

does the control of vocational training. First of all, these are managers of professional educational institution who on the basis of direct practical experience have to master the professional competence. In that case «competence» has estimated value where the special attention is paid to a degree of mastering managers by necessary skills, to legal compliance [2].

It is proclaimed the concept of modernization the development of professional education provides its high-quality and substantial reorganization with preservation of the main idea - systems of training of staff taking into account the requirements of labor market, individual requirements and opportunities of pupils [3].

In professional educational institutions of the Post-Soviet countries in the context of social partnership of labor market significantly influences on quality management of vocational training of specialists, and also on planning of own activity, flexibly reacting to change of an economic situation, the need for specialists and their competence. Information concerning of development of labor market makes an external context of development of educational institution, forming its strategy, the purpose, a task and vectors of development, one of which is an improvement of quality of management of vocational training which as a result does graduates demanded in labor market and strengthens positions of educational institution in education market, increasing its competitiveness.

Therefore, political, economic and social changes in the Post-Soviet countries, new demands which are made to quality of vocational training considerably affected on system of vocational training that led to essential updating of a paradigm of quality management. The inherited Soviet model of quality management of vocational training of specialists had certain positives, but over time experienced essential changes that's why the system analysis of modern experience of preparation in the European countries is expedient strategy in overcoming the calls and resolution of conflicts connected with modernization of an educational paradigm of quality management of vocational training.

References:

1. Goncharenko S.U. Ukrainskyi pedagogichni slovnyk [Ukrainian pedagogical dictionary]., S.U. Goncharenko. - K., Lybid, 1997. - 378 p.
2. Lunyachek E.V. Kompetentnisnyi pidhid yak metodologiya profesiynoyi pidgotovky u vyshchyi shkoli [Competent approach as methodology of vocational training at the higher school]., Access mode: http://nbuv.gov.ua/UJRN/Pubupr_2013_1_27. - the Name from the screen.
3. Nationalna strategiia rozvytku osvity v Ukraini na period do 2012 roku: shvalena Ukasom Prezidenta Ukrainy vid 25 chervnia 2013 roku № 344/2013 [The national strategy of development of education in Ukraine for the period till 2021: It is approved by the Decree of the President of Ukraine of June 25, 2013 No. 344/2013]., Access mode: <http://www.president.gov.ua/ru/documents/15828.html> - the Name from the screen.
4. Stoychuk T.I. Pidgotovka robotnykiv girnychogo profilu v umovah profesiyno-tehnichnogo navchalnogo zakladu [Training of workers of a mountain profile in the conditions of professional educational institution]: metod.rekom., za nauk. red. L.M. Sergeevoyi. – Dnipropetrovsk., Zhurfond, 2014. – 85 p.
5. Upravlinnya yakistu osvity u vyshchyh navchalnyh zakladah [Quality management of education in higher educational institutions [Text]]: navch. posib.: u 2 ch. CH.1: Teoretychni zasady formuvannya system upravlinnya yakistu nadannya osvitnih poslug [Theoretical principles of formation of control systems of quality of providing educational services]., kol. avt; za zag. red. chl.-kor. NAN of Ukrainy V.S. Zagorskogo. – Lviv., LRIDU NADU, 2011. - 136 p.



AKMEOLOGICAL ASPECTS OF FORMATION THE PROFESSIONAL COMPETENCE OFFUTURE SPECIALISTS IN FOOD INDUSTRY

I. Tarasiuk, Teacher of the Highest category

L'viv State College of Food and Processing Industry of National University of Food Technologies, Ukraine

Conference participant

On the basis of the scientific literature analysis, the article is revealed the content of the concept of “akmeology”, “professional competence of the individual”. The components that determine the professional competence of food industry specialists are being characterized, taking into account the akmeological approach. It is determined certain aspects of the akmeological approach to the formation of professional competence of future specialists in the food industry in the process of training in vocational schools.

Keywords: akmeology, akmeological approach, professional competence.

Formulation of the problem. Taking into account the tasks of development of Ukraine in the Western European and world space, the educational process in professional educational institutions should focus on the training of future specialists in the food industry in accordance with the requirements of technological development of the industry, the formation of a creative person of the future specialist with a high level of professional competence, the ability to self-organization and self-realization in professional activities. It is the akmeological approach that is the new innovative direction of modern education, which enables the qualitative training of future specialists, provides for the development of a spiritually, socially and professionally mature person.

