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SOCIO-HUMANITARIAN DEVELOPMENT OF UKRAINIAN SOCIETY IN THE EPOCH OF MODERNITY AND CURRENT POSTMODERN

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**Bielkin I., Bogatchuk S., Levchuk K., Makarov Z., Shvets L.,
Mangora V., Mazylo I.**

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SOCIETY IN THE EPOCH OF MODERNITY AND CURRENT
POSTMODERN TRANSFORMATIONS**

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1. The use of business games in preparing a future manager in higher education institutions as a scientific problem

1.1 Training of a manager in higher education institutions of Ukraine and other countries

Today, in conditions of fierce competition, which requires constant updating of technologies, accelerated development of innovations, rapid adaptation to the demands and requirements of consumers of socio-cultural services, the question of increasing the competitiveness of managers is acute. Professor A.P. Panfilova rightly notes: "In the age of global information, modern management requires working leaders and specialists in innovative technologies of interaction, participatory style, corporate organizational culture and productive models of partnership, which undoubtedly requires educational institutions in the near future. advanced training that provides such training. This can be done only with the widespread use of intensive technologies, the effectiveness of which is predictable "[1, p. 159].

Europe entered an era of global transformation of national education systems after the signing of the Sorbonne Joint Declaration (1998). The decision to participate in the voluntary process of creating the European Higher Education Area was made a year later in Bologna, by representatives of 29 countries (Bologna Declaration, 1999). The most important conditions for the formation of a new world society are the creation of a fundamentally new system of higher education and the transition to an economy based on the productive use of innovative knowledge. According to O.G. Belarus, today in Ukraine and around the world there is a transition of globalization "... from finance and economics... to social, humanitarian and political..." [2, p. 69].

Currently, one of the acute problems of the education system, which goes far beyond it, is the lack of compliance of the training structure of the education system with the current and future employment structure. The system of vocational and higher

education, the system of adult education should train not those specialists whom it can train, but those who are really needed today and will be needed tomorrow in the national economy.

In the context of globalization, Ukraine is in the force field of trends related to the transition of humanity to a new phase of civilizational development, which is defined not only as an information society, but increasingly - as a knowledge society. Aiming to enter the circle of the most developed countries in the world, Ukrainian society must become a society that is constantly learning, dynamically accumulating and effectively using new knowledge. The prospect of building a knowledge society in Ukraine requires a deep reform of the educational sphere, which should be carried out on the basis of a reasonable combination of best foreign experience with national traditions [3, p. 70].

The National Strategy for the Development of Education in Ukraine for the period up to 2021 states that one of the strategic directions of state policy in the field of education should be the development of scientific and innovative activities in education, improving the quality of education on an innovative basis.

It is worth noting that the professional training of modern competitive managers must take into account changes in the paradigm of social development. We are talking about changes in industrial society with a new economic system - the knowledge economy. The knowledge economy reveals the new role and place of man in modern society, the impact of information - as the main productive force - and the subject of production on the development of the economic system.

Modern educational institutions are required to introduce new approaches to learning that ensure the development of communicative, creative and professional competencies, needs in self-education based on the potential diversity of the composition and organization of the educational process.

In view of the above, the task of training personnel of the new formation in the field of management becomes especially important.

Manager - (from the English. Manager - manager) - is a manager, a specialist in production management and sales of goods, who works for hire. Managers organize work at the firm, manage the production activities of groups of employees of the firm.

The manager is an official of the firm in which he works and is part of the middle and senior management of firms.

The Marketing Communications Manager is a marketing specialist who is responsible for planning and implementing an integrated approach to marketing communications. Bringing to the target audience consistent strategic messages ("communication links"), which include the use of an agreed range of communication channels and the development (often in collaboration with external providers) of various promotional materials.

Therefore, as G.V. Osovska rightly defines: "A manager is a professional manager who works for hire and specializes in increasing profits.

That is, he is the head of the enterprise in a market economy "[4, p. 87].

The manager's workplace is the primary link of production, the area of employment of one or more (if the workplace is collective) performers, determined on the basis of labor and other applicable regulations and equipped with the necessary tools for employment [4, p. 88].

Managers are the basis of any management system. They have a special subject of work - information, and based on its analysis and transformation, they make decisions on all management functions. However, in relation to the evaluation of their work increasingly distinguish between work performed and performance, which is characterized by the achievement of goals of individuals and the whole organization as

subjects of management [5, p. 159]. Of course, the result of the work of managers in a particular organization is positive when it develops and prospers.

The work of Ukrainian scholars clearly shows the unity of views on the need to form their own, Ukrainian model of management, not to mechanically borrow the experience of foreign management, but to select from it those elements that can be effectively used in Ukraine in the current transition period and in the future.

An important factor in working with heads of state enterprises, institutions and organizations is the formation of personnel reserve, which is carried out annually in accordance with the Regulations approved by the Cabinet of Ministers of October 18, 1999 № 1912. Candidates for admission to the personnel reserve property and their associations, responsible employees of central and local executive bodies, as well as local governments. Selection of candidates for the positions of heads of enterprises is carried out by the personnel department together with the relevant departments and other structural units of the governing body by carefully studying the business, professional and personal qualities of candidates and comparing them with the requirements of the Handbook of Qualifications. Of Ukraine of December 29, 2004 № 336.

An analysis of the creation of curricula, programs and their content in the universities of Great Britain, in particular, in Oxford and Cambridge, suggests that the general trend of equipping students with the humanities knowledge system, not just special theoretical knowledge of management. In this country, it is believed that it is socio-humanitarian knowledge that forms a universal manager who is able to work effectively in various spheres of society and in production. Instead, technical and managerial skills are mostly acquired in practice in the process of performing functional duties.

The study of the experience of management education in British schools of management allows us to emphasize that they are based on plans and programs of in-service training, although for all other characteristics (in particular, a combination of management theory and practice, humanism, interdisciplinary links, etc.) that are similar to the American.

However, the American experience has shown that training programs on the "development of managers" for all their importance can only create or strengthen the basis for the performance of his duties in modern conditions. The gained experience of practical work cannot be replaced by anything, and therefore it is necessary to specially organize the acquisition of managers of various management skills. To do this, the so-called rotation of management staff is widely used, in which the candidate for promotion systematically moves from one division of the company to another: between technical, financial and others. functional services, between the company's divisions in different regions of the United States and abroad, as well as between different industries or branches of production at the firm. Rotation is seen as the main method of training managers - "generalists" who have a broad profile, overcoming the functional (purely engineering, economic, sales) limitations of their views on the problems facing the company.

Japan's success in the world market is increasingly attracting the attention of management professionals, especially the forms and methods of governance in this country. Interesting for our study is the fact that in Japan, managers usually do not have management education, while in the United States without a master's degree in business administration is difficult to realize themselves in the management system of any industry.

Japan is characterized by a synchronous type of manager. He is busy with many things at once: he perceives time as mobile, elastic and inseparable; easily distracted

from business; counts everything in a certain time (plans, agenda), throughout life establishes and periodically restores permanent ties, as a representative of a certain social group is responsible for using the achievements of the past in the present to guarantee better in the future, considers his friend time, solves conflicts by meeting multiple needs with a minimum of coordinated processes.

France, like most Western European countries (Italy, Spain, the Netherlands), adheres to a mixed model of training, which combines the traditional European system of training in higher education for managers with American. It is worth noting that the number of schools that have switched to this model in Europe is already several hundred.

In the new conditions, market competition pushes the leading countries to find unique management models, say L.V. Batchenko and L.V. Chorna [6, p. 67], which leaves its mark on the formation of the Ukrainian system of management education. In this regard, it is advisable to analyze the practice of training managers in the Free Economic Zone abroad and in our country. It is especially important to note that foreign experience is heterogeneous in nature. In different countries, due to a number of historical, economic and political conditions, three models of management training have been formed: Anglo-American, French and Japanese (Table 1.1).

The work of the manager includes the tasks that must be performed for the organization to achieve its goals, as the activities aimed at obtaining results, is a criterion for evaluating the manager, the main measure of his professionalism.

Table 1.1

Models of management training

Model	Content
Anglo-american	Management training is provided on the basis of business schools and management schools, which are in the vast majority of structural units of larger educational institutions (usually universities). The performance of this function is under the control of the state.
Japanese	Management training is provided exclusively on the basis of corporations and, as a rule, without separation from production. As part of university courses, students are taught only individual management courses, aimed more at the general intellectual development of the student than at training the relevant specialist.
French	Leading place in the system of management training is given to specialized educational institutions, the so-called higher commercial schools. The difference in this case is that such schools exist in the regional chambers of commerce and industry, which play a primary role in determining specialties and specialization, as well as in determining the directions of development of these schools.

In a market with increasing competition, it is not enough to develop a new, high-quality, competitive product, set an optimal price for it and choose efficient distribution channels. Such a component of the marketing complex as marketing communications is becoming increasingly important. Their system is aimed at informing, persuading, reminding consumers about the company's services, sales support, creating a positive image of the company, establishing close mutually beneficial partnerships between the

company and the public, and assessing the market situation through feedback to adapt the company's goals to the situation formed.

Marketing communications is a set of signals coming from the company to a variety of audiences: intermediaries, competitors, consumers, suppliers, shareholders, government agencies, its own staff. The main types of communication, which are called the complex of promotion, are advertising, personal selling, sales promotion and public relations (public relations) [7].

According to L. Vlodarska-Zola, professional training of future managers should take into account the realities of the information society, in particular - the need to implement new professional functions of the manager related to the operation of modern information. The need to introduce into the curriculum of professional training of subjects related to information management, the formation of the ability to use the Internet as a new technology in management practice, which gives the right to properly use and control information opportunities (Internet rules; creation of virtual organizations; methods of managing virtual organizations new forms of presentation based on electronic media).

It is hardly possible and not necessary for a domestic manager to have all the features of a top-ranking manager, which is described in the modern world literature on management. The manager must have a certain minimum of them. Modern Ukrainian practice does not yet allow to determine their exact minimum. Yes, quick decisions, unreasonable risks can lead to negative results in Ukrainian business, because there are no sufficient state guarantees, Ukrainian partners do not always fulfill their obligations. Therefore, caution and accurate calculation, for example in the process of choosing business partners, can be crucial in achieving success. The ability to work with both well-trained professionals and nonprofessionals can be considered important factors in the success of Ukrainian managers.

