MODERN EDUCATION AND GLOBALIZATION THE INNOVATIVE COMPETENT-FOCUSED TECHNOLOGIES

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Abstract

The article is devoted to modern problems of the world development in education. One of the key elements of the national innovative education system – the competent-focused educational technologies – with reference to Samara Institute of the Russian State University of Trade and Economics is given special attention.

Keywords: education, globalization, the new economy, the innovative competent-focused educational technologies.

I. Introduction

Formation of new economy has cardinally changed all mechanisms of reproduction. The education system gets a strategic value; therefore UNESCO declared the XXI-st century intellectual and named it «an age of formation». The formation becomes the significant factor of competitiveness of the country, and at the same time it is a major sphere of their cooperation. Each country is compelled to be integrated into world educational space which is non-uniform, and is presented by various components. It is necessary to include the American and European education systems to those components, each of which has the content, principles, values and specificity. Besides these two already generated systems it is possible to distinguish others, not less important. Become alike example, the Russian model of education. Other models, anyhow.

Let's allocate the basic tendencies influencing modern education (see fig. 1), and we will generalize them.

1. Education, as well as production of goods, should be based on modern technological ways, mass use of information-communication technologies, creation and development of network manufacture. Its professionalism, high qualification and creative abilities become the main characteristics of work and the human factor. Knowledge, intelligence, information, innovations are independent factors of manufacture and, at the same time, they turn to independent products, the values of a human civilization.
2. The educational system is to change the basic approach to the maintenance of the information and ways of acquisition of knowledge which are necessary for getting continuously, to update and use effectively in the activity by each subject. The educational system should be engaged not only copying of already available knowledge, but also teaching, as this knowledge can be got created new and most productively put it into practice, adapted to difficult, constantly changing environment, organically be built in it and is carry out to the role and inherent functions.
3. Education becomes international, it is being internationalized. At a certain stage there is a globalization of education expressed in intensive development of traditional international contacts in higher and secondary education (an exchange of students, pupils), in an activization of new forms of educational process – distance learning, creation of virtual universities for students in many countries, in appearance

of the world market of educational services and the international competition on it. Globalization of the education assumes also knowledge of various national cultures, their historical traditions, values that allows young generation in due time to adapt themselves for quickly changing world in all its variety.

4. There are new professions, specialties, and the educational system should react to change of market work conditions adequately. So, in connection with high rates of increase of information sector of economy in the nineties the XX-th century's demand for experts in the field has sharply grown. Many educational structures have opened new specialties and recruit students (basic or additional), organized obtaining a new profession on the given profile.

