

# Management of Formation of Communicative Competence of the Future Economists: Case Study of Ukraine

Anatolii Kucher<sup>1</sup>, Iuliia Mendrukh<sup>2</sup>, Olha Khodakevych<sup>2</sup>, Liudmyla Dybkova<sup>2</sup>

<sup>1</sup>V. N. Karazin Kharkiv National University, 6 Svobody Sq., Kharkiv, Ukraine

<sup>2</sup>Kyiv National Economic University named after Vadym Hetman, 54/1 Peremogy prosp., Kyiv, Ukraine

**Abstract** – The purpose of the article is to present the results of the research and to substantiate and experimentally verify the model of management regarding the prospective economists' communication competence formation (namely marketing specialists in Ukrainian universities). The essence of the concept «communication competence of a marketing specialist» is clarified and its structure is developed. The model of management of the communication competence formation which is based on the activity-based, personality-oriented as well as communicative approaches includes methodology and goal, content and method, process and result blocks which are theoretically and practically grounded. The result of its implementation is reflexive-creative and basic levels of communication competence of future marketing specialists. The psychological and pedagogical conditions such as motivation within the process of communication competence formation, a reflexive approach in the process of analyzing professional communication and dialogical communication that activates subject-subject relationships in course of education are defined and substantiated. The method of forming communication competence among prospective marketing specialists includes motivation and content, activity and reflection, assessment and correction stages that are developed and implemented in the educational process at Ukrainian universities.

**Keywords** – management, communication competence, psychological and pedagogical conditions, model of management of communication competence formation.

## 1. Introduction

The current stage of economic development sets special requirements for the professional training of a competitive, highly skilled, competent specialist, who is able to interact and communicate effectively in the internal and external environment. This predetermines the topicality, feasibility and significance of the research on the management of the prospective economists' communication competence formation.

At present, the share of human capital in the composition of the aggregate capital, which is mainly created in higher education, is rapidly growing. This necessitates the adoption of new values and requires new abilities to respond to the challenges of the 21st century. The importance of transformation processes in Ukrainian education is explained by the need to adopt European standards and to balance the market for educational services and the labor market, as well as to implement the initiatives of the European Higher Education Area. Modern society demands specialists who not only possess professional knowledge and skills, but are also able to communicate professional information, ideas, problems, decisions, and their own experience to others and have skills to develop effective communication strategies. Though knowledge and competence have always been important, today they have become a basic prerequisite for sustainable economic development.

Analysis of recent research and publications shows that scientists are investigating various aspects of the competence formation to ensure the competitiveness of subjects. For example, the paper by Arapova, Fridrif and Modyrka gives the identification and grouping of the main elements of the competence approach as well as the interpretation of the competence approach as a factor in the competitiveness of the enterprise [1]. In highly competitive market core competence has emerged as

---

DOI: 10.18421/TEM84-04

<https://dx.doi.org/10.18421/TEM84-04>

**Corresponding author:** Anatolii Kucher,  
V. N. Karazin Kharkiv National University, 6 Svobody Sq.,  
Kharkiv, Ukraine


**Email:** [anatoliy.kucher@ukr.net](mailto:anatoliy.kucher@ukr.net)

*Received:* 06 August 2019.

*Revised:* 03 November 2019.

*Accepted:* 09 November 2019.

*Published:* 30 November 2019.

 © 2019 Anatolii Kucher et al; published by UIKTEN. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivs 3.0 License.

The article is published with Open Access at [www.temjournal.com](http://www.temjournal.com)

a central concept for a competitive strategy (the knowledge set that distinguishes an enterprise and provides a competitive advantage over others). To remain competitive and obtain competitive advantages, managers can try to increase organizational performance by managing each dimension of core competence i.e. shared vision; cooperation and empowerment [2]. A competency-based approach is one of the important tools of human resource management aimed at achieving strategic enterprises goals and a competitive advantage [3]. The paper by Burkovska and Romanchyk describes the features of strategic human resource management as a basis for strategic capacity, which affects the competitiveness of enterprises and determines the direction of its further development [4].

The article of Sytnyk deals with the analysis of meaning, structure, development and assessment of occupational competence in HR-management as compared to vocational education [5]. It is found that organizations treat the occupational competence as system compliance for three levels of workplace requirements (general, corporate and role-specific). In accordance with them three levels of occupational competence (social, corporate and technical) should be established [5]. In the paper by Ordóñez and Lytras the need to outline methods and technologies for integrated knowledge and learning and competencies management support in organizations is identified [6].

