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ОСОБЕННОСТИ ПРОФЕССІЙНОМОЙ ПОДГОТОВКИ БУДУЩИХ АГРОНОМОВ В АГРАРНИХ ВУЗ

Аннотація
Стаття посвячена проблемі професійної підготовки будущих спеціалістів аграрної отраслі. Приведені
требування для професійного становлення современного успішного аграря з висшим освітнім, а також
виявлені особливості професійної підготовки будущих агрономів в аграрних вузах. Формування соціум
мoralьних i обів культурних представлень, аграром тем самим створює самого себе як личність, та від
сучасного становлення освіти вимагає від будь-якого вуза, аграрія, що вивчає в ньому, не тільки формувати
свої навички, а як місткість, інтелектуальну базу, навчальний метод, результати якого визначають
історичні зміни, створення особистості, яка стає формою інтелектуальний рух, створення уміння
уважно читати на підставі всіх можливостей, є необхідним, оскільки тема становлення аграрного
вітчизняного університету належить до ключових питань, які визначають розвиток вітчизняного
університету на сучасному етапі.

Ключові слова: агроном, аграрники, висше освіту, спеціаліст, професійна підготовка, конкурентоспроможність,
інтеграція аграрного освіти.

THE PARTICULARITIES OF PROFESSIONAL TRAINING OF FUTURE
AGRONOMISTS IN AGRARIAN HIGHER EDUCATIONAL INSTITUTIONS

Summary
The article is devoted to the problem of professional training of future specialists for agrarian industry. There have
been presented the requirements for professional development of a modern successful agronomist with the higher
education. Also there have been established the particularities of professional training of future agronomists in the
agrarian higher educational establishments. Forming the society of moral and general cultural ideas the agronomist
creates himself as a personality, because the current state of education requires from the future specialist of agrarian
industry continuous update of knowledge, ability to study during the whole life, be a scientist, to form his intellectual
capital. Forming of market relations, building of democratic state in Ukraine determines the change of goal set for
professional education. The education and professional training are the basis for human development and progress.

Keywords: agronomist, agrarian workers, higher education, specialist, professional training, competitive ability,
integration of agrarian education.

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THE ADVANTAGES OF THE INTERACTIVE FOREIGN LANGUAGES
TEACHING METHOD IN MODERN EDUCATIONAL PROCESS

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The article deals with the advantages of the interactive teaching method in foreign language classes. Interactive
training is a special form of cognitive activity organization, the way of knowing that is carried out in the form of
collective students’ activity in which all the participants cooperate with each other, share information, deal with
problems in common, simulate situations, estimate doings of others and one’s personal conduct, dive in the real
atmosphere of business cooperation for the sake of problem solving. It is necessary to emphasize that this teaching
method guarantees high motivation, good knowledge and communicability that promote greatly to high level of
language proficiency by students.

Keywords: foreign languages, interactive method, communication, democracy, form and conditions of teaching.
in educational process. The essence of this communication pattern provides for not only possible statements of students that are themselves of importance, but also introducing their knowledge into educational process.

The teaching opened in communicative aspect can be characterized by the following confirmations:
- educated persons master certain skills better if they are allowed to get to the subject nearer through their private experience;
- students study better, when their teacher actively supports their way of mastering knowledge;
- they perceive material better if on the one hand an instructor or constructs the subject for easier mastering, but on the other hand, in their turn, takes and inserts students conceptions which do not coincide with his own point of view into discussion.

Exposition of the main material. For organization of such educational a teacher must make changes in the educational process, its structure and forms, organization of activity, principles of interaction. And it means that priority in teacher’s work is given to dialogical methods of communication, common search of truth and various creative activities. All this is realized by means of using interactive educational methods. By the way it also provides extensive using of active and interactive forms of conducting studies in educational process (speech simulations, business and role games, analysis of real situations, psychological and other types of training) in combination with out-of-lecture-room work. A word «interactive» originated from English word «interact». «Inter» means «mutual», «act» – «to operate». Interactivity means ability to interact or to be in the regime of conversation, dialogue with somebody (a person)/ something (for example a computer) [4].

