Organization of the Educational Process of Financial Managers Using Digital Technologies

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Keywords: educational process, digital technologies, financial managers, KNITU, KFU, digital educational resources and platforms.

Abstract: The need to apply digital technologies in the educational process of financial managers is an indispensable condition for improving the quality of training of future specialists. Currently, there is no single approach to the training of financial managers using elements of digitalization. A promising direction is the inclusion of digital components that improve the quality of the educational program in all disciplines of the curriculum. Digitalization of the educational process is able to improve the level of training of a qualified specialist, to form the necessary digital competencies of the student, necessary for his future professional activity. The article reviews the experience of organizing the educational process using digital technologies of several universities in Kazan. According to the results of the analysis, positive aspects in the organization of the learning process have been identified, which can be useful for other universities and educational institutions implementing a similar training program 38.03.02 and 38.04.02 “Management”.

1 INTRODUCTION

The need to apply digital technologies in the educational process of financial managers is an indispensable condition for improving the quality of training of future specialists. Currently, there is no unified approach to the training of financial managers using elements of digitalization. The author proposes a methodology of using modern digital technologies for training future managers in the field of finance. Mashevskaya O.V. believes that digital technologies are nothing but modern computer technology for recording certain codes in a certain sequence (Mashevskaya, 2020). N.P. Petrova believes that digitalization will give students the opportunity to form their own knowledge, thus not only mastering the competencies laid down in the curricula, but also to offer something else that can improve the quality of the learning process in the future (Petrova, Bondarev, 2019) Marey A. believes that digitalization will turn the whole world upside down and change the way we interact with each other. Smirnov S.S. believes that digitalization is a complex transition of information into digital form (Vartanova, Vyrkovsky, Makeenko, Smirnov, 2017).

The purpose of the article is to analyze the peculiarities of training financial managers in universities in the conditions of digitalization in accordance with the requirements of federal educational standards, professional standards and labor market demands.

2 MATERIALS AND METHODS

The author used the following methods: theoretical review of scientific publications, analysis of educational and methodological literature, own pedagogical experience.

3 RESULTS

The study involved students and teachers of universities in Kazan, training financial managers in 38.03.02 and 38.04.02 “Management”. We noted the positive aspects of the educational process using digital technologies: the ability to perform and check assignments at a convenient time for the participants

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of the educational process, online lectures allow repeated study of the material and focus on the more interesting points, accessibility of the educational material (can be studied even from a cell phone). As disadvantages, the minimization of "teacher-student" contacts was noted.

4 DISCUSSION

Training of financial managers based on the Federal State Educational Standard of Higher Education 3++ and professional standards. The curriculum is freely available. It is located on the website of the educational institution in the education tab. In Kazan National Research Technological University (hereinafter - KNRTU), in addition to the curriculum in the above tab, there are all the working programs of disciplines and practices. For the convenience of students, the calendar academic schedule is presented separately, where all weekends and holidays, the time of the examination session for the current calendar year are indicated (Osipov, Ziyatdinova, Girfanova, 2020).

For information support of the educational process of financial managers in the social network "Telegram", "VKontakte" is placed information that is necessary for future specialists in their professional activities (Gayazova, 2024). These are various contests, for example, the international annual contest "Financier", all-Russian contests for the best financial projects, information about the possibility of obtaining additional education in the field of finance, taking exams for 1C:Professional certificate, etc. In addition, information about the extracurricular activities of students (the annual event "Freshman Day", "Student Spring", etc.) is also posted here. Some of the information is collected and posted by the students of this training profile "Financial Management", under the guidance of the supervisor. Competent design of content in social networks makes it possible to attract the target audience, future applicants who want to connect their professional activity with finance (Osipov, Girfanova., 2021).

Starting from 2024 academic year at KNRTU for the convenience of students, the schedule of classes is created using modern digital technologies. When a student logs in to the website, he/she finds the academic timetable tab, selects his/her group and sees the timetable for the current period (by weeks). If the class is held with the use of information technologies, then here, in the cell where the name of the discipline is indicated, there is a link (MTS Link platform is used), if the class is held online, clicking on which at the designated time the student gets to the class. The link is created by the teacher of the discipline and sent to the educational-methodological department. If the class is offline, the number of the classroom and academic building is indicated. In KNRTU for disciplines of general education cycle organized lectures-online (Girfanova, 2022). For example, the discipline "Cross-cultural management" is taught in the master's program in the direction of training 38.04.02 "Management" to all training programs within this direction, including financial managers. Such lectures give an opportunity to listen to the lecture several times independently, emphasizing the most necessary for the master point. The lecturer conducts it in offline mode in accordance with the schedule of classes, where the students are informed about the possibility to listen to this lecture again in online mode (Osipov, Girfanova, Ziyatdinova, 2022).