Lunkina in her article discusses the essence of social responsibility and its impact on the skills of higher education applicants [7]. The basic skills of HEIs' applicants in 2015 and those which are going to be popular in 2020 were analyzed. It was found that in 2020 the skills of applicants of higher education will be related to the communicative sphere, ability to complex problem solving, cognitive flexibility, critical thinking and so on [7].

According to Baitukayeva et. all, competence characterizes student ability to realize the human potential for educational activity [8]. Competence is interpreted as the personality integrated quality which is visible in the general ability and readiness for activity, based on knowledge and experience gained during the education, and focused on successful participation in activity [8].

The problems of training competent economists and managers in Ukraine are described in the monograph by Ponomarenko [9]. In another study the conceptual approaches to the formation of professional competences in the information economy are defined. Institutional reforms were studied in the context of formation professional competences and youth employment in the informatization. Vocational training was considered

in terms of improvement personnel educational qualification structure. The role of cross-cultural communication and corporate culture in the formation of professional and corporate competences was analyzed [10]. The authors investigated the question of the enterprise using the competency approach as well as the essence of the main categories; the mechanism of the competent authority strategy, the basic competence of managers at various levels in enterprise [11].

Strategic directions for the development of higher education in Ukraine are in line with the European practice of educational reform, as outlined in the Communiqué «The Bologna Process 2020 – The European Higher Education Area in the New decade» and the Bucharest Communiqué «Making the Most of Our Potential: Consolidating the European Higher Education Area» [12],[13]. The main tool for the implementation the priority goals regarding the development of higher education is the competence approach that views communication competence as an integral part of key competencies.

In view of the above, the communication competence of prospective economists is considered as a social mandate. That is why one of the tasks for economic higher educational institutions in the field of professional training for prospective specialists is to ensure their mastering of communication competence.

Recent studies have substantiated different aspects of the professional communication training for prospective economists [14], [15], [16] marketers [17] and lecturers [18] and their individual style of speech [19]. Theoretical analysis of the professional competence formation and development undertaken by Ukrainian and foreign scientists (in terms of professional skills and abilities of marketing specialists) was made in the paper by Levkovych [20]. At the same time, the theoretical analysis of scientific sources and the study of experience regarding the preparing prospective specialists for professional communication in higher educational institutions of Ukraine have enabled us to identify a number of contradictions, in particular between:

- social mandate for training communicatively competent economists of new generation and the insufficient level of theoretical and methodical background for the communication competence formation of these specialists;
- state requirements to the level of training competitive economists and the lack of a pedagogical model for the formation of their communication competence;
- the growing requirements of business entities to the level of professional communication training for prospective economists and the true levels of their communicative abilities and skills.

Consequently, the necessity of the professional communication training for the prospective economists, the relevance of the problem and its significance in the context of the insufficient level of its scientific development, as well as the awareness of the need to solve these contradictions, have resulted in undertaking the research on the topic.

The purpose of the article is to present the results of the research and to substantiate and experimentally verify the model for the management of prospective economists' communication competence formation (namely marketing specialists in Ukrainian universities).

## 2. Materials and Methods

The methodological basis of the study is the fundamentals of gnoseology, which confirms the unity and interrelation of sensual, and rational, concrete and abstract, empirical and theoretical; conceptual provisions of communication theory; activity-based approach, personality-oriented and communicative approaches to the training for prospective marketing specialists; humanistic principles of education, the principle of communication theory and practice.

In our study, we have used the following methods: theoretical (analysis of topic-related literature for identifying its background ideas; synthesis; comparison; systematization; generalization for studying the state of the problem and the theoretical foundations regarding the formation of communication competence for prospective marketing specialists; modeling for creating a model for the management formation of communication competence); empirical (questionnaires, observation, an assessment program by experts, self-assessment with the purpose of determining the levels of communication competence formation; a pedagogical experiment (summative and formative) for implementing the model for the management of communication competence formation).

The research has been conducted in Ukrainian universities: Kyiv National Economic University named after Vadym Hetman, the Higher Educational Establishment «Poltava University of Economics and Trade», the Open International University of Human Development «Ukraine», the National University of Life and Environmental Sciences of Ukraine. 387 students and 16 teachers have participated in the experimental work at various stages of the research.

## 3. Results and Discussion

Analysis of recent studies and publications shows that scientists are investigating various aspects of preparing prospective economists for professional communication. These comprise the development of

special systems of professional communication training, the formation of prospective economists' communicative skills, culture of professional communication and communication competence. Besides, it has been discovered that the problem of preparing prospective marketing specialists for professional communication has not been previously given a careful study. In particular the structure of their communication competence has not been worked out, the model and the method of communication competence formation are not developed, and the necessary psychological and pedagogical conditions are not substantiated. Consequently, the scientific search for ways of forming communication competence during the professional training for prospective marketing specialists in the economic university becomes of particular relevance.

