

PRACTICAL PROFESSIONAL TRAINING OF FUTURE FORESTRY SPECIALISTS

*Vygovsjka S., candidate of pedagogical sciences, associate professor of pedagogy
Vygovsjky A., candidate of engineering sciences, associate professor of
technology forestry, National University of Life and Environmental Sciences of
Ukraine (Kyiv)*

The paper analyzes the practical training of future specialists of forestry, including the peculiarities of academic and industrial practices and principles of the organization and conduct.

Practical training, the principles of practical training, forestry.

The issue of the research. Professional training of forestry specialists in Ukraine is an issue of urgent importance for today. This is due to the need for personnel who could solve the current problems of professional forestry industry, including: creating an enabling environment for investment in the forestry sector and forestry; joint activities to develop, manufacture and supply of equipment, process lines and equipment, coordination and joint research and providing scientific and technical support collaborations; make recommendations for improvement and harmonization of the legal framework in the forestry industry; promote sustainable use of forest resources based on industrial and technological relations established between enterprises and organizations; formation of information systems in the forest sector; formulation of coordinated approaches to solving the problems of environmental protection and so on.

Analysis of recent research and publications proves that the fundamental research on the formation of the content of professional education have been already carried out. (S. Batyshev, B. Hershunskyy, S. Goncharenko, I. Zyazyun, V. Lednev, M. Makhmutova, N. Nychkalo, V. Shapkin etc..) psychological bases of activity (B. Ananev, I. Kaplunovych, T. Kudryavtsev, B. Lomov, I. Pavlov, A. Petrovsky, R. Ponomariov, I. Yakymanska etc.). Managing teaching and learning activities of the individual (Mr. Halperin , V. Kazakov, N. Talyzina et al.).

Content and methods of preparation of future skilled workers are researched by I. Vdovenko, ways to prepare highly qualified specialists developed forestry O.

Yakymenko, question formation managerial competence masters of forestry are explained by Makodzey L. et al.

But the analysis of scientific and educational publications shows that the problem of an integrated approach to training future specialists of forestry, including its practical component is insufficiently studied.

The purpose of the article - to analyze the practical part of training future specialists of forestry at the National University of Life and Environmental Sciences of Ukraine, to define the principles and features of its organization and implementation.

The main material of research. Practice - the process of mastering different types of professional work, which deliberately creates the conditions for self-knowledge and self-determination of students by various professional roles and form need for self-completion. During practice students transfer learned knowledge and skills in a professional reality and manifested professional orientation of students, their professionally important qualities. Methodological basis for designing practical training of future specialists of forestry as a system object should be student-activity approach to the process of professional identity formation. [2] According to the personal approach that is thoroughly covered in the works of Ivan Zyazyuna, W. Kremen, S. Sysoev et al. Leading role in mastering the subjects learning the knowledge, skills, shaping their beliefs, professional orientation, intellectual cultivation belongs students . Activity approach involves communication of educational content and teaching students with their future activities (Vygotsky, L., P. Halperin, Leontiev, AN Talyzina et al.). It included students in different activities with clearly defined objectives, its active position contribute to the success of future specialists. [4]

National University of Life and Environmental Sciences of Ukraine has considerable experience in training specialists of forestry. One of the leading components of professional training is the introduction of these specialists in the educational process of gradual practical training of students with a consistent build-up of professional knowledge and practical skills. This training is carried out

in accordance with Art. 43 Law of Ukraine "On Higher Education" and "Regulations on the practice of students in higher educational institutions of Ukraine."

Each stage of practical training has clearly defined goals and solves specific tasks. There are theoretical and practical training. Specific practices reinforce the knowledge that a student receives during the studying theoretical courses. Depending on the perspective of theoretical courses, training time students at the university, specific basic institutions and organizations including the level of students in the "production" process is differentiated curriculum and has its own specific form and content.

The purpose of practical training in forestry NULES Ukraine is to enhance students' knowledge in theoretical biology and forest ecology, topography and other areas of forestry, mastering practical skills to work in the timber selection, silviculture, forest inventory, forest exploitation and afforestation; formation in students' professional skills of optimal managerial decisions based on the conditions of Forestry; internal training needs constant updating of professional knowledge and creative applications in practice.

The task of continuous practical training in forestry throughout the whole period of study at the university is to develop the professional skills of students on the basis of the theoretical knowledge according to the main objectives of the forester - a specialist in "Forest and Landscape Architecture" provided educational qualification characteristics. Therefore, the practice means accomplishment by student determine program, scope of practical work, allowing you optimally combine theoretical learning with receiving practical skills during the training period. For this purpose, curriculum specialists specialty 6.090103 "Forestry and Horticulture" provides continuous practical training for students, covering various aspects of practice forester considering sectoral orientation of the work in forestry [3].

Special feature of the program of technological practice is that it should coincide with the receipt of the necessary experimental and production data that can be used when writing term papers (projects) and graduate diploma (projects).

The curriculum provides the following types of practical training of future specialists of Forestry: For "Bachelor" - teaching practice (756 hrs.) Study and technological (industrial) Practice (108 hrs.) for OCD "Master" - training in manufacturing (216 hrs.), pre-diploma practice (324 hrs.).

Practical training is designed to consolidate the theoretical knowledge acquired during lectures and practical exercises, to form the primary skills and professional skills training courses cycles of natural science and vocational and practical training to familiarize with the features of the future profession, to prepare practical training [1].