The process of training managers is considered by the world's leading companies as a strategic task. This is a multistage process that requires constant attention and support from the company's management and that ensures the change of generations, preservation of traditions and the introduction of new ideas in the management of the company, reducing the time to adapt to a new manager.

The term "executives" around the world includes managers ranging from deputy heads of companies to presidents of corporations. A top manager is definitely a leader. The fundamental difference between senior and middle managers is that there are always managers above the middle ones, and there are no managers above the top ones. The criterion for the level of a manager can be not only the position he holds, but also the degree of responsibility: the manager who is ultimately responsible for everything he does is higher, although he may occupy the second or even third position in the company. Senior are the managers of marketing, sales, human resources, chief lawyers of the company and more.

The main difference is that the top manager is a strategist and the middle manager is a practitioner. Here is a typical example. One of the world's leading companies in the field of telecommunications is looking for a marketing manager in Ukraine. The company has strong enough performers, but the task of the new manager will be to fully assess how ICT will develop in Ukraine in the next 10-15 years in order to develop an optimal strategy.

A midlevel manager is an expert in a specific field. The senior manager is able to perform all functions: financial management, law, marketing, public relations, production, etc. The work of a senior manager is weakly affected by national specifics, he is able to work in any country; the middle manager is, of course, local. The middle manager provides production. Higher - does not make any specific product. He must create the conditions for others to work better. The average manager is called to know

what and how to do, what is the quintessence of management. An ordinary manager can be talented, but this is not enough - he needs a lot of experience. The first works in a specific area of business. The other is as if above business. He makes contacts in all spheres, in business and political circles.

Senior executives have their own specific characteristics in different fields. Managers in the industry usually manage large teams, they need a lot of practice, the same applies to banks. Financial companies (especially in Ukraine) are often dominated by "fresh heads", the leaders there are usually young and mobile. Science-intensive industries require people like Bill Gates, it can be a person aged 30-35 years.

In other areas, "generality" often predominates.

There are several difficult questions related to the age of the manager: what is the age limit of managers in different types of professional activities, at what age should the manager leave the position or are there any age standards for the manager?

There is no unambiguous answer to these questions. For example, the average age of top managers of Japanese companies is 63.5 years, while American managers - 59 years. The average term of office of the president of a Japanese company is 8 years. Most Japanese managers of this rank have worked for the company for over 30 years.

Lee Yacocca writes in his book *Career Manager*: "If a 65-year-old can still work and do well, why should he resign?"

Not all owners are able to develop as fast as the market. New managers are needed here. Owners who are convinced that hired managers can successfully manage the company have a better chance of long-term success. However, in Ukrainian practice, they usually begin to search for similar leaders among acquaintances or acquaintances. Only after difficulties and mistakes, lost time, business owners create their own services to find staff, turn to consultants who are professionally engaged in the selection of senior management. Today, the Ukrainian market opens up many

opportunities for them and gives a faster return than the Western one. Therefore, it has become a characteristic trend that these specialists are already beginning to return. In addition, there are many foreign managers potentially ready to work in Ukraine. At least several thousand senior and middle foreign managers currently work in Kyiv alone. Among them are many people with Ukrainian roots. Such managers, with the experience of leadership in Ukraine, are of great value.

In all cases, a complex and expensive process of attracting high-class leaders is simply necessary. The more successfully it will develop, the faster the companies operating in our market will progress, the faster and more professionally the market itself will be formed [9, p. 312-314].

The main reason for the success of the Japanese economy lies in management methods. There are mainly two groups of methods used: "kanban" ("just in time") and "integrated quality management" ("zero defects"), according to which the work with staff is built, their education, selection and formation of the reserve.

Japanese management style is based on persuasion, not coercion. The boss does not distinguish himself from the mass of subordinates, his task is not to manage the work performed by others, but to promote the interaction of employees, provide them with the necessary support and assistance, to form harmonious relationships. Usually, Japanese companies do not have detailed job descriptions, and the provisions on structural units are general. An employee who is sent to work receives only a certificate of appointment, with the information that from a certain number he is appointed to a certain department for a certain tariff category, without specifying specific responsibilities, responsibilities or terms of work. Upon entering the unit, the employee masters the labor operations and features of interpersonal relationships in the team with the support of colleagues and the immediate supervisor. The organization of the workplace and production facilities in every way promotes teamwork.

Common criteria for recruitment in American companies are education, practical experience, psychological compatibility, ability to work in a team. Executives in the company are appointed.

In American firms, the dismissal of personnel, including managers, is always accompanied by a series of evaluative and educational techniques, except in extreme situations (theft, fraud, obvious disorder). Each employee is evaluated once or twice a year. The results of the evaluation are discussed by the employee and his boss, signed by them. They contain a list of shortcomings in the work and ways to eliminate them, as well as, if necessary, warnings of dismissal or the fact that further tenure depends on the improvement of work.

Compared to the American in Western European management, the manager is not so clearly distinguished in teamwork; An essential feature is the teamwork of the team led by a leader who is able to work within certain structural boundaries of the organization. European managers value innate leadership skills, "extraordinaryness" (the ability to see problems and solve them in a non standard way).

For example, in France and Belgium, it is illegal to use job vacancies in the press for the purpose of covert advertising of the company (the jobs offered may not actually exist). In addition, in France it is forbidden to indicate in the ads the maximum age of the candidate. Those who do not comply with this law may be subject to a small fine. The application form for employment in France in accordance with labor law must not contain questions about the candidate's membership in trade unions, his religion, political views or marital status.

In Italy, vacancy announcements must comply with the requirements of the State Statute, which prohibits the mention of political views of candidates for the place, their participation in trade unions, racial and religious views.

In Spain, the law guarantees jobseekers freedom from intrusion into their privacy. In addition, the Spanish Public Employment Service has the right to ban job advertisements in the press in order to exclude any possibility of discrimination on the grounds of sex, although this is extremely rare in practice.

As for the domestic experience in the field of personnel management, an important role in the Ukrainian management is played by the intuitive search for optimal solutions in the field of personnel management. And this approach is insufficient. Those who become most loyal to those who appoint them are often appointed to leadership positions. And many top managers who work in small and large enterprises, often play the role of crisis managers who save the company from complete collapse.

The widespread public interest in management is now closely linked to the emergence and development of business schools or management schools. Diversity in the content of business school programs creates a significant number of problems of choice for potential students. Usually these problems are exacerbated by the lack of reliable information about the quality of a training program. This issue is most acute for those who want to obtain the highest and universally recognized level of management qualification MBA (Master of Business Administration). It is now possible to obtain an MBA degree in any country in the world.

The system of education in business and management, as in most other specialties, is three-tiered in the United States. After graduating from high school, after studying for 4 years at a university or college, you can get a bachelor's degree. This is followed by a two year education in master's programs: "Master of Business Administration", "Master of Science in Management", "Master of International Management", etc.

The third step in teaching business and management is the PhD program. They provide 3-4 years of study with the obligatory defense of the dissertation and the award of the degree of Doctor of Philosophy. Those who receive it do not intend to become managers-practitioners, but will be engaged in research and teaching in this field, or the professional work of a planner, analyst at companies.

One of the indicators of the school's reliability is its participation in the AACSB - an international organization dealing with business education. In North America, the United Kingdom, and continental Europe, the Association of MBAs is accredited by the Association of MBAs (MBAs).

Currently, there are six business schools in Ukraine that offer education to citizens under these programs. The priorities of the latter are indisputable, but problematic in terms of recognizing the state "professionalism" of such training. To be introduced into the educational process, the program must be twice accredited: first, to pass the state accreditation process and be recognized by the Ministry of Education and Science of Ukraine;

The main purpose of state accreditation of any educational program is to ensure a minimum level of requirements for the quality of higher education and eliminate from the market those structures that do not meet these requirements. Indeed, there are currently a significant number of educational institutions in Ukraine that, through the provision of low-quality educational services, devalue the very idea of higher education. However, the content and scope of the MBA program from the beginning is focused on the selected group of consumers - mostly people with basic higher education or experience in management. This means that special disciplines will predominate among the disciplines, and they should be taught by practitioners who know how laws and principles actually work.

The next formal factor of accreditation is the social responsibility of the state for the training of specialists. From a social point of view, it is very difficult for business institutions working on these programs to compete with large public institutions that meet or have to meet the requirements of the current legal field. After all, the MBA program is quite flexible and constantly updated, and therefore advanced compared to current legislation on, for example, the organization and content of the educational process, its timing or focus on a particular specialization.

A possible solution to this contradiction is the creation of business education institutions under MBA programs at large educational centers - universities, which is rightly emphasized by a number of researchers. According to them, this will increase competition between different forms of education - public academic and commercial, which will improve its quality and, consequently, contribute to the development of the country. In addition, it will make it possible to create correspondences between the current national standards of education and its new content, which is embedded in the very concept of such programs. For example, O.V. Shcherbina offers three structural components of such a program: basic disciplines, normative and elective disciplines. The basic block is higher economic education, which includes mastering basic knowledge of macro- and microeconomics, management, accounting, etc. The normative one envisages managerial functional disciplines - financial, operational, marketing management, as well as strategic and anticrisis management, international business, competitiveness management, etc. The variable component may include both disciplines chosen by the educational institution and at the choice of the student.

Despite the fact that according to official statistics, the number of Japanese army managers is approaching three million, the severity of their shortage is not decreasing. Forms of training managers in Japan are:

- a) training in free educational institutions and special educational institutions;

b) internship in advanced training courses;

c) improvement of skills in the conditions of practical management of labor collectives.

The basics of management science are mastered, for example, in Tokyo, Osaka, Nagoya, Kyoto, Nagasaki universities, where there are various management courses. Students, acquiring a specific specialty, say, an economist, also study management. In addition to universities in Japan, there are specialized educational institutions for the training of managers. According to the Japanese Management Association, in the early 80's of last century their number reached two hundred, and some of them are subordinate to the state. About 40 scientific and methodological centers for the training of managers are organized at large banks, commercial and industrial firms.

At a particularly high level, the training of managers capable of managing people, the activities of organizations of various sizes is conducted at the Konoske Matsushita School of Public Administration. Its activities have been dubbed by foreign scholars "streaming production of managers of the XXI century."