The study of communication competence requires a clear definition of its essence. Paying tribute to the significant work of scientists in defining the concepts of competence, competency, communication competence, and taking into account the functions, tasks and competencies of a marketing specialist which require communication skills, establishing contact with people, reaching the goal of communication and choosing the appropriate patterns of speech behavior, we suggest the following author's definition: communication competence of a marketing specialist is a complex integral quality of an individual which is a prerequisite for the successful professional communication activity of a marketing specialist and it is based on the totality of communicative knowledge, it involves the ability to feel confident in situations within professional communication. It demonstrates the adequate use of verbal and nonverbal means of communication, establishes emotional and business contacts and achieves the purpose of communication in the process of professional interaction.

On the basis of the hierarchical structure method, the relationship between the key categories «competitiveness of a specialist», «professional competence» and «communication competence» is defined (Fig. 1).

Communication competence is the main determinant of professional competitiveness for an individual, an important factor in actualizing the potential of competitiveness ( $r = 0.58$ ), since it determines the ability of an individual to successfully present himself as a specialist [21]. At the same time, communication competence is one of the components within the professional competence of a specialist in the field of economics, which, in turn, is also closely related to competitiveness. For example, Didkivs'ka in her work offers a mathematical model of a specialist's competitiveness in which individual

competitiveness is an invariant transformation of personal social and professional competencies as well as those demanded by the labor market [22]. It means that there is a dependence according to which the individual competitiveness of a specialist reflects his/her social-professional competencies demanded by the labor market. A competent approach to understanding the essence of the category «competitiveness» allows us to resolve the contradictions between approaches that interpret competitiveness mainly as a system of qualities comprising the workforce and a probability to satisfy the requirements of the employer [22].

Component and structural analysis of the phenomenon regarding «competitiveness of a specialist» allows us to single out such subsystems at the first level from abstract to specific: general competences; professional competence; intellectual potential; leadership capacity; strategically competitive component; personal component. Consequently, professional competence is one of the components of the competitiveness for a specialist.

At the second level from abstract to specific in the composition of professional competence, we distinguish the following types of competences for a specialist concerning economic profile: gnostic; diagnostic; designing; organizing; communicative; personality.

At the third level from the abstract to the specific in the core of communicative competence, we distinguish three components.

Having analyzed scientific researches on the structure of communication competence we have singled out three components in the structure of marketing specialists' communication competence: motivational and personal, cognitive, and behavioral and activity.

A motivational and personal component of marketing specialists' communication competence consists of motives that encourage professional communication and communication competence acquisition; communicative tolerance, the ability to get involved with the experiences of other person and easily establish contact with an interlocutor, causing positive emotions; professional speech, characterized by clear and precise articulation, logical construction and presentation of the statement and focus on an interlocutor as well.

The cognitive component of the structure is a system of knowledge about the essence, functions, means, forms, styles of communication and professional communication of the marketing specialist and his/her communication skills; the essence and role of communication competence in the professional activity of the marketing specialist and the ability to determine the success of mastering it.

A behavioral and activity component is characterized by communicative skills, allowing to adequately perceive and evaluate interlocutors, make self-presentation and establish contact in professional communication; feel confident in the situation of this communication and manage their own emotional state; use verbal and non-verbal means of communication, create and use appropriate «adaptations» in it.

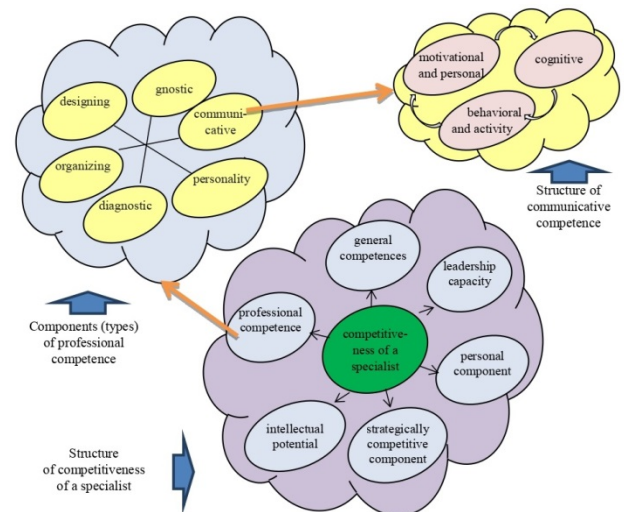


Figure 1. Logical-semantic model of competitiveness of the specialist of the economic profile and its relationship with professional and communicative competence

The study states that prospective marketing specialists' communication competence development has made it possible to conclude that the process of communication competence formation is spontaneous, and the existing conditions are insufficient as far as only half of respondents consider them to be favourable for mastering communication competence.