Analysis of scientific publications. A number of scientific studies are devoted to akmeology as a branch of scientific knowledge, in particular the works of A. Bodalev, Y. Gagin, A. Derkach, V. Zyazikin, N. Kuzmin. The most investigated is the acmeological approach to the formation of professional competence of a teacher in scientific researches of V. Vakulenko, I. Drach, A. Kozyr, N. Kosharna, V. Maksimova, I. Nikolaescu, S. Palchevsky, A. Protsenko, N. Razina, B. Tarasova, O. Tatushko and others. The problem of forming the professional competence of future specialists was studied in works by N. Butenko, A. Verbitsky, G. Vasyanovich, S. Goncharenko, A. Dakhin, I. Zimnya, A. Molchanov, G. Nazarenkova, L. Sergeeva, V. Sinenko, L. Sukhentseva, O. Shcherbak and others, the formation of the professional competence of food industry specialists are set out in the dissertation research and scientific articles by T. Lazareva, M. Lobur, N. Sychevskaya, L. Krayjuk, P. Pivovarova, V. Potapova, L. Yancheva etc.

The development of models for the formation of the professional competence of specialists in the food and processing industry, taking into account the akmeological approach, is at the stage of formation.

The purpose of this article is to consider the formation of professional competence, which should be carried out in the process of training specialists in the food and processing industry in a vocational school from the standpoint of the akmeological approach.

Presenting main material.

Under conditions of deepening of the integration in education, science and production, the development of the informational society in Ukraine, the entry of the Ukrainian educational system into the European educational space, there is a steady trend towards the introduction of a competent approach to the formation of the content and organization of the educational process. Educational results and priorities in this approach are shifted from the achievement of a specific level of knowledge, skills and abilities to possessing a set of competencies - multipurpose (basic, key) and special (subject, professional) [2].

The peculiarity of the akmeological approach to improving the training of food industry specialists in a vocational school is its focus on self-improvement of the individual in the educational environment, self-development and promotion of the future graduate from one vertex of professional, spiritual-moral and physical development to another one.

In our opinion, the akmeological approach defines the idea of humanization of education, since the modern ideology of education in a vocational school is aimed at achieving a dual goal: preparing for future professional activities and moral and spiritual education of the student's personality. The model of professional competence of a graduate of a vocational school is presented as a component of the branch standard of education - the educational qualification characteristic of a specialist (junior specialist), a state standard (qualified worker). It involves the training of a specialist who has mastered the necessary knowledge, skills, creative skills, has a relevant worldview and erudition, intellectual level, he (she) acquired the skills of self-education and has formed professional qualities, moral, aesthetic, environmental culture.

In vocabulary "Vocational Education" [6] competence (from Latin *competens* - proper, appropriate) is defined as a set of knowledge and skills necessary for effective professional activity: ability to analyze, predict the consequences of professional activity, use the information.

Competence is a dynamic combination of knowledge, skills, habits and abilities. Formation and development of competencies is the goal of the educational program. Competences are formed in different sections of the course and are evaluated at its various stages. They can be divided into competences related to the subject of study (professional), and general competences (not dependent on the content of the curriculum) [Glossary of terms of European higher education] [1].

Ukrainian researchers V. Oliynyk, V. Maslov, L. Danilenko, I. Zhernosek and others define professional competence as an integral quality of the person having its structure and allows a specialist to carry out his activity in the most effective way, as well as favor his self-development and self-improvement [3].

Today in vocational education, there is an urgent need to reorganize the training of skilled workers in order to ensure competitiveness in the labor market and ensure compliance with the needs of society and world standards. This issue is also extremely important in the light of Ukraine's integration into the world economic community, where the priority is given to human resource development, workforce quality. [5]

Increasing the quality of training skilled workers, answering the needs of employers is possible only if their professional competences increase. The effectiveness of vocational education is determined by its ability to identify and produce a profile of competences for the success of each person's life [8].

