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Training of agrotechnological directing specialists

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Features contemporary educational situation caused considerable changes occurring in the socio-economic transformation of the Ukrainian state, people's minds, the relationship between ideology, culture and education, as well as the shift position of subjects of the education system teachers and students, increasing the role of education in a democratic society. Expanding innovation schools, the emergence of alternative forms of education, changing its organization, content and management structures require improvement of professional training agrotechnological direction, which must meet new public demands. Therefore, the urgent task of Higher Education is creating a new paradigm of cultural, which would be consistent with current requirements, which serves the fundamental basis of humanistic education.

Theoretical ideas, experience domestic and foreign teachers is the foundation on which initiated the modern concept of training.

Democratization, humanization, liberalization – the basic principles of education at the present stage, the implementation of which (the return of education in the context of ideology context culture) requires objective analysis and improvement of forms and methods of training future professionals.

Therefore, education of XXI century should harmoniously combine humanitarian, social, scientific and technical components.

Now more than ever, teachers are concerned about issues of humanization and humanistic education, poverty technocratism, less spirituality and formalism, which is refocusing on humans. Last ameliorate conflicts of agrarian civilization, associated with one-sided development of the science of nature to the detriment of Human Sciences and has not done by reducing the number of hours of natural and mathematical sciences, but rather to increasing their use of any of them „humanism” [Товажнянський 2004: 3–9].

Humanization – one of the most important trends of modern education [Товажнянський 2004: 3–9]. State National Program „Education” (Ukraine XXI century) [Державна... 1994] key to put the spiritual development of human intellectual potential of its formation. Current issues of higher agricultural education are:

- ensure the full development of students as individuals in the learning process;
- develop their talents, intellectual and physical qualities;

- formation of young people developed as members of society capable of civic and professional choice;
- providing high level training, the young people as skilled and responsible professionals;
- improving methods of teaching humanitarian disciplines direction [Зіньковський 2001: 23–27].

Humanization of Education – a complex process that applies to specific studies, and develop fundamental scientific problems of the development of fundamentally new ideas and technologies. Going to the new conditions of economic life, the efficiency of economic reforms depends on interaction with reforms in other areas of public life, especially in education and culture. Ukraine needs of professionals who could solve the problem stage, fruitfully cooperate with specialists from other branches of science.

Humanization of Education – the expansion and deepening of education by introducing the „human factor”, which considers man as a creator of science, observer identity. The process of humanization of the education system must overcome historically yielded the gap between nature and society, increase the overall erudition future staff. Teaching cultural disciplines in the agricultural school gives the opportunity to prepare future professionals agrotechnological direction to scientific methodology knowledge of processes and phenomena, to immerse them in the spiritual world of art and culture.

Humanization of social relations and, above all, education is at present not only an attractive slogan, and its fundamental principle, which is possible only on its next expansion. Figure, from which most depends on the success of this case supports the teacher. Teaching students, it must establish in their minds the principles of human behavior and morality, respect for national cultural values, beliefs and other virtues. Realized that this task humanistic teaching interaction with students. It is, first and foremost on perceived psychological and methodological commitment to educational influence on the views, beliefs, orientation students. To train future professionals agrotechnological methodical approach to directing these activities in high school was constructive to consider the social order.

An important methodological point in the development of methodical preparation specialist agrotechnological future direction should be humane and humanistic idea of national education system. According to V. Monakhov – is leading the direction of guidance system, which determines the most significant changes in all components of the system [Монахов Г.А., Монахов Н.В. 2006: 55–59]. By the way, recently expressed the opinion indicates the explanatory note and to programs of cultural disciplines, among which the main source principles and provisions laid the basis for its structure and content, humanization is selected as one of the main directions of cultural learning process [Осокин 1997].

Clearly, the idea of humanistic education orientation originated not today, and reaches depths of the history of progressive education, passed through the heart and work all the classics teacher thought is the essence of all progressive, which was founded in pedagogical systems scientists. Now the system is of particular relevance, which involves the reorientation of priorities in determining the educational ideals – the abandonment of authoritarian education, directing the educational process of the formation above the spiritual world of personality, strengthening spiritual values as a fundamental principle in determining the purpose and content of education.

The implementation of ideas to strengthen humanistic orientation of education at the present stage of development requires a clear definition of conceptual foundations. Western concept (R. Bernc, A. Combs, A. Maslou, G. Allport) examines how the humanization of self and self identity, which manifests itself in the development of dialectical thinking and imagery, and broad-minded outlook, ability to self-development.