The developed structure of communication competence has become the basis for singling out the following criteria: motivation and personality, cognitive, behavior and activity. A motivation and personality criterion reflects motives of mastering communicative competence; communicative tolerance, ability to engage in experiences of others and establish contacts easily; developed professional speech. A cognitive criterion characterizes knowledge in the field of professional communication and the communication competence of a marketing specialist. A behavior and activity criterion reflects the development degree of marketing specialist's communicative skills. Three levels of communication competence development are identified: reflexive and creative, basic and elementary.

The study of indicators of motivation and personality, cognitive and behavior, and activity

criteria of the components of prospective marketing specialists' communication competence (387 students) showed that the level of their development among the university students under the study can be characterized as elementary in the range of 34.9–81.4% of the distribution of respondents, depending on the indicator. At the same time, the reflexive and creative level of development of indicators has a percentage distribution within the range of 4.7–22.5% depending on the indicator. The results of the diagnostic experiment testify to the inconsistency among the levels of communication competence of prospective bachelors in marketing to the requirements of the present, which necessitates the development of a model for the formation of this competence.

The next stage of the research was to substantiate the model of managing the formation of the prospective marketing specialists' communication competence.

In the conceptual framework, the psychological and pedagogical management of prospective bachelors' in marketing communication competence formation is based on the organic unity of the general, special and individual. As for the general, it is an integral part of vocational training, which ensures the mastering a system of competencies by the future marketing specialists; as for the special it has its own specificity, due to the peculiarities of communication and preparation for professional communication; as for the individual it reveals the dependence concerning the process of communication competence formation on mastering communicative tolerance, empathy, sociability, speech abilities and communicative skills by prospective marketing specialists.

The communication competence formation is managed in accordance with a specially developed model that contains four interrelated blocks and it is based on methodological principles, which include an activity-based approach (involves a special organization of educational activities), a personality-oriented approach (allows to take into account personal qualities, goals and professional orientations of each prospective specialist, which will promote their self-development and self-realization) and a communicative approach (allows to use the situations of real communication, set and solve the problem communicative tasks and a detailed analysis of students' utterances); the objective and the process tasks for forming this competence as an integral quality of an individual, as well as the method, which is implemented through a specially organized, integrated process of communication competence formation. The result of the phased implementation of the method of communication competence formation is its development in prospective

marketing specialists.

The psychological and pedagogical conditions that are necessary and sufficient for the communication competence formation include motivation of the process of communication competence formation, reflexive approach in the process of analyzing professional communication and dialogical communication that activates subject-subject relationships in course of education. The main directions comprising motivation in mastering communication competence are as follows: focusing the attention of prospective marketing specialists on particular professional situations and their respective analysis; the influence of the teacher on the students' goal-setting and their desire to achieve the goal and success in the activity; encouraging students to self-assess the process and the result of the activity leading to the communication competence mastering.

The implementation of the reflexive approach in the process of analyzing the professional communication of prospective marketing specialists involves students' awareness of the communicative process activity and the analysis of its components; assessment of how realistic the goals of professional communication are and how relevant the means of achieving them are; comparing the results obtained with the original goal; interlocutor's awareness of his/her own role and self-assessment of how he/she is perceived by the partners in communication, the assessment of the partner in communication; self-control of the activity directed at mastering communication competence and self-correction of one's own communicative behavior.

Dialogical communication, which activates the subject-subject relations in education, involves the implementation of the following criteria within a dialogue: the focus on the interlocutor, the modality of the utterance and personalization of the message, polyphony, double position of the subject in communication. The model for the management formation of communication competence regarding a prospective marketing specialist has been developed. It takes into account the social order for training a specialist who possesses communication competence (Fig. 2).

The model contains methodology and goal, content and method, process and result blocks. The components of the methodological and goal block are: social order, the implementation goal of this model, methodological approaches for the formation of communication competence of prospective marketing specialists (activity-based, personality-oriented, communicative) and the principles of its formation (use of visual aids, awareness and activity, comprehensibility, regularity and consistency, scientificity, solidity, connection of theory with practice, individual approach in the conditions of collective work, trusting nature of communication, personalization of statements, participants' activity, reflexivity, problematic nature, constructive feedback).

