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THE PROBLEMS AND PROSPECTS OF PREPARING FUTURE BACHELOR'S DEGREE STUDENTS IN TRADE IN THE CONTEXT OF GLOBALIZATION PROCESSES

Abstract

The article is dedicated to the analysis of current issues in preparing future Bachelor's degree students in trade amidst globalization processes. Globalization and the development of digital technologies are significantly changing the structure of the global market, creating new demands for professionals. In particular, the role of e-commerce, automation of business processes, and international service standardization is growing, which requires specialists to have in-depth knowledge in the fields of digital technologies, marketing, supply chain management, and the legal aspects of international trade.

Despite this, the existing system of training specialists in higher education institutions in Ukraine faces a number of problems. One of the main issues is the uneven development of digital skills among students, as many educational programs pay insufficient attention to the implementation of IT tools that are critically important for modern trade. Another problem is the limited opportunities for international student mobility due to financial and organizational barriers,

which reduces their chances of gaining experience in an international business environment. Furthermore, there is an issue with the ineffective connection between theoretical preparation and practical activities, as students rarely have the opportunity to work with real business cases and enterprises.

The article emphasizes the importance of integrating cutting-edge disciplines such as digital commerce, data analytics, and innovation management into the curriculum. The introduction of such disciplines will allow students to gain the necessary knowledge for working in a globalized market. Furthermore, it highlights the development of partnerships with businesses to organize real-world practices and internships, allowing students to acquire practical skills important for their professional careers.

Attention is also given to the use of active learning methods, such as project activities, simulation games, and work with CRM/ERP systems, which will help students better understand the realities of business and develop practical skills. Strengthening language training, particularly the study of English, is an important step for effective work in an international environment. Innovative educational technologies, including distance learning and hybrid formats, also play a crucial role in providing access to modern knowledge and resources.

To prepare competitive specialists in trade, it is necessary to fundamentally change educational programs, integrate the latest technologies and teaching methods, and ensure close interaction with the business environment, which will allow students to effectively adapt to the demands of the global labor market.

Keywords: training of Bachelor’s degree students in trade, project activities, simulation games, CRM/ERP systems, integration of disciplines.

Problem Statement. Globalization, as a multidimensional socio-economic process, is one of the most significant factors influencing the current development of the global market and the structure of international relations. It has a profound

impact on all aspects of economic activity, including production, trade, finance, and business management. As a result of globalization, the mobility of capital, goods, and services is increasing, and there is intense market integration, which not only provides access to new opportunities but also intensifies competition among businesses. The rapid development of new technologies, including digitalization, automation of production processes, and e-commerce, is significantly changing the rules of business. The emergence of new distribution channels, particularly on the Internet, and the development of marketing strategies that target global markets, create additional demands on the competencies of specialists in the field of trade.

These changes lead to the need for businesses and their employees to adapt to new conditions. Specialists in the field of trade are required not only to possess basic economic and trade knowledge but also to quickly master innovations, adapt to rapidly changing environments, work in multicultural and multinational teams, analyze large volumes of data, and make informed decisions in complex and fast-changing market conditions. The professional activities of specialists should include the effective use of modern technologies, the ability to work with electronic platforms and data management systems, as well as high analytical skills to assess risks and opportunities in international markets.

These requirements create new standards for the preparation of specialists in the field of trade. At the same time, the higher education system that prepares future Bachelor’s students must respond promptly to these changes. Educational programs must be sufficiently flexible to adapt to the rapidly changing labor market needs. This requires significant changes in curricula, the introduction of new teaching methodologies, the integration of theoretical knowledge with practical skills, and a focus on developing the competencies that are essential for successful work in a globalized business environment.

Unfortunately, existing educational models in many cases do not meet modern requirements and do not provide an adequate level of integration between academic knowledge and practical activities. Most educational programs used in higher education institutions maintain a traditional approach based on theoretical training, despite the need to develop flexible skills for adapting to the realities of the global economy. This stimulates the need to rethink the content, methods, and forms of education to ensure the preparation of specialists who can not only work effectively in conditions of globalization but also become leaders in their profession on the international labor market.