In order to clarify the professional orientation of students, expand their worldview, ideological education at school, roundtable discussions are held, which invite leaders of political parties, presidents of large companies and banks, ministers, famous journalists, television commentators, newspaper editors and more.

Students are taught how to work with a book, how to handle catalogs, statistical reference books, etc. Computer technology, television systems, multimedia projectors, sound recordings, etc. are actively used in the educational process.

The main thing is to abandon the use of existing outdated management methods as soon as possible and start the transition to new management technologies in line with global and advanced domestic achievements in key areas (investment management and business planning, financial management, budget management,

leasing, logistics, inhouse planning, controlling and etc.), to move from the management of individual activities to the management of conceptually oriented programs.

The selection of academic disciplines should correspond to the basic ideas about the activities of the manager, which are the focus of the selection of applicants. In addition, it should contribute to the creation of a certain business and creative atmosphere, where, along with the improvement and acquisition of new knowledge, skills and abilities, the decision on the right life choice should be approved. The experience gained in the research process allowed us to identify the main components of this process. First, it is a clear clarification and even to the point of schematization (because the scheme always gives the right to present the process more clearly and holistically) about the main aspects of the profession. Secondly, the rational organization of subject areas and the implementation of links between subjects.

Thus, in order to implement both requirements, considering the purpose and essence of the basic training courses, we will determine their need for theoretical training of future managers of marketing communications.

According to the specified groups training of managers is conducted.

The first group includes a group of subjects that introduce the basics of economics: basics of market economy, introduction to micro and macroeconomics, basics of economic knowledge, basics of accounting and auditing, basics of business economics, international accounting and auditing system, basics of marketing, basics of management, basics of advertising.

The second group is to train future managers in the techniques of obtaining and using information. These include items such as personal computers and management documentation, shorthand.

The third group of subjects includes introduction to the specialty, production and non-production management, management of foreign economic activity of enterprises, administrative and environmental management, marketing, finance and credit.

The fourth group of items should help the manager to create his personal image. Therefore, it includes such subjects as the basics of public speaking, the basics of psychological knowledge, communication and etiquette, general physical training.

The fifth group of educational activities should form the so-called cultural layer of the manager. Therefore, among the subjects of this cycle - foreign, Ukrainian languages, the foundations of state and law, introduction to culturology.

Training of managers in accordance with world standards. This is a difficult process, largely complicated by the lack of highly qualified management teachers and the lack of appropriate equipment and tools.

Soon, those educational institutions that will now invest or have already invested the necessary funds in the creation of preparatory structures that will help not only to correctly identify the most relevant field of activity, but also to adapt future students to the requirements and training programs. As well as those who will use the theory of personnel management in the selection of students, the elements of which are personnel management and marketing of education.

We share the opinion of O.N. Elbrecht that in the current situation, changing the model of management education should have a leading effect on the stereotype of managerial thinking, professional culture of managers, national culture in general. The transition to a multilevel education system in Ukraine has not yet clearly identified qualitative differences in the perception of managerial qualifications "bachelor", "graduate", "master", and therefore does not fully adapt the Ukrainian education system to new requirements of market economy and labor mobility. The author emphasizes

that the academic concept that dominates the higher education system in general continues to apply to the training of managers, without taking into account the specifics of professional activities of managers as practice-oriented, and without taking into account the specific needs of consumers - businesses and individuals.

A good manager is an organizer, a teacher, a friend, an expert, a leader, and a person who knows how to listen to others. According to our research, this is ensured not only by the content of the educational process, but also by the personality of the manager, his individual qualities and abilities. According to the authors, especially important abilities for management are: dominance, self-confidence, emotional balance, camaraderie, resilience, creativity, desire to achieve goals, entrepreneurship, responsibility, reliability, independence.

According to our research, in order to improve the quality of professional training of managers in Ukraine it is necessary to pay special attention to the formation of managerial skills in students, actively use innovative forms and methods of teaching, constantly update curricula in accordance with the requirements of practice. in modern market conditions.

At present, Ukraine has a clear system of professional training of public administration personnel. Let us briefly dwell on its characteristics. Its territorially extensive network of educational institutions is represented by: the National Academy of Public Administration under the President of Ukraine with its Dnipropetrovsk, Lviv, Odessa and Kharkiv regional institutes of public administration; higher educational institutions of the IV level of accreditation of the system of the Ministry of Education and Science of Ukraine, which train specialists of the educational and qualification level "Master" in the specialty "Civil Service" of the educational branch "Public Administration" - 15; branch educational institutions - 40; regional centers for retraining and advanced training - 27.

According to the well-known researcher of education B.S. Gershunsky, “the global crisis of education, which has been talked about and written about so much in recent years and which manifests itself in one form or another in all countries, is not only due to insufficient efficiency of education in terms of its economic, pragmatically understood return. The real essence of the global educational crisis is the helplessness and inefficiency of modern education in the face of global problems of civilizational scale.

It follows that only by overcoming the crisis, transforming the content of training, forms and methods of organizing the educational process, using fundamentally new technological support, education systems can meet the challenges of time and become an effective resource for development, ie to have such qualities as innovation. This is noted by such authors as L.A. Omelyanovich - in the analysis of the quality of higher education through the prism of the Bologna process, S.M. Nikolaenko - in the study of the quality of higher education in Ukraine, V.G. Kremin - in the study of Bologna process in national education, V.I. Korgoliev - in the process of forming a modern system of quality management of educational services ZVO. In the foreign management literature, the problem of training, retraining and advanced training of managers is widely represented by the works of N. Bexter, P. Weil, M. Woodcock, C. Grayson, P. Drucker, M. Dovann, J. Dell, T. Peters, R. Waterman, B. Warren, D. Francis. And if it is obvious that one of the main resources of development at the present stage of social progress is staff training, it is also obvious that an essential attribute of development is the innovation component.

The interaction of the principles of training managers can be considered as a factor in the development of education itself, because, according to D. Markovich "- there is no human development, its abilities and its creative forces without education,

it is clear that education (along with science or with it) becomes the most important resource of development ”[10, p. 14-15].

In our country there is a whole network of both public and private educational institutions that have a fairly high level of accreditation. Other higher education of the manager (postgraduate) can be received in many free economic zones. Abroad, this is done by independent business schools and business schools at the Free Economic Zone. Both in them and in ours in many cases diplomas of the master of business administration (abroad - MDA) are issued. MDA is a specific training program for professional managers, which trains the management elite.

The International Institute of Management, established in 1990 in Kyiv, is the first business school in Ukraine that specializes in training managers. In addition, both abroad and in Ukraine, the system of retraining and business training is widely developed.

In Ukraine, there is no quality "market" training of leaders in the higher education system, which significantly hinders the development of civilized entrepreneurship. Specialists who do not have the necessary qualities and do not have professional education or practical experience of managerial work in production and economic activities often come to production management. Training and retraining of managers in the transition to a global market economy is a key issue.

In order to provide the country with managers of different hierarchical levels of government, it is necessary to solve a number of problems: introduction of system-complex programs of multilevel training of specialists-managers in state free economic zones; development of alternative education, tested by the world practice of continuous training and retraining (public, paid, municipal-private); formation of a reserve of managers and their training in special management technologies; use as additional professional education (for this purpose to use the potential of free economic education,

especially in the regions, or to revive the institutes of advanced training); study and evaluation of students' managers effective combination of theoretical and scientific-practical capabilities, their implementation in educational technology; research of interrelations of disciplines which have scientifically applied value in technology of education; using the opportunity of educational technology to teach students of management specialists to consciously and independently make management decisions; elimination of the dominance of pedagogical activity over scientific, which leads educational technologies to conservative principles of management; ending discrimination against management as an academic and scientific discipline (reducing it to marketing, special issues) as representatives of "useful" technical disciplines and the administration of free economic science, among which is a surprising ignorance of the theory and practice of modern management; increasing the requirements for students in the field of managerial training, improving the capacity of universities in the training of high-class professionals, bachelors and masters of management.

An important task of management is to determine the parameters of the organizational order of complex systems and the search for structures-attractors (centers of gravity and active force), which allow to bring businesses into a mode of sustainable operation and development. Students studying management are obsessed with pragmatism. The trend of shortage of specialists-managers in general in Ukraine and in some of its regions continues to grow. The level of quality educational staff of managers does not change in a positive direction. The need to develop programs, educational technologies and mechanisms for their implementation, which combine interrelated theoretical, scientific, practical knowledge, skills, abilities of a specialist manager, remains relevant.

1.1.2 Business game as a method of professional training of managers in higher education institutions

The key to quality professional training of marketing communications managers is the optimally organized educational process in the Free Economic Zone, which provides a trend from cognition to selfknowledge and creativity. Leading role in this process is given to interactive learning methods. They activate the independence of students' thoughts, involve them in working with large amounts of information, form a system of attitudes, create an atmosphere of understanding and empathy, make students real subjects of learning. The conceptual foundations of "active learning" were laid at the beginning of the last century by the American philosopher D. Dewey and were further developed in the works of Yu. K. Babansky, L.S. Vygotsky, V.V. Davydov, and others.

I. Ya. Lerner, A. M. Matyushkin, M. I. Mahmutov, and others made a significant contribution to the development of methods of active learning. The works of A.A. Verbytsky, V.I. Lozova, A.M. Smolkin, and others play an important role in the formation and development of active learning methods.

Scientist O.V. Shuvalov defines methods of active learning as a set of activities aimed primarily at learning to think forward, unconventionally, alternatively, focus on developing students' needs for knowledge, create personal interest in the results of work, develop their own creative approach to solving problems.

We are impressed by the interpretation of methods of active learning, which is presented in the work of S.A. Mukhina [11]. In particular, the researcher considers them as "ways of organizing learning, which provides, evaluates and manages student activity."

According to Professor O.V. Torichny, the methods of active learning involve the use of such a system of innovations, which is aimed mainly not at teaching ready-

made knowledge and their reproduction, but at students' independent acquisition of knowledge in the process of active cognitive activity. So, based on the above, we can conclude that the methods of active learning - is learning based on activities. We believe that it is in active learning activities, guided by the teacher, that students acquire the necessary knowledge, skills and abilities that will be necessary in their professional activities. The basis of these methods is dialogic subject-subject interpersonal communication both between the teacher and students, and on the basis of self-study and between students themselves.

