

INTEGRATION APPROACH IN THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS IN SAFETY PROTECTION IN HIGHER EDUCATION ESTABLISHMENTS

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The article deals with the problem of applying an integrative approach in the formation of professional competence of future labor protection specialists. The problems of competence development in future specialists in labor protection are investigated. A number of pedagogical conditions that contribute to the development of the professional skills of the future specialist are determined.

Keywords: integrative approach, competence, competence approach, labor protection, specialist, institutions of higher education.

Formulation of the problem. In the whole world, labor protection is defined as a key factor in the formation of the competitiveness of the state, business and the economy.

Increasing the level of labor protection and industrial safety, preventing accidents and accidents at work, increasing the prevention of occupational injuries and occupational diseases requires further adaptation of the legal acts to European and international legislation, as well as the use of world scientific and practical experience and deepening of international cooperation in the field. labor protection

The key directions of socio-economic transformation put forward certain requirements both for the system of education as a whole and for higher education, in particular, as trends in its development, and the principles of reform. One of the leading trends in the development of higher education is integration, that is, an organic combination of information of various disciplines around one topic. Integration is one of the most promising innovations that sets new conditions for the activities of teachers and students, which has a great influence on the effectiveness of the students' perception of the educational material [1].

Analysis of recent research and publications. The analysis of literary sources shows that the most important results on the issues: an integrative approach to learning; methods of conducting lectures on occupational safety; formation of an integrated system of training and knowledge testing; on issues of labor protection issues is considered in the writings of Ukrainian scientists R. Borysyuk, O. Gavrilenko, S. Goncharenko, I. Datsenko, Yu. Zhidetsky, I. Kozlovskaya, V. Kordyumova, O. Malyshevskaya, V. Ogirtsova, B. Patona, R. Sabarno, A. Sarkisova, Y. Semchuk, V. Sidorenko, Y. Sobko, K. Tkachuk and others.

Many modern scientific publications are devoted to issues of development of professional competence [1; 3].

Selection of previously unpredictable parts of the problem. In the works of domestic authors devoted to the issues of improving the teaching of occupational safety disciplines in higher education institutions it is indicated that the needs for further development of the economy, the social orientation of state policy require from higher education the training of specialists who have in the

composition of professional qualities the ability to provide safety in the production and out industrial activities and in emergencies.

However, there are a number of contradictions in the current system of training on occupational safety issues that are related to the lack of a scientifically sound and experimentally tested system of education in higher education institutions.

Formation of the purposes of the article. The purpose of the paper is to substantiate the effectiveness of the integrative approach in shaping the professional competence of future occupational health professionals in higher education institutions.

Presenting main material. The problem of raising the level of professional competence of a future specialist in labor protection, capable of free, mobile and active thinking, to model his work process, to independently generate, implement new ideas and technologies of education and training, is relevant in contemporary socio-economic conditions. A professionally qualified specialist is able to positively influence the formation of qualitative abilities in the production process, will be able to achieve the best results in his professional activities and promote the implementation of their own professional capabilities.

In the disciplines of professional direction, in particular the course of labor protection in higher education institutions, the emphasis is on such a form of social interactions as industrial relations and generalization of legal, economic, political, moral, spiritual, psychological relations.

The constant development of scientific and technological progress and innovative technologies of modern production, which dictate new dangers, necessitate the improvement of the content of the main disciplines.

An important link in updating the content of education and aligning it with the modern needs, integration into the European and world educational spaces is:

- the orientation of educational programs for acquiring key competencies, the creation of effective mechanisms for their introduction and the development of integration processes in vocational education, which in recent times have an ever more important place, since they are aimed at implementing new educational ideals – the formation

of a coherent system of knowledge and skills of the individual, development of their creative abilities and potential opportunities [1].

- the development of curricula, based not on a subject-centered approach, but on a modular basis. Its essence is that the main structural units of the curriculum for the training of future specialists in the field of labor safety are professional-oriented modules, the assimilation of which contributes to the formation of their professional competencies [7].

The argument for determining such modules is the requirements for the standard of training Professional education (labor protection) (level one-bachelor), which provides for the formation of professional competence, which includes 3 types of competencies graduate, which are grouped into 36 types of competencies, which form the basis of the competence model of training future specialist on labor protection [6].

