

генных в техносфере, носящий антагонистический характер и указывает на кризисный характер взаимосвязи общества и природы.

Ключевые слова: университетское образование, ноосферное мышление, ноосферное сознание, ноосферный подход, экологическая культура, устойчивое развитие.

NOOSPHERICAL THINKING AND ECOLOGICAL CULTURE OF STUDENTS AS A REQUIREMENT OF ONGOING DEVELOPMENT

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Abstract. We represent next idea in this article: universities as a center of new noospherical (ecological) thinking development as well as noospherical understanding are leaded by one more function of professional development center of ongoing development saving of society. University is looked through as center of human development, human with critical and innovative thinking that can develop and train itself on a daily basis having goals not only in self-realization, but as well in realization of harmonic relations with world. Forming of planetary thinking and noospherical thinking are the first indicators of development of noospherical approach in university education. Noospherical approach is based on analysis of cultural, historical and biospherical processes (system and ecologically based approach to learning) than confirms that natural processes in biosphere has different approaches and has antagonistic character and informs about crisis character of connection between society and nature.

Keywords: university education, noospherical thinking, noospherical understanding, noospherical approach, ecological culture, ongoing development.

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RESEARCH OF «LIFTING TRANSPORT MACHINE» DISCIPLINE TRAINING METHOD (IN EXAMPLE OF NUBIP OF UKRAINE)

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Annotation. The article deals with the method of teaching the discipline «Lifting transport vehicles» (in the example of the NUBiP of Ukraine). In the course of the experimental work, a confirmatory study was carried out using the questionnaire method. It is proved that most often on discipline «Lifting transport vehicles» lectures-conversations, lectures-visualizations, lectures-explanations, lectures-stories are held. The teacher in most cases adheres to the methodical requirements for conducting training sessions, applies active methods and technical means of teaching, applies to the students tactically, with respect. Students sometimes have difficulty in independent work on discipline. Most respondents perform tasks for self-employment using Internet sources.

Keywords: methodology, discipline, lecture, laboratory lesson, teaching methods, teaching aids, questionnaires.

Introduction. In today's conditions of reforming the education system of Ukraine,

the problem of vocational training of specialists has become a topical issue. Its solution consists in the revival of the national idea of the Ukrainian society, the openness of foreign experience, the implementation of promising technologies of development, teaching and teaching in higher institutions. In this process, the methodology, methods, technologies and techniques of teaching disciplines in higher education acquire special relevance and determining significance.

Teaching methodology is an optimal combination of general-pedagogical methods, techniques and teaching methods used for the organization of the educational process. The method of teaching provides for the formation of a system of knowledge and skills for students, the ability to outline discipline; acquaintance with knowledge about the peculiarities of the teaching of disciplines in the institution of higher education; familiarization with the peculiarities of professional mastery, pedagogical technique of the teacher, etc. [1].

Now, under the conditions of the implementation of the Law of Ukraine "On Higher Education", it is especially noticeable that the successes and miscalculations of teaching methods as a science directly influence the training and education of students, that is, the training of future specialists.

Analysis of recent researches and publications. Studies of various aspects of teaching methods in higher education are devoted to the work of many scientists: A. Aleksey, N. Borissov, A. Verbitsky, T. Galushko, A. Dyomin, S. Kurland, P. Luzan, V. Manko, M. Fitsula and others.

The works of L. Vygotsky, I. Dushin, A. Leontiev, V. Nagaev, S. Rubinshtein are devoted to the study of active methods of teaching and evaluating knowledge, including game forms of conducting classes.

The essence of the process of innovations in technology and methods of modern learning have become the object of research of both foreign and Ukrainian scientists. Scientific researches I. Dobroskok, V. Kotsura, S. Nikitchinoy, V. Kremen, V. Ilyin, S. Proleev, M. Lysenko, P. Saukha and others devoted to general theoretical, scientific and practical problems of the innovation paradigm in higher education, individual progressive forms and technologies of teaching, experience and perspectives of their use in educational practice.

The purpose of the article is to investigate the methodology of teaching the discipline «Lifting transport vehicles» (in the example of NUBiP Ukraine).

Methods. In the course of the research, the following methods are applied: an analysis of the results.

Results. In the course of the research, we conducted an anketting among students of the Faculty of Design and Design of the specialty «Branch Engineering», studying the discipline «Lifting Transport Machines» (total 60 people).

As a result of the questioning among students received such data. To the question «What types of lectures are most often realized by the teacher in the course of studying the discipline» Lifting vehicles», the respondents gave the following answers. Most often, a lecture-conversation (52 people), lecture-visualization (48 people), lecture-explanation (46 people), lecture-story (42 people) are conducted.

The next question of the questionnaire was to find out what requirements the lecturer adheres during the lesson. The results of the questionnaire showed that the teacher adheres to the requirements for its conduct: accessibility and scientific character (54 people), inclusion of a feedback mechanism (46 people), emotionality of presentation (42 people), creation of problem situations (24 people), repetition of important theoretical positions (22 people), establishment of a live contact (42 people).