Researcher V.I. Chuprasova, based on the definition of methods of active learning as methods that promote the organization of cognitive activity of students, offers the following classification: a) communicative games (group discussions, lectures, problem situations); b) game methods (didactic games, role-playing, business games); c) constructive (problem-based learning, programmed learning); d) corrective methods (autotraining, game psychotherapy, psychological and dramatic correction).

Analyzing this problem, T.V. Vakhrusheva, identifies tasks designed to solve the introduction of active learning methods in the process of professional training of future management professionals: the subordination of learning to the actions of the teacher; ensuring active participation in educational work of both trained and unprepared students, establishing direct control over the process of learning the material.

Active learning methods are the most productive because they make good use of students' life and professional experience. They are based on experimentally established facts that a person's memory reflects (other things being equal) up to 90% of what he does, up to 50% of what he sees, and only 10% of what he hears. Thus, the most effective ways of learning should be based on the active involvement of most or all "analysts" of students in appropriate actions.

Among the modern methods of active training of future managers of marketing communications, scientists identify intellectual, business, psychological and economic training, coaching training, business games to acquire skills, brainstorming, games to simulate unusual, critical and conflict situations, cohesion. All these methods of active learning are used both for students in training and for staff already working.

Let's take a closer look at the most common of them.

At the beginning of the XXI century, another specialty was recognized in the world, the expediency of which is to help individuals in their development, education and success - coaching. Coaching originated in the late twentieth century, thanks to T. Golvy, a tennis specialist, a Harvard teacher, as one of the methods of teaching tennis. Later, the methodology of tennis T. Golvy extended to the game of golf. Former Ford racer J. Whitmore has extended the coaching method to business consulting. And financial consultant T. Leonard, noticing that some of his clients need personal help, became the founder of life coaching. So coaching began to penetrate into various areas of human life.

Coaching (from the English. Coaching - coaching) - a tool of personal and professional development, the formation of which began in the 70s of XX century. The foundations of coaching lie in sports coaching, positive, cognitive and organizational psychology, in the idea of conscious life and opportunities for continuous and purposeful human development [12. P. 110-112].

Coaching is a category that is actively studied by foreign scholars. The work of the following scientists is devoted to the use of coaching in production:

E. Stack, R. Dilts, M. Downey, M.R. Jay, L. Whitworth, G. Kimsey House, B. B. Martinkovskaya, F. Sandal, J. Whitmore, and others. Among the studies of coaching by domestic scientists, we can pay attention to the work of Y.E. Kravchenko, O.Y. Kushniruk, O.B. Martsinkovskaya, M.B. Nagara, V.I. Pavlov.

J. Whitmore explains coaching as "a new style of human resource management, technologies which help to mobilize the internal capabilities and potential of employees, continuous improvement of professionalism and skills of employees, increase their competitiveness, develop competence, encourage innovation in the production process" [13, p. 13].

Mentoring is similar to coaching - a form of training in which the mentor as a more experienced person helps the ward as a less experienced worker to acquire the necessary professional competence, as well as introduce into the sphere of socio-psychological relations through which the professional role.

"Mentor - ward" is a relationship that has long existed in human history, and was glorified by popular media. There are many different "mentor-ward" relationships in today's world. For example, when an employee first enters a company or business, he or she will be accepted by someone who has been in the company or business for a long time. A new employee may face many problems, both corporate culture and problems and issues that will arise in the workplace. In this situation, the new employee needs the help he actually receives from the mentor. The mentor acts as a buffer and leader in how the company or business works, what and how to do in the new workplace, introduces elements of corporate culture, thus making it easier to adapt to new conditions for the ward. In the process of integrating an employee, a mentor can show his potential in that he can be a person who can lead others, move on and at the same time be good at everything.

A coach can also provide moral support and help a person believe in themselves again. The employee is not subordinate to the coach, as in the "mentor-ward" model, the ward is subordinate to the mentor, but can listen to him and find a solution to the problem. Trust and the desire to find solutions to problems in the workplace, in the team, in personal life play a very important role in cooperation with the coach.

The mentor teaches the ward how best to live and work. Coaching should be considered as a more specific method of mentoring, the coach leads the team to achieve the ultimate goal. For sports coaches, it will mean winning the game, for coaches in the company the achievement of the ultimate goal will be awareness of the head, subordinates of their own goals, as well as their common goals and objectives, and finding ways to achieve them.

Coaching emphasizes "active learning" and "feedback learning". Therefore, learning models are used in coaching. Coaching is action-oriented and is based on action learning. Tasks based on constructive experience that determine adequate changes through feedback. One of the effective models of coaching is the D. Kolb training cycle, which was the basis of the experimental training model proposed in 1984. The sequence of processes of this model is as follows:

1. Experience.
2. Reflection.
3. Conceptualization.
4. Planning and testing.

Training in this cycle consists of four stages. The first stage focuses on direct learning, which is essential for the second stage - observation and reflection on what has happened and the generalization of experience. This reflection is assimilated into short concepts - general principles that emerge to manage (regulate) what has happened and what can be used to predict what may happen in the future. The fourth and final stage is the planning of new actions, testing hypotheses and entering a new cycle again (cyclicity occurs with the addition of knowledge and experience).

The coaching process coincides with D. Kolb's model, provided that the client performs the action. Without action, there is no feedback and no experience for reflection testing. The cycle ceases to operate if at least one of the stages of the cycle

is not performed. The technology of coaching procedures is based on three whales of coaching - beliefs, values and goals.

According to J. O'Connor, learning is in the plane of horizontal change, adding to the knowledge that you have already accumulated or become more perfect than previous ones. Learning is linear, evolving at a steady pace.

Coaching technology is a mechanism that gives the individual the right to develop and achieve certain results in life. Coaching is also defined as a social mechanism in the process of transition from one stage of development to another. Coaching is a movement towards self-actualization and self-organization.

Collective "brainstorming" (or "brainstorming" or brainstorming). This method was proposed by the American scientist A. Osborne as an improved version of the heuristic dialogue of Socrates. It is used in groups of forms of education, and the most optimal are groups of 3 to 12 people (the number of participants should be divided by 3).

The experience of using this method in the practice of teaching students the basics of intercultural communication has shown that its implementation is effective taking into account the psychological and pedagogical laws and relevant principles: co-creation in solving creative tasks; trust in each other's creative powers and abilities; optimal combination of logical and intuitive.

It is difficult to create something new on your own. It is much easier (both in marketing and in any work in general) to find solutions for the whole team or team of like-minded people [14, p. 16].

The undoubted advantages of this technology include the fact that all its participants are "equalized", as it completely eliminates authoritarianism in the process of its application. In addition, a friendly psychological microclimate creates the

conditions for freedom, "emotional fire", activates intuition and imagination, automatically removing laziness, routine thinking, rationalism, formalism and more.

According to AB Kotova, cognitive activity determines the ability to self-learn, independently plan, organize the process of cognition, monitor and evaluate the results. According to the analysis of literature sources, most scholars consider the concept of "activity" through "activity" and "activity" through "activity", thus emphasizing that there is no activity outside the activity [15, p. 14].

Professor P.S. Atamanchuk, approaching from the standpoint of activity-personal approach to learning and system-structural analysis of the pedagogical process, notes that "management of cognitive activity reflects both the content and activities of learning and carries signs of knowledge and ways extraction ”.

Analyzing the scientific literature on the research problem, we came to the conclusion that the game cognitive activity helps the teacher to form in students a certain system of skills, competencies that help improve the quality of training of future professionals.

The set of such characteristics of students as motivation for choosing a profession, orientation in a professional environment, ideas about the profession and social attitudes to further education allowed, - says V.A. Petruk, to identify types of students in relation to the level of professional orientation [16. with. 90-91].

The first type is students with a positive professional orientation, which they retain until the end of their studies ($\approx 73\%$). Orientation in the professional environment is associated with the attractiveness of the content of the profession, significant public importance. They are characterized by a high level of activity.

The second type - students for whom the choice of profession does not have a clear professional motivation, who do not have enough complete information about the

profession and the attitude to it was not fully determined ($\approx 16\%$). Activity is characterized by inconsistency, alternating ups and downs.

The third type - students with a negative attitude to the profession. The motivation for their choice is due to the general prestige of higher education, choice at the request of parents and the level of perception of the profession is low ($\approx 11\%$). The activity rates of students of this type are low and unstable. (The results were obtained through a survey of students) [17, p. 40].

In the studies of O.G. Pindyk, T.G. Temerivska emphasizes that cognitive activity as a complex systemic property of the individual, integrates important qualitative characteristics: cognitive independence, cognitive initiative, completeness and mobility of knowledge, skills and abilities. An important qualitative characteristic of cognitive activity is cognitive independence, which is manifested in the ability to achieve goals without assistance.

Today, the business game is offered by scientists and teachers as an effective form of educational work, a means of developing professional skills, development and improvement of students' speech abilities, ethics of communication and more.

Business games are a method of learning a professional activity by modeling it, close to real conditions, with the obligatory dynamic development of the situation, task or problem that should be solved according to the nature of decisions and actions of its participants.

The well-known pedagogue M. Yu. Kademina defined the principles, the observance of which is necessary in the process of conducting games, in particular: simulation modeling of conditions and dynamics of production; game modeling of the content and forms of professional activity; joint activities; dialogic communication; biplanarity; problems of the content of the simulation model and the process of its implementation in the game.

Foreign scholars believe that game teaching methods have the greatest potential in ensuring professional development, improve activities and create new models of professional practice that meet the goals of actualizing managerial professionalism in modern conditions.

Business game is based on self-regulation. The teacher who conducts it is required to activate the participants before the game, during the analysis of the game at the final stage. Accordingly, it requires considerable preparatory work, theoretical and practical skills of game design.

Business game is practiced by teachers as a form of reproduction of subject and social content, professional activity of the specialist, modeling of the relations characteristic of this activity. The game usually takes place according to the following technological scheme: the stage of preparation, which includes game development (script, plan, description, content of instruction, preparation of game material) and introduction to the game (problem statement, conditions, rules, role distribution, formation groups, consultations); stage of the group: group work on tasks (work with sources, training, brainstorming, work with a game technician) and intergroup discussion (group presentation, defense of results, rules of discussion, work of experts); stage of analysis and generalization (exit from the game, analysis, reflection, evaluation and self-evaluation of work, conclusions and generalizations, recommendations).

