

PEDAGOGICAL CONDITIONS OF ECOLOGISTS PROFESSIONAL TRAINING IN DNIPROPETROVS'K STATE UNIVERSITY OF AGRICULTURE AND ECONOMICS

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У статті розглядається питання щодо педагогічних умов професійної підготовки студентів у вищому навчальному закладі. На основі наукових досліджень видатних вчених проаналізовано та розкрито сутність понять «умови» та «педагогічні умови». Розглянуто погляди сучасних дослідників щодо педагогічних умов професійної підготовки студентів різних напрямів. Зроблено спробу визначити педагогічні умови професійної підготовки майбутніх екологів у Дніпропетровському державному аграрно-економічному університеті.

Ключові слова: умови, педагогічні умови, професійна підготовка, фахівець, кадрове забезпечення, методичне забезпечення, підхід.

В статье рассматривается вопрос относительно педагогических условий профессиональной подготовки студентов в высшем учебном заведении. На основе научных исследований выдающихся ученых проанализировано и раскрыто сущность понятий «условия» и «педагогические условия». Рассмотрены взгляды современных исследователей относительно педагогических условий профессиональной подготовки студентов различных направлений. Сделана попытка определить педагогические условия профессиональной подготовки будущих экологов в Днепропетровском государственном аграрно - экономическом университете.

Ключевые слова: условия, педагогические условия, профессиональная подготовка, специалист, кадровое обеспечение, методическое обеспечение, подход.

The article deals with the question of pedagogical conditions of students professional training in higher educational establishment. On the basis of scientific researches the concepts of «condition» and «pedagogical condition» are analyzed and revealed. The views of modern scholars as to pedagogical conditions of students training in various fields are considered. The attempt to investigate pedagogical conditions of professional future ecologist training Dnipropetrovsk State University of Economics and Agriculture.

The effectiveness of future specialists training is largely determined by the realization of social prestige and personal significance of the chosen profession. Accounting and implementation of the learning process in terms of a means of training, which involves the assimilation of sufficient theoretical knowledge and practical skills, the formation of the necessary preconditions for their successful professional adaptation to new or changed circumstances.

The level of development of any country depends on the quality of training, logistical and pedagogical conditions of the educational process which should be established by universities. Only the state in which present education system has established and operates effectively will be successful and competitive in the process of global information technology revolution. This problem is intensified in the current global financial crisis and need from education, including vocational education, to examine the use of pedagogical conditions of effective practical training of future competitive professionals in the environmental field.

Key words: conditions, pedagogical conditions, professional training, specialist, people ware, methodological support, approach.

General issue definition. The problem of students professional readiness for future activities is of particular relevance due to the requirements for competitive professionals in the labor market. Modern stage of society development imposes fundamentally new requirements to professionals and to work of higher education institutions engaged in their preparation. Young professional after graduation higher education establishment needs as a rule a lot of time to adapt to the professional activities. Although the adaptation to working

conditions at particular places occurs on the fundamental knowledge and skills that are obtained in high school, the availability of young specialist readiness to professional activity plays one of the main roles.

The extraordinary demands are made to ecologists professional training which are realized by performing certain tasks and important task. The essence of the first is to create conditions for the digestion of environmental knowledge by the students and form their practical skills and abilities, the second is to develop environmental consciousness, culture, ethics, morality and understanding the place in nature by the man, relations with the natural world and the universe. To increase the effectiveness of students professional training for their future ecological specialty it is necessary to define pedagogical conditions that contribute to the successful functioning of each component of the process.

Analysis of recent research and publications. Professional training of ecologists is the subject of researches E. Efimova, I Kondrashov, N. Lyz, N. Mamedov, G. Paputkovoyi, N. Ridey, K. Romanov, C. Rudyshyna, V. Bogolyubov, I. Vyshenkovoyi, A. Volodymyrovoyi, S. Deryaba, V. Zamostiana, V. Krysachenka, M. Musienko, A. Nekos, S. Stepanenko, V. Yasvina and others. By analyzing a series investigations, we can state that the problem of studying the pedagogical conditions is considered in the scientific work of many researchers, namely L. Volokovoyi, M. Dyachenko, O. Kachalova, V. Klimenko, A. Kulik, N. Mitrovoyi, O. Smirnova and others. Despite these significant theoretical and practical researches, the questions of future specialists training still remain uninvestigated enough, including the pedagogical conditions for increasing the efficiency of students training of ecological specialization.

The aim of the research is to determine the pedagogical conditions of future ecologists training.

Main body of the research. To determine the pedagogical conditions of future ecologists training, above all, it is necessary to clarify the meaning of term "condition".

The dictionary of S.I. Ozhegova defines conditions as the circumstances from which something depends on [1, p.837]. However, in philosophy the terms "conditions" and "circumstances" are not the same: the circumstances are external to the object and can include casual processes which do not affect the object and the conditions are understood as "a set of objects (things, processes, relationships, etc.) which are necessary for the accomplishment, existence or change of the object" [2, p. 286].

