

## **SOME ISSUES OF PROFESSIONAL EDUCATION OF STUDENTS**

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### **Abstract**

The article is dedicated to the issue of professional education of students. The professional competence as an element of professional formation is defined.

**Key words:** professional education, professional competence, higher educational institutions.

## **K NĚKTERÝM OTÁZKÁM ODBORNÉHO VZDĚLÁVÁNÍ STUDENTŮ**

### **Resumé**

Príspevok sa zaoberá na problematiku odborného vzdelávania študentů. Formovanie jejich kompetenci je považovano za súčasť odborného vzdelávania.

**Klíčová slova:** profesní vzdělávání, profesní kompetence, vysokoškolské instituce.

The global economic crisis covered the agricultural markets. Agriculture of European countries is experiencing difficult times. The complexity of the situation requires appropriate adjustments in training of specialists. They must be competent, have a set of professional knowledge and specific complex skills, orientate under changing conditions of the labor market, be able to adapt to them. The modern pedagogical science and practice in the field of agricultural education have a difficult task of training of specialists to successful self-realization under new, complex, different from traditional circumstances.

Ukrainian scientists indicate on the need for appropriate reforms in higher education in Ukraine, focusing on the following issues: reforming higher education (V.Andruschenko [1]), planning study (M.Yevtuh, O.Serdyuk [5]), lifelong learning (M.Stepko, B.Klymenko, L.Tovazhnyanskyy [6]). The concept of lifelong learning (so-called concept of LLL) is a leading concept of professional education at the present stage of development of society, so that most fully satisfies the requirements of today.

Pedagogical research on professional training of specialists of the agricultural sector is devoted to this issues: new approaches to agricultural education (D.Melnychuk), organization of teaching process at agricultural universities (A.Buherko, L.Holovko, M.Hutiyeu, O.Polozenko, L.Hanula), professional orientation of agrarian students (L.Spodin), professional development of students at agricultural universities (S.Vyhovska), training of students of agricultural specialities (N.Kozhemyakina, V.Lofovetska, V.Svystun,). However, some aspects of the applications of scientific theory and practice in professional education of future professionals and farmers need a separate study.

The purpose of the paper is to consider the training of future specialists in the agricultural sector under the new conditions.

Contents of training of agrarian students, as well as other specialists in the sphere of material production is due to functional features and the specific of branch. The concept of "life-long learning" involves a new approach to the learning process that can be carried out in various ways and in different forms: formal education (in schools and universities with a certificate), informal education (outside the schools and universities, but with a plan, although without a certificate), spontaneous learning (spontaneous experience that is acquired in daily activities). This approach directs the person to a permanent professional and personal

self-improvement, to search for new knowledge, development of necessary skills and experience.

Self-education and learning throughout life are becoming increasingly important because of the emergence of new professional directions. Researchers point out the emergence of such phenomena as professional mobility, which means the system of generalized methods, the ability to effectively use them to solve problems in the related fields of production and easily move from one activity to another. Professional mobility provides a high level of generalized professional knowledge, willingness to selection and implementation of optimal ways of performing various tasks in their profession. Professional mobility is an important component of qualifying properties of specialists.

The leading scientists in this field emphasize that this situation requires a flexible response of agricultural education. D.Melnychuk states that "Institutions of Higher Agrarian Education met today new obstacles, namely the reduction of employment in agriculture, competition from other educational institutions, diversification of students and differences in communication providing villages and towns. In recent years, progressive universities tried to reform its operations in order to bring it into line with the needs and economy of the village"[4, 5]. Studying the experience of foreign institutions in the field of agricultural education, D.Melnychuk notes that almost all of them are making changes to the educational process and training programs. Thus, the Monterey Institute, recognizing the need to adapt agricultural universities to changes in society, review the goals every 10 years. For example, it is now "identified a number of "standard" items that are taught within each academic program. These include analysis of information, English language, basic quality control, management, environment and sustainable development, communication, development of entrepreneurial skills, social and cultural values of the world, professional ethics "[4, 9]. He drew attention to the fact that communication is recognized as subject to the study under new conditions.

The experience of universities in Germany in the training of future specialists for agricultural production is interesting in the context of reforms in higher agricultural education in Ukraine. To become a student of the agricultural faculty of the German university, you must have a certificate of completion of school. It is desirable that the school ratings were quite high. In addition, it is believed that to master one of the agricultural professions can only one who is interested in nature, the environment, can treat animals, but also has a talent for "working hands", and the ability to think economically. Requirement recently is the presence of a driving license for heavy vehicles, which is used in agriculture, (tractors, trailers). Typically, before study at the Faculty of Agriculture in the German universities future farmers must have a six-month agricultural practices.

Ukrainian researchers, who studied the experience of the Bologna process, note, that nearly 100 universities in Europe have attempted to determine the core competencies of specialists. They selected competences of three categories: instrumental, interpersonal and systemic.

Instrumental are those competences that include cognitive ability (the ability to understand and use ideas and opinions, methodological skills, ability to understand and manage the environment, to organize working time, learning to build a strategy, make decisions and solve problems); technological skills (skills related to use of technology, computer skills and ability information management), linguistic ability, communicative competence. Instrumental competencies include the ability to analysis and synthesis, the ability to organize and plan, basic general knowledge, basic knowledge of the profession, communication skills from native language, basic computer skills, handling skills of

information (the ability to receive and analyze information from various sources), the ability to solve problems, the ability to make decisions [2, 203].

Interpersonal competences are individual capabilities associated with the ability to express feelings and to form relationships with critical thinking and ability to self-criticism, and social skills associated with the processes of social interaction and collaboration, the ability to work in groups, take social and ethical obligations. Interpersonal skills include the ability to critique and self-criticism, the ability to work in a team, interpersonal skills, the ability to work in an interdisciplinary team, the ability to accept diversity and intercultural differences, the ability to work in an international context [2, 207].

System competences are a combination of understanding, attitudes and knowledge that can perceive parts of the whole and value each other and assess the place of each component in the system, the ability to plan changes to improve systems and design new systems. They include: the ability to apply knowledge in practice, research skills, the ability to learn, the ability to adapt to new situations, the ability to generate new ideas (creativity), the ability for leadership, understanding of cultures and customs of other countries, the ability to work independently, the ability to develop projects and management, responsibility for quality, commitment to success [2, 211].

## **Conclusion**

A new vision of the process of mastering knowledge, skills increases the relevance of the competency approach to education. Formation of instrumental, interpersonal and systemic competences is an important element of training of future agrarian specialists. The competent agrarian specialist should have a set of knowledge and skills necessary for successful professional activity and performance of standard and non-professional tasks, be able to formulate questions and answers logically, clearly and adequately; taking an active position during production meetings, discussions, "round tables", put forward proposals, to find adequate ways of professional communication with employees and colleagues of different hierarchical levels, make presentations.

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