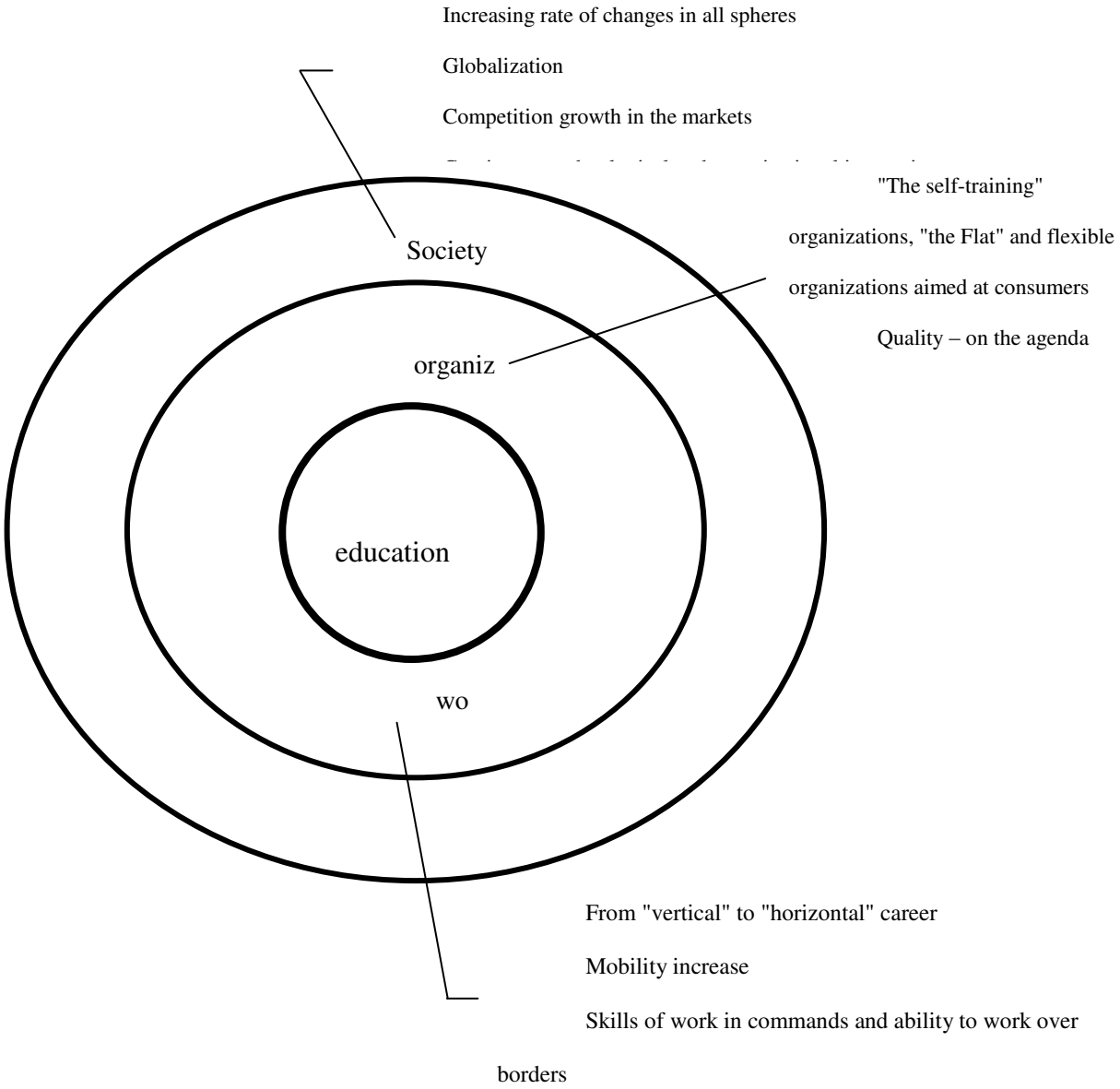

Fig. 1. The tendencies influencing modern formation in the beginning of the XXI-st century

There was a term «functional illiteracy» – an inability to adapt to new technologies and modern conditions to live. According to the International conference on problems of the

education which took place in 2002 in Warsaw, every fifth inhabitant of Sweden suffers from functional illiteracy. It is a country with a strong system of social protection of the population.

The preparation of specialists should be connected accurately and flexibly with occurring technological shifts, and the structure of the professional training to correspond with demand from business structures, state structures and other employers, and it means that the educational system should be closely interconnected, integrated into the national economy, in various sectors, spheres and industries and should sensitively react to changes and developed tendencies of national and the world economy development.

All it creates special demands to modern education. First of all, it should:

- to be focused on requirements of consumers educational Services;
- to provide continuous renovation of knowledge;
- to be built in system of professional activity of students;
- to provide flexibility in a choice of rate, forms and means;
- to allow to build individual educational strategy;
- to provide development of professional skills;
- to comprise innovative mechanisms;
- To provide mechanisms of social and mental adaptation and development mechanisms of a person.

In such conditions it becomes reasonable to review a position of the modern state in relation to education and from a role of the active agent in the market of educational services to pass to functions of the principal (the main inspector), and also to a role if not the core, at least, a large producer of the given services, especially in high and higher education. Estimations of specialists of organization for Economic Cooperation and Development (OECD) confirm that expenses on education – high-yield investments (The Economist. – 2002.08.11, P.43). And consequently all economic actors – the state, business, households in compliance with the possibilities and missions should be engaged in them. However if education is performed under the total state control, it is led according to those purposes which are pursued, first of all, by the government. If financing, management and an education orientation are monopolized by the state it aspires to subsidize those directions of education which increase its prestige, the power. In many countries these functions are to some extent delegated to private business that encourages relations of partnership of the state and business in the given sphere and provides the decision of important social problems. It is necessary to notice that in the Russian education system there are boards of guardians which can dispose donations and create trustee funds for school needs. Actually it means that along with the state and municipal financing there is also a financing from private people (parents and sponsors).

