of students:

1. Since distance learning involves a high degree of self-organization and independence in the development of educational material, the question arises about the ratio of the amount of educational material and the time for its assimilation by the student. Previously, for developers of educational programs, norms were established for a 3-fold excess of the time allotted for the independent study of lecture material. Now – for distance learning – the question remains open at the discretion of the lecturer.

2. In the final assessments of academic performance, there is definitely a certain incentive or motivational component for the diligence of the student. One can debate the appropriateness of such an assessment but the fact is that self-motivation is the basis of distance learning. Consider the ability to learn as the manifestation and development of the intelligent activity of the individual – Fig. 1.

There are not so many ways and opportunities for the development of personal factors of intelligent activity (or learning abilities) of the student. Most of these factors, as Fig. 1 shows, depend on the living conditions of the student, the technical equipment of the workplace, and the natural talents of the individual. In the development of intelligent activity and the encouragement of self-motivation, a special

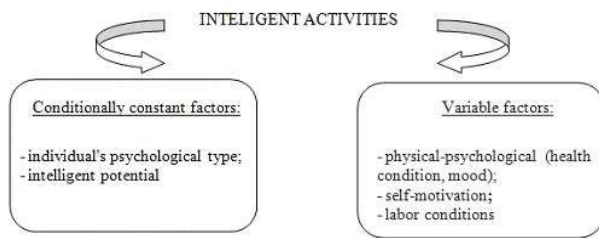


Fig. 1. Factors in the formation of intelligent activity of the individual

place belongs to career guidance as acquaintance with the professional tasks of a specialist in the workplace. It is this form of connection, as a stimulus for the development of personal qualities, that experts recommend. Given this, we consider the encouragement of self-motivation in the final semester assessment of the student to be expedient and one that reflects the professional potential of the student without being limited to a specific academic discipline and for the future.

3. We observed the principle of «discipline to discipline gives rise to discord» to a lesser extent. Those students who were academically conscientious and motivated, with equal success mastered both general education disciplines («Intellectual Property», «International Economics») and professional («Personnel Productivity Management», «Enterprise Competitiveness», «Intelligent Business», «Tax System», «Organization of Production», «Economy and Organization of Innovation Activity»), and information-formalized («Statistics», «Statistical Support of Socio-Economic Development», «Business Analytics»). Although here it is worth noting the serious adaptation of educational information-formalized disciplines for a remote online course and a synchronous form of conducting both lectures and laboratory classes.

We offered to evaluate the key factors of success

in mastering these disciplines for master’s students of the specialty 051-Economics. The main factors of the quality of training as the effectiveness of mastering the educational material were formulated in 4 positions:

– Factor A: completeness of the presentation of the educational material (saturation of the educational material with explanatory formulas, examples, etc., interdisciplinary connections; and analysis of them during lectures);

– Factor B: simplification of the educational material (a brief and maximally clear presentation of lectures, links in the practical course to formulas, add-ins, applications, etc.) built into the software, in particular, MS Excel);

– Factor C: interactivity of the course (full synchronization of the practical course: demonstration of Excel calculations, checking homework with remote access control of the student’s screen);

– Factor D: a video recording of the course (explanatory videos from the lecturer for 30–40 minutes of the lecture course; or short videos for 5–10 minutes – demonstration of practical calculations).

The survey was organized in such a way that students were asked to indicate the most significant factors for them in order of priority where 1 is the most significant factor for the success of mastering the educational material, and 4 is the least significant factor. It was possible to duplicate one rating priority position for several factors. The number of respondents (n=15) was sufficient to obtain reliable information with a significance level of 0.05 on the ranking of 4 factors studied with a standard deviation of grades of 0.4 points (or 10%). The results of the survey of students and the ranking of factors influencing the study of economic disciplines are given in Table.

