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Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

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Statement of the problem. Social and economic transformation in Ukraine cause significant changes in the system of vocational education. Howdays to be competent – isto have a set of specific competencies at various levels. According to the statement I. Kubenko – to be experienced in a particular industry or a certain issue. V. Kalneis, S. Shushova – to have the ability to mobilize, knowledge and experience in this situation [Рибалко 2012: 90–97].

Analysis of recent research and publications. Professional competence was the subject of teachers: N. Balovsyak, I. Zymnia, S. Trishin, A. Khutorskyi, V. Sharko; economists: V. Prykhodko, G. Dybkova, L. Kopyla; turists: V. Lozovetska, A. Volkov, teachers of computer science: S. Rakov, Yu Ramskyi, A. Symenov, M. Antonenko [Рибалко 2012: 90–97].

Goals and objectives. Purpose – to define the concept of professional competence of ecologists. Objective – to justify the essence concept of professional competence and to identify its components theoretically.

The main material. One of the important tasks of modern education is its shift to determine the competencies that will ensure quality education in accordance with not only the present but the future. Interpretation of the concept of professional competence by domestic and foreign researchers are presented in table 1.

Table 1
Concept interpretation of „professional competence” in the scientific and educational literature

№	Author	Professional Competence
1	2	3
1.	Yu Tatur	„detection in practice, the desire and ability (willingness) to realize their potential (knowledge, skills, experience, personal qualities etc.) for successful creative (productive) activities in professional and social spheres, recognizing the importance of social and personal responsibility for the results of this activities, the need for continual improvement”

1	2	3
2.	W. Adolphe	„a complex entity that contains a complex of knowledge, skills, characteristics and personality that provide variability, optimality and efficiency of construction of the educational process”
3.	V. Krychevsky	set of specific characteristics: the presence of knowledge for success, understanding relevance these tasks for future professional activities, a set of operational skills, possess algorithms solve professional tasks, the ability to be creative in everyday work
4.	V. Yagupov, V. Svystun	combination of theoretical and practical training of future specialist to future professional activities and highlights the presence developed professional thinking in he person
5.	L. Mitina	harmonious combination of knowledge of the subject, methodology and didactics of teaching skills (culture), teaching communication, as well as methods and means of self-development, self improvement, self realization
6.	K. Shaposhnykov	willingness and ability of specialists to take effective decisions in the exercise of professional activities
7.	K. Abulhanova-Slavska	professional readiness and ability of labor to perform tasks and duties of daily activities
8.	N. Radionova, A. Triapitsyn	integral reference that determines the ability to solve professional problems and common professional problems that arise in real situations of professional educational activities, using knowledge, professional and life experiences, values and inclinations
9.	N. Yakovleva	as personal characteristics, personal property, personal new formation
10.	V. Slastonina, I. Isaeva, A. Mishchenko, E. Shyyanova	„unity of the theoretical and practical preparedness of educational activities describes his professionalism”
11.	M. Choshanov	ability to actual implementation of activities
12.	V. Simonov	potential willingness to solve problems competently
13.	S. Molchanov	specialist needs implementation, as the tasks of professional activity
14.	R. Vavryk, M. Variy	commitment to personal professional activities
15.	A. Markova	a mental state that allows to act independently and responsibly, as mastery of human ability and skills to perform certain professional functions
16.	E. Rogov	combined characteristics that reflect physiological, psychological and personality changes that occur in the work of the teacher in the process of acquisition and long-term performance of the activity that provides a new and more effective level solutions to complex professional tasks in special conditions

1	2	3
17.	D. Saveliev	ability to successfully implement an official (solve) problem related to its competence
18.	V. Vesnin	worker quality ability and accurately perform their functions under normal and extreme conditions, successfully master new skills and adapt quickly to changing conditions
19.	A. Khutorsky	total combination of key, basic and specific competencies
20.	V. Synenko	integrating the appropriate level of professional knowledge and skills of teacher, his personal qualities that are a result of activities
21.	Y. E. Sakharchuk	invariant characteristics of the individual as a professional that effectively implement professional activity
22.	N. Kuzmina	knowledge as personal property, which allows efficiently solve scientific and educational objectives aimed at the person formation of another
23.	A. Dubaseniuk	high level of knowledge, abilities and skills
24.	E. Zeyer, O. Shakhmatova	total combination of professional knowledge and skills, as well as their performance in professional activities
25.	V. Horb	professional and status opportunities for human state, social and personal activities in their professional activities

