

РОЗДІЛ 4. ТЕОРІЯ І МЕТОДИКА ПРОФЕСІЙНОЇ ОСВІТИ

PEDAGOGICAL CONDITIONS FOR TRAINING FUTURE BACHELOR OF ECONOMICS FOR THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN PROFESSIONAL ACTIVITIES

ПЕДАГОГІЧНІ УМОВИ ПІДГОТОВКИ МАЙБУТНІХ БАКАЛАВРІВ З ЕКОНОМІКИ ДО ВИКОРИСТАННЯ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ

The article investigates the pedagogical conditions necessary for preparing future bachelors in economics to effectively use information and communication technologies (ICT) in their professional activities. In the context of the ongoing digitalisation of economic education, traditional approaches to professional training are undergoing significant transformation, requiring the integration of digital tools into both theoretical and practical learning processes. The study identifies a set of pedagogical conditions that collectively ensure the formation of all components of future economists' readiness to apply ICT in professional contexts. The first condition emphasises the importance of motivation, directing students towards understanding the pedagogical value of digitalisation in education and fostering a purposeful attitude towards the application of ICT in professional activities. The second condition involves the creation of an information-rich subject environment, designed to expand students' awareness of the specifics of using digital tools, network communities, and Internet resources in their professional functions. The third condition focuses on immersing students in professionally oriented, problem-based interactive tasks, which develop their ability to resolve pedagogical and professional challenges using ICT, thereby bridging theoretical knowledge and practical application. Finally, the fourth condition entails the organisation of tutorial support for students' self-educational activities, providing guidance and supervision during the completion of project-based assignments that involve integrating ICT into professional practice. The study highlights that these pedagogical conditions are interdependent and form a continuum that promotes the systematic development of digital competence, practical skills, and professional readiness. The findings demonstrate that the successful implementation of these conditions contributes not only to students' technical proficiency but also to their personal growth, motivation, and adaptability within a rapidly evolving digital economy. This study provides insights into the design of pedagogical strategies and educational practices that ensure the competitiveness, innovation, and professional preparedness of future economists, aligning their skills and competencies with contemporary digital requirements and the expectations of modern labour markets.

Key words: vocational training, future bachelors in economics, digitalization, pedagogical conditions, improvement, educational process, information and communication technologies.

У статті схарактеризовано педагогічні умови підготовки майбутніх бакалаврів з економіки до використання інформаційно-комунікаційних технологій у професійній діяльності. Підкреслюється, що ефективна підготовка в умовах цифровізації економічної освіти потребує системного впровадження комплексу педагогічних умов, спрямованих на формування всіх компонентів готовності студентів до впровадження згаданих технологій. Серед ключових умов виділяються: забезпечення мотивації майбутніх бакалаврів до застосування інформаційно-комунікаційних технологій, створення інформаційно-насиченого предметного середовища навчання, занурення студентів у професійно спрямовані проблемні інтерактивні завдання та організація тьюторського супроводу їхньої самоосвітньої діяльності під час виконання проєктних завдань.

Підкреслюється взаємозалежність цих педагогічних умов, для створення цілісного континууму, що забезпечує систематичний розвиток компонентів досліджуваної готовності, практичних вмінь та навичок майбутніх бакалаврів з економіки застосовувати ІКТ у професійній діяльності. Наголошується на міждисциплінарному характері такої підготовки, необхідності постійного самоосвітнього розвитку та ролі тьюторів у створенні ефективного навчального середовища. Реалізація таких умов сприяє особистісному розвитку студентів, їх мотивації та адаптивності в умовах цифрової економіки. Стаття пропонує педагогічні стратегії, що забезпечують конкурентоспроможність, інноваційність підготовки майбутніх бакалаврів з економіки, формування знань, вмінь, навичок та професійної впевненості у використанні сучасних інформаційних технологій у професійній практиці.

Ключові слова: професійна підготовка, майбутні бакалаври з економіки, цифровізація, педагогічні умови, вдосконалення, освітній процес, інформаційно-комунікаційні технології.

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Problem Statement in General Terms. In the educational process of higher education institutions, updating the preparation of future bachelors in economics for the use of information and communication technologies in professional activities entails the implementation of a set of pedagogical conditions that

purposefully activate the formation of all components of the readiness under investigation. Traditionally, in the scholarly literature, the set of pedagogical conditions is understood as a complementary continuum of external factors (material and spatial environment, methods, tools, forms of educational activity, teaching

staff of higher education institutions, educational and methodological support) and internal factors that ensure the effectiveness of a particular fragment of educational reality (in this case – the preparation of future bachelors in economics), oriented towards fulfilling the social demand for the competitiveness of the 21st-century economist of the new formation.