Now in many developed countries a new type of schools, so-called profitable schools (for profit-schools), financed by the state, and managed by specialized private companies appeared. Here there is combination of free of charge comprehensive school with higher educational standards of private schools.

According to forecasts of specialists, by 2020 30 % of the American schools will be managed by such companies.

To number of the requirements made by new economy, it is necessary to add a change of out-of-date models of education and experiments in the field of education. So, for example, in the Russian education system uniform graduation examination (Unified State Examination), professional testing, modular systems of training), in foreign countries – virtual training, media education are introduced. So, since 2000 there has been African virtual university having 25 centers in 14 countries and number of students more of 12

thousand of people. The World Bank performs the creation of the Global network of distance learning, since 2000 it has made necessary rates (see: the Data of the World Bank).

The modernization of educational structures, their creation on the basis of modern information-communication technologies is also necessary. The first to begin to create virtual higher schools were such countries, as the USA and England.

The first has begun preparation of specialists under distance programs British Open University which works under these programs in 20 countries. John's International University also used such distance learning.

The new economy assumes orientation on active educational methods and forming students' capabilities to be guided in a huge information stream, abilities to make non-standard decisions in difficult and constantly changing situations. The basic tendencies of world development in an education sphere are reflected in fig. 2.

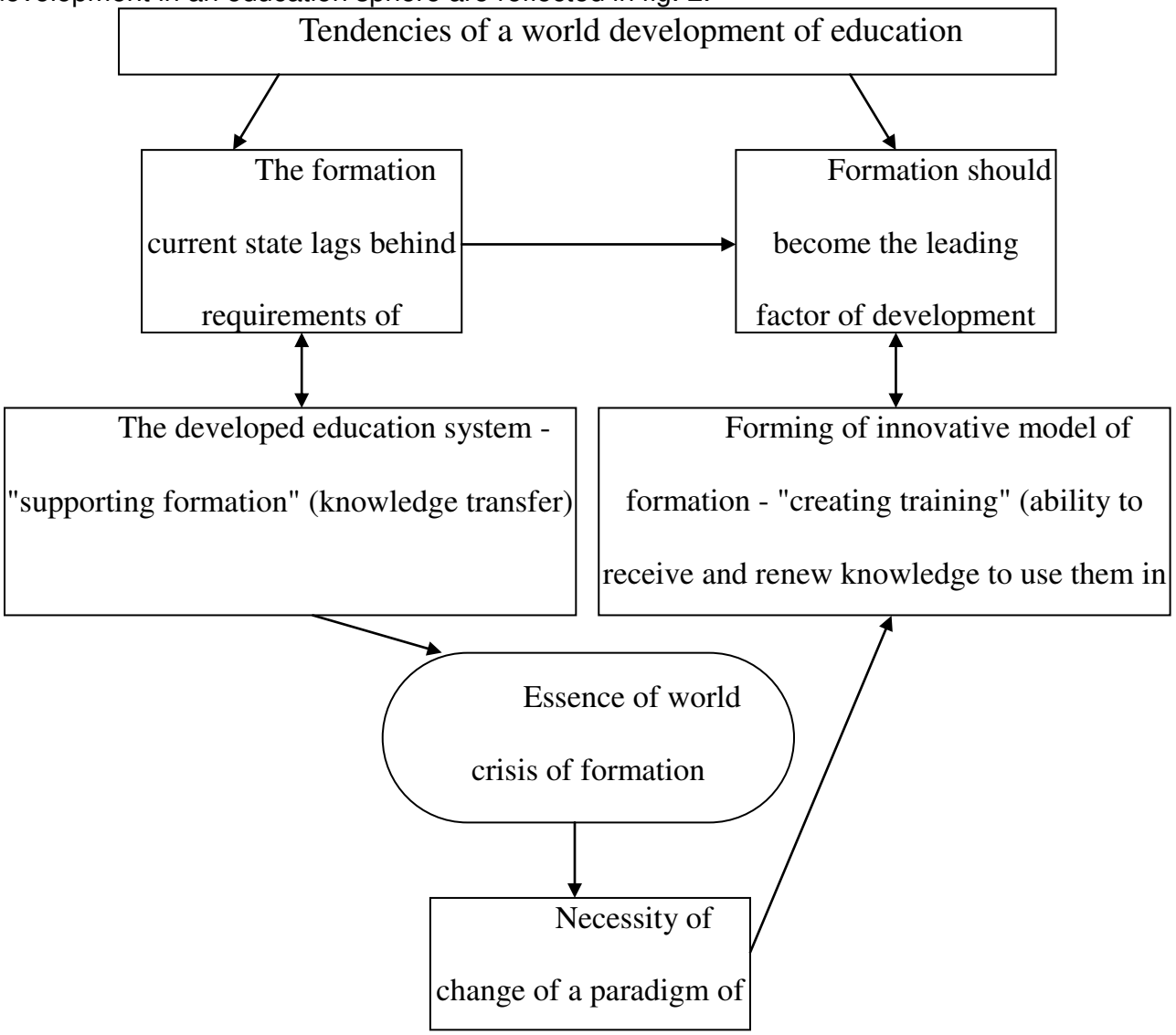

Fig. 2. The basic tendencies of world development in an education sphere

In the conditions of new economy, there is a life-long education concept becomes basic. UNESCO and ОЭСР consider life-long education as a principle which should be taken as basic modernizations of existing education systems. Three basic strategies of life-long education are developed:

- The life-long education system is developed in parallel with traditional and is intended, first of all, for subjects with low level of education;
- The life-long education system is developed in parallel with traditional, but acts as an innovative system which influences last and changes it in a life-long education direction;
- Life-long education is considered as the sample (model) of change of an existing education system.

In a number of the countries - Spain, Sweden, France, England, the USA, since 1976, the life-long education principle has been taken as a principle education of policy. It is possible to provide education continuity at the expense of a combination of formal and informal training not only in the state structures, but also in the business sphere. So, for example, large multi-national companies (Multinational Corporation) have, as a rule, own systems of preparation and retraining of personnel, increase of their qualification. They create own higher schools – so-called corporate universities in which preparation of corresponding shots is conducted according to uniform rates and rules. According to specialists for last 15 years of the XX-th century the number of such universities has increased from 400 to 2,5 thousand, and by 2020 will have reached 3,7 thousand (Financial Times Servers. 