In the first year it conducts educational practice "Fundamentals of vocational training" (1 week), "Botany" (1 week), "Computer Science" (1 week), "Geodesy" (2 weeks). They are introductory and fundamental character and are the basis for the study of career-oriented disciplines. The second course is recommended to start with a trial and technological practices (production work) (1 week), the object of which is the educational and research nurseries, botanical gardens, dendrologic parks, forest research stations and leading companies within the industry. The aim of the training practices "Mechanization of forest work" (2 weeks), "Dendrology" (1 week), "Forest breeding" (0.5 weeks), "Forest Soil" (1 week), "Biology of forest animals" (0.5 week) is the consolidation of knowledge and skills from the basic sciences. Educational practices of the third and fourth courses "forest nurseries" (1 week), "Forestry" (2 weeks), "Forest inventory" (3 weeks), "Forest Phytopathology" (0.5 weeks), "Forest Entomology" (0, 5 weeks), "Forest Culture" (1 week), "Forest melioration" (1 week), "Principles of forest exploitation" (1 week) continues to contribute to the consolidation of the practical skills of students. It is conducted in teaching, research and forestry universities. During the passage of a trial and technological (industrial) practices (3 weeks) at the end of the third year students should acquire skills management and technology of major

forestry operations; familiar with the established procedures for obtaining appropriate documents to complete the work, monthly reporting of Forestry; collect the necessary data and field data for writing the thesis. The practice consists of two parts: the first - the introduction of forestry enterprises on the basis of educational and research facilities of the university; second - review of forestry and industrial forestry activities in the company chosen by the student.

Production practice for students OCD "Master" was carried out for 10 weeks in two phases. The first phase (4 weeks) - "Training in Manufacture" - provides students directly involved in the technological process of production performing specific duties of forest workers. The main objective of the practice is students' skills and management of forest production and gain experience working in a team of employees. Pre-diploma practice of students Master (6 weeks) is the final component of practical industrial training. Its mission is to enhance and consolidate the theoretical knowledge of the technical disciplines of the curriculum; renovation and expansion of the original material to perform the actual work of the master; completion of the master's work.

We can identify the following stages in the above described types of practices: 1) instructing students on health, safety, and fire safety, personal and industrial hygiene of sanitation; 2) to familiarize students with the challenges of practice; 3) the collection, calculation and analysis of the material according to the objectives; 4) preparation and defense reports according to the practice results.

Practical training of future forestry specialists provides to deepen and consolidate students' knowledge and skills formation of the complex, according to the requirements of higher education, which, in turn, are the components of such production functions:

- Accomplishment works on an inventory of the forest and of objects Landscape Architecture;
- with the creation of highly productive and biologically sustainable forest species, and decorative Landscaping - gardening facilities;

- organizing and conducting cutting main use and logging is linked to forest management;
- ensuring of Health and forest protection;
- ensuring of agroforestry station activities;
- organization of forestry and hunting economy;
- organizational use of another forest materials and not wood products;
- realization the actual management of industrial and governmental activities of shop, master`s bay, forest nurseries, other business units.

In addition, the content and objectives of practical training involves mastering the ability to solve problems and tasks of social work: to conduct organizational and educational work among the staff team, promote growth and training to increase the production potential of the group, to manage the social development of the staff.

The analysis of the practical training of future professionals in the forestry of NULES of Ukraine allows to determine the principles of organizing and conducting practices: 1) *feedback of theoretical instruction and practice* - on the one hand, the understanding and application knowledge of the students on practice acquired in the study subjects awareness of their importance for the success of professional work, and the other - strengthening the study of theoretical subjects and the teaching and research work of empirical knowledge acquired into practice. Special attention in terms of the implementation of this principle should be given to design practice results - the report should be no formal, and scientific and creative, in that same time and training should be built, comprehend from different points of view, from the point of different disciplines; 2) *consistency* - the gradual mastery of the whole range of professional features and skills; 3) *continuity* - semantic interconnection of all practices when mastering new is based on experience gained by students in previous phases of practical training; 4) *polyfunctionality* - simultaneous execution during practice various professional functions and mastery in different types of practice different professional roles; 5) *The permanent inclusion of students in various activities* - the gradual

complication of problems of various practices, extending the range of professional roles and activities in which the student is included, the increase in complexity and content of activities; 6) *Partnership* - creating in the practice of the conditions under which the relationship between student and supervisor practices are built on the primacy of trust and cooperation, and the student appears not as a passive object of study, and immediately realizes itself independent legal profession; 7) *flexibility* - taking into account the interests and needs of both students and practice managers in choosing a place to practice, the maintenance tasks within the overall objectives of a particular type of practice, and practical topics of research.

Adherence in organization and conduction practice these principles contributes to the manifestation of mutual responsibility for its results and not dependent students from their leaders, taking into account the interests and needs of all participants in the practice, including student administration of the institution, which is the practice of the university, in which it qualifies.

Research results. Consequently, the practical training is a core component of integrating and becoming a professional specialist, a bridge between the theoretical training of future forestry specialists and their independent work in institutions in this field. We believe that only if taken into account when organizing and carrying out the specific practices of direct training and compliance system approach and principles set out practical training, we can provide the necessary level of training future forestry specialists.

The study does not claim to comprehensive coverage of the problem. **A further research prospect** is the study of the competency approach to training future forestry specialists.

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