**Students’ assessments of the rank of factors for the successful study of economic disciplines**

Factors of quality of training (m=4)	Respondents (master’s students of the specialty 051-Economics, n=15)												Total rank of the factor $\sum_{i=1}^n r_{mn}$
	1st	2d	3d	4th	5th	6th	7th	8th	9th	10th	...	15th	
Factor A	4	3	4	3	4	4	4	4	3	3	$r_{A,n}$	4	53
Factor B	1	1	2	1	1	2	2	3	2	2	$r_{B,n}$	1	24
Factor C	2	2	1	2	2	1	3	1	1	3	$r_{C,n}$	2	30
Factor D	1	4	3	2	3	3	1	2	3	1	$r_{D,n}$	3	35
The total rank of all respondents' ratings												$\sum_{j=1}^m \left( \sum_{i=1}^n r_{mn} \right)$	

In order to determine whether the distribution of respondents' ratings and the ranking of learning quality factors are random, the degree of consistency of respondents' assessments – the concordance coefficient (W) – was calculated. Taking into consideration the presence of equal ranks of factors in the 1st, 4th, 9th, 10th, and 13th respondents, the consistency coefficient was calculated as follows [9]:

$$W = \frac{12S}{n^2(m^3 - m) - m \sum_{i=1}^3 T_i}, \quad (1)$$

where S is the sum of the squares of the deviations of the sum of the ranks of each factor from the average rank;

$T_i$  is the indicator of equal ranks, correcting the variance of deviations from the average rank; n is the number of respondents,  $n=15$ ; m is the number of evaluation factors,  $m=4$ .

For 5 groups of the same ranks (factors B-D, C-D, A-D, A-C, B-C) in the respondents' estimates, we obtain:

$$\sum_{i=1}^3 T_i = 5(2^3 - 2) = 30.$$

Sum of the squares of the deviations of the sum of the ranks of each factor from the average rank:

$$S = \sum_{j=1}^m \left( \sum_{i=1}^n r_{nm} - \frac{\sum_{i=1}^n r_{nm}}{4} \right)^2, \quad (2)$$

where  $r_{nm}$  is the rank assigned to the m-th factor by

the n-th respondent  $\sum_{i=1}^n r_{nm}$  is the total rank of the

m-th factor;  $\sum_{j=1}^m \left( \sum_{i=1}^n r_{nm} \right)$  is the total rank of all factors respondents' assessments.

The quantitative assessment of the degree of consistency of the respondents calculated in this way (equations 1, 2) is quite high:  $W=0.43$ ; according to [9], it is considered satisfactory. Verification of the statistical significance of the concordance coefficient W was carried out using the Pearson criterion  $\chi^2$

with  $(m-1)$  number of degrees of freedom. The calculated value of the  $\chi^2$  criterion was estimated by the equation:

$$\chi^2 = Wn(m-1), \quad (3)$$

The statistical significance of the calculated value of the Pearson criterion was checked in comparison with its critical value:

$$\chi^2 \geq \chi_{kp}^2(0.05; m-1), \quad (4)$$

$$19.4 > 0.43.$$

Thus, it is shown (formulas 3, 4) that the estimates of the proposed factors are basically consistent, there are no significant contradictions in the opinions of the respondents, and the resulting ranking of factors affecting the quality of training can be considered reasonable. The rank priority of these factors is calculated as follows:

$$P_m = \frac{\sum_{i=1}^n r_{mn}}{m_j}, \quad (5)$$

$$P_A=3.5, P_B=1.6, P_C=2.0, P_D=2.3.$$

At the same time, we take into consideration that the analysis of the ranking of factors gives only information about which of them is better. The question of how much or how many times this factor is superior to others can be clarified only indirectly. Alternatively, through data visualization (Fig. 2).

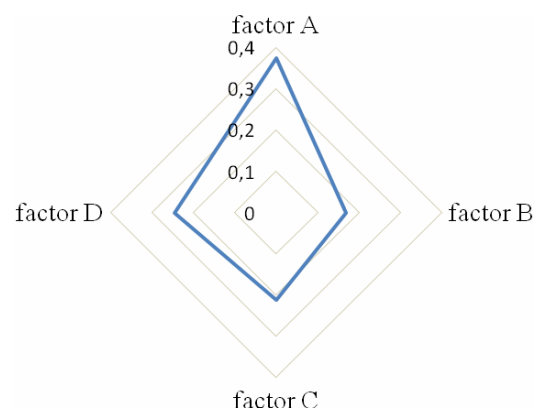


Fig. 2. Priority of ranked factors of learning quality

Thus, probably significant factors in the number of priorities of high-quality and understandable training for students are factors B, C, and D. «Factor A» has an objectively weaker position in the

preferences of students.