In addition, recently, due to the lack of paper primary sources, there is a need to place the materials of lectures, practical classes and assignments on disciplines that meet the requirements of the Federal State Educational Standard of Higher Education 3++. The solution to this problem can be the creation of an office in the MOODLE virtual educational environment of the university. Each teacher can create a personal cabinet for one discipline, or combine several disciplines taught by him. To put there their developed methodical materials, constantly update these materials. Students in this educational environment can receive information on any discipline. In case of absences from classes for a good or bad reason, the teacher can require them to work them off. It is very convenient to use this educational resource. The student in his/her free time performs assignments on missed classes, attaches it to the classroom, and the teacher, if possible, checks the completed assignment, gives him/her the earned points (Turner, Nikitina, Kraisman, Mishko, Kaibiyainen, 2022).

Some universities already use such elements of the educational environment. For example, in Kazan Federal University (hereinafter referred to as KFU), each teacher in the disciplines of the profile cycle has such a digital educational resource (hereinafter referred to as DER). There is a regulation that determines the content of this DER. In KFU it has the following structure. The cabinet is divided into three parts. The first block includes the name of the discipline and the thematic plan, with the fixing of hours for the studied topics. The second block consists of the topics or modules to be studied in the discipline. Each topic contains a brief lecture notes, glossary, questions for self-study, practical task on

the topic, tests (10 for each topic), guidelines for students to perform the practical task, recommended literature, a forum for discussion, where the student asks a question to the teacher and gets an answer. And the third block - the final control block, which presents questions for the exam or credit and the final control test. According to the results of the survey of students and teachers of higher education, this form of organizing the learning process is quite effective (Garafiev, 2024).

KFU also uses elements of digitalization in the disciplines of the variative block. Studying at the program "Financial Management", Master's level students have the right to choose one discipline from several offered. Choosing the discipline "Corporate Information Systems" students master the software products of the company 1C (1C:ERP Enterprise Management, 1C: Integrated Automation 2.0, 1C: Management of our company, etc.). Program 1C:ERP Enterprise Management allows you to build a comprehensive automated system for the management of any enterprise. 1C: Management of our company - a program designed for both small and medium-sized businesses, allowing you to manage wholesale and retail sales, keep records of purchases and warehousing, automate personnel records and much more (Galeeva, Zagladina, Kadeeva, 2018). The university has a contract with 1C company, and masters can independently master additional software products of this company. As an advertisement, the interested are given free access for 20 days in any configuration they like. Then the student decides whether there is a need to purchase and study additional modules. The firm 1C also provides its customers with methodological materials that can also be used in the educational process. Having acquired skills in working with software products, the user has the right to pass the exam 1C Professional and receive a certificate from the firm 1C. This certificate gives an opportunity for employment in this company and its branches, for training of other users, increases the level of professional training of a financial manager (Garafiev, Garafieva, Idiatullina, Spirchagova, 2021).

At KNRTU, students are partially trained using the electronic educational environment Moodle. Under the guidance of the teacher of a particular discipline, the student enrolls in the required course developed by the teacher. Having registered in the system, the student independently at a convenient time for him can perform the tasks posted by the teacher and send them to him for verification, receive deserved points and comments from the teacher. The most popular courses, as practice shows, are "Change Management" and "Introduction to Management Program" (teacher: Prof. Zinurova R.I.), "Management Theory" (teacher: Panina V.Z.). These disciplines are read for the training program 38.03.02 "Management". The system Moodle allows students to perform tasks at any time, and the teacher to check at a convenient time for him. At the same time, there is an opportunity to ask the teacher questions in the chat room and individually receive an answer to them. This educational environment has proved itself well among students of distance learning. 90% of respondents gave positive feedback about working in this environment. Among them we can highlight the following: the accessibility of learning the material, the convenience of practical tasks, additional tasks for practicing missed classes, the ability to quickly get feedback from the teacher. (Osipov, Ziyatdinova, Dulalaeva, Fakhretdinova, 2022)

5 CONCLUSIONS

Thus, the fundamental transformation of the educational process in higher education institutions, the widespread use of online resources and digital technologies lead to changes in the methodology of teaching individual disciplines and, as a consequence, the educational process of the university (Gayazova, 2024). Future financial managers should master all the professional competencies fixed in the Federal State Educational Standard of Higher Education 3++ and professional standards, taking into account the modern requirements of the labor market, using new digital technologies. This will improve the quality of the "Financial Management" educational program, prepare more competitive graduates who quickly respond to changes occurring in the external environment, using the digital competencies they have mastered during their studies. Digitalization does not replace the values and ideals of Russian traditional education, but only acts as a tool for innovative development of society.

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