

LEVELS OF PROFESSIONAL COMPETENCE OF ENVIRONMENTALISTS

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Abstract

The article discusses levels of professional competence of environmentalists and, the explanation of their performance to achieve good results has been revealed.

Key words: level of competence, professional competence, environmentalist.

ÚROVNĚ ODBORNÝCH KOMPETENCÍ EKOLOGŮ

Resumé

Článek se zabývá definicí úrovní odborné způsobilosti ekologů, vysvětlení jejich výkonu pro dosažení dobrých výsledků šetření na otázku.

Klíčová slova: Úroveň tvorby, odborná způsobilost, ekolog.

Problem formulation

Integration of Education of Ukraine into the European educational arena involves the preparation of competent, qualified professionals who will meet the international requirements and standards.

The effectiveness of training future specialist and quality of education is, in general, defined a level of development of professional competence of the modern specialist. Determination of this level on professional competence of ecologists can be done through criteria.

1 Analysis of recent research and publications

An analysis of scientific and educational literature shows that V. Vedenskiy has identified three levels of professional competence. These include (i) narrow, which involves the formation of the necessary operational expertise, (ii) enough in which the formation and operation of key competencies are determined and (iii) wide where the formation of transaction is the key and core competencies (1). A. Markov suggests seven levels of professional competence. These levels are ranged from the highest to the lowest. The highest level perceives the expert to be constantly striving for self-development and creativity and this expert has to realize these aspirations. The lowest level is implied in that the expert does not meet requirements and thus does not obtain necessary skills (2). E. Pavlyutenkov identified five levels of professional competence, including (i) reproductive (very low), (ii) adaptive (low), (iii) locally-simulated (middle), (iv) system-modeling (high) and (v) creative (very high) (3).

2 Identifying unsolved aspects of the problem

Modern society requires a constant growth in professional competence of professionals. Defining criteria and indicators for determining levels of professional

competence of environmentalists is a key issue since this aspect has not been studied to large extend.

3 Formulating the main objective of the study

The purpose of the article was to determine the main criteria, indicators and levels of professional competence of environmentalists in higher education in the field of environmental sciences.

4 Main results and discussion

Professional competence of the future environmentalist is implied in the process of mastering his theoretical knowledge and gaining practical skills. The formation of personal characteristics and professional skills shows the success of personal development, as a result of obtained knowledge and skills. .

We have developed three levels of professional competence of future environmentalist. These are (i) high, (ii) medium and (iii) low.

Characterized by low environmental management in optimal conditions when using standard procedures (monitoring, certification, assessment of environmental impact, examination, audit), which is characteristic of generally known, previously used operations using statistical and theoretical information. Negative attitude of the student regarding studying can be associated with a lack of own goals and interests to the study of environmental sciences (environmental illiteracy) and, thus the student is not interested in future career. It has been observed almost no understanding of the specifics of future professional activity. In this case the student has poorly formed professional qualities and abilities. Furthermore there is no environmental focus and persistence, lack of initiative, inability to organize and run the chosen profession, which express the typical behavior of overlapping examples of behavior.

Medium level characterizes the student that has consistent environmental activities with partial planning environmentally oriented solutions, which requires a large number of the available data and information, environmental and socio-economic monitoring and monitoring of statistical and theoretical data. The Student is partially committed to professional development, has some special environmental knowledge, which enables to determine the orientation of the profession. His behavior in different environmental situations and ability to select the effective solutions on environmental problems show his success in educational developments. The profession and difference in intentions and actions, limited in the implementation professional environmental performance.

Finally, high level illustrates that the student has actively participated in environmental activities by using complex algorithms. This requires his ability to predict and prevent environmental risks and hazards of forecasting. He also contributes in environmental developments and make use of available data, operational forecasts and scenarios. The student is able to set, and achieve his goals. Moreover, the student is able to solve oncoming problems and difficulties that were during his professional developments, self-improvements. As a result, professional growth, persistent deep knowledge of specific environmental activities, basic laws, principles, methods, forms, tools and techniques for professional activity, the presence of environmental determination, perseverance, innovative ingenuity, constant self-improvement in the field of professional activity, bright expression of personal factors and the desire to be professionally implemented have been achieved.

Conclusions and prospects for further research

The developed levels of professional competence for environmentalists enable to monitor the progress of students and provide the opportunity for further research. The main challenges in this area are to identify ways to improve the professional competence of ecologists in higher education in the field of environmental sciences.

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