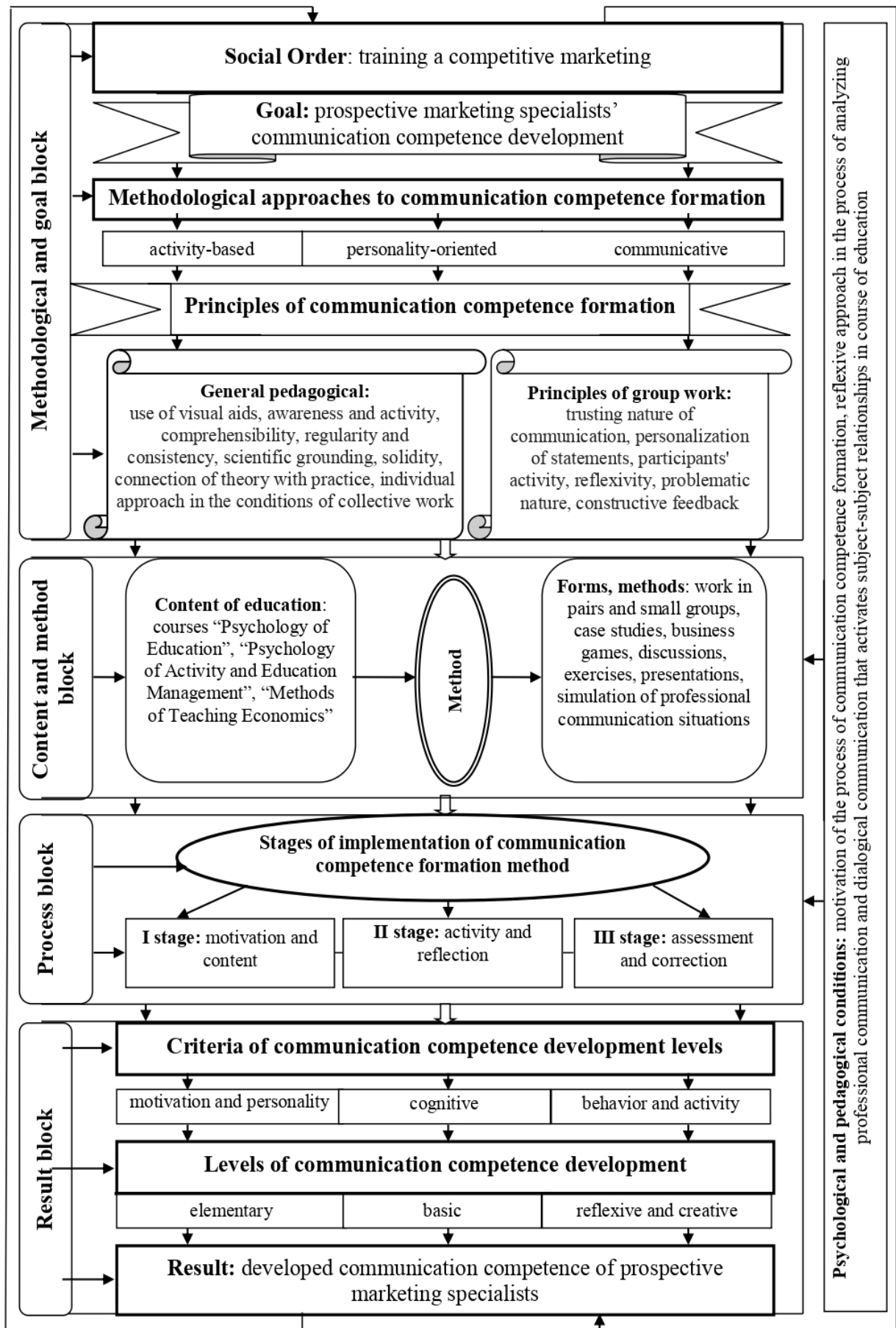


Figure 2. Model for the management of communication competence formation of prospective marketing specialists

The content and method block of the given model includes the content (disciplines «Psychology of Communication», «Psychology of Activity and Education Management», «Methods of Teaching Economics»), forms and methods of teaching (work in pairs and small groups, case-studies, business games, discussions, exercises, presentations, simulation of professional communication situations), as well as the method for communication competence formation.

The process block includes such stages of the communication competence formation method as motivation and content, activity and reflection, assessment and correction. The result block components are the criteria of the communication competence formation (motivation and personality, cognitive, behavior and activity), the levels of its development (elementary, basic, reflexive and creative) and the eventual result (ultimate result of the formation process). The model also includes psychological and pedagogical conditions such as motivation for the process of mastering communication competence, reflexive approach in the process of analyzing the professional communication of prospective marketing specialists and dialogic communication that activates the subject-subject relations in learning. The teaching method used to form the communication competence enables us to implement these conditions.

The proposed model positions the method of prospective marketing specialists' communication competence formation in the system of their professional training, constructs the logic and sequence of actions related to the organization of communication competence formation, selects and structures the content of the relevant training material, as well as increases the effectiveness of the professional training of prospective marketing specialists.