Interactive education is a special form of cognitive activity organization, a method of knowledge, which is fulfilled in the form of students’ mutual activity. All participants interact with each other, exchange information, solve the problems in common, model situations, assess the actions of others and side by side with this they also value their behavior, absorb into a real atmosphere of business cooperation for solving the problems. One of the aims is to create comfortable educational conditions, where students will feel their success, their intellectual independence that makes educational process itself more productive [4].

Educational process organized thus, that practically all students are drawn in the process of cognition, they have opportunity to realize and to reflect their knowledge and concepts. The peculiarity of interactive methods means a high level of subject interaction, emotional, spiritual unity of participants.

In compassion with traditional forms of conducting studies interaction of an instructor and a student changes in interactive studies, instructor activity yields to student activity, and creating conditions for their initiative is an instructor’s task.

In the course of dialogic education students are taught to think critically, to solve difficult problems on the basis of circumstances and corresponding information analysis, to weigh alternative thoughts, to take thought-out decisions, to take part in discussions, to contact with other people. For this purpose it is necessary to organize pair and group work, to use research projects, role games, creative work, to make use of work with documents and other sources of information, etc.

A student becomes a competent participant of educational process and his experience becomes a basic source of educational cognition. An instructor doesn’t give prepared knowledge but he prompts participants to independent search and also performs the function of an assistant in work.

First of all interactive forms of education are important components of conducting foreign language classes because they:
- arouse students’ interest;
- encourage an active part of everyone in educational process;
- address feelings of every student;
- promote effective mastering of educational material;
- have diversified influence on students;
- establish feedback (counteraction of audience);
- form thoughts and relations among educated persons;
- form vital habits;
- promote changing of behavior.

It should be noted that personal experience of an instructor in such type of interactive trainings is one of the most important conditions for successful fulfillment of this process. It is possible to study various forms of conducting interactive lessons only by means of personal participation in them. At the present stage it is necessary to choose certain interactive methods of education.

Modern pedagogics is rich in quite a number of interactive approaches, among which we can choose the following:
- creative tasks;
- work in small groups;
- training games (role games, imitations, business games);
- using public resources (specialist inviting, excursions);
- social projects and other out-of-lecture room educational methods (competition, interview, films, performances, exhibitions);
- learning and consolidating a new material (interactive lecture, work with visual aids, video and audio material, «a student plays the role of an instructor», «everyone teaches everyone», using questions, sarcastic dialogue);
- testing;
- warming-up;
- feedback;
- distant education;
- discussing difficult and controversial questions and problems;
- solving problems (for example «a tree of decisions», «a brain storm»);
- trainings [1, p.150].

Besides there are common principles and an algorithm of interactive lesson constructing, among basic rules of interactive education organization we can choose the following:
- all participants in any case must be involved in work, so it is helpful to use the technologies which allow involving all students in discussion;
- you will have to see to psychological training, the question is that not all participants are psychologically ready to direct involving in different forms of work, therefore warming-up, constant encouragement for active part in work, giving opportunities for self-realization will be helpful;
- there should not be many students working with interactive technologies; number of participants and quality of training are closely related, so optimum number of participants is up to 15 persons;
- premises must be arranged taking into account the fact that it will be easy for students to change their seats to work in large and small groups;
- detailed complex of procedures and regulations; it is necessary to come to an agreement from the very beginning and to try not to break them; for instance all participants should be tolerant to any point of view, respect everybody’s right for freedom of speech and dignity of each other; - attention to dividing seminar participants into groups; first of all it is necessary to make it on the basis of voluntariness, later it is advisable to use the principle of random choice [3, p.31].

Besides above mentioned great attention should be paid to essential conditions of interactive education organization. They are:
- positive confidential relations between an instructor and a student;
- democratic style;
- cooperation in the process of communication between an instructor and a student;
- backing to private (pedagogical) experience of students, insertion of bright examples, facts and images into educational process;
- variety of forms and methods of information teaching; forms of students’ activity, their flexibility [2, p.66].

When using of interactive methods a role of instructor changes greatly, it stops to be central, they only regulate process and organize it, prepare necessary tasks beforehand and form questions or themes for discussing in groups, give consultations, manage time and order of the plan fulfillment. Using of interactive forms and methods of education in the process of foreign language teaching among students of technical professions in HEI (Higher Educational Institution) allows obtaining:

For a student:
- experience of active foreign language using in future professional activity in connection with language practice;
- development of individual reflexion as future professional in their sphere;
- mastering of new experience of professional interaction on the level of foreign language communication practice in professional activity.

