

# About the Basic Directions of Using the Results of the Scientific Research Work of Students in Forming the Competitions of the Graduates of the Region

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**Abstract**—The problem of forming competences oriented to the research activities of students-economists is quite relevant and is taken into account when developing educational standards of the third generation. The work substantiates the necessity of organizing productive research activities within the educational process, taking into account the competencies presented in the educational and professional standards, as well as the SIRS program developed by the team of authors of the Kemerovo region's support university, which contributes to the effective formation of students' research competencies. The level of development of competencies through research and development is an important criterion for a successful career specialist's financial, economic and administrative spheres, contributes to the preparation of highly qualified and competitive graduates in the region, creative thinking, adapted to modern conditions of globalization, having research skills and scientific potential. A special role in this is played by various types of research activities, combining scientific and educational activities, practical and research aspects, developing professional thinking and increasing the creative potential of the graduate of the university.

**Keywords**—*H scientific research work of students (NIRS), universal competence, general professional competence, educational process, professional standard, NIRS program Maturity of competence.*

## I. INTRODUCTION

The federal target program for the development of education for 2016-2020 defines its main goal to create conditions for the effective development of education that meets the requirements of modern innovative socially-oriented development of the Russian Federation. One of the priority tasks of realizing this goal is to create conditions that ensure the development of motivation and abilities of students in the field of cognition, independent search, analysis and synthesis of information, and the selection of optimal methods of solutions [1].

From what has been said, the fundamental importance of research work (R & D), carried out in educational institutions, including involving students in research, follows from the point of view of ensuring the competitive quality of vocational education and all its institutions [16].

## II. STUDY OF THE PROBLEM

The research work of the department is an integral part of the system of research work with students in the university and solves common problems for this system: attracting students to scientific activity; increase in the scale of their participation in ongoing scientific events; improving the quality of research activities of students; development of methods for identifying students who are capable of engaging in research and development, stimulating them to this work; ensuring the process of continuous development of students' scientific potential.

The research work of students is carried out from positions of competence approach, representative of a concept of the educational process, in which as a goal of training serves to master a set of necessary competencies for the student as a future professional. Among the nominated projects Standard 38.03.01 "Economy", 38.03.02 "Management" required for the formation of competencies for bachelors, many focused on the research component in their training.

It is a question of both universal and general professional competencies. By means of research are used in the formation of such universal competence, as -sposobnost search, critical analysis and synthesis of information, a systematic approach for the task (V K-1); -The ability to determine the range of tasks within the set goal and choose the best ways to solve them, based on existing legal norms, available resources and constraints (V K-2). A graduate of us and must have the following general professional (DIC) competencies in the research activity: -sposobnost the collection, processing and analysis of statistical data needed for the solution of economic problems (DIC-2); - the ability to analyze and substantively explain the nature of economic processes at the micro and macrolevel (On PK-3); - the ability to offer economically and financially sound organizational and managerial decisions in professional activities (OPK-4); - the ability to use modern information technologies and software tools, including the management of large data sets and their intellectual analysis (OPK-5) when solving professional problems.

When determining professional competencies based on professional standards, the institution chooses independently the list of professional standards and, accordingly, one or several generalized labor functions (OTF), relevant professional activi-

ties of graduates. The set of professional competences should provide the graduate with the ability to carry out the types of activities established in accordance with clause 1.11 of the GEF HE, and to solve the tasks of professional activity in accordance with clause 1.12 of GEF BO [ 3 ].

Graduation qualification work in accordance with the basic professional educational program is carried out in the form of bachelor's work during the period of practice and performance of research work and represents an independent and logically completed work related to the solution of the tasks of the type of activity to which the bachelor is preparing scientific, research, pedagogical, organizational, managerial, analytical). When completing the final qualifying work, students should demonstrate their ability and ability, relying on the acquired in-depth knowledge, skills and formed general cultural and professional competences, independently solve at the current level the tasks of their professional activity, professionally present special information, scientifically argue and defend their point of view.

Organization of research work of students is an ongoing effort by the university management and faculties as well, involves the development, promotion and support of scientific activities of students. To this end, the following activities are carried out: informing students about the subjects and directions of the research activities of the university; coordination of the activities of the student scientific society, student scientific circles; the organization and carrying out of intramural Olympiads and competitions of scientific research works of students, student scientific conferences and seminars; creation of conditions for the publication of the results of scientific research of students.

The process of modernizing modern Russian education is difficult to imagine without creating conditions for the creative development of future specialists in educational institutions. The most important socio-economic task is the formation of a future scientific and technical elite among students. To do this, it is necessary to develop effective mechanisms for the search, development and support of gifted youth. One of the important components of the vocational training system in the institution of future specialists is the organization of their involvement in research and development, which opens up opportunities to stimulate the creative potential of the individual [ 15 ].

