COMPUTER TECHNOLOGIES AS A SUBSTANTIVE ASPECT OF TRAINING COMPETITIVE MANAGERS IN PEDAGOGICAL SCIENCES

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Abstract: *Information and communication technologies (ICT) have become firmly entrenched in the modern system of higher professional education, causing, to a certain extent, an evolution of this phenomenon. This evolution has manifested itself primarily in the form of new requirements for the competencies of specialists in various educational fields.*

Keywords: *modern education system, development, information and communication technologies.*

Information and communication technologies (ICT) have become firmly entrenched in the modern system of higher professional education, leading to a certain evolution of this phenomenon. This evolution has manifested itself primarily in the form of new requirements for the competencies of specialists in various educational fields.

R.A. Kharchenko notes in this regard that one of the goals of the modern education system is to cultivate members of the information society, and as such, this system is undergoing certain changes. As the foundation for the general informatization of society, the researcher examines the process of developing an information-oriented worldview among its members, which, again, is linked to all levels of the educational system. In our case, if we are talking about the professional training of specialists in the field of economics, then the informatization of professional education should be considered specifically in this area.

Thus, one of the consequences of these processes has been the need to modernize and adjust the content of professional training in economics, incorporating not just ICT elements, but the broadest possible range of methods for developing the competencies of future economic specialists for the mastery and practical use of such technologies in their professional activities.

Researchers note that the development of modern production systems and scientific advances also dictate the need to increase the requirements for the level and diversity of competencies of modern economic specialists. This is due to the transition of the economies of developed countries to a new level, influenced, among other things, by advances in the information sphere. Furthermore, the socioeconomic transformations taking place in modern society pose new challenges for higher professional education.

S.N. Vodolad and O.G. Kurdina argue that the overall economic and social development of not only an individual organization but also society as a whole depends on the quality and scale of ICT application in the professional activities of economic specialists. The widespread use of personal computers and other communications

devices, the ease of access and retrieval of necessary information via the global internet, and the application of intelligent technologies and systems provide real opportunities for economists to perform analytical and practical functions in the preparation of management decisions.

E.S. Koshkalov emphasizes that, in addition to traditional competencies, modern universities have developed a whole new set of competencies that a modern, highly professional specialist must possess. These competencies include communicative (the ability to be understood), automatization (the ability to self-learn), social (the ability to work in a team), and so on. A specialist's information competence, as well as their ability and mastery of new information technologies, occupies a special place.

As A.N. Bugara notes, a young specialist's ability to apply ICT tools in their professional activities is part of the competency of a modern management specialist. In this regard, the competitiveness of trained specialists, specifically the quality of professional training in economics, has become a pressing issue in higher education.

Researchers also justify the need to integrate computer technologies into the professional training of economic specialists by factors such as the increasing complexity of technological processes, the need to process large-scale data to use analytical results for effective decision-making, and, less importantly, the problem of rapid knowledge "aging" in a technologically advanced society. Under these conditions, experts emphasize the need to train specialists of any profile (in our case, economics) by developing the broadest possible range of knowledge in the subject area conventionally defined as "Computer Science."

Thus, we are talking about integrating information technology (IET) into the training of future economic specialists, which fosters new competencies—ICT literacy and ICT competence.

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