Analysis of Recent Research and Publications. In recent years, significant attention has been paid to scientific research on the issues of preparing specialists in the field of trade, with a focus on the impact of globalization processes on the content of professional education. Economic globalization and the intensive development of technologies require the updating of educational standards, as the global labor market becomes more interconnected and highly competitive. Works by foreign authors such as Martin J. [6], Smith P., and Johnson R. [7] emphasize the role of digitalization, international standardization of competencies, the integration of educational programs with business practices, and the development of soft skills. They highlight the importance of incorporating knowledge of e-commerce, digital marketing, supply chain management, and data analytics into curricula, as these areas determine success in the global market.

Researchers, particularly Ivanova L. [4] and Seleznyova T. [1], draw attention to the need for harmonizing educational standards with global requirements, especially in the context of supply chain management and international trade. In their works, they stress the importance of implementing international standards such as ISO 9001 (quality management systems), ISO 14001 (environmental management), and ISO 27001 (information security management), which are becoming foundational for business processes in

international markets and should be integrated into curricula for preparing trade specialists.

Additionally, authors such as Lee H. [5] and García P. [3] emphasize the importance of integrating information technologies and e-commerce into educational programs to prepare competitive trade professionals. They propose the active incorporation of tools for big data analysis, business process automation, and online trade through various platforms, including B2B and B2C.

In particular, the regulatory framework for preparing trade specialists should be based on key documents such as the National Education Standard of Ukraine (in the part of preparing specialists in business and trade) and International Education Standards in Business (particularly from UNESCO and OECD). These documents define the key competencies that students must develop, as well as requirements for pedagogical programs, methodologies, and assessment of outcomes [2].

Recent publications also emphasize the importance of developing students' analytical and communication competencies. These qualities enable specialists to effectively work in global markets, solve complex economic and legal issues, and adapt to changing environments. In this context, the role of regulatory documents is crucial, as they ensure not only theoretical preparation but also the practical skills needed to work with international contracts, trade agreements, and the resolution of legal aspects in cross-border trade.

Thus, the regulatory framework for preparing trade specialists should include not only general principles and standards but also specific industry requirements that ensure the necessary qualification level for future Bachelor’s students in the context of globalization.

The aim of this article is to analyze the issues in preparing future Bachelor’s degree students in trade amidst the challenges of globalization and to identify

promising directions for improving the educational process in accordance with the demands of the modern international labor market..

Presentation of the main material of the study. Globalization has led to a qualitative change in the professional field of trade: from the classic "product–buyer–point of sale" model, the market has shifted to multichannel distribution systems, where sales, service, communication, and logistics are integrated into a single digital framework. The rapid growth of e-commerce, marketplaces, social commerce, and cross-border online operations has altered the requirements for specialist training: future Bachelor's students in trade must not only be knowledgeable in product science or sales organization but also in digital business models, customer experience and data management, online payment principles, digital security, and e-commerce regulation. In modern conditions, competencies in building and optimizing customer funnels, working with performance marketing tools, content strategies, and brand communication in digital environments, including evaluating campaign effectiveness based on metrics and behavioral indicators, have become significant.

At the same time, global supply chains are becoming more complex due to heightened demands for speed, transparency, and operational resilience, which enhances the importance of logistics and operations management. Automation of warehouse processes, the development of enterprise resource management systems and logistics platforms, and the standardization of data exchange between counterparties are creating demand for specialists who understand the structure and logic of supply chain management, can manage inventories, forecast demand, plan supplies, assess risk disruptions, and apply analytical approaches to cost optimization. Accordingly, educational programs should focus not on declarative knowledge of terms but on mastering practical solutions: working with digital accounting tools, CRM/ERP environments, basic data analysis methods,

interpreting market indicators, building scenarios, and decision-making in conditions of uncertainty.