### Conclusions

Thus, educational technologies and teaching methods are interrelated and interdependent. Choosing training technologies, and methods, as well as determining their expediency, it is necessary to focus on the goals and ideas of the training itself, the ways of their formulation through the content, structure, and educational activities, the means of management, the material, technical, and methodological support of the learning process, the criteria for its rationality, intensity, and effectiveness, the specificity of teaching economic disciplines. The results of our research show that the demand for the implementation of the quality of teaching in the framework of distance learning among students of economics is quite strong. The results of the study clearly confirm the opinions of students (as the main consumers) who consider distance education as an effective and accessible form of learning and development. In general, the most important points of distance learning, according to the survey, include the possibility of arranging an individual training schedule, a high degree of visibility of materials (video podcasts, graphic content, and other visualization tools, cases, access to statistical data), which contributes to a faster orientation in the content and assimilation of the course. The inhibiting (less important) issues of distance learning, according to the survey, include the oversaturation of courses with special terms, the saturation of educational material with explanatory formulas, examples, etc. These factors should be taken into consideration when making administrative decisions on the placement of courses for distance learning and a more thorough organization of work with students. Thus, high-quality distance learning creates the prerequisites for the implementation of continuing education and training.

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**ДОСЛІДЖЕННЯ ОСВІТНІХ ТЕХНОЛОГІЙ У ЯКІСНІЙ ПРОФЕСІЙНІЙ ПІДГОТОВЦІ ЕКОНОМІСТІВ***Гармідер Л., Іванова М., Канищенко О.*

У статті основна увага приділена модернізації освітнього процесу шляхом створення та впровадження нових, сучасних технологій, методів і форм навчання, оскільки сучасна система освіти має відповідати вимогам відповідності знань, умінь та навичок спеціаліста не лише функціональним професійним обов'язкам, а й потребам ринку праці. Робочою гіпотезою даного дослідження висунуто припущення, що система дистанційного навчання має значний запит від учнів, що стосується якості викладання, що й визначило вибір теми, постановку мети та завдань даного дослідження. Питання, чи є якісь об'єктивні передумови, пов'язані зі зміною якості освіти чи наявністю запиту від учнів, залишається відкритим, хоча й висвітлено у низці робіт, а кількість думок із цього приводу свідчить про невирішеність цієї проблеми. У рамках дослідження під якістю освіти ми розуміємо певний рівень знань та умінь, розумового, фізичного та морального розвитку, досягнуті випускниками освітньої установи відповідно до запланованих цілей навчання та виховання. Результати нашого дослідження показують, що запит на реалізацію якості викладання в рамках дистанційного навчання серед студентів-економістів досить сильний. Результати дослідження наочно підтверджують думки студентів (як основних споживачів), які розглядають дистанційну освіту як ефективну та доступну форму навчання та розвитку. Загалом до найважливіших моментів дистанційного навчання згідно з опитуванням можна віднести можливість побудови індивідуального графіка навчання, високий ступінь наочності матеріалів, що сприяє більш швидкому орієнтуванню у змісті та засвоєнню курсу. До гальмівних (менш важливих) моментів дистанційного навчання згідно з опитуванням можна віднести перенасиченість курсів спеціальними термінами, насиченість навчального матеріалу пояснювальними формулами, прикладами тощо. Дані фактори повинні бути враховані при прийнятті адміністративних рішень постановки курсів на дистанційне навчання та ретельнішою організацією роботи зі студентами.

**Ключові слова:** вищий навчальний заклад, викладач, якість освіти, фактори якості навчання, студент-економіст, опитування.