On the questionnaire of the questionnaire «Are you interested in laboratory classes on discipline «Lifting vehicles»?». The students responded like this: classes of the same type and boring – 16 people, depending on the topic of the session – 37 people, not

interesting in the class – 7 people.

When asked what types of active training methods are used most often during practical training in the discipline «Lifting vehicles», the students noted: discussions (38 people), case studies (47 people), production tasks (46 people).

The next question of the questionnaire was to find out if the essence of the tasks given by the teacher in the discipline «Lifting transport vehicles» is understandable. The students answered in the following way: yes – 47 people, sometimes it is not clear – 11 people, no – 2 people.

On the question «Does the teacher use the technical means of training during classes?», Respondents gave the following answers: often – 54 people, sometimes – 6 people, no – 0 people.

To the question «Do you have difficulties with an independent robot?» The students gave the following answers. Two respondents answered – «do not arise», 22 people – «often», 36 people – «sometimes».

To the question «Do you consider the most convenient and effective form of independent work for studying the discipline «Lifting transport vehicles»?» The students responded as follows: work with educational literature – 4 people, work with Internet sources – 49 people, work with a summary – 7 human.

To the question «How does the teacher treat students?» Respondents responded as follows. 54 of the respondents answered – «tactfully, with respect», 4 respondents – «does not differ in high tact and culture», 2 students – «behaves arrogantly, does not take into account the opinions of students».

Thus, the results of the questionnaire make it possible to draw the following conclusions.

Most often, under the discipline of «Lifting vehicles» lectures-conversations, lectures-visualizations, lectures-explanations, lectures-stories are held. Although, at the same time, students believe that the best way is to assimilate the material for the discipline through problematic lectures, lectures-discussions, lectures-visualizations.

The teacher in most cases complies with the requirements for conducting lectures: accessibility and scientific character; inclusion of a feedback mechanism; emotionality of presentation; creation of problem situations; the repetition of important theoretical positions; establishing a live contact.

Most often during practical classes in the discipline «Lifting vehicles», such active methods of teaching are used: discussions, analysis of specific situations, solving production problems.

During the training sessions, the teacher uses technical teaching aids. Sometimes during self-study in the discipline of students there are difficulties. Most students chose the form of independent work to study the discipline «Lifting transport vehicles» – working with Internet sources. In our time of information technology, this choice is not surprising, because students choose the option easier, easier and faster for them in order to solve questions and tasks set by the teacher for independent work.

It is established that the teacher, who teaches the discipline «Lifting vehicles» refers to the students tactfully, with respect.

Discussion. So, the ascertaining experiment of the technique of teaching the discipline «Lifting transport vehicles» (in the example of the NUBiP of Ukraine) confirmed that in most cases the teacher adheres to the main methodological requirements for conducting training sessions. At the same time, the existing percentage of students negative responses to the questionnaire indicates that the methodology for preparing and conducting classes in the discipline «Lifting vehicles» needs to be improved.

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МЕТОДИКА ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ «ПОДЪЕМНО ТРАНСПОРТНЫЕ МАШИНЫ» (НА ПРИМЕРЕ НУБиП УКРАИНЫ)

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Аннотация. В статье исследуется методика преподавания дисциплины «Подъемно транспортные машины» (на примере НУБиП Украины). В ходе экспериментальной работы проведено констатирующее исследование с использованием метода анкетирования. Доказано, что чаще всего по дисциплине «Подъемно транспортные машины» проводятся лекции-беседы, лекции-визуализации, лекции-объяснение, лекции-рассказы. Преподаватель в большинстве случаев придерживается методических требований к проведению учебных занятий, применяет активные методы и технические средства обучения, относится к студентам тактично, с уважением. Во время самостоятельной работы по дисциплине студентов иногда возникают трудности. Большинство респондентов выполняют задачи по самостоятельной работы с помощью интернет-источников.

Ключевые слова: методика, дисциплина, лекция, лабораторное занятие, методы обучения, средства обучения, анкетирование.

МЕТОДИКА ВИКЛАДАННЯ ДИСЦИПЛІНИ «ПІДЙОМНО ТРАНСПОРТНІ МАШИНИ» (НА ПРИКЛАДІ НУБІП УКРАЇНИ)

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Анотація. У статті досліджується методика викладання дисципліни «Підйомно транспортні машини» (на прикладі НУБіП України). У ході експериментальної роботи проведено констатувальне дослідження із використанням методу анкетування. Досліджено, що найчастіше із дисципліни «Підйомно транспортні машини» проводяться лекції-бесіди, лекції-візуалізації, лекції-пояснення, лекції-розповіді.

Викладач у більшості випадків дотримується методичних вимог до проведення навчальних занять, застосовує активні методи і технічні засоби навчання, ставиться до студентів тактовно, з повагою. Під час самостійної роботи із дисципліни у студентів інколи виникають труднощі. Більшість респондентів виконують завдання із самостійної роботи за допомогою інтернет-джерел.

Ключові слова: методика, дисципліна, лекція, лабораторне заняття, методи навчання, засоби навчання, анкетування.