Business games are usually in the form of a coordinated group mental search, which requires the involvement of all participants in the game. In essence, this method of learning is a special form of communication. In any type of communication, one of the participants is an author who expresses his point of view. Another participant is a recipient who, perceiving the author's text, builds an image of what he has understood in order to reconstruct the author's point of view. The third participant in the communication within the business game can be a critic, who, based on the results of

the decision, develops his own point of view, more formalized and perfect. The fourth participant - the organizer of communication - coordinates all types of work and turns the disparate efforts into a purposeful movement to improve the author's point of view. The business game ends with a summary, where the main focus is on the analysis of its results, the most significant for practice. However, the final phase can be extended to reflect on the entire course of the game.

Among these functions performed by gaming technology, a significant place is occupied by the development of communicative competence. We fully share the opinion of L.V. Baranovska that "communicative competence is the ability to communicate effectively, it is such a level of skills to interact with people that gives the individual the right within their abilities and social status to function successfully in this society" [18. P. 146].

The general didactic aspect of the game form of classes is revealed in the works of M.V. Clarin. In particular, the scientist emphasizes that business games are characterized by: creativity, which has an improvisational and active nature; emotionality, rivalry and competition; the presence of direct or indirect rules that reproduce the content of the game, the logical sequence of its development.

Game actions performed by students in communicative situations, simulate activities that have a common structure, components that interact with each other and ensure the reliability of professional growth and a positive learning outcome. The structure of activity implies the presence of both objective properties (objectivity, purposefulness) and the reflection of the internal states of the subject (motivation, needs, interests, relationships). In the process of didactic game conditions are created for the full structure of activity: motive - purpose - objective actions - methods - operations - process - result.

Communicative and playful situations in which students play a variety of roles ensure the unity of consciousness and activity, which serves as a means of developing their personality. In the unity of the content of knowledge acquired by the student, and value orientations, external influences and psychological processes of his personality, motivation of stimuli coming from outside, there is a professional development of students. The use of game methods in teaching confirms the position formulated by LS Vygotsky that human consciousness is a product of its relations, its relationships with the environment; learning shapes a person psychologically, without leaving his development unchanged, promotes the creation of new, special forms of conscious activity; communication is a systematized form of learning in which human development takes place; training should work in the area of immediate development.

The need for games of this type arises when the available abilities of participants in management activities are not enough to implement the ready-made rules, or there is a difference in activities and as a result of changing external conditions. Therefore, there is a need to develop skills in the process of business play on a special modeling platform.

Scientists argue that the business game gives the right to simulate more adequate compared to traditional conditions for the formation of the personality of the specialist. The game reproduces the basic laws of professional activity and professional thinking on the basis of dynamically created and solved by joint actions of participants in educational situations. The purpose of business games is to teach students to make independent decisions and take responsibility for them, to test themselves, their abilities and desire to work in the chosen specialty.

Learning activity is an activity of self-transformation, the product of which is the changes that have occurred in the process of its implementation in the subject. Well-known scientist AA Verbytsky believes that the condition for improving the

effectiveness of education in the free economic zone is the creation of psychological and pedagogical conditions in which the student becomes an active subject of educational activities. However, according to the author, there are two problems that hinder the spread of this approach. Their essence is that professional and educational activities are fundamentally different in nature, means of implementation and forms of organization.

In reality, the range of knowledge necessary for life and work is constantly expanding, and the possibilities of their assimilation are not limitless. The most important task, therefore, is not only the ability to select the necessary knowledge, systematize them, but also the ability to transform this knowledge, bring them closer to current life and professional situations, practice, to real professional activity. This means that business games, as a method of active learning, help in the theoretical and practical aspects of training. Business games as a method of learning give the right to "live" a certain situation, to study it in direct action. Business games allow to model various production situations, to design ways of actions in the conditions of the offered models, to demonstrate process of systematization of theoretical knowledge on the decision of a certain practical problem.

Learning, which implements a playful approach to the organization of classes, provides a positive emotional and intellectual atmosphere in the student audience, an atmosphere of psychological comfort for each student. Learning technology is carried out through pedagogically organized communication in the systems "teacher - student", "student - students".

The nature of this relationship determines the effectiveness of training of future professionals in the field of management. Therefore, in our opinion, in practical classes it is necessary to ensure: psychological protection of each participant of the game, so that the game roles they play do not reduce social status, do not cause feelings of

professional hopelessness and discomfort; the prospect of professional growth, awareness of the relationship between the quality of play and the success of professional development; formation of a positive attitude to communicative and gaming activities and active participation in it; involvement of each student in a situation of success that stimulates activity, independence and creativity; inclusion of students in the system of relations built on the principles of pedagogical interaction, cooperation and cocreation, which provides everyone with freedom of action and activity in a communicative and playful situation; implementation of reflexive and empathic processes that allow you to control the emotional feelings and state of the participants of cognitive activity, show flexibility, perceive students in play activities as they are, without imposing on them someone else's approach to the game task.

The use of business games gives the right to implement not only diagnostic and cognitive functions, but also training. By playing roles, students perform functions, make their own decisions, in the process of which skills of professional behavior in the team, the ability to analyze the nature of interpersonal relationships, make decisions in emergencies and extreme situations. These methods are flexible and can be combined with various forms of learning, for example, programmed, problem-based, heuristic, group work, etc. [19, p. 110].

The complexity of describing the business game as a complex learning technology necessitates its use in terms of system-forming elements. The desire to identify the basic elements of the game unites the work of most researchers. Some authors who describe the structure of the business game, first of all distinguish between formal and informal parts. Scientist VI Kramarenko, developing this idea, divides all elements of the business game into two groups. The formal part of the game includes: the purpose of the game; a way to assess the degree of achievement of the goal; formal rules of the game; the purpose of the simulated subsystems. The authors include the

following elements to the informal part of the business game: game participants; informal rules of the game; circle of business game.

The concept of game, defined in general form - is a kind of unproductive activity, the main motive of which is not its result, but the process itself. A game is a set of meaningful actions united by the unity of motive. It is an expression of a certain attitude of the individual to the surrounding reality. In animals, it is associated with the basic forms of instinctive activity that support their existence; in man the game is the "child of labor" (W. Wundt). Human play is the product of an activity through which a person transforms reality and changes the world. The essence of human play is in the ability to reflect, to transform reality.

Scientist KV Zmievska notes that the business game itself is not a model, but serves as a means of working with the model embedded in the structure of the business game [20, p. 89].

When preparing future specialists, teachers should strive not only to equip students with scientific knowledge, but also to promote the development of their actual diligence and entrepreneurship, to form skills of active economic thinking. Therefore, it is important to conduct educational business games with students, which to some extent mimic professional economic situations.

Students - participants of the game develop practical skills in the work team, they gain experience in management, leadership and organization of the team, learn the skills of complex creative problem solving.

When building, preparing and conducting a business game, it is necessary to create a real environment in which students perform specific roles. Roles should be problematic, and their distribution should take into account the individual capabilities and aptitudes, the social status of students.

Modeling or simulating the conditions and dynamics of relations between students, business game is a means of updating, applying and consolidating knowledge and a means of developing communicative competence. This effect is achieved through the interaction of game participants. Thus, in order to achieve the set educational goals, five psychological and pedagogical principles are implemented in the business game. Namely: simulation of the situation; content problems; role interaction in joint activities; dialogic communication; dichotomy of game educational activity.

During business games, the usual occupation turns into a working day in the office, a presentation of the company and so on. From the first lessons, the roles are distributed among students: manager, CEO, sales representatives. Students get acquainted with information about the company, agree on its location, determine the type of business they will do. As a result, each participant in the game solves the same issues in terms of their individual positions.

A characteristic feature of active learning methods is that they encourage students to work together. In the process, their activity is longer.

In generalized form, the main differences between traditional and active learning can be reflected in the form of tables. 1.2.

The following modifications of the business game are used in the system of active learning process.

Simulation games. Classes simulate the activities of a particular organization, enterprise, educational institution, etc. Can simulate events, specific activities of people (business meeting, discussion of the plan) and the conditions in which the event takes place (meeting room, manager's office). The simulation game script, in addition to the plot of events, describes the structure and purpose of the processes and objects that simulate them.

Table 1.2

The main differences between traditional and active learning

Traditional education	Active learning
1. Purpose - the acquisition of knowledge, skills and abilities	1. Purpose - the development of the individual as a whole
2. Notification of ready knowledge, their information completeness	2. The principle of problematic and incomplete information
3. Insufficient development of motives, interests	3. High level of inner motivation and emotionality
4. Monologic communication, dialogue of individual students with teachers	4. Dialogue of students with teachers and with each other
5. Individual mental activity	5. Collective mental activity
6. Emphasis on the active work of the teacher	6. Emphasis on active student activities
7. Development of memory	7. Special development of thinking
8. Game as an element of charging	8. Game as an element of learning
9. The content of education is abstract knowledge	9. Professionalization of content
10. Ensuring mainly the first and second levels of assimilation (reproductive activity)	10. Ensuring mainly the third and fourth levels of assimilation (productive activity)

Operating games. They help to work out the implementation of specific operations, for example, the method of conducting a survey of respondents, tasting goods in the store. In operational games, the corresponding process is modeled. Games of this type are held in conditions that mimic real. Performing roles. These games work out the tactics of behavior, performance of functions and responsibilities of a particular official. To conduct games using roles, a model is developed - a play of the situation, roles are distributed among students [21, p. 38].

There are eight main qualities of marketing communications managers, which are formed in the business game skills:

- 1) communicate on a formal and informal basis and interact effectively on an equal footing;
- 2) show the qualities of a leader;
- 3) navigate in conflict situations and resolve them correctly;
- 4) receive and process the necessary information, evaluate, compare and assimilate it; make decisions in uncertain situations;
- 5) manage their time, distribute work among others, quickly make organizational decisions; to show business qualities of the businessman: to set perspective purposes, to use favorable opportunities;
- 6) practically assess the consequences of their decisions, learn from their mistakes.