2001. 26.03. P 1). The creation of corporate university allows the company to cover preparation and retraining of the personnel, having cut down thus expenses on training, to implement new educational technologies, to extend traditions of the company and to create own corporate culture. The experience of the Japanese corporation to create of "quality circles" is known. Many foreign corporations spend to 12% of fund of payment on retraining of the personnel and consider it as a labor process component, an obligatory element of production costs. We will notice that the world crisis of education is evident in such forms as:

- Deficit of public funds for financing of educational institutions, including strong elite structures;
- The big gap between training level in elite and mass educational institutions;
- Availability of low erudition of citizens up to absence of basic knowledge;
- Falling of authority and prestigiousness of a profession of the teacher;
- Washing away of talented and ambitious subjects from an education sphere;
- Insufficient level of professional knowledge of teachers.

So, elite higher schools of the USA are in addition financed by no state structures, there is a deficit of the teachers owning the newest training techniques at schools of the USA. In the given context many problems of Russian education become more obvious, but thus there are also those reasons of which it is necessary to understand closely: in what direction to reform Russian education, and should be taken into account what international institutional components should be taken into account.

New possibilities which information revolution gives, create a challenge to traditional systems of generating, distribution and knowledge transfer, that is science and education systems. Powerful databases and knowledge play a role of huge warehouses for the infinite facts and the base data in all spheres of human activity, and global computer networks become powerful tools for high-speed access to this information from any corner of the world.

The new economy makes essential qualitative changes and to methodology of modern education. In connection with liquidation of the barriers caused by physical distances, the most developed universities of the world are included actively into geographical spaces of other countries where successfully compete with local educational institutions, having access to students in any country of the world through the Internet and satellite communication channels. This distance learning is often considered not as alternative to traditional, and as supplementing to the last one by the new possibilities. First of all, it provides unsurpassed speed of renovation of the knowledge which is getting out of world information resources. It allows to expand audience of the teacher without restrictions, ignoring thus geographical borders. This form allows coming nearer as much as possible to special needs of disabled people while being taught. The countries owning more progressive distance technologies and methods of teaching, involve students, irrespective of a place of their residing, and receive huge financial resources, but the most important thing is – they "adhere" a high-quality human capital to themselves.