An important component of the globalization influence is the international standardization of service and quality. Consumers compare their interactions with brands globally, so service, communication, and sales ethics requirements are becoming more standardized and simultaneously more demanding. For Bachelor's students in trade, this means the need for developed competencies in customer orientation, service design, reputation management, conflict resolution, and the ability to work in a multicultural environment. Intercultural communication, business English, understanding cultural norms of interaction, negotiation practices, and teamwork in international teams are becoming not additional, but basic components of professional suitability.

Equally significant are the legal requirements that grow as trade becomes more international. Cross-border operations require knowledge of contractual relations, international trade rules, customs regulation, product labeling and safety requirements, protection of personal data in digital channels, as well as adherence to competition rules and consumer protection laws. Therefore, educational requirements for preparing Bachelor's students in trade should shift towards integration: combining economic, digital, logistics, communication, and legal components, which allows future specialists to operate effectively in a globalized, technology-driven, and regulatory-complex market.

The current system for preparing Bachelor's students in trade faces a number of significant problems that require immediate resolution. One of the main issues is the uneven development of digital skills among students. While some universities have already implemented basic courses in digital marketing, supply chain management using modern information technologies, and e-commerce, many educational programs remain too theoretical and do not cover all the necessary tools. As a result, students often lack sufficient practical skills in

working with real IT platforms, ERP (Enterprise Resource Planning) systems, or CRM (Customer Relationship Management) systems, which significantly lowers their competitiveness in the job market.

The insufficient use of IT tools in the educational process not only limits students' opportunities to master the latest technologies but also calls into question the universities' readiness for market requirement changes. Many courses are not adapted to the current realities of the business environment, leading to low educational effectiveness. Given the rapid development of digital technologies, especially in the context of trade and logistics, it is essential to significantly increase the number of practical classes using modern IT resources, including platform tools for automating trade and data analysis.

Another important issue is the limited opportunities for international student mobility, particularly for participation in exchange programs or internships with international companies. Financial barriers, the lack of appropriate programs, and organizational difficulties in many universities significantly limit students' access to the global educational environment. International mobility is extremely important as it allows students to gain practical experience working in different markets, develop intercultural competencies, and adopt global business and trade standards. However, due to limited financial resources, only a few students can take advantage of this opportunity, putting them at a disadvantage compared to their peers from other countries.

It is also important to note the ineffective link between theoretical preparation and practical activities. Many of the existing educational programs focus on theoretical knowledge but do not provide enough practical cases or opportunities to work with real businesses. Students often lack the chance to work on actual problems faced by businesses or to use modern tools to solve tasks. This results in students being unprepared for real-world work in the labor market, even with theoretical knowledge. It is necessary to create conditions for integrating real

business cases into the educational process and provide students with access to internships in leading companies.

And, of course, one of the most important aspects is the lack of a systematic approach to developing soft skills, which are extremely important for effective work in a globalized environment. In today's business world, technical knowledge alone is not enough for success; it is also important to know how to work in a team, communicate across cultures, demonstrate leadership qualities, and think critically. However, unfortunately, these skills often do not receive adequate attention within traditional training programs, preventing students from developing them fully. Without interpersonal communication, negotiation, project management, and adaptability skills, it is difficult to work effectively in a globalized and dynamic market.

Thus, among the main issues in modern education, we can highlight not only the insufficient level of practical training but also limited access to modern technologies and international experience, as well as the lack of focus on the development of soft skills, which are critical for a successful career in a global environment.

To effectively address the identified issues in preparing future trade professionals, strategic updates to educational programs must be implemented. One of the key directions is the integration of modern disciplines that align with the demands of the global labor market. This includes subjects on digital commerce, data analytics, innovation management, and business processes. Given the rapid development of technologies, particularly in the fields of e-commerce, big data analysis, and business process automation, teaching these subjects will help students acquire knowledge that is critical for effective work in the modern business environment. Mastering data analytics tools and modern management systems will allow students to make more accurate forecasts, improve decision-making processes, and ensure effective supply chain management.

