

площині професійного спілкування. Його складовими частинами є специфіка функціонування української мови (фонетичні, морфологічні, синтаксичні, лексико-семантичні особливості), сучасна політика у сфері національної мови, національно-мовний етикет, мова і культура тощо. При цьому об'єкт вивчення пов'язаний з предметом основної професійної діяльності майбутніх службовців і управлінців: виконання виробничих і службових завдань та функцій, визначених законами і нормативними актами України, статутом, інструкціями установ, підприємства чи відомства.

Матеріал навчальної дисципліни має подаватися, на нашу думку, після початку вивчення фахових дисциплін та засвоєння певної професійної, зокрема термінологічної, лексики. Пріоритетом повинно стати опрацювання, крім лінгвістичної, фахової літератури з метою здобування інформації, а також розвиток умінь усної та письмової професійно спрямованої компетенції в галузі наукового й технічного перекладу опрацьованих науково-професійних текстів. Основними методами, які використовуються під час викладання і вивчення дисципліни, є: інтерактивні, кейс-метод, метод прес-формули, наочні методи, практичні методи, творчі методи, методи контролю та самоконтролю (графічний диктант та інші), дослідницькі та інші.

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DEVELOPMENT OF ENVIRONMENTAL COMPETENCE DURING TRAINING OF FUTURE AGRICULTURAL SPECIALISTS

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Education in the field of ecology, nature protection is an important element of the general environmental training of future professionals, including teachers - farmers. Such knowledge is mandatory and is a qualification of every specialist, including teachers.

To increase the level of environmental awareness, skills of modern specialists - teachers, engineers in the curricula of all higher education institutions of any profile introduced courses: "Current issues of environmental protection", "Fundamentals of Ecology", "Ecology and Environmental Management" or others, who study environmental problems in close connection with social, psychological and pedagogical, general education disciplines based on knowledge of history, geography, biology, chemistry, physics and other sciences. This ensures the principle of interdisciplinarity in the formation of environmental competence. It is obvious that

without strengthening the system of vocational education attention to the formation of a harmonious system of universal, civic and professional values, it is impossible to achieve this goal [1, s. 162–163].

The first ecologically oriented course "Nature Protection" began to be taught in Ukraine in the early 50's at Odessa University. The need for such disciplines for all institutions of higher education was discussed in 1959, and in 1961 it was decided to study them optional not only in universities, pedagogical, medical, technical universities, but also in agricultural, legal and economic educational institutions. In 1970, the programs of the obligatory course "Nature Protection" were approved for pedagogical institutes and for the faculties of "Biology and Chemistry", "Preschool Pedagogy", "Pedagogy and Methods of Primary Education". Now such environmentally-oriented courses are compulsory subjects in all higher education institutions for all specialties.

Environmental education has been a part of educational practice since the mid-1980s, but without any positive effect. The main reason is that environmental education of the 80's is focused on Herbart pedagogy, which operates on the principle of educational training. Pupils accumulate ecological information, ecological knowledge, but ecological culture is not formed. As a result, we have an ecologically aware and ecologically uneducated individual who, possessing ecological knowledge, exhibits ecological vandalism.

The existing educational process in Ukraine needed significant improvement to increase efficiency and integration on the basis of deep philosophical and psychological-pedagogical understanding of the problem taking into account socio-cultural functions of ecology in society, holistic structure of ecological knowledge, modern level of ecological science, traditions, customs and historical experience of the Ukrainian people in this area, as well as the peculiarities of the ecological and economic situation in the country. The key principle of the interaction of human society and nature, in this context, should not be consumption and violence, but coexistence.

Therefore, the development of a strategy for environmental education was urgent, as it was previously believed that it is carried out automatically - along with environmental education [2, c. 122].

Over the last 15 - 20 years, the issue of environmental education and upbringing in the field of discussions on the legality of environmental education has shifted to the plane of its practical implementation. This circumstance significantly affects pedagogy and the modern education system. Given that there is no single effective system of environmental education in the world, which could be taken as a basis without significant changes, its formation in Ukraine is based on the own experience of developers, taking into account national characteristics.

Scientific and pedagogical staff of Ukraine have high-quality achievements in environmentally sustainable development, medical ecology, ecology of military activities, methodology and content of environmental education and upbringing, environmental ethics and psychology, education and management, etc. Using this experience and in pursuance of the Decree of the President of Ukraine "On the main directions of reforming higher education in Ukraine" a team of specialists in

environmental education with the participation of specialists from the Ministry of Ecology developed the Concept of Environmental Education in Ukraine.

According to the concept, environmental education and upbringing are aimed at acquiring fundamental environmental knowledge and their methodology, as well as professional environmental training, greening of special disciplines and environmental education. This will ensure the formation of holistic environmental knowledge and thinking necessary for making sound management decisions at the level of enterprises, industries, regions, the country as a whole. Analyzing the state curricula on ecology, we found a focus on the formation of environmental awareness in students, the rational use of natural resources, the number and quality of which is decreasing every year.

The development of the future specialist's interest in environmental activities in the context of professional activities is determined by his personal participation in various types of educational and cognitive activities, promotes the identification and formation of environmental - professional skills in the learning process, and subject to certain environmental research [3]. Education plays a leading role in the formation of environmentally competent professionals. The formation of environmental competence in freelance students is based on well-thought-out principles and is provided by certain organizational and pedagogical conditions. Principles of formation of ecological competence of the future teacher of an agricultural institution of higher school combine all components of educational process together, providing at the same time a sufficient level of formation of ecological competence of future experts.

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