The method of communication competence formation includes three closely interconnected stages. The motivation and content stage involves the use of methods and forms of work contributing to the formation of motivational and personality as well as cognitive components of communication competence. The activity and reflection stage offers methods and forms of work that help prospective bachelors in marketing to master behavioral and activity component of the competence under the study. The assessment and correction stage uses the methods and forms of work allowing not only to single out the barriers of professional communication of each student but also to develop individual programs for the improvement of professional communication.

The implementation of the first stage for the

method of the prospective marketing specialists' communication competence formation involved work with specially selected cases, discussion of issues on the theoretical aspects of communication, simulation and analyzing particular situations of professional communication, doing exercises that contribute to the development of reflective ability.

During the second stage of this method, we did exercises aimed at the development and/or improvement of the following:

- the respiratory apparatus and the sound of the students' voices;
- the intonational expressiveness of speech;
- lexical and linguistic competence;
- skills of speech communication skills and non-verbal communication skills;
- skills to maintain feedback in communication;
- skills of active and empathy listening;
- attentiveness;
- visual perception;
- observation;
- ability to understand the feelings and inner state of an interlocutor by external signs;
- skills of assertive behavior;
- skills to manage their own emotional state;
- the ability to identify barriers to efficient communication.

At the end of this stage, business game «Organization of the Marketing Service in the Company» was conducted. It was adapted to the objectives of our study and aimed at mastering the components of communication competence by the students.

The assessment and correction stage of the above mentioned method included simulating and analyzing the fragments of professional activity to identify the typical shortcomings and obstacles in the professional communication of each prospective marketing specialist; developing individual programs to improve the professional communication of students with practical recommendations; making a comprehensive analysis of public speech video records followed by making a public speech with its further analysis.

The pedagogical experiment was conducted in natural educational environment. The formative stage of the pedagogical experiment involved 162 prospective Bachelors in Marketing of Kyiv National Economic University named after Vadym Hetman. To conduct an experiment and verify the effectiveness of the communication competence formation model and method we divided the students into two groups: Experimental (EG) – 79 participants; Control (KG) – 83 participants. The formation of communication competence in the

experimental group was carried out according to the method based on the conceptual principles of the model. In the control groups the educational process was held in accordance with the traditional training scheme.

The results of case studies, exercises, discussed issues, simulated and analyzed situations of professional communication, business game, public speeches of students allowed to identify statistically significant positive changes at the levels of communication competence development.

The results of the statistical analysis have showed an increase in the number of students of the experimental group with the reflexive and creative as well as basic levels of communication competence development (by 22.8 % in the motivational and personal component, by 31.7 % in the cognitive component, by 29.1 % in the behavioral and activity component) and the reduction in the number of students with elementary level (by 22.8 % in the motivational and personal component, by 31.7 % in the cognitive component, by 29.1 % in the behavioral component).

After the formative stage of the experiment, the share of the experimental group students with reflexive and creative level as well as with the basic level of communication competence has increased significantly (from 18.9 % to 35.4 %) and (from 31.4 % to 42.9 %) accordingly. At the same time, the share of students at elementary level of communication competence has decreased (from 49.4 % to 21.7 %) (Fig. 3).

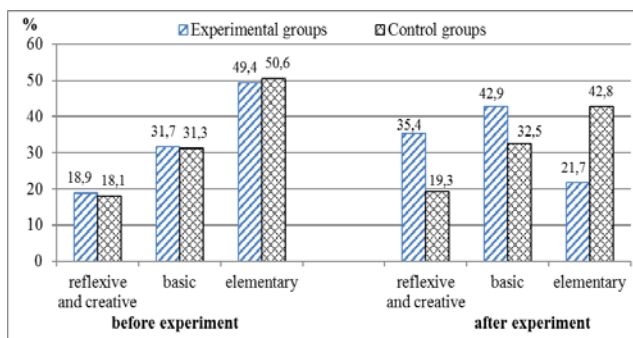


Figure 3. Distribution of students of EG and CG by the levels of the communication competence development of prospective marketing specialists on the basis of the integral indicator

The application of Pearson  $\chi^2$  test and Student's t-test has helped us to prove the statistical significance of the positive changes at communication competence development levels. According to the research findings the developed model and method of communication competence formation have proved to be effective.

Sets of special tasks and exercises have been developed and introduced into the practice of

national higher educational institutions. The research findings can be used in the professional training for prospective specialists of economics. They can be applied in teaching psychology- and pedagogy-related courses, in organizing independent work of students, in the development of syllabi, all kinds of course books and manuals on professional communication.