In addition, an important step is the development of partnerships with businesses and other organizations, which will provide students with real-world internships and practical experiences at enterprises of various levels. Integration with real business processes will help not only reinforce theoretical knowledge but also teach students how to deal with the real challenges and problems they may encounter in the labor market in the future. This could include joint projects with companies, internships in international corporations, participation in real business games, and simulations of economic processes, allowing students to gain valuable experience.

The introduction of inter-university and international academic exchanges is an important step in preparing students for the global labor market. It will enable students to gain experience working in different cultures, familiarize themselves with international business standards, and develop practical skills in intercultural communication, which are crucial for modern trade professionals. Furthermore, participation in international projects and conferences will help broaden students' professional horizons, introduce them to the latest trends in economics, technology, and management, and provide opportunities to establish international connections that could be useful at various stages of their careers.

The formation of necessary skills is a key component in improving the preparation of future specialists, especially in the context of rapid changes in the global labor market. Students should not only acquire theoretical knowledge but also have the opportunity to apply it practically in real conditions. One of the key ways to achieve this is by using active learning methods, among which project-based activities, simulation games, and working with CRM/ERP systems play a crucial role.

Project-based activities allow students to work on real or nearly real tasks that arise in the business environment. This approach fosters the development of skills in independent work, planning, time management, and the ability to make

informed decisions under limited resources. Projects that involve collaboration with businesses provide students with the opportunity to familiarize themselves with the modern requirements and standards of the industry, significantly increasing their readiness for real-world work.

Simulation games, in turn, allow the creation of virtual business environments where students can simulate real situations, such as product launches, financial management, or interaction with partners and clients. This helps develop strategic thinking, quick adaptation to changes, and allows students to test different scenarios without risking real business outcomes. Students can practice decision-making, analyzing results, and adjusting their actions based on feedback.

Working with CRM/ERP systems is another important element that allows students to gain practical skills they will use in businesses. Studying these systems provides an understanding of data management mechanisms, processing customer requests, sales analysis, and supply chain management. These skills are crucial for effective work in globalized markets, where the speed and accuracy of information determine business success.

All of this contributes to the development not only of technical knowledge but also of critical thinking, the ability to solve problems quickly, and adapt to a changing labor market. Using these methods gives students the opportunity not only to deeply master the material but also to develop practical skills that will allow them to confidently start a professional career in any sector of trade or business. Given the rapid development of technologies and changing market demands, these skills are indispensable for professional growth and success in the future.

An integral part of preparation is strengthening language skills, particularly English. In the context of globalization, where trade is often conducted through international platforms, knowledge of English has become essential for successful

communication with clients and partners from different countries. Training specialists with a high level of proficiency in English will enable them to work with international contracts, conduct negotiations, and analyze foreign markets without barriers. Teaching specialized terminology and providing practical classes in business English will help students not only acquire necessary linguistic skills but also understand the specifics of international trade and communication.

A final important direction is the implementation of innovative educational technologies: the use of distance learning, online courses, and hybrid formats, which will provide students with access to the most up-to-date knowledge and resources, giving them a competitive advantage in the labor market. These technologies also foster the development of self-directed learning, which is extremely important for specialists in trade, where the ability to self-educate and adapt to new conditions is a necessary requirement.

Thus, to improve the preparation of future Bachelor's students in trade, it is necessary to integrate modern academic disciplines, actively interact with business and international partners, use innovative teaching methods, and strengthen language and digital training. This will allow students to successfully adapt to the conditions of the globalized market and become highly qualified specialists.

Conclusions. Globalization processes present new challenges to the education system, requiring the modernization of Bachelor's programs in trade. Existing learning models need to be adapted to the demands of the digital economy, international mobility, and business realities. The prospects for the development of educational programs lie in closer interaction with employers, the implementation of innovative technologies and teaching methods, as well as the expansion of international educational ties. This approach will contribute to the formation of competitive, flexible, and adaptable Bachelor's graduates in trade, ready to act effectively in the conditions of a globalized market.

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