The analysis of recent studies and publications indicates that in the context of the digitalisation of economic education, approaches to preparing future bachelors in economics for the use of information and communication technologies in professional activities are undergoing transformation. In particular, V. Balyuk and N. Kononets examine information systems for creating electronic educational resources to implement resource-oriented learning for students of economic specialisations [1]. An important aspect of pedagogical preparation is the identification of conditions for forming professional competence in future economists in interaction with digital technologies. Accordingly, V. Demskyi reveal the pedagogical conditions for preparing bachelors for the effective use of ICT in professional activities [2].

N. Dobrovolska, S. Merinova, and O. Dobrovolskyi focus on the didactic aspect of developing digital competence in future economists when teaching the course “Business Process Modelling” [3], which creates conditions for the practical use of digital tools in the learning process. In turn, U. Dudka explores the organisational and pedagogical conditions for preparing future economists with the application of information and communication technologies [4], which determine the structure of the curriculum and the role of the teacher in the digital environment.

The studies by K. Kopniak and L. Radzikhovska reveal the components of digital competence in future economists [5], while A. Kosov focuses on preparing managers for the effective use of digital technologies in managing production processes [6], emphasising the interdisciplinary nature of digital training. L. Lebedyk, V. Strelnikov, and L. Krulko examine the use of digital technologies in the preparation of future managers and economists [7], demonstrating the practical integration of digital tools into educational processes.

In the context of ensuring the quality of preparation for future economists, L. Maksymova identifies the principles for applying information and communication technologies [8], while T. Priydak, L. Yaloveha, O. Leha, T. Mysnyk, and S. Zoria consider the development of digital competence as a condition for ensuring students' competitiveness [9]. O. Ptakhina studies the practical application of ICT in the training of specialists in the economic field [10], whereas A. Zahorodnia compares the professional training of economists in Ukraine and Poland [11], revealing opportunities for implementing best practices. Finally, O. Serhiiev highlights the formation of innovative and

entrepreneurial competence in future economists [12], which contributes to the development of their ability to adapt to the digital environment of professional activity. At the same time, the issue of specifying the pedagogical conditions for preparing future bachelors in economics for the use of ICT in professional activities requires further research, particularly regarding the integration of digital tools into practical training and the formation of professional competences in the contemporary educational environment.

The aim of the article is to characterise the pedagogical conditions for preparing future bachelors in economics for the use of information and communication technologies in professional activities.

Presentation of the main material. An analysis of contemporary research related to the preparation of future bachelors in economics for professional activities in the digital society allowed for the conclusion that experimental models of such education are generally probabilistic. This means that the effectiveness of their implementation relies on the creation of certain pedagogical conditions within the educational process of higher education institutions.

Based on an analysis of domestic and international experience in teaching economics students to use information and communication technologies while performing professional functions; contemporary scientific developments concerning the mobility of professionals with higher economic education in the context of digitalisation; and the requirements of national educational standards regarding the content and outcomes of professional training for students in the given specialisation, a list of potentially effective pedagogical conditions for preparing future bachelors in economics for the use of information and communication technologies in professional activities has been identified, namely:

Ensuring the motivation of future bachelors in economics to apply information and communication technologies in professional activities by directing students towards understanding the pedagogical value of digitalisation in education within institutions of professional pre-higher education;

Creating an information-rich subject environment for the education of future bachelors in economics to expand students' awareness of the specifics of applying information and communication technologies, network communities, and Internet resources during professional activities;

Immersing future bachelors in economics in professionally-oriented problem-based interactive tasks to develop skills for solving pedagogical tasks using information and communication technologies;

Organising tutorial support for the self-educational activities of future bachelors in economics while students carry out project assignments related to integrating information and communication technologies into professional practice.

The listed pedagogical conditions have been defined in such a way that each specific factor contributes to the development of a particular component of future bachelors' readiness in economics for the application of information and communication technologies in professional activities. At the same time, their comprehensive implementation creates a continuum for systematising influence and initiates the formation of the studied readiness in future bachelors in economics as a whole.

The success of using information and communication technologies in professional activities largely depends on the motivation to apply these technologies. In the context of the digitalisation of education, the teacher is the person who helps students navigate this space. Based on an analysis of the functional responsibilities of future bachelors in economics, it is assumed that the more capabilities they possess to perform various types of professional activities, the more successful their actions in applying information and communication technologies will be. In pedagogical work, they will carry out teaching, research, methodological, socio-pedagogical, educational, and cultural-enlightenment activities, each of which requires the application of appropriate strategies for using these modern educational technologies.

Orientation within the space of information and communication technologies is based on the continuous acquisition of knowledge, skills, and experience to confidently, effectively, critically, and safely select and apply them in various aspects of professional activity. Contemporary researchers emphasise the complexity of future bachelors' readiness in economics to use information and communication technologies to solve professional tasks as a personal phenomenon, highlighting the importance of developing motivation and the value system of economics students. Motivation based on value orientations enables future bachelors in economics to grow professionally in a digital society. Referring to these points, the first pedagogical condition of the study was identified: ensuring the motivation of future bachelors in economics to apply information and communication technologies in professional activities, based on guiding students towards understanding the pedagogical value of digitalisation in education within institutions of professional pre-higher education.