The prognostic system of communicative training of prospective marketing specialists has been developed at three levels: higher education institution, industry, state. The creation of a comprehensive system of marketing specialist's training for professional communication involves different types of activity.

At the level of higher education institution, we think it is necessary to continue to improve communication competence at Master's degree level by exploiting the content of some curriculum courses as well as by introducing the course of «Business Rhetoric». At the level of industry, we suggest strengthening cooperation between educational institutions and businesses, in particular organizing and holding events on prospective marketing specialist's training with the participation of business representatives and the follow-up recommendations for the improvement of communication training. At the state level, we find it necessary to extend the national qualification framework and the educational and qualification characteristics of a marketing specialist as well. Besides it is recommended to arrange special events and establish training centers designed to improve professional communication of marketing specialists.

To meet the requirements of the XXI century, marketing specialists have to possess not only professional knowledge and skills, but also the ability to interact effectively in the internal and external environment, skillfully communicate professional information, and develop communication strategy.

To eliminate the contradictions caused by the gap between the social needs and market requirements regarding the marketing specialists and the level of their professional communication training, a model for management of communication competence formation regarding the future marketing specialists has been developed.

For this purpose the essence of «communication competence of a marketing specialist» has been defined as a complex integral quality of an individual which is a prerequisite for the successful professional communication activity of a marketing specialist and it is based on the totality of communicative knowledge. It involves the ability to feel confident in situations of professional communication, demonstrate the adequate use of verbal and



nonverbal means of communication, establish emotional and business contacts, and to achieve the purpose of communication in the process of professional interaction. Structural components of this competence are motivational and personal, cognitive, behavioral and activity. Three levels of communication competence development have been identified: elementary, basic, reflexive and creative. The results of the summative stage of the experiment have showed that the levels of prospective bachelors in marketing communication competence development do not meet the modern requirements and have revealed a number of difficulties and obstacles in their professional communication.

The psychological and pedagogical conditions of prospective marketing specialist's communication competence formation such as motivation of the process of communication competence formation, a reflexive approach in the process of analyzing professional communication and dialogical communication that activates subject-subject relationships in course of education are defined and substantiated. The method of communication competence formation, which involves three interrelated stages (motivation and content, activity and reflection, assessment and correction), each of which has its goal and solves corresponding problems has been developed.

For the first time, the model for the management of communication competence formation for prospective marketing specialists on the basis of activity-based, personality-oriented and communicative approaches has been developed and experimentally tested. The model contains the methodological and goal block (social order, goal, methodological approaches to and principles of communication competence formation), the content and method block (content, forms, methods, method of communication competence formation), the process block (stages of implementation of the mentioned above method) and result block (criteria and levels of development, result) as well as psychological and pedagogical conditions applied while the method of communication competence formation is being introduced into the educational process. Experimental testing of the model management concerning the formation of communicative competence among future marketers has showed positive dynamics of changes in the levels of communication competence in the experimental group as compared with the control group. Thus, as a result of the formative stage of the experiment, 35.4 % of students (in the KS – 19.3 %) has reached the reflexive and creative level, the base level has been achieved by 42.9 % of students (in KG – 32.5 %), 21.7 % of students remained at the elementary level (in the CG – 48.2 %).

#### 4. Conclusion

The results of the theoretical and experimental research have enabled us to make the following conclusions. The analysis of the results of experimental work gives grounds to assert that the purpose of the research to substantiate and experimentally verify the model for the management of prospective economists' communication competence formation (namely marketing specialists in Ukrainian universities) has been achieved.

We have proven the efficiency of the psychological and pedagogical conditions for the communication competence formation of prospective marketing specialists. The prognostic system which concerns communicative training for prospective marketing specialists at the levels of higher education institution, industry, and state has been suggested.

Further scientific research on this problem should be taken into consideration along with the generalization, the implementation of foreign experience in training the prospective marketing specialists for professional communication, the development of special training programs, which will contribute to the formation of the communicative competence regarding the specialists; the development of special courses, course books and manuals in order to improve the professional communication of prospective marketing specialists.

#### References

- [1]. Arapova, O. M., Fridrif, V. P. & Modyrka, V. A. (2013). Competence-based approach as a factor in increasing the competitiveness of the enterprise. *Economics: time realities*, 1(6), 207–211.
- [2]. Agha, S., Alrubaiee, L. & Jamhour, M. (2012). Effect of core competence on competitive advantage and organizational performance. *International Journal of Business and Management*, 7(1), 192-204. DOI: 10.5539/ijbm.v7n1p192 .
- [3]. Fejfarová, M. & Urbancová, H. (2015). Application of the competency-based approach in organisations in the Czech Republic. *Economics and Management*, 18(1), 111-122. DOI: 10.15240/tul/001/2015-1-009
- [4]. Burkovska, A. & Romanchyk, M. (2016). The ensuring of the competitiveness of the enterprises through the strategic human resource management. *Agricultural and Resource Economics: International Scientific E-Journal*, 2(4), 43-51.
- [5]. Sytnyk, N. I. (2010). Competency approach to management of human resources. *Ekonomichnyi visnyk NTUU «KPI»*, 7, 121-125.
- [6]. Ordóñez de Pablos, P. & Lytras, D. M. (2008). Competencies and human resource management: implications for organizational competitive advantage. *Journal of Knowledge Management*, 12(6), 48-55. DOI: 10.1108/13673270810913612.

