

## USING SITUATIONAL PROBLEMS IN THE STUDY OF ECONOMIC ORGANIZATION IN THE TECHNOLOGICAL TRAINING OF HIGH SCHOOL STUDENTS

OLGA KLOPTSOVA

### **Annotation**

*Using situational problems in the study of economic organization in the technological training of the students for the profession "Commercial Agent" in the Municipal autonomous educational institution "Interschool city training centre No. 2" Vladimir (Russia) is reflected in the given article.*

*The integration of the Russian state into the global economic community has led to a number of specific and urgent problems. One of them is the need to increase its competitiveness through innovation, training and skills of the population.*

*The ongoing changes in socio-cultural and economic life of the Russian society require fundamental transformations in education. New information and telecommunication technologies penetrating into all spheres of human life greatly influence the production and the very existence of a man, especially its habitat and qualitatively change and transform social and economic relations, historically established in the society.*

*Currently, when the economy of the country in implementing market relations needs workers with skills of economic culture, competent in the field of economy, able to foresee the crises and advance the state's economy to new frontiers. Today it is not enough for the specialist to have a lot of knowledge, he should be able to apply the received knowledge in practice, demonstrating his competence.*

*Modern requirements to the professional education are in real contrast to the crisis situation in which the young generation of Russia turned out to be and the inability of a significant number of graduates to adapt to the life and work conditions in an unstable society. Therefore, technological training of pupils in the secondary educational institutions as well as the whole educational system should be aimed at solving problems of adaptation and socialization of the younger generation and be closely associated with the processes of socio-economic changes in society.*

### **The project**

Technological education is an organized process of training and education aimed at forming technological, environmental and economic culture of students through development of creative technological thinking, complex technological skills, qualities of personality: social adaptability, competitiveness, readiness to professional activity [2]. The result of the implementation of the content of technological education must become stable and successful student who is prepared to actively and independently action in the conditions when the state focuses on the development of personal initiative, ability to put and solve problems of its development and economic prosperity [3].

Economic education performs a big role in the process of adaptation of students to modern conditions of market economy. Not only the level of general culture of a modern person but also his life and welfare level depends on the breadth and quality of economic knowledge and skills. The education a business person, the person with the developed

economic thinking who is ready for life and economic activity in conditions of market relations is one of the most important tasks of modern education [4].

Theoretical study of the problem of economic education of the students made it possible to solve it in a practice. In the Municipal autonomous educational institution "Municipal interschool educational training centre No. 2" (the municipal educational institution "GMUC No. 2"), students of Vladimir schools are taught in various working specialties. Within two years the pupils of 10-11 classes are forming the basic knowledge and skills, professional competence as a condition of the competitive specialist.

Taking into account the new requirements to the content of education, improving scientific and methodological support of the educational process, great attention is given to creating conditions for the formation of competences, the organization and development of skills of self-education and self learning. The subject of methodical searches of teachers is innovative methods of training. They include: technology of problem-based learning; technology of discussion; case-technology; education research technology design technology; role playing and simulation games; social planning.

The training program for the profession "Commercial Agent" provides the formation of a pupil's combined general and professional competencies. In selecting and structuring the content of training we relied on the following principles:

- focus on the socio-economic situation and requirements of the regional (municipal) labor market;
- modular structuring of learning content aimed at individual requests and educational needs of students and their parents, the social order of the region;
- orientation of training for continued professional education;
- differentiation and individualization of educational process taking into account personal characteristics of students, their cognitive interest to master specialty.

The content of the program "Commercial agent" includes general professional discipline "Economy of organization" (50 hours, of them 15 on the theory and 35 hours on the practice). The main learning objectives are aimed at formation of knowledge on basic principles of economic organization system, management of total and working capital and the assessment of their efficiency, composition of material, labor and financial resources of the organization, the indicators of their effective use, mechanisms of form pricing, forms of labor payment, main economic indicators and methods of their calculation and planning activities of the organization; on the development of skills to identify the legal forms of organizations, to plan the organization activity, determine the composition of material, labor and financial resources of the organization, filling in primary documents on the economic activities of the organization, rely on the adopted methodology to calculate the key economic indicators, prices and wages, to find and use the necessary economic information [6].

The theoretical part of General professional disciplines "Economy of organization" is studied in the form of active lectures with the use of reference notes and multimedia technologies (e.g., presentation "legal forms of ownership of organizations", "Main and turnover capital", "Labor", "Costs of production", etc.) that helps to learn information better.

The case technology in the form of situational tasks are used in the framework of practice-based learning to consolidate the theoretical knowledge. Situational tasks contribute to the economic development of professional competences, that is to find and use relevant economic information, to orientate themselves in the changing market environment, to

approach creatively to solving business problems, to make effective decisions taking into account economic efficiency, to determine the direction of development of enterprises in market conditions; to master the methods of practical calculations of the most important economic indicators, forms and relationships.

According to the statements of contemporary researchers O. V. Akulova, S. A. Pisarewa, E. V. Piskunova "...situational tasks is the resource for improving quality of education as they contribute to the implementation of psychological law of mastering knowledge: knowledge is formed in the mind of the subject of teaching not before but in the process of applying them in practice" [1]. The situational tasks are tasks that allow the student to master intellectual operations consistently in the process of working with information: awareness – understanding – application – analysis – synthesis – evaluation [1].

The specificity of situational problem is that it has a strong practice-oriented nature, but to solve it some specific knowledge of the subject is required. The basis of The situational exercise is based on the specific situation. However, the material in it is supported by the results of special studies, forms of statistics and other information. In addition, the description of a situation can contain factors that at first glance are not directly related to the solution, but it is they that require to identify the most important priorities for decision-making.

Signs of situational task, distinguishing it from the specific situation are:

- a clearer statement of the problem, both qualitative and the quantitative point of view, the analysis of real data of a specific organization with a lack of baseline information to simulate the probabilistic nature of the activity;
- the need to perform calculations — economic, mathematical, technical, etc.;
- representation of the result of the decision in the form of quantitative indicators, graphs, formulas, graphically depicted structures;
- the multiplicity of possible solutions [5].

In the framework of professional training of high school students in the profession "Commercial Agent " for the study of general professional disciplines "Economy of organization" practical assignments in the form of situational tasks were developed. For example, on the topic "Profit and profitability. The margins" students are suggested to consider situational task "Machines Production" and to give their reasons.

Situational task. The company sells drills monthly 100 thousand units at the price of 220 rubles per unit. With the high volume of sales, the unit cost is 200 rubles. Variable costs are 130 rubles per unit.. The company received an offer to supply 200 thousand units of drills at the price of 180 rubles per unit. Capacity of the enterprise allows to carry out such an order. The company's management has rejected this offer, as it decided that selling below cost is not profitable. Is it right?

As a result of the analysis of situational tasks, students must demonstrate competence in finding the point of profit for analyzed option, in calculating profit of organization, thereby, they must give their reasons.

Conclusions: Thus, regular use of case studies in training activities allows the teacher to intensify the educational-cognitive process, and as for the students, to demonstrate their

professional competence. In addition, similar case studies contribute to the development of analytical thinking, developing strategic solutions, and the ability to work in a team, to develop and evaluate the alternatives of economic decisions.

In conclusion I would like to note that the principal goal of the using situational tasks in technology means to acquire knowledge and professional skills based on the activity in conditions close to real practice, which increases the importance of technological education, as bases of formation of future specialists, improvement of production and economic recovery of our country as a whole.

### **Literature**

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