The increasing complexity of the professional functions of future bachelors in economics is largely determined by the trend of digitalising all societal processes, including professional pre-higher education. Its transformation, like that of any educational system, relies on teaching staff capable of creating the key conditions in professional pre-higher education institutions for students to learn the fundamentals of the digital economy; improving the learning process through the use of information and communication technologies, which is essential for providing the

digital economy with competent personnel. The rapid development of digital didactics and the mechanisms for its implementation require that future bachelors in economics acquire, during their studies, fundamental knowledge necessary for performing pedagogical tasks in professional activities, relying on modern opportunities provided by the digitalisation of education. Therefore, the second pedagogical condition of the study was identified as the creation of an information-rich subject learning environment for future bachelors in economics, aimed at expanding students' awareness of the specifics of using information and communication technologies, online communities, and Internet resources in professional activities.

From the authors' perspective, the interpretation of the second pedagogical condition is based on the understanding that the subject learning environment for future bachelors in economics encompasses both the context of students' professional activities and the context of the current stage of development of information and communication technologies. Consequently, the traditional content of education for future bachelors in economics has been enriched with software, hardware-software, and technical tools and devices, modern means and systems for transmitting information, and mechanisms for information exchange, which ensure operations for collecting, accumulating, storing, and transmitting information, as well as provide access to the informational resources of computer networks.

The current stage of development of our country is characterised by targeted regulatory, ideological, and managerial support for the education system from the state, covering substantive, methodological, and technological aspects of its improvement within the framework of implementing the idea of digitalisation. Within this policy, priority is given not to ready-made knowledge, but to the creation of practical conditions in higher education institutions for acquiring knowledge, the continuous expansion of experience in applying the acquired educational information, which ultimately will determine the professional development and growth of future bachelors in economics.

It is evident that a contemporary benchmark for designing the content of education for economics students to use information and communication technologies in professional activities is the provision of practice-oriented learning. Within the framework of our study, this requires the development and integration into the higher education institution's educational process of a system of professionally oriented tasks (situations) of various types. In light of these considerations, the third pedagogical condition, which potentially ensures the effectiveness of the studied process, is defined as immersing future bachelors in economics in professionally oriented problem-based interactive tasks to develop the skills required to solve pedagogical tasks using information and communication technologies.

The implementation of this pedagogical condition was based on the integration into the content of lectures and practical classes of author-developed didactic units (professionally oriented problem-based interactive tasks), the content of which was designed in the form of a specific situation arising in the professional activities of future bachelors in economics. Resolving such situations requires the purposeful use of information and communication technologies.

In the process of forming new knowledge, skills, and abilities within a particular subject area or acquiring new professional competencies, scholars emphasise the crucial role of students' self-educational activity, including that of future bachelors in economics. Both domestic and international researchers highlight the significant role of digital technologies and project-based activities in this context. A well-designed structure and content of self-educational activity allow for consideration of social factors as well as students' psychophysiological characteristics, while applying various digital innovations. This ensures the creation of a personalised educational environment, in which each participant can progress according to their own pace, relying on individual characteristics and needs, addressing existing gaps in knowledge, skills, and competencies.

However, mastering the specificities of using information and communication technologies in professional activities often requires consultations and support from higher education teaching staff. Therefore, the fourth pedagogical condition was identified as the organisation of tutor support for the self-educational activities of future bachelors in economics during the completion of students' project tasks, which relate to the integration of information and communication technologies into professional practice. The formation of a unified information space within higher education institutions and the development of information and communication technologies have determined the active use, over the past two decades, in the pedagogical discourse of categories reflecting the essence of forms of pedagogical support borrowed from the experience of foreign countries: "tutoring", "moderation", and "supervision". An analysis of contemporary scientific publications and tutoring practice, as an independent direction of practical activity, demonstrates the multifaceted approaches of both foreign and domestic researchers to the study of the theoretical and applied foundations of tutoring practice.

Conclusions. Scientific progress and innovative changes occurring in society are shaping new requirements for future bachelors in economics, who must engage in professional teaching activities within the context of comprehensive informatization and digitalisation of vocational higher and professional-technical education. Over the past two decades, Ukraine has pursued reforms within the framework of digitalisation

and the use of information and communication technologies and digital tools to improve the functioning of various spheres of societal life. Large-scale transformations in the educational sector necessitate the implementation of new learning formats, including for students of vocational higher education institutions. Consequently, higher education faces the complex task of preparing not only a competent bachelor in economics but also a professional pedagogue of vocational education, whose personal qualities and abilities correspond to the requirements of digital education, digital communities, and the contemporary labour market, and who will be capable of organising the educational process in entirely new informational conditions. It is precisely for this purpose that the pedagogical conditions we have identified are directed.

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