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Professional Training of Specialists in Agrarian Branch: The Ways of its Modernization

*Заскалета С.Г. – кандидат педагогічних наук, доцент,
завідувач кафедри іноземних мов МНАУ*

In the conditions of integration of Ukraine to the European and world space the priority of the state policy is modernization of the system of vocational training of specialists in accordance with the requirements of the global society.

The problem of modernization of vocational training of specialists in agrarian branch in Ukraine, which appears in the system of national education, demands to bring into accord with its model corresponding to modern concept of constant development, renewal of its principles, content, approach for training and education.

In the opinion of the native researches, the aim of modernization is in promotion of the quality of education to the general European level, reorientation of the educational institutions to answer the demand and supply at the labour market, increasing the competition of the educational institutions and their graduates.

Definition of the ways of modernization of national system of vocational training of specialists for agrarian branch is exceptionally a vital task in entering European educational space for Ukraine.

In the documents of UNICEK in which the 21st century in announced as the century of education, the crisis of education all over the world is indicated, the necessary motivation of the new model and determination of the basic ways of modernization is announced.

Thus, the analysis of vocational training of specialists for agrarian branch of the countries of the EU gives the possibility to separate the main ways of reforming vocational training of specialists for agrarian branch, which have direct influence for the main ways of modernization in Ukraine. That is, specifically such ways: general global vocational training of specialists, which include both the countries of EU and Ukraine; humanitarianism and democratization

of vocational training of specialists for agrarian branch, which become the key tendencies of its reforming and development; culturally socialized and ecologically sound content of vocational training of specialists for agrarian branch which begins to introduce gradually into the system of vocational training of specialists for agrarian branch in the system of the EU countries and Ukraine; interdisciplinary integration in vocational training of specialists which became the tendency of its reforming at the same time; orientation of vocational training of specialists for continuous process of development (that is to provide the possibility to study during the whole life as the subject of the professional being). The change of priorities of vocational training of specialists for agrarian branch and the task of creation of effective system of degradable agrarian education allows to distinguish systematic factors which provide succession and forthcoming of each separate degree of this training.

Thus, the scientific problem of modernization of vocational training for agricultural branch has the primary importance, refer to fundamental scientific research since its decision founds the fundamental base in providing development of socio-economical system of society.

The conceptual basis of modernization of vocational training is shown in the works of V.P. Andrushchenko, A.I. Boyko, B.S. Gershunsky, B. Yevtukh, V. Zhuravsky, V.G. Kremen, N.G. Nychkalo etc.

As V. Kremen points out “modernizing education we must answer newly for a lot of questions: what to study, how to study, in what way to study, how much to study...” [1]. Thus, the success of studying depending on in what way, modern technologies and methods of studying use effectively, if the proper free access to informational resources is provided and in terms of studying permits to master necessary competence.

The perspective ways of refreshing the Ukrainian school were shown by A. Vitckenko. In the opinion of the scientist the aim of modernization includes increasing the quality of education to the general European level; reorientation of school for satisfying demands and supply in the labour market, increasing the competitiveness of educational institutions and their graduating students.

In his research the scientist objects to identification of the process in reforming and modernization of education. A. Vitchenko indicates that modernization of education must be directed not for the radical changing, as the reforming demands, but for renewal the principles, content, approaches to studying and education.

The National Doctrine, which was confirmed by the decree of the President of Ukraine, determined the strategy and priority in renewal of education, motivated the necessity of accelerated outstrip innovative development of the Ukrainian school; laid the basis for programmed purpose in approaching to solve the top priority tasks of education and vocation training of specialists [4].

The elaborators of this doctrine formulated clearly the number of problems solving of which must be directed by the state policy [4]:

- to provide availability of high-quality education, confirming its national character;
- regular renewal of educational content, organization of educational process according to the democratic values, market basis of economy, modern scientific-technological achievements;
- improvement education and science financing;
- essential strengthening of educational and material background, computation of educational establishments, inculcation of the informational technologies;
- providing an effective preparation and raising the level of professional skills of pedagogical staff, introducing new generation of economic and managerial staff, implementation of the new economic and managerial methods in education.

The problems of modernization of the native vocational education in modern civilized changes were outlined in the works of T. Volkova, V. O. Radkevich, V. Yagupova and other researchers [2]. The main ways of modernization of vocational training of specialists are in its humanization, fundamentality, diversification, decentralization, openness innovative character of education, competent approaching, information technology, social partnership etc [6].

Taking into account renewal of vocational training of specialists for agrarian branch, its reorientation for satisfaction of modern demand in specialists of high level of skill, the establishments of agrarian education carried out the Concept of

Organization preparative of masters in Ukraine (order № 99 from 10.02.10). By this document the Ministry of Science and Education directs implementation of these Master's programs:

- research program which implies immersion into scientific branches;
- professional program which states the promotion of specialists who received theoretical knowledge and practical experience for career growth and are prepared for administrative management.