Analysis of the business game and experience is the most important and at the same time difficult task of the game. The analysis is conducted by a group of game designers, the results are discussed with the heads of institutions. When discussing the results and summarizing the results of the business game, the winners are announced, the reasons for the victory of some groups and the failures of others are determined. The peculiarities of the adopted management decisions are determined, special attention in the process is paid to the originality of decisions. Weaknesses in the theoretical knowledge and practical training of students are identified, instructions are given to eliminate these shortcomings. Specific recommendations are made for the practical use of the results of the business game. These issues determine the structure and content of the final stage of the business game.

1.1.3 Model of formation of readiness for professional activity of managers in institutions of higher education with the use of business games

The issues of professional training of future managers of marketing communications on the basis of the competence approach have repeatedly been the subject of research by both Ukrainian and foreign scientists.

According to V.S. Ponomarenko, the main feature of the competency-based approach to specialist training is the focus of all research and educational activities not on the process, but on the end result with an emphasis on significantly raising the role of the student. Analyzing the concept of "competence of future economists", the scientist emphasizes the importance of the competence approach, which involves the formation of competence as a system, rather than as a set of individual elements of knowledge, skills, abilities and more. It is the system of specific knowledge, skills and other qualities that gives a person the right to become a competent specialist.

Therefore, it is necessary to provide students not only with quality training, but also to develop skills and abilities to continue their education throughout life. To do this, it is necessary to develop students' creative abilities, ability to self-determination and self-development in a mobile, alternative and open society, free choice of types and methods of activity mastered at a high professional level, ability to change their professional preferences [22, p. 17].

The difference between a competent specialist and a qualified one, according to Ukrainian researcher O.P. Savchenko, is expressed in the fact that the former implements in his work professional knowledge, skills and abilities; always self-develops and goes beyond discipline; considers his profession of great value.

Thus, a person competent in a certain field has the appropriate knowledge and skills that allow him to reasonably express judgments about this field and act effectively in it. Professional competence is called individual psychological education, which includes experience, knowledge, skills, psychological readiness [23, p. 42].

In this regard, it is important to improve the training of future marketing communications managers. The result of their training can be improved only if a scientifically sound model of professional training of the future manager of marketing

communications with the help of business games is introduced into the educational process.

Political and socio-economic processes in Ukraine, which aspires to be a European state, require certain changes in the system of higher professional education, its harmonization with modern needs. Operating in a market economy, institutions require highly effective management based on modern concepts, strategies and management models focused on achieving a specific educational result. The main figure in this process is a competent manager who is able to see the future and make quality management decisions. In order to effectively solve the problem of training a competent manager in modern conditions, it is necessary to turn to the experience of world practice.

Given the dynamism of knowledge and the level of their relevance, the current strategic series of reforms forms a fundamentally new system of education that can provide a real opportunity to receive, replenish and update their knowledge throughout active life. This system is called continuing education. It pursues a dual purpose: continuous improvement of professional competence of the specialist; meeting one's own needs in obtaining various knowledge.

Integration into the international community is an integral part of every state's modern educational policy. The realization of this goal implies the need to introduce new approaches to the whole educational process. One of such innovative approaches is competence-oriented learning. It should be noted that the concept of competency education came to us from foreign countries, where this area of research is actively developing both in theory and in practice.

As V.I. Baidenko explains in his work [24, p. 9], if in the Western European system of vocational education and training the expression "competence-based learning" is adopted, then in the Russian vocational education and training the term "competence approach" has taken root. As a basis for various pedagogical developments, the scientist proposes to use the Western European definition of competencies, which includes "knowledge and understanding, knowledge of how to act, knowledge of how to be." Competences in this definition are a combination of

characteristics related to knowledge, positions, skills and responsibilities, which describe the level or extent to which the specialist is able to implement these competencies. In the same work, the author refers to Yu. G. Tatura, who points out that it is necessary to distinguish between competencies and personal qualities. This is evidenced by the scientific literature on the study of competencies. It is pointed out that research conducted in the field of competencies by A. David McClelland and his successor Richard Boyatzis, focused on finding effective behavior and performance of successful managers, which did not have and could not show the average manager. It is noted that in the process of these studies there was an interest in finding and differentiating behavior, the results of successful work, depending on the availability of certain competencies. Thus, the list of competencies additionally included competencies of actions and motivations that ensure the achievement of successful results through the ability to apply knowledge and skills, behavior, which is the difference between successful managers.

Competence approach is not fundamentally new for the Ukrainian education system, its elements were used in Ukraine as a component of the quality management system of education and training. Different ways of organizing educational activities with a focus on these elements are described in the works of L.M. Dybkova, M.B. Yevtukh and other researchers of the education system.

The development of a competency-based approach in the higher education system leads to the fact that the basis for determining the content of the manager's education is the model of his professional activity or behavior. Creating such a model is an urgent problem of higher school didactics. One of the leading trends in the development of the model is related to the description of the set of personal qualities of the manager that ensure the successful implementation of professional activities [25, p. 45].

Leading role in the implementation of the competency approach in higher education is played by methods of active learning, which means ways to organize the pedagogical process in freelance, which maximize the activities of students and teachers, encourage them to identify activity and independence, self-realization and

self-development. These methods are based on maintaining a dialogue between teacher and students, and between students themselves; development of communicative abilities in the process of dialogue; ability to collectively solve tasks; student language development, etc.

In the theory of vocational education, the transition to a competency-based approach means a reorientation from the process to the outcome of education in the activity dimension. This presupposes the need to ensure the ability of high school graduates to meet new demands of professional activity, to have the appropriate potential for practical solutions to life problems, finding their "I" in the profession, in the social structure. Competence approach in education is a relatively new phenomenon. It changes the purpose and vector of the content of higher education from the transfer of knowledge and skills of subject content to the education (formation) of a developed personality with established life and professional competencies. The introduction of the competency approach in the educational process involves the development of integrated training courses in which subject areas are correlated with different types of competencies, expansion in the structure of curricula of the interdisciplinary component.

Ukrainian scientist M.F. Stepko, analyzing the essence of the competency approach to the organization of training of specialists with higher education, notes that on the basis of qualification characteristics and requirements for socially significant traits and qualities of a graduate of free economic education qualification characteristics [26, p. 43].

Is it possible to teach competencies within the framework of professional training (to ensure the development of specialist competence)? Lyle M. Spencer Jr., Saine M. Spencer view this issue as an iceberg model, where relatively easy-to-learn knowledge and skills are a visible part of it, while personal traits, motives, and self-concept are hidden "below sea level." , bearing in mind that they are very difficult to develop during training. To form the necessary personal qualities in future professionals in the process of training it is necessary to develop and use additional and other approaches to training.

Competence cannot be isolated from the specific conditions of its implementation. It organically connects the simultaneous mobilization of knowledge, skills and behaviors aimed at the conditions of a particular activity. Therefore, scientific approaches distinguish between the professional competence of an already working specialist and the professional competence of a future specialist. If in the first case it is a question of ability and ability gained by work experience, in the second it means readiness of the subject to show the competence in a possible sphere of professional activity.

Business games play a significant role in the development and education of future marketing communications managers in the formation of their professional competence. They are an effective method of active formation of the student's personality, becoming his specialist.

Ukrainian scientist S.M. Lutkovska notes that the game puts future professionals in a situation that includes the same limitations, motivation, coercion that exist in the real world. Role-playing games help students develop interpersonal skills. In the role play, in the conditions of joint activity, each student acquires the skills of social interaction, value orientations and attitudes inherent in a competent specialist. Motivation, interest and emotional uplift of the participants of the role play provide ample opportunities for the organization of purposeful activities to achieve results, productive communication and interaction, for the development of creative thinking of students in the system of special education [27, p. 112].

Creative activity of the individual in the role-playing game is conditioned by the fact that the game gives the right to feel the significance of his "I", especially in cases where the student finds an original solution that immediately affects the course of the game and accordingly evaluated (by the teacher who leads the game or by the participants of the game); there is a gradual removal of demobilizing tension, rigidity, indecision and increasing mobilizing tension on the basis of increasing interest in the gameplay.

It is interest that is the strongest stimulus for the actions of game participants, sets the creative orientation of the individual, evokes positive emotions, which,

accompanying the search process, accelerate it, awaken the logic of thinking [27, p. 113].

The trajectory of the theoretical consideration of professional competence in domestic psychology includes a number of definitions: the level of education of the specialist; availability of appropriate education, broad general and professional erudition, continuous improvement of scientific and professional training; professional training and ability of the individual to perform the tasks set before him by daily activities; as a potential willingness to solve professional problems with knowledge of the case; component of personal potential, which distinguishes general and special-professional knowledge and skills that determine the ability to successfully perform specific professional activities.

According to researchers V.A. Adolf, V.I. Zhuravlyov, S.B. Yelkanov, V.M. Mindikan, T.V. Novikova, N.F. Talizina, the general characteristic of professional competence is the involvement of man in the general cultural world of values humanity as a whole and individual society.

Personnel, or personnel (which, in our opinion, can be considered in this case as synonyms) are the bearers of the labor potential of the enterprise. Under the staff, or staff of the business structure means a set of permanent employees who have received the necessary training and have practical experience and skills.

There is an opinion that "... the concept of personnel is considered as the existing number of named employees of the enterprise, and the term " personnel "should be used as a synonym for highly qualified, intellectual potential of the enterprise."

In the modern dictionary of foreign words competence [Lat. competentens (competentis) - appropriate, appropriate] is interpreted as "1. authority, awareness; 2. possession of competence ". Other dictionaries define competence as "awareness, awareness, authority", a property to the meaning of competent. Competent has two meanings: "valid" and "one who knows, has the necessary information, authoritative in something."

The concept of competence [<Lat. competentia <competere - to achieve; to answer, to strive] is interpreted as: 1. the range of powers of a body or official; 2. A

problem that everyone has a lot of information about that allows them to solve it professionally. The Dictionary of the Ukrainian Language in 11 volumes edited by ML Mandryk (1973) interprets the competence as follows: 1. good knowledge of something; 2. the scope of authority of any organization, institution or person. The modern dictionary of foreign words for secondary and higher school interprets the concept of competence as a range of powers in which a person has certain powers, experience.

