

# PECULIARITIES OF THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS OF AGRARIAN ECONOMY

Ельвира Манжос, кандидат педагогических наук

Наталия Гаврилюк, кандидат педагогических наук, доцент

Винницкий государственный аграрный университет, Украина

Участник конференции

*The article deals with the problem of formation of future agrarian specialists' professional competence. It is studied that the professional competence provides students with the knowledge and skills to obtain information effectively and efficiently. Analysis of recent research and publications showed that communicative culture is an important part of the professional competence of future specialists of agrarian economy. It enriches the knowledge of a specialist by adding the information about the peculiarities of professional communication. It should be noted the problem of the formation of agrarian specialists' professional competence in the conditions of modern higher pedagogical education is one of the main in a number of current educational problems. The purpose of this article is to identify theoretical bases of the forming of future agrarians' professional competence*

**Key words:** *professional competence, competence, professional communicative competence, computer information competence.*

The problem of formation of future specialists' professional competence is the integrative combination of qualities and skills, which contains such principal methods as the finding, obtaining, processing, presentation and the transmission of information. These methods also include the analysis, synthesis, comparison, generalization, systematization and the transformation of obtained information into knowledge. They are the most important qualities and skills of future specialists' professional competence.

The professional competence provides students with the knowledge and skills to obtain information effectively and efficiently. At the same time, it helps students to analyze and select information from a variety of sources, especially from the Internet. Recently multimedia technologies affect the development of professional competence significantly.

The problem of the formation of agrarian specialists' professional competence in the conditions of modern higher pedagogical education is one of the main in a number of current educational problems.

The formation of students' professional thinking should be based on a high level of theoretical, methodological and ideological culture (2,p.330). Therefore, it becomes necessary to implement more advanced concepts and technologies and, of course, to use new approaches to solve educational problems at all levels of training, starting with the primary and finishing up the higher education (5,p.4).

One of the basic requirements of the modern labor market to a specialist is, first of all, an appropriate level of a specialist's professional competence: the ability to carry out professional activities effectively, to perform functional responsibilities more flexibly and mobile, and to understand the importance of goals and good results being achieved (4, p. 197).

First of all, the modernization of the current professional agrarian education in Ukraine is related to the implementation of a competence approach in the educational process, according to which the learning outcomes are evaluated on the basis of knowledge, abilities, skills and competencies.

The competence-based approach is widely introduced in modern pedagogical researches: V. Bidenko, N. Bibik, B. Bepalko, I. Sasun, N. Kuzmina, A. Markova, L. Mitina, A. Ovcharuk, L. Petrovskaya, L. Puhovski, A. Savchenko, G. Tereshchuk, A. hamlet, V. Shapkina, etc. It is considered by scientists as a methodological approach. This approach focuses on students' self-determination and self-realization.

According to the globalization of various sectors of agriculture and the accession of Ukraine to the Bologna process, the organization of learning process in higher education requires some significant changes. In the system of vocational agricultural education and science of Ukraine, based on the program of action needed for the implementation of the Bologna Declaration is stated that the priority task is the establishment of an adequate system for a determining level of graduates' professional competence of all Ukrainian agrarian universities. It is also necessary to develop the estimation methods of certain educational and qualified levels of specialists' competence in Ukraine.

Ukrainian scientists have determined that the most important task of modern education is its reorientation to the definition of competencies, which provide the quality of education more adequate to the requirements of the time.

In the explanatory dictionary of Ukrainian language the term "competence" (lat. Competentia) concerns a person "who has sufficient knowledge in a particular field, who is clever and intelligent" or "who has an absolute power and sovereignty" (1, p. 445).

The problem of the formation of professional competence is devoted to the scientific works of S. Cooper, V. Davydov, K. Korsak, A. Markova, J. Raven, V. Strelnikov, S. Tishchenko, L. Khoruzhaya, I. Yashchuk and others in which the basic issues on the structure and content of the

concept of professional competence are discussed. The theoretical view relating to the professional competence is presented in the works of N. Balovsyak, I. Bassina, W. Bepalov, D. Merosina, S. Fedorova and others. Various aspects of professional competence of future specialists in Ukraine are covered by I. Goslavski (the notion of competence in domestic and foreign pedagogy); A. Noodles (the development of competence approach in the education of the European Union); A. Ovcharuk (new directions of educational innovation in Ukraine in the context of competence approach); O. Pometun (the competence-based approach which is the most important orientation in the development of modern education), etc.

The analysis of these and other studies shows that the concept of professional competence and competency in psychological and pedagogical literature has an ambiguous interpretation.

