

ACTUAL PROBLEMS OF STUDYING OF ECONOMIC THEORY AT HIGHER EDUCATIONAL ESTABLISHMENTS

A technocratic approach, appealing by common sense and simplicity, is dominating in the domestic practice today. The development of social technologies in education is associated with one of the most encouraging trends of humanization and fundamentalization of higher education. Social technologies are presented as the synthesis of informational and organizational programs that allows shifting an emphasis on the social nature of a person as the core of social development. Implementation of defining role of a person can become primarily through the educational system. To perform this role, it should be focused on the training of specialist for his future activity. Organizational and structural elements of the universities must therefore implement the ideas of integration of technical, natural sciences and humanities.

Modern economic and political situation in Ukraine creates a need in economists and new managers and that's why now at the higher educational establishments of our country and particular at the National University of Food Technologies much attention is paid to the management training. The survey among students was carried out to identify necessary skills for economists; it showed that the most important skills are analytical skills, flexibility and theoretical training. All these qualities are formed directly in the process of training at the university. In our opinion in the process of training students must form such qualities as independence, sociability, responsibility, flexibility and emotional stability. The special place intellectual qualities take, especially flexibility of economic thinking. This question is not as unambiguous, especially in cross-cultural dimension, when high rigidity of thinking and of business practice is fixed.

Meanwhile, Bondarev A.K. mentions that the market business mentality is characterized by the ability to connect in mind two opposite ideas and at the same time don't lose the ability to act and the willingness to change the strategy [6]. Special attention in training should be given to the formation of such quality as sociability. Just this quality largely determines professional success. In accordance with one of the post-modernist trends of economic theory of McCloskey-Klamer, in the professional economic activity the value of the ancient art of persuasion increases, and, therefore, qualities to dominate, to lead. Leadership qualities, of course, should be purposefully formed at a high school, as far as a manager is a subject which not only sets up a new company, he actively creates, changes social environment, value system, social structure. These are people who move life and transform the world. They always try to do something that hadn't existed before. In this case, they are responsible for the company, which was set up, for employees, for jobs.

Despite some conflict between the behavior of the subjects of training and organization and practice of the educational process, the dynamics of forming professional qualifications and skills of future economists is positive. Thus, by the end of the university course of training students have such qualities as

independence, sociability, responsibility, flexibility of behavior and emotional stability.

Moreover J. Schumpeter described the entrepreneur as a disagreeing irrationalists acting "despite" the generally accepted wisdom of others and without a guarantee for success, based on the most general principles of economic life and human nature, on the knowledge how to set up a business with a number of successful competitors, how to produce a new product and why and what to change in a crisis company.

The problem of the training of economists is in existing stereotype of both students and professors that theory is not keeping pace with practice. According to the respondents estimates the major problem of the training of economists is a lack of practical training, and hence the perceived disagreement between theory and practice.

The urgency of the problem of discontinuity between theory and practice in the education process sharply increased because of adopted by our country's international obligations. In the framework of the Bologna agreement, already signed by Ukraine, economic theory in the process of training bachelors of economic specialties play greater importance than in the curriculum, which exists nowadays. In the process of training of bachelors in economic fields there are mandatory courses of microeconomics and macroeconomics of levels 1 and 2 in the majority of classical universities of Europe. In addition, give the courses of institutional economics, public economics (option: the theory of economic policy), the history of economic doctrines, theories of industrial markets and other disciplines, which are essentially economic-theoretical.

Concerning Ukraine a course of transitional economics could probably also be added. Let's consider the teaching of the courses of microeconomics and macroeconomics which make up the course of economic theory according to adopted in our country classification. Of course, at the universities which train economists the process of unification of the structure of training with the structure of training adopted in Europe should be carried out not mechanically but creatively. It should be taken into account national educational traditions, established proportions of general economic and specific disciplines, the theoretical potential of high schools, and above all requests of future employers and our graduates. We should not forget that the first-class theoretical education has always been a hallmark of the national model of higher and general education. Our pupils, students, professionals have always been strong in understanding the fact of the matter and not merely have the acquired skills of solving typical problems. Therefore, the main issue is not about whether to increase attention to the teaching of economic theory. The answer is obvious: there is nothing more practical than a good theory. The essence of the problem lies elsewhere: in what direction in-depth study of economic theory should be conducted? In our view, the right solution can be found only in the transition to practice-oriented teaching of the theory. This is not an easy task. It will require the development of new textbooks, retraining of teachers, more severe requirements of students. In

addition, we should not have any illusions: a more realistic course surely will be more complex.

