In paper the ways of increase of ecological safety of production, and also diminishing of charges of material and power resources, are considered for the receipt of agricultural produce and equipment which for this purpose is used.

Animal husbandry, pus processing, separation, firm and liquid fractions, ways and technologies of removal of pus.

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PROFESSIONAL subjective didactic conditions SELF-DEVELOPMENT OF FUTURE PROFESSIONALS With the mechanization of agriculture

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The article studies the issues related to the creation of conditions for professional self-development of future professionals of engineering areas of agroindustrial production by means of developing personal and educational technology. Grounded subjective didactic conditions of professional self-development of future specialists in agricultural mechanization during

studying general engineering disciplines. This organization forming a continuous external motivation mastery of knowledge of general engineering disciplines with its gradual transformation into internal motivation; providing of professional and cognitive interests of students in the learning process; creating a positive emotional background lecturer based learning situations conducive to the emergence of future specialists in agricultural mechanization stheniac positive emotions.

Personality-developing education, professional self-development, didactic subjective conditions, training and educational activities, educational learning environment.

Formulation of the problem. Sustainable development of agriculture of Ukraine is largely dependent on the level of training of engineering areas engaged in agricultural production. In connection with which, in Higher Agricultural School there is an urgent need for in-depth analysis of the theoretical nature of teaching developmental education, substantiating its goals, objectives and structure, the selection of pedagogically expedient method of forming conditions for professional self-development of future engineers. The current agrarian expert should

not only have professional knowledge, abilities and skills, but also be ready for creative use of their experience, constant self-education and professional self-development. In view of the above, in higher agricultural education to the fore the problem of creating conditions that provide professional self-development of creative potential of students. One of these approaches improve the quality of training in Higher Agricultural School is the organization of this process on the basis of personal and developmental technology.

Analysis of recent research. Theoretical analysis of scientific papers, which presents the results of the research showed that the problem of professional self-development of creative potential of future agrarian based on personal and developmental approach has not worked and studied in the theoretical and practical aspects.

Famous Ukrainian dydakt S. Goncharenko, clearly and specifically identifies taken an technology, pointing out that developing education - is the focus of principles, methods and techniques of training to achieve maximum efficiency of cognitive abilities of pupils, perception, thinking, memory, imagination, etc. [1]. Based on incomplete cycles mental development of children, developmental learning ability creates thoughtful, independent students interest in learning, and improving various forms of perception. Developing training involves intense mental work students troubled by implementing methods and systems of cognitive tasks, their armament techniques of cognitive activity. The basis of learning the structure of the training is communication - "the end → → control means" central element - the independent scientific and educational activities of learning, based on their ability to regulate their actions according to conscious goals. Thus, the essence of developmental education is learning that the subject not only learn specific knowledge and skills, but also masters of action.

Thoughts on developing education expressed their outstanding teachers I. Pestalozzi, Distervega, K. Ushinsky and others. Scientific substantiation of this concept is found in the works of L. Vygotsky. Experimental study and further scientific development she took in the writings of L. Zankova D. Elkonin, Vladimir Davydov, H. Meng-chynskoyi, I. Yakymanskoyi and other scientists. Labor researchers suggest that developing education orients the didactic process on the potential rights and their implementation [2].

The study of psychological and educational research literature on professional self-discovered the diversity and complexity of the subject. Thus, the works of eminent psychologists LS Vygotsky [3], KA Abulkhanova [4], AA Bodalyeva [5] et al., Give reason to believe that purposeful self-development is a qualitative indicator of the process of formation of the individual subjectivity. Then, a defining characteristic of

the concept is self-conscious quality self-transformation itself is perceived as the main internal mechanism of individual and personal development. Given this, most researchers define as professional self conscious purposeful process of personal and professional self that seeks creative self-realization in a particular occupation.

The issue of professional and personal fulfillment dedicated work of many scientists [6-11]. Priority to the researchers focused on what the future specialist need not only successfully engaged in the system of the professional training, but also constantly work hard, professional self-development and self-improvement. In this connection the important factor of self-realization is the focus of future specialist on constant professional self-development. However, this process will be effective in the presence of distinct pedagogical conditions.

The purpose of research is to determine the subjective conditions of teaching and learning of teaching aimed at developing future agrarian readiness for professional self-development.

Results. Teaching in higher education should be seen as a kind of technological process of forming an active individual initiative, which is based on the fundamental scientific knowledge, is able to deeply analyze and make informed decisions when performing their duties and a conscious motive to professional self-development. Thus we believe that if during the training activities generated creative thinking as an integral quality of the individual, it must manifest itself in professional activity in the presence of high competence, attitudes and motivation needed some experience solving a wide circle of practical problems. In addressing this issue important to determine the subjective conditions of teaching creative teaching and learning of future specialists in agricultural mechanization.

AI Demin subjective conditions didactic learning of students consider those that determine their readiness for responsible study of educational material. [12]Subjective conditions that affect cognitive activity, determined by many factors. In his doctoral dissertation [13] AI Demin these factors proposed to reduce to the following main groups: the personal attitude to learning in general, including: willingness or unwillingness to learn, indifferent or negative attitude to academic work, sense of duty to study or frivolous attitude to learning, etc; for the interest of students to study: the material being studied; to master new knowledge; the process of cognitive activity; interest, expressed the need to acquire a certain profession, specialty, etc; for the personal qualities of students: the ability or inability to freely manage their attention, ability to focus on the need for training or required to submit to a temporary desire, inclination undivided fall under the influence of another person and so on; the level of perception apperception content that is taught. It

should be noted that AI Demin studied only the latter group of factors and previous three groups of factors remained neglected and in need of additional academic research, which is the purpose of this article.