The results of training are a general (broad) statement what a student should know, understand and / or be able to demonstrate after completing the learning process. The presence of clearly formulated training results points to the achievement of students ensures their enrollment in the form of competences - knowledge and skills which characterize the ability to perform, understand, reflect and recognize what is required by the qualification characteristic of a specialist after graduation. Learning outcomes are used not only as a tool for developing curricula, but also play an important role in integrating vocational and academic education, assessing the content and quality of prior education, and developing learning programs lifelong. The benefits of using learning outcomes are manifested in the following cases: when designing academic disciplines (modules); to assess quality and develop standards for curricula; To improve the comprehension of learning objectives for students; to increase transparency of programs both on national and international levels [5].

The completed analysis of scientific literature and normative and methodological sources allows us to conclude that the professional competence of a food industry specialist, a graduate of a vocational school, taking into account the akmeological approach to its formation, can be determined by a combination of the following components:

- *general cultural* - includes the spiritual and value orientations of the individual, his humanistic worldview, moral and ethical principles; involves mastering the ability to analyze and evaluate the most important achievements of national and world culture, to develop and implement strategies for activities in conditions of intercultural interaction; knowing native and foreign languages.
- *civil* - is the ability to navigate the problems of modern socio-political life and determine their own position; fulfillment of civil duties within the local community, the state and its political institutions; the ability to actively, responsibly and effectively implement civil rights and responsibilities for the development of democratic society; the ability to protect the interests of the state, to fulfill the constitutional obligations and to observe the norms of the law, to be aware of the international political life, geopolitical situation, to understand the place and status of Ukraine in the modern world.
- *functional* - ability to use knowledge in teaching, professional activity and life in general; he ability to adapt to the growing flow of information, to understand the need for professional mobility; ability to use information sources; computer skills and abilities of information management; ability to plan, monitor and evaluate work.
- *motivational* - involves the ability to define your own goals, overcome the difficulties in activities, as well as the ability to learn all life, the ability to succeed in life
- *social* - includes the ability of the future graduate to co-operation and mutual understanding, the ability to assume social and ethical obligations, and adhere to the ethics of business communication [4].

Conclusions. The introduction of the akmeological approach to the educational process of vocational education institutions is an objective necessity to supply the conditions for the integral development of the individual on the path from the development of the student's abilities to the maximum realization of him as a creative professional, self-sufficient personality.

Requirements of time, aimed at achieving the highest results in the professional activity of the individual, include the focus of educational activity on the self-improvement of the personality of the future specialist, the transition to a person-oriented (competency) paradigm of vocational education. The prospect of an akmeological approach to the formation of the professional competence of a food industry specialist is that it orientates the person to constant self-development and advancement to the heights of professional, spiritual, moral and physical development.

References:

1. Drach I.I. Akmeological approach to the formation of professional competence of students in Higher Educational Institution [Electronic Resource]. Vernadsky National Library of Ukraine: [site]., Access mode: http://archive.NbuvGovUa/e-journals/theme/2009_2/09drachs.Pdf
2. Competency approach in modern education: world experience and Ukrainian perspectives: library on educational policy [text]., [N.M. Bibik, L.S. Vashchenko, O.I. Lokshina, O.V. Ovcharuk, etc.]; Under the congregation Ed. O.V. Ovcharuk. - K., K.I.S., 2004. - 112 p.
3. Kuzmenko O.S. Formation of professional competence of students of higher educational institutions from the position of acmeological approach. Collection of scientific works of the Ivan Ogiienko Kamyanets-Podilsky National University. Pedagogical Series, 2013, 19.
4. Melnyk O.F. Akmeological approach to the formation of professional competence of future technicians-technologists in the production of food products., Problems of education: a collection of scientific works. – Ed. 84. - Zhytomyr-Kyiv, 2015., pp. 232-236.
5. Paschenko O.V. Professional competence of a specialist in the context of definition and formulation of learning results., O.V. Pashchenko., Collection of materials of the All-Ukrainian scientific and practical conference “35 years on the way of improving the professional competence of specialists: history, modernity, perspectives” (5-6 February 2014)., Institute of Postgraduate Education in Engineering and Pedagogical Workers (Donetsk) State University “Educational Management University” National Academy of Sciences of Ukraine. – Donetsk., IPO IPP (Donetsk city) “UMO” State Technical University. 2014., pp. 151-156. - 0.55 aut.p.
6. Vocational education: vocational education. Manual For students and ped. Workers of voc. schools., Academy of Pedagogical Sciences of Ukraine, Institute of Pedagogy and Psychology prof. Education., Structure. S.U. Goncharenko et al., Ed. N.G. Nichkalo. - K., 2000. - 380 p.
7. Sergeeva L.M. Modern trends in the development of vocational education in the context of European integration., L.M. Sergeev., Pedagogical Almanac: Collection of Sciences Works., editorial board V.V. Kuzmenko (head) and others. – Kherson., KVNZ «Kherson Academy of Continuous Education», 2014., Issue 21., pp. 85-92.
8. Chernyshova Ye.R. Formation of personnel potential of the system of postgraduate education: monograph: scientific publishing h., E.R. Chernyshova, - K., Ped. Opinion, 2012. - 472 p.