The term competence was first used in USA in 1960-ies in the context of active learning and it involves the training of specialists, able to compete in the labor market. Some researchers define professional competence as the willingness of a specialist to apply knowledge into practice, while others – the ability to solve problems. But most of them agree with the opinion that the term competence is closer in meaning to the understanding of "know how" than "know what". The same ambiguity can be traced in the interpretation of the notion of competency.

In our opinion, the terms competence and competency in the aspect of professional education are the most appropriate. We agree with the researchers who believe that professional competence is the main potential approach necessary for students' future professional activity. Therefore, the competency is an actual demonstration of the competence in the professional activity.

On the basis of the sources and of the various approaches we have concluded that the professional competence determines the level of professionalism, and the achievement of required skills and abilities. It constitutes the purpose of specialists' professional activity.

The professional communicative activity is the main function of specialists' future activity. It deals with the informative exchange and cultural transfer of professional roles and work experience. The communicative competence helps to learn English not only receptively but also in the productive term. The productive term implies the willingness of using language units in the process of professional learning. The communicative competence ensures conditions for the development of language abilities. The communicative competence is an important part of the professional culture of a specialist. It enriches the knowledge of a specialist by adding the information about the peculiarities of professional communication.

Thus, communicative activity of future specialists of agriculture is a complex process of the professional cultural reflection in the process of activity, which requires the need to expand the professional competence approaches in the process of students' professional training.

The development of communicative culture in the process of learning foreign languages is realized in the practical activity that involves the organization of learning methods. The use of interactive methods allows students to learn the training material in the form of an active work, and not just in the form of memorization by requiring the application of individual cognitive strategies for the development of communicative skills. This stimulates students not only to learn better a foreign language, but it also promotes the development of skills, necessary in their future professional activity.

The rapid enlargement in the volume of educational material with the simultaneous trends to decreasing time to study it requires the intensification of the learning process. Learning to work is the ability to master the professional knowledge and skill to operate them, having different professional roles in the team work (1;3;6). This requires the finding effective ways of organizing and operating the learning process and the searching for the reserves of improvement the educational quality. Currently the source of such reserves may be used in the learning process with the help of computer technologies.

The rapid development and active use of modern information and communicative technologies (ICT) have led to substantial changes in the system of future specialists' professional training. The use of information and communicative technologies (ICT) in vocational education is very important.

The structure of future specialists' professional competence becomes more complex. The rapid informatization of society implies the recognition that the computer and its peripheral devices are primary tools in students' future professional activity, which can facilitate the solution of some professional tasks. That is why among a wide range of software a qualified specialist should find a tool, which will help to get the desired result quickly and effectively.

It should be noted that in the modern interpretation of the term "information competence" more often implies the use of computer information technology and the definition should be interpreted as "computer and information competence."

So, future specialists' professional competence is an integrative combination of qualities and skills, which contains such principal methods as the finding, obtaining, processing, presentation and the transmission of information. These methods also include the analysis, synthesis, comparison, generalization, systematization and the transformation of obtained information into knowledge. They are the most important qualities and skills of future specialists' professional competence.

One of the basic requirements of the modern labour market to a specialist is, first of all, an appropriate level of a future specialist's professional competence.

Ukrainian scientists have determined that the most important task of modern education is its reorientation to the definition of professional competence. The professional competence determines the level of professionalism, and the achievement of required skills and abilities. It constitutes the purpose of specialists` professional activity.

The development of searching models of information focuses on the ability of students as seekers of information to understand, to reflect, to communicate professionally and to think critically, as the informative volume and new sources of information and its users are constantly increasing.

### References:

1. Великий тлумачний словник сучасної української мови / Укладач і головний редактор В.Т.Бусел. – К.: Ірпінь: ВТФ „Перун”, 2001. – 1440 с.
2. Дичківська І.М. Формування інтелектуальних мотивів у контексті інноваційного навчання в підготовці фахівців: методологія, технологія, теорія, досвід, проблеми. Збірник наукових праць. Ч. 3. – Київ – Вінниця, 2003. – С.327-331.
3. Зязюн І.А., Сагач Г.М. Краса педагогічної дії: Навчальний посібник для вчителів, аспірантів, студентів середніх та вищих навчальних закладів. – К.: Українсько-фінський інститут менеджменту і бізнесу, 1997. – 302 с.
4. Кірсанов В.В. Технологія проектування полі функціональних соціально-культурних програм // Вісник КНУКіМ. “Педагогіка”. – 2002, № 6. – С.
5. Підласий І.П., Трипольська С.А. Формування професійного потенціалу як мета підготовки вчителя. // Рідна школа. – 1998. – №1. – С.3-8.
6. Селевко Г.К. Современные образовательные технологии. – М., 1998. – 255с.