According to the World Bank, only about 3 thousand of the educational institutions specialized on job training in a dialogue mode function in the USA. In 33 states of the USA virtual universities are created, 85 % of all local colleges offer distance courses in a mode online. Virtual university of Monterrey (Mexico) offers 15 programs of preparation of masters by means of the system of teleconferences and the Internet. These programs cover 50 thousand students across all Latin America. In South Korea there are 15 virtual universities offering 66 programs of preparation of bachelors and covering 14 550 students of the region. Various Universities of Europe offer some hundreds distance programs, in this sphere Russia actively starts to act.

1. Globalization makes direct impact on education, its role in the society development, and at the same time it is the institute that actively influences many integration world processes. Recently there has been a term «education globalization» which is treated from the different points of view. More often education globalization is connected with education of virtual education (Кольчугина, М. Новой экономике - новое образование // Мировая экономика и международные отношения. 2003. № 12. С. 45-46), with the increase of a role of an educational complex and economy of knowledge to level of a key structural element of the economic theory of the information society (Вифлеемский, А. Роль образовательного комплекса в постиндустриальном обществе // Вопросы экономики. 2002. № 8. С. 117). There are the interesting and substantial approaches based on distinction of processes of "education internationalization» and «education globalization». The first is connected with the joint research work, the cooperation of universities, an exchange of the personnel and the students, the second is the more fundamental change of a world order at which national borders lose the value (Скотт, П. Глобализация и университет // Alma mater (Вестник высшей школы). 2000. № 4. С.3-8]. Education globalization doubts the viability of university as a public institute and causes the process of its transformation into «educational corporation» (Slaughter, Sh. Academic capitalism: politics, policies and the entrepreneurial university / Sh. Slaughter, L.L. Leslie. 1997. P. 1), i.e. depreciates all national institutes, with all that it implies. It is true in each of the specified approaches. But it is an extreme position according to which in the conditions of society globalization there is a "dissolution" of national institutes, their leveling and transformation in a forming and development direction only of global structures. Globalization is not an unequivocal and monomain process, it can have different directions and display forms. Education globalization is shown in new requirements to

educational process and institutes, its performing, in necessity of their enhancement taking into account the international tendencies. Globalization has both benefits and threats to education (tab. 1).

Table 1.

Structure of benefits and threats to development of new and old forces of the higher school in the conditions of higher education globalization

Kinds and essence of benefits and threats	Character of influenceon		
	society	Old forces	New forces
1	2	3	4
economic			
Development of profitable sector	–	–	+
Reduction of financial support by the state	–	– –	+
Competitive struggle strengthening in higher education sphere	+	–	+
Transformation of the state higher school in the enterprises of educational business	–	–	+
Increase of integration processes in higher education sphere	+	+	–
Merge of the higher school to corporate business	–	–	+ +
Development of transnational formation	–	–	+
Increase of mobility of students, teachers	+	+	+
Easing of a role of the higher school in «economy of knowledge»	–	– –	–
Intensification of process of "brain drain" abroad	– –	–	+
political			
The further distribution of influence of the national organizations on higher education sphere	–	–	+
Distribution of the governmental ideology of neoliberalism on higher education sphere	–	–	+
Liberalization of sphere of higher education	–	–	+
Popularization of ideology of service to consumer interests (student)	+	–	+
Inequality increase in a level of development of national systems of higher education	–	–	+
Preserving multinational and an interstate social inequality in access to formation	– –	–	+
Expansion of regional cooperation in higher education sphere	+	+	–
Strengthening of a role of the higher school in the decision of global environmental problems	+	+ +	–

Strengthening of a role of the higher school in preparation of political elite	+	+ +	–
cultural			
Popularization of global multicultural values	– –	–	+
Strengthening of world domination of the western culture	– –	–	+
Loss of national culture and originality	– –	–	+
Occurrence in territory of the national state of foreign providers	– –	– –	+
Loss by the higher school of educational function	– –	–	+
Occurrence of various forms of "educational imperialism»	– –	– –	–
Loss by the higher school of the academic values	–	– –	+
technological			
Development of virtual universities	+	+	+
Distance learning development	+ +	+	+ +
Loss by universities of research function	–	– –	+

The sign «+ +» means positive character of influence; «+» – less positive;
«– –» – negative and "-" – less negative character of influence.
Source: Майбуров, I.Globalizatsija of higher education sphere//World economy and the international relations. 2005. № 3. p.16.