Of course, that any human activity, including training, is always motivated. The grounds are a necessary component of human activity. They determine that for which students perform academic tasks. The problem of motivation of human activity in modern psychology studied deeply enough and above all in such fields as theoretical and instinctive, theoretical and personal (line personality psychology, cognitive psychology and the psychology of motivation), as well as in theory-associative direction (lines psychology of learning psychology and activation). As the VP Bezpalko, motivational didactic stage process to achieve the effect of rapid inclusion of student in cognitive activity[14].

In a study of a young man enters a time of social maturity, there is a further, more intensive, learning social norms, social values, the formation of identity and self-development. The positive progress of these processes leads to the formation of such a structure of the individual specialist, which is characterized by subjective selective reflection of the world, the ability to self-development of future professional specialist.

professional self and creative teaching and learning of future specialists in agricultural mechanization.

VN Manko, considering the cognitive interest as a form of cognitive orientation of the individual, suggested [15] is his definition: cognitive interest - a form of cognitive orientation of the individual, which manifests itself in focusing and enhance the intellectual mental processes both on the process and on about ' site of cognition, accompanied by positive emotions and motivation determines smysloutvoryuyuchu personality. Development of cognitive interests characterized by the following stages [16]: episodic interest associated with a specific didactic situation in class; interest in parts and components of machinery and equipment, technological processes of mechanization of agriculture as a form of cognitive orientation of the individual; personal cognitive interest, which is characterized by the desire of the student to the constant expansion of their knowledge, deepening the essence of objects and processes studied, the disclosure of cause-effect relationships. The scientist developed a didactic conditions of formation of professional cognitive interest, including the following main components.

1. Didactic study objectives and content of education in general and special disciplines including selection and structuring of the content of educational material in accordance with the principle complication professional functions.

2. Providing a certain level of complexity advancing the discipline of special content of existing training students to create favorable conditions for their development.

3. Ensuring high scientific and methodological level of teaching and the educational process in order to create a situation of tension opinion.

4. Equipping educational process technical and didactic learning tools that provide a productive learning activities of students.

5. Create a basis of the positive attitude of students to the content and process of learning to active mental activity.

The researcher conducted an analysis of each of the other teaching conditions and showed how it is implemented in the study of special technical disciplines for example loop the mechanization of livestock.

Consequently, the second condition for the formation of subjective didactic needs professional self and the development of creative teaching and learning of future mechanical engineers agriculture is to ensure the formation of professional and cognitive interests of students while studying general engineering disciplines.

Analysis of psychological and educational literature shows that the focus of the learning process of students given the saturation of information and its processing logic, and the whole trend of the prevalence of intellectual principles over emotional. However, scientists are considering the emotional component as an integral part of the educational process, providing disclosure of potential forces students and stimulates mental performance. In the presence of positive emotions in the perception of the educational information they act as a good incentive to vigorously enhance the view, make it clearer, more logical, productive and regulations do not cause inhibition of mental activity, improve performance of students.

Studying the issue of emotional regulation of teaching and learning of future mechanical engineers agriculture, VM Manko suggests [15] the definition of emotional learning, which refers to the saturation of the subject - subject relationship "teacher - student" stheniac emotional states and experiences that promote the formation of students' positive emotional and value attitude to teaching and professional activities.

Thus, the third condition for the formation of subjective didactic needs of professional self-development and creative teaching and learning of students a teacher is to create a positive emotional background based learning situations conducive to the emergence of future specialists in agricultural mechanization stheniac positive emotions.

Conclusions

Thus, we determined didactic subjective conditions for creative teaching and learning of students aimed at training future professionals to their professional self-development:

а) organization forming a continuous external motivation mastery of knowledge of general engineering disciplines with its gradual transformation into internal motivation;

б) providing of professional and cognitive interests of students in the learning process;

в) creating a positive emotional background lecturer based learning situations conducive to the emergence of future specialists in agricultural mechanization stheniac positive emotions.

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Obosnovanno subъektyvnыe dydaktycheskye terms PROFESSIONAL samorazvytyya future specialists on mechanization of agricultural sector in the Study obscheynzhenernыh disciplines. This is the formative Organization neprerыvnoy External motivation ovladenyya knowledge obscheynzhenernыh disciplines with postepennoy Transformation ee t vnutrennyuyu motivation; Provision vocational and the formative poznavatelnыh studentov interests in uchebnom process; Lecturer creation positively emotional background based uchebnыh situations sposobstvuyuschyh occurrence of future specialists on mechanization of agricultural sector stenycheskyh polozhytelnыh emotions.

Personal and razvyvayuschee Learning, Professional samorazvytye, subъektyvnыe dydaktycheskye terms, nastavytelno-poznavatelnaya Activities, Pedagogical terms of education.

Grounded subjective didactic conditions of professional self-development of future specialists in agricultural mechanization while studying general engineering disciplines. This is organization of formation of continuous external motivation for knowledge acquirement of general engineering disciplines with its gradual transformation into internal motivation; providing of professional and cognitive interests of students in learning process; creating of positive emotional background by the teacher which is based on case studies and promotes formation of stheniac positive emotions by future specialists in agricultural mechanization.

Personal developing training, professional self-development, subjective didactic conditions, preceptive cognitive activity, pedagogical conditions of training.

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