УДК 373.3.091.33–028.16

ЕМПІРИЧНЕ ДОСЛІДЖЕННЯ ДИДАКТИЧНИХ УМОВ ПОЄДНАННЯ СЛОВЕСНИХ МЕТОДІВ НАВЧАННЯ У ПОЧАТКОВІЙ ШКОЛІ / EMPIRICAL RESEARCH OF DIDACTIC CONDITIONS OF COMBINATION OF VERBAL METHODS OF TEACHING IN PRIMARY SCHOOL

Андросова Н., викладач кафедри педагогіки дошкільної та початкової освіти, Центральнoукраїнський державний педагогічний університет ім. В. Винниченка, Україна

Учасник конференції

The author reveals the features of combination of verbal methods of teaching in the primary school on the basis of taking into account coordination of its structural components (individual ways of teaching, content motion of teaching material) and external part of teaching methods. Both intra-group and among-groups coordination of teaching verbal methods is suggested. The coordination aspect of teaching verbal methods at different stages of the process of mastering knowledge is suggested.

Keywords: didactic conditions, combination, verbal methods of teaching, teaching methods` coordination, primary school, structure of teaching methods, ways of teaching.

Якість освіти, ефективність навчання школярів багато в чому залежить від оптимального поєднання методів навчання, зокрема словесних методів навчання. Словесні методи навчання були і залишаються найбільш поширеними методами навчання, оскільки вони забезпечують оволодіння учнів знаннями про навколишній світ та способи діяльності, лежать в основі формування в учнів досвіду практичної діяльності, сприяють розв'язанню завдання формування досвіду творчої діяльності, формуванню ціннісного ставлення до світу. Конструювання поєднання словесних методів навчання у сучасній школі передбачає цілеспрямовану творчу роботу вчителя, яка базується на діалектичному аналізі різноманітних факторів, що впливають на процес навчання в конкретний момент: розуміння завдань виховання особистості, глибоке знання вчителем закономірностей процесу навчання, його логіки, особливостей психічної діяльності учнів певної вікової категорії, врахування індивідуальних особливостей анатомо-фізіологічного та психічного розвитку учнів конкретного класу, проникнення в зміст навчального матеріалу із врахуванням міжпредметних зв'язків, наявність певних засобів навчання.

На основі аналізу філософської, психологічної, педагогічної літератури та спостереження за роботою вчителів початкових класів нами визначено такі дидактичні умови поєднання словесних методів навчання: врахування чуттєво-емпіричного досвіду та наявних теоретичних знань у школярів; врахування узгодження монологічності та діалогічності мислення й мовлення у навчанні молодших школярів; врахування зовнішніх зв'язків у поєднанні словесних методів навчання із їх внутрішньою структурою.

У процесі вибору поєднання словесних методів навчання із урахування емпіричного та теоретичного рівнів пізнання спираємось на такі положення: чим більший запас конкретних вражень в учнів, тим більша можливість отримання реальних знань в їх розпорядження, у молодшому шкільному віці відбувається поступовий розвиток як конкретного мислення, так і абстрактного мислення, а отже враховуємо, що поєднання словесних методів навчання повинно розкривати найбільш оптимальні способи конструювання змісту навчального матеріалу, де будуть відображені як головні, суттєві зв'язки та відношення, так і емпіричний досвід учнів, буде сприяння розвитку психічних процесів молодших школярів, забезпечення формування ключових та предметних компетентностей учнів.

Умова врахування узгодження монологічності та діалогічності мислення й мовлення у навчанні молодших школярів розглянута як процес сприяння раціональному та усвідомленому навчальному процесу учнів початкової школи. Поєднання