The importance of this division is necessary to distinguish preparation of future teachers and at the same time to intensify the practical side of professional master's programs. Career masterliness may be considered as the way of post-graduate education [3].

It is necessary to indicate that in improving this Concept a set of conditions for entering the mastership is determined [3]:

- admitting to Master's Degree must be realized by the separate competition without relevance to a place of the previous education and the year of its accomplishment (the only reason for special condition of the competition must be Bachelor's Degree.
- the availability of one of the international certificates of foreign language with fixed grade of higher educational institution (for transitional stage entrance examination in foreign language is allowed instead of certificate which is provided for Term of entering the higher educational institutions, confirmed by the order of Ukrainian Ministry of Education and Science from September 18, 2009, № 873).
- out into practice the state examination in the branch of knowledge in the form of exterior independent appreciation of knowledge at the end of bachelorhood (received mark may be compulsory element in selecting to study in mastership).

Modernization of vocational training of specialists for agrarian branch may be realized in such way:

- implementation of adapted laws which stand on the priority of financing of educational and scientific institutions;
- search of internal reserve of education by the method of optimum of network of educational institutions, creation of powerful educational complexes on the basis of leading universities;
- joining current demands for future specialists in agrarian branch (international cooperation, taking part in scientific-

research and vocational projects, sufficient level of practical preparation etc.) with achievements of the native system of education (fundamental knowledge).

The importance of understanding the aims of modernization is in defining the content of national innovative systems of education. As it is mentioned in the state laws the national innovative system of education consists of structural functional components which turn in the process of creation and using scientific knowledge and technology and determine legal economic and social conditions for providing innovative process [5].

It's necessary to indicate that modernization and innovative activity, which is connected with it, has the social background because it is dependent on people, their professional competence and motivation to continuous professional progress as well as on level of satisfaction from work, and its results [5]. The main principle of modernization of vocational training for agrarian branch depends on the ability of agrarian educational institutions to prepare specialists who work with innovative methods and are able to change their behavior, including professional. By these circumstances the question of modernization of system of professional orientation which is the part of educational activity that accompanies training during the whole life.

The main tasks of modern system of vocational training are: providing information about availability of deficit or excessive demand of specialists of confident branch of production; motivation for taking a decision in education; advice in taking a decision in chaining the profession. The role of vocational guidance doesn't leave without paying attention which became a part of educational activity, which accompanies training for the whole life.

Taking into account the principles, stated in the concept of development of national innovative system of education in which the subsystems of the national innovative system are shown, may determine the structure of vocational training of specialists for agrarian branch.

It consists of: [5]

- state regulation that includes legislative, structural and functional institutions which determines and provides keeping the standards, rules, requirements in innovative sphere and interaction of all subsystems of the national innovative systems;

- legislative documents which concern vocational training for agrarian branch;
- educational system which consists of higher agrarian educational establishments, scientific-methodological institutions, scientific-industrial factories, state and local bodies of administration of education in order to conduct the vocational training for retraining and improvement of professional skills of specialists of agrarian branch;
- generational of knowledge, which consists of scientific institutions and organizations irrespective of farms of property, which carry out scientific research and work in the branch of agriculture and create new scientific technologies, state agricultural scientific prospectives, academic and specific institutes, scientific subdivisions of higher agrarian educational establishments, scientific and design subdivisions of factories;
- innovative infrastructures which consist of industrial-technological, financial, informative-analytical and expert-based components as well as techno-policy, technological and scientific parks, innovative centers and centers of transferring technologies, business-incubators and innovative structures of other types; informational network of scientific-technical information, engineering firms, state institutions and private investors;
- production that consists of organizations and factories which produce innovative output for agriculture and agricultural products and provide services and on the other hand being consumers of technological innovations.

Defining the optimal ways to solve the problem of vocational training of specialists for agrarian branch we consider the following:

- giving the urgent support to the subsystem of generation of knowledge (institutions of agrarian education) with the aim of increasing the quantity of scientific research and work;
- implementation of the complex of balanced development of all subsystems of vocational training of specialists for agrarian branch, support of the innovative activity of educational institutions;
- stimulating consume by side of agrarian for results of scientific research and work qualified staff, creation of favorable conditions for producing of innovating output with high level of added values.

It's necessary to underline that solving the problem of modernization of vocational training of specialists for agrarian branch demands definition of its general trends.

They include: [5]

- creation of native competitive sector of scientific research and work in the branch of agriculture and providing the conditions for its spread reproduction.