In many national surveys of humanization of education considered too simplistic: increase knowledge of the traditional humanities training time redistribution in favor of the humanities, new curriculum supplement humanities. According to renowned scientists S. Goncharenko and Yu painted [Гончаренко, Мальований 1995: 10–11], this comprehensive curriculum policy liberalization will not lead to a qualitative change. In developed concept states that „humanizing education – a reflection of trends in the educational process of humanization of modern society where the human person recognizes the highest value, and establishing good human is the most important criterion of social relations” [Гончаренко, Мальований 1995: 10–11].

So, humanizing education – socio-pedagogical phenomenon, which determines the essence new priorities in the construction and operation of the education system, including methodical. First of all, humanism involves moving a step in the educational institution to the student's personality, providing favorable conditions for its development as a subject of creative work. The student becomes the object of the subject in preparation. Features vary from the same teacher and relaying the information explanation for creative design and help students in mastering the methods of learning new knowledge. It must be a senior colleague in the individual becoming an assistant specialist. In the process of teaching the teacher enhances professional growth of students from obtaining knowledge (learning object) to their active learning and application (subject to education).

When designing the content of vocational education increases a need to substantially strengthen the human factor in ensuring the effectiveness of social production and management, as well as a new philosophy of education, which fully corresponds to the essence and character of the gradual transition, which is, according to VG Kremen, „from the reproductive, authoritarian education to innovative education,

humanistic type. This transition reflects underlying processes that caused the changes of civilization – the transition from an industrial to a postindustrial society. Keeping the best experience of national education, we implement a strategy of proactive education, ensure its holistic, system upgrade, modernization in the context of the changes that occur in political, economic, cultural and legal space of the state, given the general global trend” [Гончаренко, Мальований 1995: 10–11].

Special attention of future workers need technical field, because of the need for public research engineer and designers who have wide scientific and technical and human potential and are able to solve new challenges related to the perception and transformation of various scientific, technical and economic information from mastering the art of new technology cycle, especially in extreme situations. In addition, intensive, multi modern production conditions require appropriate human ethics, culture, dialogue, artistic tastes, ability to self-psychological, empathic understanding of others, what is not able to give a special, scientific and technical education. Thus, the above shows that the education system functioning, development of science and technology is increasingly dependent on humanitarian spheres of society, from the humanization of human relations.

Relevance scientific basis of educational problems of cultural component in preparing students of technical universities and subject to more specific moral condition of our society. Particularly concerned with problems affecting the lives of young people, choosing it life goals, identify young people value system. Offense, less spirituality large part of observed and so-called stagnant times, and period of adjustment lose when certain ideals and spiritual values of young people. Many negative phenomena (alcoholism, crime, drug addiction), who had suppress under conditions of unusual freedom and worsening political, social issues have become a real threat to society. The difficulties of transition to market economy caused the emergence of youth needs to obtain large profits at any cost, and pragmatism led to commercialization of human relations.

The growing significance of cultural component in preparing future engineers also determined some differences between humanitarian and technical expertise, specific knowledge of the humanitarian impact of human cognitive abilities, the need to introduce active approach in training and education, which is the most important means of developing the creative abilities of the individual, approach to the world of civilization.

All this argues that the definition of educational problems of cultural component in preparing students for technical high schools object of special studies and argues that the definition of its essence, the search for its implementation should be done through upgrading of education to the needs of its humane and humanistic at all levels.

In Ukraine and abroad research conducted intensive search for ways and means of humanizing education both on theoretical and practical levels. These searches are based on⁷ the humanistic tradition of progressive education, which is connected

with the names of A. Comenius, J. Rousseau, I.K. Pestalozzi, facts were later S. Shatsk, A. Makarenko, V. Suhomlinskogo, S. Amonashvili and Zyazyuna others.

Determining the interpretation of the content of the humanization of education is philosophical principle of humanism. Justification of its nature, structure, dedicated work G. Skovoroda, A. Helvetia, I. Kant, G. Hegel and others. Socio-theoretical aspect of modern humanism consider V. Andrushchenko, L. Hubersky, V. Zuev, V. Nichyk, V. Litvinov, T. Panfilov.

Multifaceted problem of humanization of education. The theoretical basis of the humanization of education in educational institutions of different levels groundwork M. Andreev, I. Zyazyun, V. Belousov, S. Goncharenko, A. Kasian, M. Kasyanenko, V. Shubin. Humanistic education benchmarks defend Thesis concepts of personality, national education, methodology as a Ukrainian national education reform (A.P. Kononenko), synergetic methodology (V. Lutay), philosophy of humane professionalism (I. Vasiliev) humanization of Postgraduate Education (N.I. Protasov), scientific Programme „School Dialogue of Cultures” (A. Volynets, G. Zgurska) and others.

Psychological bases of humanization of education, internal mechanisms for creating spiritual potential of the person revealed in the works of G. Balla, I. Beha, H. Kostiuk, A. Maslou, K. Rogers, V. Semychenko.