To study in more detail the problem of distinguishing between the concepts of "competence" and "competence", we turned to foreign dictionaries [28, c. 29]. Logman Longman Dictionary of Contemporary English [28, p. 291], as well as the Oxford Advanced Learner's Dictionary [29, p. 246] do not distinguish between these terms and give the following interpretation: competence, as well as competence is defined as the ability to do something good, for example: Students acquire competence in a wide range of skills) [28, c. 29]; also means the skills needed to perform a specific job.

In modern conditions, the formation of knowledge is not the main goal of education (knowledge for the sake of knowledge). Knowledge and skills as units of educational outcome are needed, but not enough to be successful in modern society and apply this knowledge in work. This is professional competence. In addition, a qualified employee is characterized by a certain degree of general education, so that he has an idea of what is happening in related fields. For example, a good design engineer knows and understands general economic laws. He has an idea of what is income, profit, where his salary comes from, he is aware of their legal and civil rights, understands in general what is happening in other production departments of his company, etc. This component of the qualification is called "Supra-subject or supra-professional competence".

Researcher V. Beinum identified the following traits needed by a competent leader: the ability to make responsible decisions, especially when it is necessary to break the rules for the needs of a particular situation, the ability to perceive the work of his institution in the context of society, and the ability to translate decisions.

The classification of competencies is accepted by many countries as a strategic condition for the implementation of lifelong learning. Conceptual provisions for the

acquisition of key skills and competences are included in the White Paper developed by the European Commission (1996), the Memorandum on Lifelong Learning (2000), the EU-Council of Europe Action Plan (2002), the European Commission's Skills and Mobility Action Plan (2002), etc. .

Competence approach becomes the main method of personnel evaluation, which helps in the process of selecting candidates and in building more effective work with existing specialists. The main advantage of the competence approach in terms of staff development is the ability to track the knowledge, skills and abilities that the specialist already has, as well as those that require further improvement. In practice, to better understand the process of specialist development, it is necessary to introduce a relatively new element of competence for Ukrainian education - meta-skills, which gives a clearer understanding of the reasons for the presence or absence of certain knowledge, skills and abilities.

The term "meta-skill" was used by Arnold Mindell, the founder of process-oriented psychology, in the 1970s. His wife, Emmy Mindell, later studied meta-skills. The very method of work of a psychotherapist explicitly or implicitly reveals his deep ideas about life, social and political issues, the development of personality and relationships with the world, the nature of therapy. She describes the concept of meta-skills as a new art form that contains or skills that can be studied and nurtured, in her opinion meta-skills flow from one to another and have no clear boundaries, they can only be described by analogy.

Meta-skills can be formed by learning, but provided that those who teach them use a variety of intensive learning technologies.

The future uncertainty of internal and external conditions of entrepreneurial activity encourages managers to constantly deepen and expand their knowledge of management theory and practice. If before the management relied on the power of power and the issuance of orders, now it acts on the basis of consent and cooperation of employees under the leadership of the head. Relations of rigid subordination are a thing of the past. Previously, it was possible to appoint an employee responsible for any field of activity, regardless of his professionalism or desire, attitude of other people.

At present, this can no longer be done, as the conditions in which managers operate have changed qualitatively.

The knowledge management system in the situational approach also gives the right to: acquaint students with the basic elements of knowledge management, to form skills, techniques, competencies that allow them to be used in the future for practical purposes; it is most effective to detect, store, transmit and use not only new data, information, knowledge, management problems, but also innovations that allow them to be later translated into innovations.

According to this approach, each future manager of marketing communications is considered to be a carrier of a certain level of marketing culture, which includes his knowledge, skills, practical skills in marketing, values, needs, other professional and personal qualities related to his future. professional activity.

Formation of readiness of future managers of marketing communications for professional activity during realization of model of professional training of managers of marketing communications by means of business games is possible by means of four components: structural, substantial, operational-activity, effective diagnostic.

Defined criteria, levels and indicators of readiness for future managers of marketing communications will provide an opportunity to conduct monitoring research on this issue, which is the prospect of further research in this direction to identify ways to improve the readiness of future managers of marketing communications in economic ZVO.

The training process is implemented through disciplines, the content of which is reflected in state standards (catalogs of programs of normative disciplines for the training of management specialists) and educational documentation (curricula and work plans and programs).

Modeling, being one of the theoretical methods of scientific research, is widely used in pedagogy. This method is integrative, it allows you to combine empirical and theoretical elements in pedagogical research, ie to combine pedagogical experiment with the construction of logical constructions and scientific abstractions. Researcher

RH Juraev defines pedagogical modeling as "a method of developing and creating pedagogical systems, situations or processes, as well as the main ways to achieve them, which studies not the object of knowledge, and its image in the form of the so-called model, and the result the research is transferred from the model to the object ”.

One of the main methodological principles of building a model of professional training of marketing communications managers with the help of business games is a systematic approach that allows to consider relatively independent elements of the model not in isolation, but in their relationship with each other.

The purpose of this model is to form the level of readiness of future managers of marketing communications through business games, ideally, to a high level. In our opinion, the future manager of marketing communications will form such competencies that we distinguish within the professional competence, namely: competence in the use of standard means of information processing, competence in the organization of professional work with information technology in the subject area and terminological and communicative competence. Students as subjects of the educational process are provided in each structural element without explicit graphic designation in the scheme of the model.

The normative block as an element of the experimental model is the foundation of the whole system of formation of readiness of future managers of marketing communications with the help of business games. A certain "brick" of this foundation are program-conceptual and normative acts that consider the competence approach in general and education in particular, as one of the strategic directions in their development:

Law of Ukraine “On Higher Education”, Law of Ukraine “On Education”, Decree of the President of Ukraine “On the National Strategy for Education Development in Ukraine until 2021”, Resolution on the State National Program

“Education” (Ukraine of the XXI Century), etc. These and other state and regional concept documents allow us to talk about the relevance of forming a professionally competent specialist.

One cannot but agree with E.F. Zeer that the documents on the modernization of education proclaim the competence approach as one of the important conceptual provisions for updating the content of education, that the concept of competence approach is based on the ideology of interpreting the content of education. ("Output standard"), that the purpose of the competency approach is to ensure the quality of education [30, p. 345].

The next structural element of the model of professional training of marketing communication managers with the help of business games is the prognostic-target module, within which we define the goal: formation of professional competence of future marketing communication managers, as well as approaches and principles of formation and development of specific competencies.

Well-known scientist E.F. Zeyer, referring to the competence approach to the basic meaning-making concepts of modernization of education, in the most concise terms defined its essence as a priority orientation on the goal - vectors of education: learning, self-determination (self-determination), self-actualization, socialization and development of individuality [30 c. 347]. Competence approach allows the appropriate organization of the educational process, in the transition from post-industrial society to the informational application of such pedagogical technologies, which emphasize methods that stimulate learning through action, exchange of experiences, creative problem solving, etc. Thus, the competence approach strengthens the practical orientation of education, subject-professional aspect.

The motivational and cognitive stage requires real action on the part of the student, the development of a professional habit of using innovative technologies in

their activities. The goal is to gain automation in solving routine tasks in the process of performing roles in a business game. The future specialist must learn to make optimal use of professional knowledge, consciously seek to solve educational and professional problems. During the study, students' activities are monitored by the teacher through observation, intermediate tests, etc., and, if necessary, adjusted.

At the operational and cognitive stage of formation of professional competence of future managers of marketing communications with the help of business games the dynamics in formation of qualitative mastering of professional technologies is traced: movement from low (fragmentary) level of professional competence to high (professional) through average (sufficient).

The next element of the organizational and functional module is the function of forming the readiness of future managers of marketing communications with the help of business games. We define the function. In its simplified form, a function is an external manifestation of the essence of an object. Scientist LM Semenov regarding the construction of a structural-functional model defines function as a stable, characteristic of this system behavior, which is one of the most important aspects of this system, and in this sense - one of its internal characteristics [31, p. 54].

It should be noted that the functioning of the model of training of marketing communications managers through business games will be effective in a number of pedagogical conditions: modernization of the content of training of future marketing communications managers taking into account current training needs of modern specialists realization of communication comfort of students in professional training of managers of marketing communications in the game environment; application of business games as a method of interactive learning of students in real industrial communication.

Another element of the structural and functional model of professional training of managers of marketing communications with the help of business games is a technological module. It is a question of availability in ZVO of material and technical base, educational classrooms equipped with technics (computers, projectors, etc.), and also the software and methodical maintenance necessary for full-fledged educational process.

Formation of readiness of future managers of marketing communications for professional activity during realization of model of professional training of managers of marketing communications by means of business games is possible by means of four components: structural, substantial, operational-activity, effective diagnostic.

The first component of the projected model of professional training of managers of marketing communications with the help of business games - structural shows what elements we have identified in the structure of readiness. The process of formation of readiness for professional activity of future managers of marketing communications, described in this work, is carried out during the application of business games in the educational process. In this regard, a comparative analysis of the content of the Sectoral Educational Standard of Higher Education of Ukraine in the direction of training 030601 "Management", the provisions of the Standards of professional activity in the field of marketing communications management and didactic units of professional disciplines "Organization of manager's work", "Business Economics", "Information Systems in Management", "Marketing", "Advertising in the Marketing System", "Marketing Activities of the Enterprise", "Marketing Communication Policy".

The results of the analysis allow us to conclude that the necessary knowledge and skills in the field of marketing communications management in the selection and adaptation, training and development, staff evaluation, the student can get only by

studying these disciplines. Therefore, in the study of professional disciplines, the issues of selection and adaptation, training and development, staff evaluation should be given more attention. To do this, you need to allocate more hours from the total.

The second component of the model of professional training of managers of marketing communications with the help of business games - meaningful - determines the content of the educational process, which forms the readiness for future activities of future managers of marketing communications.

The third component of the projected model is operational-activity, related to such actions, both on the part of the teacher and on the part of students, who actually represent the educational process of studying specialized disciplines.

The model of formation of readiness for professional activity of marketing communication managers with the help of business games uses a partial search method, which gradually attracts students to solve problems based on existing knowledge base, gives the right to acquire new knowledge and conduct targeted mental search. This intellectual difficulty in students.

One of the technologies that supports the competency approach in education is the technology of working with the student's portfolio. In this study, the portfolio is understood as a collection of samples of educational and cognitive activities of the student, collected in the folder. This portfolio includes all tests and creative work of the student (practical work, articles with abstracts, draft documents reflecting the work of future managers of marketing communications in simulated organizations, teacher-tested tests, conference papers, role in business games), performed throughout the study of specialized disciplines. The portfolio is used as a document that reflects the development of the student, his system of relationships and the results of his self-expression as a future manager of marketing communications, as an opportunity to reflect on their own changes.