Innovative direction of educational system can be provided by:

- increasing the level of computerization of higher educational institutions;
- activization of the scientific and technical innovative activity of higher educational institutions and increasing its financing;
- forming the innovative structures in the system of education;
- reforming the system of education in accordance with demands of European standards and keeping to cultural and intellectual traditions.

Increasing the effectiveness of the native sector of the scientific research and work with the purpose of intensification of its role in providing modernization of vocational training of specialists for agrarian branch may be fulfilled by:

- integration of the native sector of the scientific research and work for the world innovative system, promoting development of the international partnership in the sphere of the scientific and technical innovative activity;
- increasing the part of the scientific and technical researches leading to creation of new forms of innovative activity;
- orientation of national commodity produces for high technological competitiveness and ecologically-wise production;
- with due for state of the world market during determination of priority trends of development of science and techniques and innovative activity;

Implementation of modernization of system of vocational training of specialists for agrarian branch is possible at the expense taking into account foreign experience in this sphere. First of all, it is the experience from the system of gradual vocational training of specialists; ling of training with modern agricultural factories; taking into account modern informational technologies as well as innovative forms of organization of continuous vocational training (distance learning as a separate organizational structure, "open" universities).

Widening of the international cooperation among the institutions of agrarian education is the key moment in solving the task of modernization of the Ukrainian national system of vocational training for agrarian branch.

Effective functioning of the agrarian branch is possible at the expense of solving the problem of modernization of vocational training for agrarian branch. However, the state of modernization of vocational training of specialists does not satisfy the contemporary social and economic demands of society. The reason of this is insufficient normative legal basis and mechanism of forming the state order for preparation of specialists for agrarian branch; ineffective monitoring of demands in the labour market and mechanism of management; principle of poor financing; the lack of organization in system of vocational training; poor retraining and improvement of professional skills of the pedagogical staff; the obsolete learning material and technical support etc.

The analysts of the given problem in modernization of vocational training for agrarian branch in Ukraine have the reason to confirm that the main factors of modernization in professional training of specialists for agrarian branch are the social and economic factors.

The course of solving the problem in modernization of vocational training of specialists for agrarian branch can be found in the normative legal documents. In the national legislation for vocational training of specialists for agrarian branch there are demands and conditions kept for qualitative educational service in the legal lived which provide material and spiritual striving for subjects of education. The quality of vocational training of specialists for agrarian branch in Ukraine has two aspects: correspondence to educational standards and demands of consumers of educational service.

The modernization in vocational training in agrarian branch, directed on increasing the competition of the national economy, demands providing the coordination of activity of the bodies of executive authorizes, public and scientific institutions, which is impossible within separate programme of development in the branches of the national economy or regions as well as methods of territorial or branchi management.

The trends of modernization of national system in vocational training of specialists for agrarian branch in Ukraine are based on the analysis, comparison and using of experience of vocational training in agrarian branch in the countries of European Union as well as usage of native experience in solving the given problem. Modernization of system of vocation training of specialists for agrarian branch is possible under the fulfillment of the next steps: adaption of the national system of vocational training of specialists for agrarian branch in accordance with general European educative standards; working out modern curriculum and programmes for preparation of specialists in agrarian branch and corresponding methodological aspects on the basis of higher educational institutions of agrarian education, scientific and research institutes; involving talented students into scientific work through studying in Master's Programmes; organization of profound study of foreign languages; using modern informative technologies in vocational education of specialists in agrarian branch.

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ПСИХОЛІНГВІСТИЧНІ МЕХАНІЗМИ ПИСЬМА НА ЗАНЯТТЯХ ІНОЗЕМНОЇ МОВИ

Артюхова О.В. – кандидат педагогічних наук,
доцент кафедри іноземних мов МНАУ

У психології та фізіології письмо визнають найскладнішим видом мовленнєвої діяльності, до якої залучаються всі мовленнєві аналізатори. Матеріальну базу письма складають орфографічні та графічні навички.

Як і говоріння, письмо є експресивним продуктивним видом мовленнєвої комунікації.

Процес писемного мовлення, як відомо, починається з внутрішнього. За кількістю операцій писемне повідомлення є складнішим від усного. Однак в усному спонтанному висловлюванні породження мовлення і його звукового оформлення є синхронним і тому вимагає повного автоматизму в оперуванні лексичним і граматичним матеріалом.

Процес навчання письма полегшується тим, що той, хто пише, не відчуває браку часу, а це дозволяє ґрунтовніше продумати зміст і форму майбутнього висловлювання, чіткіше здійснювати як попередній синтез, так і ретроспективний аналіз написаного.

В результаті регулярного тренування в писемному висловлюванні учні поступово набувають досвіду, процес вибору слів проходить швидше, навички письма стають стійкішими.

Вміння писемного висловлювання своїх та чужих думок важливе не тільки саме по собі, але і як засіб підвищення рівня володіння усним мовленням. Відомо, що