In literature oriented humanistic education is identified with the personality-oriented. The investigation of school care O.Asmolov, I. Beh, L. Prokoliyenko, O. Pyehota, S. Podmazyn, V. Fishing, V. Syerikov, I. Yakymanska.

Humanization of Education, the organization of school requires processing such pedagogical techniques that aim to permanently enrich the experience of creativity, the formation mechanism of self and self identity. These aspects of the problem of investigating Kozakov, A. Kozyrev, P. Kovalchuk, O. Kirichuk, T. Lopatina, V. Rakhmanin.

How humanization of education with the problems of spiritual and moral formation and development of the younger generation learn M. Boryshevskiy, Z. Hipters, W. Flint, O. Stolyarenko, T. Tyurina.

Problem of the formation of humanistic values in young people dedicated their scientific work of Trigubenko, G. Zhyrska, J. Omelchenko, V. Palamarchuk, A. Savchenko, V. Strumansky.

Humanistic aspects of the learning process considering dialogizing G. Balla, A. Volynets, L. Zazulina, V. Titov.

New approaches to the implementation of humanistic education in modern conditions presented in scientific papers G. Vashchenko, A. Vishnevsky, V. Belousov, I. Beha, E. Bondarevska, S. Goncharenko, I. Zyazyuna, N. Nychkalo, T. Grin, L. Kondrashov, I. Pidlasoho, V. Suhomlinskogo.

Issues in the humanization of interpersonal relations among students highlighted in the works W. Babich, V. Belousov, V. Kirichok, G. Mazur, I. Matyusha and L. Momot, V.P. Shevchenko.

Recently activated researches in the humanization of vocational education, which aims at training the new formation specialists – professionals who have broad spiritual culture. In particular, problems of humanization of higher technical education research portfolio devoted G. Aref 'yevoyi, M. Dobruskina, Pashkova E.A. Lihotskoho, S. Stavitsky, V. Shubina, A. Romanovsky and L. Tovazhnyansky.

The need for wide use in the educational process in Ukrainian, knowledges about Ukraine, nationality functions to implement humanistic educational process promoting by A.P. Kononenko, O. King, L. Turner, R. Skulskyy, G. Filipchuk, V. Yaremchuk, P. Scherban.

Among recent publications, which in some extent the problems affecting the humanization of education, distinguished researchers of domestic S. Goncharenko, B. Gritsuk, O. Kirichuk, I. Zyazyuna, S. Litvinenko, N.M. Nychkalo, L. Ovdiyenko, O. Stolyarenko, L. Horuzhy.

Humanistic trends as reflected in the personality-oriented pedagogy and U.S. Western, particularly in the works of J. Dewey, J. Keller, A. Maslou, S. Patterson, K. Rogers, B. Peace, S. Frente, D. Holt.

In recent years, thanks to the collective efforts of scientists, educators, practitioners, social workers and government agencies, educational institutions of our country carried out by international, Ukrainian and regional scientific and scientific-methodical conference, which examined a wide range of issues devoted to a common goal of humanization strategy education, and some of its aspects.

So, the problem of humanization of education covers a wide range of issues resolved, as evidenced by significant research portfolio of these authors. However, many important aspects of this problem have not yet found its scientific solution. Requires further development of a new theory of education based on philosophy. This is because the reorganization of education can not be carried out only by „instrumental” theory, which examines the impact of technological methods to students. The focus of research should be the same person, patterns of social life. Restructuring education should be considered from the point of activity approach – in close connection with the humanitarian aspects of the educational, academic, labor, social and cultural activities of students.

Acute problem of theoretical principles and acquiring practical experience with humane and humanistic education in the professional training of future engineers and technicians.

Analysis of pedagogical theory and practice demonstrates the complete absence of research on the educational process of humanization of humanitarian means, including cultural disciplines in higher non humanitarian school. And so is the topical issue of justification of its purpose, principles and directions in the study of these subjects, identifying pedagogically productive conditions, forms, means that, in response humanistic principles of education, provide culturological component in preparing students of technical universities.

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Abstract

Author describe in this paper acute problem of theoretical principles and acquiring practical experience with humane and humanistic education in the professional training of future engineers and technicians.

Key words: professional education, agrotechnological direction.

Kształcenie specjalistów na kierunkach agrotechnicznych

Streszczenie

Autor opisuje w tym artykule dotkliwy problem tworzenia teoretycznych zasad i nabywania doświadczenia praktycznego w wymiarze humanistycznym w odniesieniu do edukacji zawodowej przyszłych inżynierów i techników o specjalnościach agrotechnicznych.

Słowa kluczowe: kształcenie zawodowe, kierunki agrotechniczne.