J. Robinson once said that the economic models are either simple or realistic. So, the prevalence of unrealistic models in the Ukrainian economic education must end. Probably in the general trend of decreasing teaching load, it is necessary to focus specifically on bringing near theory to practice.

The study of economic theory in the process of training economists must be distinguished by specific features:

1. Clearly expressed (explicit) demonstrating role of economic theory as a methodological basis for effective practice. A practitioner always focuses on direct, immediate use of knowledge. In this case, the combination of theory and practice is the mission or a burden economic theory, rather than of other economic specific disciplines.

2. Systematic character and even pedantry have the decisive importance for the success of such line. The entire course from the first to the last topic must be planned in the directions of practical use.

3. Combining of theory and practice must start at the very beginning of the training process, be its integral part, but not be made at the final stages of training of specialists.

4. It is absolutely unproductive to try to put on student's shoulders (or even worse on graduate's shoulders) the load of independent adaptation of abstract models to the needs of the practice in all its complexity. These functions should take the high school.

If we turn to the problems of microeconomics as the basic component of economic theory, it is necessary to adjust the current curriculum in the following aspects:

1. In the description of competitive markets (perfect competition or monopolistic competition) it is usually made unrealistic assumption of the identity of all existing firms in the industry.

2. The process of making maximum profits is usually explained by giving an example of the company, which produces one product. In our opinion, it is absolutely necessary to describe how the theory of profit maximization can be generalized for the multicommodity firm.

3. It is necessary to replace the traditional study of the company activity on a single market by the transition to a more realistic picture of work on several markets. The production output analysis of one plant should be complemented by studying the principles of organization of production of these products at several enterprises, which belong to the same corporation.

4. Another important point in the course of studying theory is the necessity to take into account the limited information available to economic entities. Almost all sections of the theory of standard courses in microeconomics are recounted as if the company has not even just full information, but also has the gift of prophecy, just knowing what surprises are awaiting for it in the future. Only at the end of the course the concept of risk and uncertainty is introduced (if it is introduced at all!).

It is assumed that the student himself will adjust his knowledge of all previously studied subjects to fill in the gaps in incomplete information.

5. Most of the courses in microeconomics study a firm as a single entity, seeking to maximize profits, although we believe it is necessary to study other goals of a firm.

6. The functions of an entrepreneur in the majority of modern courses of economic theory are not practically investigated. In the introductory sections of the course the factor of "entrepreneurial ability" is interpreted as one of the foundations of a market economy, but in the sections of the theory of a market and the theory of production it is missing. The conclusion suggests itself that everything taking place on the market takes place by itself, without anyone's conscious efforts, is predetermined by the natural course of things and objective circumstances.

Students can learn the extensive, serious course of economic theory and not once run into discussion about the creative role of an entrepreneur. And this is another important point, which creates the gap between theory and practice of higher education. Because in a market economy behind each process particular "creator" - entrepreneur or his agent-manager stands, and success of the case depends on his art. The role of an entrepreneur is the role of a coordinator of the interests of economic entities. The market is waiting for new products, new technologies, and new methods of conducting a business. Watchful businessman catches the need existing in the economy and to redirects resources in the right direction. And for some time only his firm offers required products and the reward for the entrepreneur for his vigilance is an economic profit. In fact, any company could do the same, but more vigilant was someone one.

Economic profit of an entrepreneur is a natural consequence of vigilance to the demands of a market. And, it is very important that not only the pioneers get it. Entrepreneurial vigilance (although, of a lower rank) also show far more numerous company-followers who copy the successful product. They, also, for some (but shorter) time, receive economic benefits because they meet the demand for a scarce product. Their entrepreneurial ability dramatically increases the supply and, thus, initiates the paradox of a profit (a zero profit principle). After a while, on a mature market profits disappear. So, once again the search engine of new solutions starts working. Entrepreneurial ability explodes again the market, this leads to a nonequilibrium state, and then, during the development of success, to restore the balance by itself. Oddly enough, this, in some sense, central logical framework to explain the key mechanisms of the market economy has been lost in an academic course of economic theory.

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