The fourth component of the presented model is the effective diagnostic. It includes a description of the structural components of our readiness for professional activity of future managers of marketing communications, activity, analytical, communicative, as well as criteria and levels of professional competence.

"Cognitive" means "carried out by the mind, which promotes cognition, the acquisition of knowledge about anything, cognition through experience." In this study, the cognitive component is considered the main one, because without some knowledge, it is impossible to perform any targeted actions. "Knowledge, as the main element of the content of education - is the result of knowledge of reality, the laws of nature, society and thinking," - said SA Smirnov. Thus, the cognitive component of readiness for professional activities of future managers of marketing communications in this study includes a system of knowledge about the management of marketing communications, the assimilation of which ensures the formation of students' scientific picture of the world, armed with a dialectical approach to cognitive and practical activities.

Another component of readiness for professional activities of future marketing communications managers is activity, which expresses the applied aspect of professional activities of marketing communications managers, because the formation of competence in the educational process is possible only when mastering new activities needed to solve professional problems. The formed readiness for professional activity of future managers of marketing communications at students assumes that they should be able, for example, to apply methods and tools of selection of the personnel, to be able to develop and implement programs of adaptation, to develop criteria of estimation of the personnel, etc.

Assessment of competencies - a systematic, purposeful process of gathering evidence, forming and documenting judgments about the degree of readiness for

professional activity of the controlled person, the degree of achievement of certain learning outcomes, the degree of compliance with abilities, qualities, skills, motivation of students. In the designed model of professional training of marketing communications managers with the help of business games the following levels of formation of readiness for professional activity in the field of marketing communications management are distinguished: low - allows direct reproduction of knowledge and methods of activity; medium - allows the transformation of existing knowledge; high - allows mastering new ways and methods of activity, managers of marketing communications in the learning process.

In the research of V.I. Zagvyazinsky, together with the criterion of novelty, the following criteria are used: relevance and prospects, stability, the possibility of creative application, optimality. The following criteria are also widely used in pedagogical practice: motivational-goal-setting, axiological, cognitive, operational, analytical-reflexive, integral, individual-creative, etc. Motivation as an internal psychological characteristic of the individual is manifested in the implementation of professional activities. Any activity with a weak motive or without a motive is extremely unstable, unstable. To perform and implement professional activities requires knowledge, skills and abilities. Based on the above, we selected the criteria for readiness for professional activities of future managers of marketing communications in the process of its development: personal; cognitive; activity-instrumental.

Indicators of personal criteria allow to determine the attitude of the future manager of marketing communications to the awareness of the need for professional activity. Orientation on value relations to it act as basic support for readiness for professional activity of future managers of marketing communications in the course of development. The activity is motivated by motives, external and internal. Internal motivation allows personal interest, interest in professional activities. Personal motive,

as one of the leading motives, determines the readiness for future activities of future managers of marketing communications. This is an internal factor that determines the desire of the individual to high professional growth. An external factor is the social motive, as a result of interaction with the educational process. The order of time, society is reflected in regulations. Adherence to the requirements of standards - aimed at implementing the idea of transition to personality-oriented learning - are one of the external motives for the implementation of professional activities.

Thus, the indicators of this criterion are motivation, interest in professional activity and focus on value relations to it in the process of its implementation.

Indicators of cognitive criterion contribute to the formation and development of a system of scientific knowledge about the readiness for future activities of future managers of marketing communications, professional activities, ways to implement it. Completeness of knowledge, awareness and consistency are required to increase the level of readiness for professional activities of future managers of marketing communications. The level of development of readiness for professional activity of future managers of marketing communications must meet the requirements of the educational process. The results of professional activity of future managers of marketing communications, their involvement in the scientific and practical process is largely determined by indicators of cognitive criteria. Knowledge is needed for application in practice, for self-realization of the future manager of marketing communications in professional activity. In this process, such qualities as flexibility, mobility, depth and awareness of the use of knowledge are important.

The activity-instrumental criterion is related to the implementation of professional activities aimed at developing the professional readiness of future managers of marketing communications. This implies the availability of organizational skills, opportunities for creative application of knowledge, the introduction of

professional forms of work in the development of readiness for professional activities of future managers of marketing communications, the relevance of providing and the prospects. Working in a team with the subjectivity of professional activity is impossible without communication and prognostic skills. This ensures the realization of goals, professional growth, development of readiness for professional activities of future managers of marketing communications.

Within this study, the indicators of activity-instrumental criteria are prognostic, organizational-activity, communicative and creative skills, readiness for self-development and reflection.

One of the results of the professional activity of the future manager of marketing communications is the development of his professional competence. The effective component characterizes the achieved result - the level of development of readiness for professional activity of future managers of marketing communications. According to most scientists, including B.G. Ananiev, L.A. Filimonyuk, the result of professional competence of the future manager of marketing communications requires the need to measure the level of its formation, determines the search for scientific tools for its evaluation [32; p. 290]. To this end, we have developed an assessment base to determine the levels of development of readiness for professional activities of future managers of marketing communications. Based on the analysis of scientific literature (works of V.I. Baidenko, I.A. Winter) [33; p.115] distinguish the following levels of readiness for professional activities of future managers of marketing communications: low, medium and high.

The low level is characterized by the fact that the motivation to carry out professional activities is low, there is almost no interest in its implementation. Awareness of the importance of this activity is almost not observed, but arises as needed and under outside control. Self-criticism is weak.

Knowledge of professional activity is fragmentary, unsystematic and incomplete. Organizational skills are poorly developed, creativity is not manifested.

Readiness for self-development and reflection is almost absent.

The middle level is characterized by the importance of certain stages of professional activity depending on personal or motivational motives, interests. The future manager of marketing communications evaluates his activity quite critically, adequately. Uses the opportunities of professional activity and shows initiative, active both in the discussion and in activities dedicated to the implementation of business games, well versed in the application of their knowledge of simulation methods. Organizational, communicative and creative skills, readiness for self-development and reflection are well developed. Can work productively in a team, well acquainted with the forms of work in the game and modeling [34. p. 150].

A high level allows for a high level of personal interest in the implementation of professional activities. The future manager of marketing communications makes the most of professional opportunities for the development of professional competence. Has organizational and activity, communicative skills, readiness for self-development and reflection. Works creatively, productively, shows considerable interest in the experience of other students. The high level is characterized by the awareness of future managers of marketing communications of the semantic aspects of professional activity, the acceptance of professional activity as an emotional and effective practical development of creativity. At this level, the future manager of marketing communications is original and proactive, evaluates his capabilities and abilities adequately.

Increasing the levels of development of readiness for professional activity of future managers of marketing communications is determined by pedagogical conditions [35. P. 4].

The essence of the motivational component of readiness for professional activities of future marketing communications managers is to determine the goals, attitudes, orientations, interests, motives that motivate the professional activities of marketing communications managers and determine the professional orientation of the individual. Semantic - contains such components as awareness, mastery of general scientific and professional knowledge and experience, professional thinking, social functions of the modern manager of marketing communications, the norms of the future profession.

The personal component of readiness for professional activity of future managers of marketing communications consists in their abilities, personalities and qualities which influence result of professional activity and define its individual style. The activity component consists of professional skills, mastery of economic technologies and economic management.

Thus, the defined criteria, levels and indicators of readiness of future marketing communications managers will provide an opportunity to conduct monitoring research on this issue, which is the prospect of further research in this direction to identify ways to improve the readiness of future marketing communications managers . in economic free economic zones [36. P. 68].

Thus, the proposed model gives the right to reduce training time, work out the search for effective solutions, take into account all the necessary information, increase the effectiveness of decisions in order to achieve the planned result.

Conclusions

The training of managers is considered by the world's leading companies as a strategic task. Analysis of the creation of curricula, programs and their content in the universities of Great Britain, in particular, in Oxford and Cambridge, suggests that the

general trend of equipping students with a humanitarian knowledge system, not just special theoretical knowledge of management.

Forms of training managers in Japan are: a) training in free economic zones and special educational institutions; b) internship in advanced training courses; c) improvement of skills in the conditions of practical management of labor collectives.

The American experience has shown that training programs for the "development of managers" for all their importance can only create or strengthen the basis for the performance of his duties in modern conditions.

In Western European management, the manager is not so clearly distinguished in teamwork; An essential feature is the teamwork of the team led by a leader who is able to work within certain structural boundaries of the organization.

As for the domestic experience in the field of personnel management, an important role in the Ukrainian management is played by the intuitive search for optimal solutions in the field of personnel management. In Ukraine, there is a whole network of both public and private educational institutions that have a fairly high level of accreditation.

If the purpose of training future managers of marketing communications is to master effective management models, to test new projects of the organization, the most effective method of training is a business game.

In almost any business game, a real professional situation is simulated, which requires a managerial decision. In addition, business games have such components that fundamentally distinguish them from all other technologies, primarily in that they have an operational scenario or block structure, which is embedded in a more or less rigid algorithm of "correctness" and "incorrectness" of the decision. , ie the participant of the game sees the result that made his decision on future events.

The manager of marketing communications is considered to be a carrier of a certain level of marketing culture, which includes his knowledge, skills, practical skills in marketing, values, needs, other professional and personal qualities associated with the features of his future career.

On the basis of the analysis and systematization of the received materials the basic modules of model of formation of readiness for professional training of managers of marketing communications by means of business games are defined - normative, prognostic-target, technological, methodical, organizational-functional and effective. The model of formation of readiness for professional training of marketing communication managers with the help of business games is based on determining the requirements for professionally significant personal qualities of marketing communication managers, taking into account objective and subjective factors that contribute to the effectiveness of this process.

Formation of readiness of future managers of marketing communications for professional activity during realization of model of professional training of managers of marketing communications by means of business games is possible by means of four components: structural, substantial, operational-activity, effective-diagnostic.

Defined criteria, levels and indicators of readiness of professional managers of marketing communications will provide an opportunity to conduct monitoring research on this issue, which is the prospect of further research in this direction to identify ways to improve the readiness of future managers of marketing communications in freelance.