

**METHODOLOGICAL COMPETENCE AS THE FOUNDATION FOR
FUNDAMENTALIZING THE PROFESSIONAL TRAINING OF FUTURE ECONOMICS
TEACHERS**

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Abstract: This paper examines methodological competence as a key foundation for the fundamentalization of professional training of future economics teachers. In the context of rapid socio-economic transformations, digitalization, and increasing demands for the quality of economic education, the role of teachers' methodological preparedness becomes critically important. The study conceptualizes methodological competence as an integrative component of professional competence that combines pedagogical knowledge, research skills, analytical thinking, and the ability to apply modern teaching methods in economics education. The research is based on a systematic analysis of pedagogical theories, competency-based and activity-based approaches, as well as comparative analysis of contemporary models of teacher training. The paper substantiates that the fundamentalization of professional training should not be limited to subject knowledge alone, but must be grounded in the development of methodological thinking, reflective skills, and the ability to design and evaluate educational processes. The results indicate that a high level of methodological competence enables future economics teachers to effectively integrate theoretical knowledge with practical application, adapt to innovative educational technologies, and foster students' economic thinking and problem-solving skills. The study highlights methodological competence as a strategic factor in improving the quality and sustainability of economics teacher education and provides recommendations for enhancing teacher training programs in higher education institutions.

Keywords: methodological competence; professional training; future economics teachers; fundamentalization of education; competency-based approach; economics education; pedagogical innovation

Introduction

The realization of a country's educational and scientific potential is largely determined by the development of university science and the social recognition and dissemination of scientific, cultural, and socio-political ideas. In the era of globalization, all spheres of social activity increasingly require the integration of diverse types of knowledge and creative experience, emphasizing the importance of high-quality professional training of graduates.

The education sector plays a decisive role in fostering competitiveness, preserving and developing national cultures, and determining the level of professional competence of future specialists. Under globalization conditions, education ensures continuous transformations in science, technology, economics, and pedagogy.

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The strategic goal of higher education is to train highly qualified specialists possessing the necessary knowledge, skills, practical abilities, effective thinking methods, and moral and civic values that determine their professional performance and lifelong learning capacity. A competence-oriented and practice-focused approach to education necessitates fundamental changes in the organization of the teaching and learning process.

Therefore, the formation of life and professional competencies of individuals represents an urgent pedagogical challenge requiring effective and systematic solutions.

Literature Review

The didactic foundations of the competence-based approach as a component of modern personality development have been widely examined by scholars such as V. Bondar, S. Bondar, O. Ovcharuk, O. Pometun, O. Savchenko, S. Trubacheva, and O. Pehota. Foreign researchers including P. Cooper, I. Jinga, B. G. MacIntyre, N. P. Nworgu, P. Ololube, B. Stones, and D. Woods have significantly contributed to the study of competence and methodological competence.

Methodological knowledge belongs to the cognitive domain and includes skills, while competence refers to the ability to apply knowledge and skills in real-life professional situations. Consequently, the training of future economics teachers should focus not only on subject-specific methodological knowledge but also on the acquisition and development of competencies applicable across interdisciplinary contexts.

Researchers such as B. Adolf, M. Goryunov, A. Semibratova, A. Elizarov, M. Lebedev, O. Shilov, and M. Kholodna have examined the structure and components of methodological competence. Recent studies indicate that methodological competence varies depending on professional qualification requirements.

International organizations, including the Council of Europe and European Union experts, define competence as the ability to apply knowledge and skills effectively in new and diverse situations. This interpretation aligns with international educational standards emphasizing assessable learning outcomes.

Methods

The study employed a qualitative theoretical research design based on the analysis, synthesis, and systematization of philosophical, pedagogical, and methodological literature. Comparative analysis was used to examine different conceptual approaches to methodological competence across pedagogical paradigms and educational systems.

Methodological approaches applied in the study include systemic, activity-based, competence-based, personality-oriented, cultural, humanistic, and synergistic approaches. These approaches provided a comprehensive framework for analyzing the structure and content of methodological competence in the professional training of future economics teachers.

Results

The analysis revealed that methodological competence constitutes an integrative component of professional competence and includes the following structural elements:

- mastery of modern pedagogical paradigms;
- knowledge of fundamental methodological principles;

- application of methodological approaches in professional training;
- ability to design, organize, and manage the educational process;
- effective use of pedagogical technologies, methods, and instructional tools.

The fundamentalization of pedagogical education ensures the development of generalized and universal knowledge, reflective thinking, self-development skills, and professional creativity among future economics teachers. Methodological competence enables prospective teachers to independently organize professional activities and effectively solve pedagogical problems.

Discussion

The findings confirm that methodological competence serves as a core mechanism for integrating theoretical knowledge with practical teaching activity. The use of systemic, activity-based, and competence-oriented approaches enhances the professional readiness and adaptability of future economics teachers in dynamic educational environments.

The study supports existing research emphasizing that methodological competence is not limited to instructional techniques but encompasses values, professional attitudes, reflective skills, and creative problem-solving abilities. Its development contributes to the fundamental quality of teacher education and aligns with global trends in higher education reform.

Conclusion

Methodological competence is a fundamental basis for the professional training of future economics teachers. It ensures effective implementation of the educational process, supports students' cognitive and professional development, and promotes their readiness for innovative pedagogical activity.

The structure of methodological competence includes modern pedagogical paradigms, core methodological principles, methodological approaches to teacher training, profession-specific strategies, and pedagogical tools. The systematic development of methodological competence enhances the fundamentalization of teacher education and ensures professional readiness in the context of contemporary educational transformation.

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