- formation of individual plans of students, cases, complexes of tasks of a productive nature, methods of conducting various forms of organization of educational activities, namely: lectures, workshops, laboratory works, seminars, conferences, independent, individual works, consultations, electronic versions of teaching and methodological support, drafting of individual student schedules, training, technological and pedagogical practices in occupational safety, individual and group projects, teaching and research activities those, excursions, etc. [1; 3].

The content of training is improved not only due to the updating of individual disciplines, but also their own set, creation of integrated courses. The need to develop integrated courses is due to the need to overcome the disparity of knowledge that students can not operate, do not find their application in their professional activities. The scientific approach and comprehensive substantiation of the implementation of each new integrated course, analysis of its place in the system of education and interaction with other educational disciplines (integrated and subject-matter) makes them promising for higher pedagogical education [5].

Integration can solve numerous problems and tasks in the educational system. It is already clear that integrated learning as nothing else lays down new conditions for the activities of teachers and students, is an active model of activating intellectual activity and developing learning methods. Integration requires the use of various forms of teaching that greatly affects the student's perception of learning material; it becomes for all its participants, teachers and students, and the administration, for cooperation and interaction, which helps to move together towards a common goal.

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Only a radical change in the technology of learning and the integration of subjects will satisfy the needs of state, cooperative, joint stock companies and other enterprises that require high quality training of specialists [4].

The idea of integrated training in the preparation of future occupational health professionals in higher education institutions makes it possible to implement a personally oriented approach to learning. The student will be able to choose "basic" knowledge from different disciplines with the maximum orientation to the subjective experience that has developed into it under the influence of both prior learning and wider interaction with the surrounding reality.

It is on the integrated classes that the following competencies are formed:

- value-semantic (understanding the purpose of the lesson, the importance of studying the topic);
- general cultural (speech culture, sense of patriotism);
- information (work with the computer, the ability to independently select the necessary material);
- communicative (ability to work in groups, listen, communicate, communicate sociably to people with a different point of view).

Integrated content of disciplines on labor protection is developed based on production functions, typical tasks of the activities and skills that should be owned by future occupational safety specialists, documented in the relevant educational qualification, as well as the goals and objectives defined in the general provisions of the standard program of normative educational disciplines on labor protection.

In the content of the integrated course on labor protection combined elements of safety of life, the bases of labor protection, labor protection in education through a broad interdisciplinary approach. The set of educational disciplines, each of which fulfills its specific function and uses its own research methods, forms a unity, integral system. At the same time, under the influence of science there is a reconstruction of the discipline, the basic knowledge and connections of science with other forms of public life, with production are allocated.

Conclusions. One of the possible and effective ways of forming future professionals in the field of occupational safety is the introduction of knowledge in the educational process of education.

The professional competence of the future specialist in occupational safety is an integrated personal quality that includes the possession of professional knowledge and skills, personal qualities and the ability to self-education and creativity that allow a person to use his potential for successful professional occupational safety and health.

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ИНТЕГРАТИВНИЙ ПІДХІД У ФОРМУВАННІ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ З ОХОРОНИ ПРАЦІ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація

У статті розглянуто проблему застосування інтегративного підходу при формуванні професійної компетентності майбутніх фахівців з охорони праці. Досліджено проблеми розвитку компетентностей у майбутніх спеціалістів з охорони праці. Визначено ряд педагогічних умов, що сприяють розвитку професійної майстерності майбутнього фахівця.

Ключові слова: інтегративний підхід, компетентність, компетентнісний підхід, охорона праці, фахівець, заклади вищої освіти.

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ИНТЕГРАЦИОННЫЙ ПОДХОД В ФОРМИРОВАНИИ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ СПЕЦИАЛИСТОВ ПО ОХРАНЕ ТРУДА В УЧРЕЖДЕНИЯХ ВЫСШЕГО ОБРАЗОВАНИЯ

Аннотация

В статье рассмотрена проблема применения интегративного подхода при формировании профессиональной компетентности будущих специалистов по охране труда. Исследованы проблемы развития компетенций у будущих специалистов по охране труда. Определен ряд педагогических условий, способствующих развитию профессионального мастерства будущего специалиста.

Ключевые слова: интеграционный подход, компетентность, компетентностный подход, охрана труда, специалист, учреждения высшего образования.