Internationalization and globalization will concern the humanitarian disciplines most quickly perceiving the transform or nation tendencies in a society. To a lesser degree it will concern natural and engineering sciences as the first (physics, chemistry) are substantially connected with the state fundamental investigations and provision of a state security of the country, and the second (radio electronics, telecommunications) – with a severe competition and necessity of preserving of a know-how, with commercial secret. Certainly, there can be precedents here again. So, the two scientists, one of them K.Novoselov – the citizen of Russia and Great Britain (double nationality), the other A.Gejm – the citizen of the Netherlands for developments of one scientific direction became Nobel Prize winners in physics area in 2010. It confirms the fact of globalization of science and education.

Globalization shouldn't lead to loss of those values which have developed within the limits of separate schools of thought, directions, educational institutions. It is difficult to present the well-known British universities – Cambridge, Oxford, the London school of economy and political sciences (LSE) without their special traditions, quality training, scientific and methodical developments. It is necessary to keep and develop it according to a spirit of the age, without an artificial westernization, and not to encourage globalization, process far ambiguous and in many respects still not learned.

The Russian education system, is very unique and with loads of unresolved problems, is involved in the universal processes of globalization of education. Questions have arisen: how to enter this space; what is the status? In what direction to develop further? And the future of educational system in Russia will depends on the answers of those the questions.

But here there are some problems. The crisis of an education system of Russia, is connected with transition from the uniform state educational system to the pluralistic education system due to market conditions, has coincided with the education world crisis in developed countries. It could be regarded as a double negative effect. At the same time the given circumstance needs to be used as much as possible for the benefit of education. Here are the arguments the search of the way out from world crisis of the educational system helps Russia to choose its own way of reforming from all offered possible variants taking into account the available progressive global tendencies of an education development. Now there are two basic approaches to education modernization in Russia:

- Reformatory representatives of which support the necessity of excessive knowledge disposal and their replacement by skills and knowledge which will lead the individual to career success;
- Fundamental representatives of which defend fundamentalism of education and don't consider that it contradicts pragmatism. Their arguments are sufficient enough – the vital success of those who has received best of all fundamental education (Moscow State University, ME Phi). Many best foreign centers of science are completed by the Russian specialists of a similar profile. So, the known programmer-inventor of the game "Tetris" A.Pazhitkov successfully works in the firm "Microsoft".

Russia is one of few countries where the geometry is taught actually on Evklidu till now, there is an obligatory program of the literature, but still education is conservatively enough and changes according to new requirements very slowly.

The charisma of the teacher, his high level, readiness for various work – scientific, administrative, social, and polyphonically educational process, to gives a wide outlook in various areas of sciences are very significant in the Russian education. Along with it there are also lacks of domestic education system – separate knowledge isn't corrected according to the time, the methodological base of education (the congestion of textbooks a minor material without main thing allocation), the absence of motivation of the average pupil to independent thoughts and actions, i.e. the ability to develop independently. Actually all modern average general education in Russia is based on the base of the class-fixed system invented in the XVII-th century by the Czech educator Janom Amos Komensky. It has led to the creation of "the school conveyor», allowing to organize mass enough learning cheaply and quickly. However the educational paradigm – school gives knowledge for the whole life – has already stopped to work in the XX-th century. Prompt and diverse changes in the world, cause a new paradigm of education – the subject should be able not to apply concrete knowledge in the known situation, and understand the development of the object, the process and to develop, select resources – knowledge for adaptation to new conditions. In this context schools and the techniques of developing training which teach the dynamic perception of the validity have a huge value. The modern education should be competitive, creative and passion, and it demands creation of national innovative system in the given sphere. The problem is just designated. Different elements can be put in a basis of such an innovative system, and what of them will prevail, and will specify its general design.

