TRAINING OF SPECIALISTS IN FOREIGN ECONOMIC ACTIVITY: THEORY AND PRACTICE

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ABSTRACT
The article deals with one of the most important aspects of educational system that is characteristic of interaction between higher education institution teacher and students. During the communication of the teacher with the student, he needs to reveal the potential of the student, determine the main motivation for learning. According to the students, the main mistake in the teaching activity of higher education institutions is the perception of students as information processing robots that listen to lectures, read textbooks, perform practical assignments and ultimately demonstrate all their accumulated knowledge in examinations. The aim of this paper is to analyze the results of study of students' opinions about the most important professional and personal qualities of the higher education institution teacher needed in its operations in the transmission of knowledge and skills, and the priority of practical training in the form of intensive trainings and business games. It is considered to hold a business game in the training of foreign economic activity. A variant of preparing a teacher for the transfer of knowledge of a new course is proposed.

Keywords: education, students' preferences, construction of lectures, personal qualities, professional qualities, intensive training, business games

INTRODUCTION
Pedagogical activity provides for two sides: the objective is a set of methods and techniques of work that the teacher traditionally uses, and personal - this is how he, depending on his personal qualities and abilities, uses these methods and techniques. Master of Teaching is a teacher who has pedagogical skills, possessing his own individual style, while the objective side of his work can contain nothing fundamentally new. The teacher, as a carrier of information, is inferior to many other sources of information, for example, computers and books. However, during the lesson the teacher and the student can discuss. During the communication of the teacher with the student, he needs to reveal the potential of the student, determine the main motivation for learning. The teacher in this situation acts as a psychologist. Each student should have his own approach. A student is not yet a formed personality, but it is at the university that the foundations of those qualities of the future professional are laid, with which he will then enter into a new activity atmosphere for him, in the conditions of which his further development will be both professional and personal.

RESEARCH AND KEY RESULTS
Through the connection of epochs, the connection of generations, the teacher transmits and disseminates the achievements of the universal and professional culture, creates conditions for the formation and development of the personality of future professionals. Inheriting the experience of advanced teachers, masters of their craft, teachers act as creative, transforming power in modern society [2]. The teacher is at the root of the development of the country's productive forces, its social progress and creative potential. Such a high destiny of the teacher makes him equally high demands. According to the students, the main mistake in the teaching activity of higher education institutions is the perception of students as information processing robots that listen to lectures, read textbooks, perform practical assignments and ultimately
demonstrate all their accumulated knowledge in examinations. All this leads to inadequate requirements, which students can’t cope with [1]. Based on the results of the questionnaire conducted among the bachelors of senior courses of the Industrial University of Tyumen, the main qualities that students appreciate in teachers are: work experience, tolerance, benevolence, respect, objectivity, passion for the subject, oratory, tactfulness, punctuality, versatility of knowledge. (pic.1)

Based on the assessment of students' preferences, it is determined that 32% singled out the professional qualities of the teacher, and 68% personal qualities.

Student, participating with a teacher in educational activities, is forced to absorb the teacher's values system, because the social role of the teacher gives him authority and authority. The student's need for knowledge increases, this indicates a personal development, due to constant communication between the student and the teacher.

**THEORETICAL CONSTRUCTION OF LECTURES**
As mentioned above, the problem is that most teachers see only one goal - to give a lecture, completely forgetting about personal contact with students. An important aspect of any training is the practical application of knowledge passed on the lecture. The more accessible the material will be explained in the lecture, the better it will be applied in practice.

It is suggested that, during the preparation for the lesson, the teacher should break up the new material into three most important blocks [3].

The first part contains the main part of the theory, which tells that this topic is a basic concepts and definitions. At this stage, the student must understand what the whole topic is about, what will be discussed in the lecture.

The second block should answer the question «How does it work? ». That is, this block tells about the mechanisms, the stages of implementation, and the components of this material. At this stage, the student already has a clearer picture of the material studied, he understands the process from within, but does not yet understand where and how to apply it.
The third block, the final one, will answer the question «Where can I apply the material I've covered?». Here, the student should have a clear picture of the material that has been passed. He knows what it is, how it works, and where and how he can apply it and what will come of it. This block should be fixed in practice.

METHODOLOGY DESCRIPTION
A Two example scenarios of business games were made. The first one "Preparing the import of goods" is proposed to distribute the group to the following components [5]:

1. The importer company
2. Counterparty Company
3. Customs Representative
4. Customs authorities
5. Tax authorities
6. The importer's bank
7. Counterparty Bank
8. Survey company
9. Multimodal carrier

Each group performs its duties in the process of simulating the situation of the import of goods in the following stages [4]:

1. Studying the database

2. Search for a counterparty

3. Drawing up a foreign trade contract

4. The passage of bank payments
5. Appeal to the customs representative
6. Interaction with the tax authority
7. Conclusion of a contract with a multimodal carrier
8. Monitoring the movement of cargo
9. Check of the arrived goods
10. Sale of goods
11. Definition of financial result

Another example of the business game is "Preparing the export of goods" it is proposed to distribute the group to the following components:

1. The exporter company
2. Counterparty Company
3. Customs Representative
4. Customs authorities
5. Tax authorities
6. The exporter's bank
7. Counterparty Bank
8. Survey company
9. Multimodal carrier
10. Law company

Each group performs its duties in the process of simulating the situation of the export of goods in the following stages:

1. Studying the database
2. Search for a counterparty
3. Drawing up a foreign trade contract
4. The passage of bank payments
5. Appeal to the customs representative
6. Interaction with the tax authority
7. Conclusion of a contract with a multimodal carrier
8. Monitoring the movement of cargo
9. Settlement of disputes
10. Definition of financial result

**CONCLUSIONS**
In the light of the results of the survey it can be concluded that students as not formed personalities yet appreciate, first of all, teacher’s personal qualities, and then professional qualities. It means that teacher should act as a psychologist applying new teaching methods. One of them is suggested in this article: division of new material in three blocks. Each block should answer the question: first one is “what”, second is “how” and third is “where”. This certainly will help students better understand the material, but also can help the teacher avoid questions about the practical application of this material and avoid misunderstanding between the teacher and students. Also the biggest flaw of educational system is that students studying international management do not have the opportunity to pass training and production practice at enterprises engaged in international activities. That is why considered that the conduct of business games can affect the development of practical skills and professional competencies of students.

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