For a learning group:
- development of communicative skills and interaction in a small group;
- forming of value-oriented unity in a group;
- encouragement of flexible social roles change depending on situation;
- acceptance of ethical norms and rules of common activity;
- development of analysis and self-analysis skills in the process of group reflection;
- development of ability for settling conflicts and making compromise.

For an instructor-a group frame:
- non-standard attitude to educational process organization;
- forming of motivated willingness to interaction not only in educational limits but also in professional situations.

Conclusions. Interactive education is a special form of organization of cognitive activity, a way of cognition which is fulfilled in the form of cooperative students’ activity, where all participants interact with each other, exchange information, solve problems together, model situations, value actions of other and their individual behavior, absorb into real atmosphere of business cooperation for solving problems.

Suggestions. It should be emphasized that interactive forms of education at foreign language classes provide with high motivation, strength of knowledge, creativity and imagination, communicability, active life position, team spirit, value of individuality, freedom of self-expression, emphasis on performance, mutual respect and democracy. Thus, advantages of interactive method of foreign languages teaching in modern educational process are evident and that is why it needs more detailed research including the description of such types of foreign language teaching methods.

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ПЕРЕВАГИ ІНТЕРАКТИВНОГО МЕТОДУ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ У СУЧАСНОМУ НАВЧАЛЬНИМ ПРОЦЕСІ

Анотація
В цій статті були розглянуті переваги інтерактивного методу навчання на заняттях з іноземної мови. Інтерактивне навчання – це особлива форма організації пізнавальної діяльності, засіб пізнання, що здійснюється у формі сумісної діяльності студентів, при якій всі учасники взаємодіють один з одним, обмінюються інформацією, спільно вирішують проблеми, моделюють ситуації, оцінюють дії інших і свою особисту поведінку, порівнюють в реальну атмосферу ділової співпраці за для вирішення проблеми. Необхідно відмітити, що вищезазначений метод навчання забезпечує високу мотивацію, міцність знань, а також комунікаційність, що значно підвищує рівень володіння іноземною мовою у студентів.

Ключові слова: інтерактивні методи, комунікація, демократичність, форма та умови навчання.
ПРЕИМУЩЕСТВА ИНТЕРАКТИВНОГО МЕТОДА ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В СОВРЕМЕННОМ ПРОЦЕССЕ ОБУЧЕНИЯ

Аннотация
В данной статье были рассмотрены преимущество интерактивного метода обучения на занятиях иностранного языка. Интерактивное обучение – это особая форма организации познавательной деятельности, способ познания, который осуществляется в форме совместной деятельности студентов, в которой все участники взаимодействуют друг с другом, обмениваются информацией, сообща решают проблемы, моделируют ситуации, оценивают действия других и свое личное поведение, окунутся в реальную атмосферу делового сотрудничества для поиска решения проблемы. Необходимо отметить, что вышеуказанный метод обучения обеспечивает высокую мотивацию, креативные знания, а также коммуникабельность, что значительно повышает уровень владения иностранными языками у студентов.

Ключевые слова: интерактивные методы, коммуникация, демократичность, форма и условия обучения.

Постановка проблемы. Динамизм сущих суспільних змін орієнтує дитину на розуміння непрогонноєстваної змісту та кількості знань, які вона засвоює в стінах школи. Її необхідні якісно нові знання про себе, про навколишній світ, нові гуманістічні стосунки з товарищами, нові можливості для реалізації природних нахилів. За таких умов виникає необхідність формування особистості для реалізації дитячої діяльності початкової школи. Також сисо охарактеризовані основні новоутворення молодшого шкільного віку: теоретичний аналіз, внутрішній план дій, рефлексія. В ході дослідження встановлені факти тотальності дитячої творчості, що зумовлює відповідну організацію дитячої діяльності задля розвитку їх творчих здібностей.

Ключеві слова: моложий школяр, творче мислення, теоретичний аналіз, внутрішній план дій, рефлексія.

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