The development importance, distribution and application of technological innovations in the educational process of the higher school will be illustrated by the experience of Samara Institute of Russian State University of Trade and economics (RSUTE).

The innovative program of Samara institute RSUTE is implemented according to «the Concept of strategic development RSUTE in 2010-2015rr. And on prospect till 2025» and «the Program of strategic development of Samara Institute RSUTE till 2015».

The basis of the strategy of modernization of educational process of Samara institute are the innovative professional -focused technologies of the students teaching, providing forming of the demanded specialist of the trade and economic profile which objectively meets the requirements of potential employers.

According to the general orientation of innovative development now in educational process of Samara institute following innovative technologies are implemented: the active and information professional -focused training methods forming mobile information educational space, including computer-based training systems, interactive training courses, elements E-learning etc. Within the limits of the accepted concept of the development of the educational process of institute innovative methodical complexes are actively developed by teachers.

In the educational process teachers of Samara Institute apply various game technologies: business, role, operational games, and a staging method. Among used training methods it is possible to allocate setely methods of a problem statement, brainstorming, critical thinking, quiz and questioning, presentation, discussion, cases-methods, various kinds of group teamwork of students, quizzes, researches. According to the results of monitoring of application of innovative educational technologies at the Samara Institute in all departments of institute the high percent of their use in educational process is marked. So, the results are in the department of computer science and mathematics – 68 %, world economy and management – 43 %, commerce and marketing – 41 %, the business accounting, the analysis and audit – 39 %, foreign languages – 39 %, humanitarian disciplines – 37 %.

All the lessons of disciplines of general professional and special cycles the following technologies are used: brainstorming («the Modern view on Sales promotion», «the Property in market economy, its maintenance and forms», «Management are applied: problems and development prospects»), thematic conferences («Management - problems and development prospects»), round tables («Experience and prospects of development of management of the international trade enterprises», «Problems of transformation and increase of efficiency of activity МЭО in the conditions of a world economic crisis», «the Place and a role of Russia in world economy»). Master classes and seminars with attraction of practical workers of organizations "Guarantors-services-samara", "Consultant Samara", "Samara-service" are conducted.

The teachers of commerce and marketing department actively use a crossword puzzle as the form of boundary control on the studied module of discipline ("Logistics", «business activity Bases», «the Organization of a business activity of trading enterprises»).

Business plays («Creation of the concept of the enterprise», "Market", «Risk and insurance», "Planning", «Efficiency of the control», «firm Strategy» etc.), a case-study («Firm IKEA in the new market», «the Law on protection of the rights of the consumer») are developed.

The teachers of the institute develop trainings and the master classes which are widely used for students of all forms of study. Among them it is possible to allocate: «information-legal provision of a business activity»; «the Decision of financial tasks by means of software of office appointment»; «Development of conceptual bases of the business accounting in Russia according to IFRS »; «information-legal provision of documenting of management activity».

The teachers of foreign languages department actively apply a method of staging of educational process, develop scenarios of carrying out business plays in the French, English and German languages («Discussion of the terms of payment", "contract Discussion") that allow students to apply the knowledge in the decision of problem communicative tasks, promotes development of a cliché of business etiquette.

For the purpose of deepening and enhancement students' language skills by department of foreign languages International Internet Olympic Games on Russian and English languages are conducted. In 2010 teachers of the department have carried out such events as «The day of foreign languages» and «The day of Russian language» with the organization of International Internet Conference, and also intellectual on-line Conference in which 14 higher schools, took part including the attraction of foreign students from Poland. Using a staging method, within the limits of the training program the event "Christmas" has been carried out in foreign languages.

Active cogitative and practical activities of students in educational process promote the increase of efficiency of mastering a studied material. Intergroup activity allows developing professional and communicative competence of students. The use of interactive educational complexes forms information and professional competence, and mobile informational and educational space allows raising the level of mastering material.

At institute 37 % of lecture and practical lessons are conducted with the use of interactive educational complexes that allows raising level of mastering a material considerably.

In educational process of Samara Institute RSUTE the elements the e-learning are successfully implemented. One of examples e-learning is the resource utilization, located on an Internet portal of University of information technologies (www.intuit.ru). Resources of the given portal are used at studying of rates of a cycle of mathematical and natural-science disciplines (computer science, mathematics, economy), and also the special disciplines which have an information orientation. The most effective technology is applied in extra-mural department since students get mobile free online access to a training material. Following the results of each rate the student can pass free certified test, having confirmed, thus, level of the knowledge.