An important factor in activating student research and improving their practical and theoretical level is the transition to a multilevel system of training personnel, work on new curricula, the list of academic disciplines that provides fundamental scientific training for students.

The highest level of cognitive activity of students is their active participation in scientific research work, independent scientific search. The research work of students in the university is one of the most important means of improving the quality of training of specialists with higher professional education.

The system of NIRS and UIRS allows the most complete implementation of an individual and differentiated approach in the training and education of students. After all, the purpose

and objectives of the organization of research work of students provide for the purposeful, step-by-step training of students in the methods and methods of independent creative work on the basis of an in-depth study and mastering the content of the curriculum disciplines.

Education of creatively thinking specialists is possible first of all through attracting university students to research work, participation in the implementation of its results in production. Student research is one of the most important ways to increase the level of training of specialists, which is aimed at implementing both the learning goals and the goals of preparing students for their creative, professional and research activities. [ 13 ] The future specialist can acquire these qualities only with the organic combination of teaching and research activities. The scientific work of students should not be an addition to the educational and educational process, but its organic component.

Considering the specifics of the scientific research work of students, E.E. Adakin notes: "NIRS provides the interrelation between the academic disciplines and the research work carried out by the departments and scientific subdivisions of the university. It gives the creative character classes in the curriculum, makes it possible to take into account individual inclination, scientific interests of students" [4, p. 269].

TABLE I. OPPORTUNITIES OF SRWS IN REALIZATION OF MODERN TENDENCIES OF EDUCATION

<b>Trends in modern education</b>	<b>The role of research activities</b>
The rationale for each level of education as an organic part of the system of continuing education	Performing research activities (the need for information, self-improvement) for the continuous education of the individual)
Computerization and technological education	While performing scientific research, students study modern ways of searching and processing information
The transition from rigidly regulated ways of organizing the educational and educational process to developing	The performance of research works that are creative in nature, contributes to the self-realization and self-development of the student's personality
The transition from informative forms to active methods and forms of learning	Scientific research activity, being a creative activity, provides the highest degree of activity of the individual
Organization of interaction between teacher and student	When carrying out research works, a situation is created for cooperation, co-development, co-creation of the teacher and student
Transfer of emphasis from the teaching activity of the teacher to the student's cognitive activity	Research activity is a means of forming students' skills of independent cognitive activity.

The tasks of the organization of research work of students envisage purposeful, step-by-step training of students in methods and methods of independent creative work on the basis of in-depth study and mastering the content of the curriculum disciplines.

In the system of higher education there are two main directions of scientific research of students, which provide the accumulation of experience in creative activity: teaching and research work and research work.

### III. CONCLUSIONS

The research work of students of the Department of Economic Sciences and Information Technology Belovo Institute (branch) FGBOU IN "Kemerovo State University" is carried out in accordance with the program of NIRS developed by a team of authors [11]. The main goal of the development of this program was to improve the quality of training specialists to strengthen the university's competitiveness in the market of educational services on the basis of deepening the scientific orientation of the educational process, enhancing the scientific and pedagogical potential of the departments and identifying the most talented students and individualizing their scientific and practical training.

Three stages are distinguished in the organization of research work, which are conditional in nature, but allow us to regulate forms and measures to attract students to scientific creativity in the learning process [12].

At the first stage (during the first year), the students get acquainted with the basics and elements of scientific research, develop skills of independent work on in-depth study of fundamental sciences, mastering competences, i.e. students are attached to the UIRS and NIRS through various forms of professional orientation (meetings with leading faculty specialists, talks, excursions, days of specializations of the departments). Students are engaged in writing reports, abstracts, theoretical study of the problem studied on the basis of literature analysis, which contributes to the formation of the ability to review literature, systematize, analyze and summarize socio-economic data and materials, develop logical thinking, public speaking skills and scientific discussions.

At the second stage (during the second-third year) students are actively involved in research work. They are entrusted with specific theoretical, experimental developments that promote in-depth study of special disciplines and the successful development of professional competences. As a rule, these studies are conducted at the issuing departments in the performance of coursework, as well as during the passage of practices.

In the third stage (during the fourth year), creative groups of students are formed along the scientific lines, in which students acquire the skills of analyzing theoretical and empirical material, independent scientific search, and self-determination of students in the areas of scientific activity. At this stage, the final qualification work is carried out.

Organization of research work of students is the most important form of training competent, competitive specialists in modern market conditions. Receptions and skills in the performance of research work raise and develop organizational skills, develop skills of independent search and selection of necessary literature, the ability to personally solve professional, scientific, social problems, apply the decisions taken in practice, thus, the skills of NIRS educate professionals capable of creativity to solve the tasks of modern science and practice, to foresee the prospects for their development.

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