**ИССЛЕДОВАНИЕ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В КАЧЕСТВЕННОЙ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ ЭКОНОМИСТОВ***Гармидер Л., Иванова М., Канищенко Е.*

В статье основное внимание уделено модернизации образовательного процесса путём создания и внедрения новых, современных технологий, методов и форм обучения, так как современная система образования должна отвечать требованиям соответствия знаний, умений и навыков специалиста не только функциональным профессиональным обязанностям, но и потребностям рынка труда. Рабочей гипотезой данного исследования выдвинуто предположение о том, что система дистанционного обучения имеет значительный запрос от обучающихся, который касается качества преподавания, что и определило выбор темы, постановку цели и задач данного исследования. Вопрос о том, есть ли какие-либо объективные предпосылки, связанные с изменением качества образования или наличием запроса от обучающихся, остается открытым, хотя и освещен в ряде работ, а количество мнений по этому поводу указывает на нерешенность данной проблемы. Цель исследования – верифицировать гипотезу о необходимости повышения качества преподавания в процессе подготовки студентов экономических специальностей посредством проведения опроса студентов, а также обозначить направления для реализации качества преподавания в системе дистанционного обучения. В рамках исследования под качеством образования мы понимаем определенный уровень знаний и умений, умственного, физического и нравственного развития, достигнутые выпускниками образовательного учреждения в соответствии с запланированными целями обучения и воспитания. Результаты нашего исследования показывают, что запрос на реализацию качества преподавания в рамках дистанционного обучения в среде студентов-экономистов достаточно сильный. Результаты исследования наглядно подтверждают мнения студентов (как основных потребителей), которые рассматривают дистанционное образование как эффективную и доступную форму обучения и развития. В целом к наиболее важным моментам дистанционного обучения согласно опросу можно отнести возможность построения индивидуального графика обучения, высокую степень наглядности материалов, которая способствует более быстрому ориентированию в содержании и усвоению курса. К тормозящим (менее важным) моментам дистанционного обучения согласно опросу можно отнести перенасыщенность курсов специальными терминами, насыщенность учебного материала поясняющими формулами, примерами и т.п. Данные факторы должны быть учтены при принятии административных решений постановки курсов на дистанционное обучение и более тщательной организацией работы со студентами.

**Ключевые слова:** вуз, преподаватель, качество образования, факторы качества обучения, студент-экономист, опрос.

## RESEARCH OF EDUCATIONAL TECHNOLOGIES IN QUALITATIVE PROFESSIONAL TRAINING OF ECONOMISTS

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*This paper focuses on the modernization of the educational process by devising and implementing new, modern technologies, methods, and forms of training as the modern education system must meet the requirements for compliance of a specialist's knowledge, skills, and abilities not only with functional professional duties but also with the needs of the labor market. The working hypothesis of this study put forward the assumption that the distance training system is much in demand by students, related to the quality of teaching, which predetermined the choice of topic, the setting of goals and objectives of the current study. The question of whether there are any objective prerequisites associated with a change in the quality of education or the presence of a request from students remains open, although it is covered in a series of works while the range of opinions on this matter indicates the unresolved issue. The purpose of this study is to verify the hypothesis about the need to improve the quality of teaching in the process of preparing students of economic specialties by conducting a survey of students, as well as to identify directions for implementing the quality of teaching in the distance learning system. Within the framework of the current study, the quality of education is understood as a certain level of knowledge and skills, mental, physical, and moral development achieved by graduates from an educational institution in accordance with the planned goals of training and upbringing. The results of our research show that the demand for the implementation of the quality of teaching in the framework of distance learning among students of economics is quite strong. The study's results clearly confirm the opinions of students (as the main consumers) who consider distance education as an effective and accessible form of learning and development. In general, the most important points of distance learning, according to the survey, include the possibility of arranging an individual training schedule, and a high degree of visibility of materials, which contributes to a faster orientation in the content and assimilation of the course. The inhibiting (less important) issues related to distance learning, according to the survey, include the oversaturation of courses with special terms, the saturation of educational material with explanatory formulas, examples, etc. These factors should be taken into consideration when making administrative decisions about setting courses for distance learning and more careful organization of work with students.*

**Keywords:** university, lecturer, quality of education, factors of quality of education, student-economist, survey.

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