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ON THE ROLE OF MATHEMATICS IN THE SYSTEM OF PROFESSIONAL EDUCATION OF FUTURE ECONOMISTS

Summary

Mathematics in the modern world has established itself as a universal language and an important tool of scientific knowledge and has penetrated virtually every sphere of human activity. In higher education, mathematics is a fundamental component of vocational training. Studying the disciplines of the mathematical cycle contributes not only to the accumulation of a certain system of knowledge, skills and skills, but also to the development of the intellectual sphere of students, the formation of different ways of thinking.

Mathematical education is the most important component in the system of fundamental training of the modern economist, the purpose of which is the readiness of students for continuous self-education and practical application of mathematical knowledge. Fundamental mathematical knowledge and skills provide the basis for the study of general economic disciplines, and integrated economic and mathematical knowledge and skills provide the basis for the study of specialized disciplines.

The introduction of the vocational orientation of mathematics teaching is one of the ways of eliminating the existing contradiction between the needs of society in qualified specialists and the current state of mathematical training of students of economic specialties. At the present stage, mathematical training of economic specialists provides sufficient knowledge, skills and competences, but it has not yet become an effective tool for professional activity. In the face of reduced classroom time allocated to the study of the disciplines of the mathematical cycle, the simultaneous formation of general and professional mathematical training of future economists is complicated.

The role and place of professional orientation of mathematics teaching in the system of vocational education of future economists in terms of competence approach in education are highlighted in the article. The influence of mathematical knowledge on improving the efficiency of professional training of future specialists of economists is analyzed. The authors discuss the current problems of teaching the mathematical cycle for students of economics in higher education and indicate ways to solve them.

Keywords: mathematics, mathematical education, Bologna declaration, mathematical competence, mathematical preparation, future economists.

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