The application of innovative technologies of learning allows making of the qualified specialist adapted for modern dynamic-developing economic processes in the learning process.

For the purpose of the creation of the system of an objective estimation mastered students competence at the Samara institute RSUTE applies innovative forms of the testing: electronic testing, on-line consultation, process charts. For 50 % of total quantity of electronic subjects in all specialties testing in a local network is held. The students of Samara institute take regular part in Federal Internet examination; development of didactic units constitutes more than 70 %.

In 2010 the task of transformation of a WEB-site of institute in WEB-portal system as toolkit of the mobile educational space focused on replenishment of training programs by teachers that "student-teacher" will allow to apply to students of extra-mural department actively system of electronic interaction is implemented. Now the student can pass current or summary test in a mode online on a portal of Samara institute. Students can use training and information multimedia data bases from any work place in a network.

In the conditions of transition to a two-level education system there is a necessity to raise a role and increase the volume of independent work of students of all levels of learning that improve the level of requirements to use of information-computer technologies

in learning. The effective independent work of students should be designed and provided by collective work of the faculty, specialists in the field of computer technologies and students.

Leading means of independent work of the student are textbooks and education guidance, and it is impossible to ignore that fact that among students' multimedia and network technologies, electronic tutorials, electronic textbooks use the increasing popularity. The student frequently advances the teacher in use of modern technologies today. At the same time the low speed of the replenishment of the base of electronic textbooks that is explained by inadequate funding and the necessity of the increase of information competence of the teacher is noticed, demands the organization of a series of training seminars for the teachers.

With a view of increase of pedagogical and methodical qualification, and also experience communication at the Samara institute since December, 2009 till March, 2010 on the basis of regional department of division of Ghana of the Russian Open Society Incorporated fund of electronic resources "Science and education" (created in the end of 2009 at SI RSUTE) carrying out master classes «Creation and author's right registration on electronic resources» has been organized.

Now work on carrying out seminars under the programs providing such directions as «Application of information means» and «Application of innovative methods in learning process» for the teachers of Samara Institute is taken place. The purpose of work of similar methodical seminars is to promote advanced training for the departments of the institute in the field of information and innovative technologies in educational process.

In 2010 the Samara institute together with the Microsoft Company implemented the project on the information adaptation of the population of the region in which frameworks on the basis of higher school the Authorized educational center of Microsoft for carrying out employment at the rate of Digital Literacy («Bases of computer literacy» has been created). This rate is developed by specialists of Microsoft taking into account base requirements to ownership of computers. The purpose of rate Digital Literacy is teaching the basic concepts and skills of work with the computer, and also an estimation of degree of their development. For today the certificate of rate Digital Literacy have received more than 1000 people among them, students (as one of elements e-learning) and employees of institute, citizens of the city.

The innovative development of higher school is impossible without provision of hi-tech base. At the Samara institute in the last two days there was a re-equipment of computer techniques, in 2009 three media classes where employment with application of modern multimedia means are led have been equipped. Work on the creation of network Wi-Fi which will provide students with mobile access to network resources of institute is led.

In computer classes the system of the remote access is established, allowing working on the remote computer - an automated workplace of the teacher. The system use raises efficiency of accomplishment of practical classes, and also reduces costs class time for the decision of tasks: dialogue with the teacher is led in audio and video modes, consultations are conducted individually with each student.

For the improvement of the quality of the information servicing of readers and the provision of safety of library funds, creation and conducting catalogs, the access organization to them since 2006 at institute electronic library system "Marc-SQL" functions. Students can use resources of electronic library not only within institute in a local network, but also through an institute web-site in a remote mode today.

Thus, the innovative development of modern higher school is an objectively caused, purposeful process of introduction qualitatively new elements, properties and characteristics in its activity.

The transition to a postindustrial society causes the necessity of operative reforming of the profiles of economic education according to the modernization of economy and the integration of information technology into the process of preparation of necessary specialists. The realization of educational strategy according to the priority national projects demands introduction in the educational process of innovative technologies of teaching for the subsequent forming of individual educational trajectories by students.

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