- [7]. Lunkina, T. (2016). Impact of social responsibility on the formation of skills of applicants of higher education. *Agricultural and Resource Economics: International Scientific E-Journal*, 2(4), 130-138.
- [8]. Baitukayeva, A., Baitukayeva, D., Aktayev, E., Shagirova, K. & Krykbaeva, S. (2015). Formation of the Professional Competence of the Future Specialists. *Procedia – Social and Behavioral Sciences*, 185, 141-145.  
DOI: 10.1016/j.sbspro.2015.03.466.
- [9]. Ponomarenko, V. S. (2012). *Problems of training of competent economists and managers in Ukraine*. INZhEK, Kharkiv, Ukraine.
- [10]. Ponomarenko, V. S., Nazarova, H. V. & Naumik, K. H. (2014). *Formation of professional competences in the information economy*. INZhEK, Kharkiv, Ukraine.
- [11]. Ponomarenko, V. S. ed. (2013). *Economy of enterprise: competence and efficiency of development*. VD «INZhEK», Kharkiv, Ukraine.
- [12]. The Bologna Process 2020 – The European Higher Education Area in the new decade (2009). Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28–29 April. Retrieved from: [https://www.eurashe.eu/library/modernising-phe/Bologna\\_2009\\_Leuven-Communique.pdf](https://www.eurashe.eu/library/modernising-phe/Bologna_2009_Leuven-Communique.pdf) [accessed: 7 June 2019].
- [13]. Making the most of our potential: consolidating the European Higher Education Area. (2012). Bucharest Communiqué, Retrieved from: [https://www.eurashe.eu/library/modernising-phe/EHEA\\_2012\\_Bucharest-Communique.pdf](https://www.eurashe.eu/library/modernising-phe/EHEA_2012_Bucharest-Communique.pdf) [accessed: 20 June 2019].
- [14]. Kucher, A. V. (2013). The forming of professional communication skills of agricultural economics students. Abstract of Ph. D. dissertation, Theory and Methods of Professional Education, SHEE «University of education management» of NAPS of Ukraine, Kyiv, Ukraine.
- [15]. Kucher, A. (2016). The forming of professional communication skills of students of agro-economic profile. *Vyshcha shkola*, 6, 97-107.
- [16]. Yaroshchuk, I. D. (2010). *Preparation of the future economists for the professional communication in the process of studying the humanities*. Abstract of Ph. D. dissertation, Theory and Methodology of Professional Education, Ternopil Volodymyr Hnatyuk National Pedagogical University, Ternopil, Ukraine.
- [17]. Mendruk, Iu. M. (2016). The prospective bachelors' in marketing communication competence formation. Abstract of Ph. D. dissertation, Theory and Methods of Professional Education, Institute of Pedagogical Education and Education of Adults of NAPS of Ukraine, Kyiv, Ukraine.
- [18]. Savenkova, L. O. (2005). *Professional communication of future lecturers as an object of psychological and pedagogical management*. KNEU, Kyiv, Ukraine.
- [19]. Volkova, N. P., Tarnopolsky, O. B. & Olyinik, I. V. (2019). The individual style of speech of teachers from higher education institutions as an indicator of pedagogical professionalism. *Espacios*, 40(17).
- [20]. Levkovych, U. (2014). Theoretical analysis of the professional competence's formation and development in the light of Ukrainian and foreign scientists (in terms of the marketers' professional skills and abilities). *Comparative Professional Pedagogy*, 4(4), 73-79. DOI: 10.1515/rpp-2015-0012.
- [21]. Alekseeva, A. V. (2009). Professional competitiveness of the person: psychological aspect. *Psykhohiia pratsi ta upravlinnia*, 1, 147–153.
- [22]. Didkivs'ka, O. G. (2015). Evaluation for the competitiveness of the graduates of vocational education system in Ukraine. Abstract of Ph. D. dissertation, Demography, labor economics, social economics and policy, Ptoukha Institute for Demography and Social Studies of National Academy of Sciences of Ukraine, Kyiv, Ukraine.