In today's information society professional competence of a specialist should include the following competencies: practical or special – high level of knowledge and technology, that provide professional of development specialist, performance of creative work, social, implying the ability to take responsibility and make decisions, teamwork, endurance, tenacity, psychological – an understanding that culture without emotional receptivity without the skills and habits of reflection, with out experience of interpersonal interaction professionalism and self-realization is partial, incomplete; communication – the ability to manage the situation, high level of speech, environmental, which is the basis of environmental responsibility for professional activities, interaction and functioning of natural systems and components, ability to work with the field, technical documentation, be able to synthesize and analyze the information, use the features of the computer, information technology, geographic information systems, databases etc.; information as ownership of new and innovative pedagogical techniques,

which includes receiving, processing information, multimedia technology, computer literacy, Internet competence [Педагогика... 2004: 34–35].

S. Bondar, S. Holovina, A. Korsak, V. Strelnikova, L. Horuzha, I. Yashchuk studied the environmental competence as a part of life; the essence of environmental education, culture and education been presented in the works of H. Biliavskyy, M. Drobnokhod, Ye. Zheliby, A. Romanovych, G. Pustovit, V. Nekosa, V. Sobchyk, the main approaches to environmental competence, its nature and structure formation principles are defined in the works of O. Kolonkova, V. Marshytska, N. Pustovit, L. Rudenko, O. Prutsakova, S. Shmaley.

N. Ridey, S. Stepanenko, T. Safranov, G. Biliavska, M. Klymenko, V. Bogolyubov were occupied with training and methodological providing of direction „Ecology, Environmental Protection and Sustainable Use of Nature”, paying special attention to innovative approaches for the formation of future ecologists professional competence [Рідей 2011].

We interpret professional competence of ecologist as – willingness of future specialist to realize effectively professional socio-economic, ecological and safe, institutional, environmental protection, in accordance with the requirements of a professional conditions for implementing the strategy of sustainable development of nature and society, the ability to apply innovative technologies and make independent and environmentally focused solution; the ability to take social responsibility with environmental safety of the environment; predict, simulate the situation and development of environmental situations, predict, prevent, eliminate environmental risks, have the necessary professional communication skills, ability to cultivate lifelong self-education through to the formation of quality and safety of human life and the environment.

Conclusions. The foreign and domestic experience which shows that professional competence is only possible with serial simulation of the entire training system by using non-standard forms, methods and training facilities in close cooperation with the future profession, a that is the condition creation of transition from training to professional activities and from traditional to innovative learning technologies, which requires the specification of the nature, content, structure, factors affecting the formation conditions of professional competence that will enable to realize their talents in a professional field, to provide increased personal responsibility for the consequences of their work and the opportunity to be more competitive on today's job market.

Literature

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Abstract

The article presents extensive theoretical analysis of the concept of professional competence in scientific and psychological literature, reviewed professional competence fields of science and knowledge.

Key words: professional competence, professional environmental competence.

Аннотация

В статье представлен обширный теоретический анализ понятия профессиональной компетентности в научно-психологической литературы, отзывы профессиональных областях компетенции науки и знаний.

Ключевые слова: профессиональная компетентность, профессиональное экологической компетентности.

Badania pedagogiczne kompetencji zawodowych przyszłych ekologów przeprowadzone na uniwersytetach Ukrainy

Streszczenie

W pracy przedstawiono kompleksową analizę teoretyczną pojęcia kompetencji zawodowych na podstawie literatury psychologicznej oraz w odniesieniu do określonych dziedzin wiedzy.

Słowa kluczowe: kompetencje zawodowe, zawodowe kompetencje ekologiczne.