The concept "condition" is found in pedagogical literature. In particular, according to Y. Babanskii, "efficiency of educational process naturally depends on the context in which it takes place" [3, p.78]. Some authors to the pedagogical conditions include a set of objective content features, forms, methods and teaching techniques.

L. Karpenko defines the term "pedagogical condition" as a certain situation or circumstance that affects (inhibits or accelerates) the formation and development of pedagogical phenomena, processes, systems, personality quality [4, p.97]. According to A. Brazhnych pedagogical conditions are a set of objective content features, methods, organizational forms and material possibilities of teaching process that ensure the successful achievement of this goal [5, p.181].

Analysis of the psychological and pedagogical literature allowed to assign the following aspects of the definition "conditions": it is a set of objective content features, forms, methods, material and spatial surroundings aimed at solving problems; category which is defined as a system of specific forms, methods and material conditions, real situations that are objectively or subjectively established which are necessary to achieve specific pedagogical goal. Pedagogical conditions are divided into external and internal depending on the way of educational process influence [6, p.85].

V. Zhernov determines that the external conditions are the product of the functioning of the political, social, economic, educational and other systems of the external surroundings and are implemented through relevant factors. Under internal conditions the author defines the pedagogical conditions that are derivative

tasks of proper educational process and a set of educational activities that provide effective solutions of these tasks.

E. Ivanchenko, having explored the process of formation the future economists professional mobility, determines pedagogical conditions as the circumstance that affects the development of students professional and personal qualities and consideration of which is necessary for efficient formation of future economists professional mobility during the educational process and insists on considering these pedagogical conditions:

- creation a positive motivational guidance on professional mobility at personal and oriented studying;
- use of interdisciplinary connections in the process of future economists training;
- use of modern information technology to teach students by means of resolving professional tasks [7].

In the thesis "Pedagogical conditions of the motivation of professional activity of law enforcement agencies specialists" A. Odegova assigns the following conditions:

- grounds and application of complex techniques of psychological and educational diagnosis focused on recognizing and formation of motivation of students professional activities in university;
- development and application of educational program for formation of motivation of students professional activities in university;
- implementation of motivational and developmental pedagogical surroundings in universities that promotes the formation and development of students educational and professional activities[8].

Based on psychological and educational researches, we have defined a number of priority pedagogical conditions that we believe will contribute to students professional training of ecological specialization.

One of the most important and necessary conditions for improving the efficiency of students professional training is staffing. Obviously, the content of future specialists training is determined by the goals and objectives of the

educational process of high school. Accordingly, the preparation of students should be provided with high skill of teaching staff capable for implementing the following functions:

- educational – mastering of comprehensive, professional and subject knowledge;
- developing – development of interests, needs, aptitudes and abilities of students;
- educative – formation of person professionally significant qualities, socially important motives and needs of students in professional activities;
- protective – increase social protection of future specialists.

An important condition for improving the efficiency of future ecologist training is implementation of personal and oriented approach to students. The studying process is individual and involves the use of various forms of teaching methods and ways of students life based on their personal characteristics. The purpose of implementing the above condition is the formation of personality, capable to self-development. To achieve this goal it is necessary to have the refusal from such organization of professional training under which educational activity is reduced to the process of reproductive learning (appropriation and consumption of knowledge), not to its production. Training should represent the activity, in which student not only develops the knowledge and methods of their structure, but he creates new knowledge, where the focus is the personality, originality, self-worth, subjective experience of each person. In fact, it is a making subjective experience activity.

Personal and oriented approach to students has several features, among which are the implementation of joint activities of students and teachers, special type of interaction and relationships between them, it is based on the unity of content and objectives of this activity, which acts as the most important preconditions for the development of personal performance.

The effectiveness of future specialists training is largely determined by the realization of social prestige and personal significance of the chosen profession. Accounting and implementation of the learning process in terms of a means of training, which involves the assimilation of sufficient theoretical knowledge and

practical skills, the formation of the necessary preconditions for their successful professional adaptation to new or changed circumstances.

Next, the equally important pedagogical condition is a necessity to ensure methodical process of future specialists training as methodical equipment is one of the conditions of efficiency and the means of achieving qualitative work and its results.

Evaluating the effectiveness of methodical support of students professional training process it is necessary to identify its variants such as: informational and methodical, normative and methodological, technological and programmed. Methodical support is called to orient the student in the content of educational process and the most effective methods of implementation. It aims to improve the method of teaching, innovation in education technology and its effective control.

Conclusion. The level of development of any country depends on the quality of training, logistical and pedagogical conditions of the educational process which should be established by universities. Only the state in which present education system has established and operates effectively will be successful and competitive in the process of global information technology revolution. This problem is intensified in the current global financial crisis and need from education, including vocational education, to examine the use of pedagogical conditions of effective practical training of future competitive professionals in the environmental field.

Actual direction of further investigation is to continue the research of pedagogical conditions of future specialists professional training.

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