

PEDAGOGICAL SCIENCES

ALGORITHM FOR DESIGNING TECHNOLOGY FOR FORMING AN ACTIVE PROFESSIONAL POSITION OF FUTURE SERVICE PROFESSIONALS IN THE PROCESS OF PROFESSIONAL TRAINING

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Improving the professional training of future specialists in the service sector in order to bring it in line with modern requirements is an urgent issue of modern professional education today. New requirements for professional training of an educational applicant in professional education institutions (up to the level of education, professionalism, and value orientations) shift the focus to the formation of professionally important qualities, among which an active professional position is of particular importance. The formation of an active professional position of the future specialist, in our opinion, will contribute to the formation of the personality of the applicant for education as a professional and will greatly facilitate its implementation in the professional environment. It should be noted that at this time there is an aggravation of contradictions between the requirements of society for the personality of a service specialist and the actual level of readiness of graduates of professional colleges to perform their professional functions; between the recognition of a professional education specialist as a subject of active professional activity, which is part of professional activity, and the lack of purposeful development of their active professional position in the conditions of training in professional colleges. The revealed contradictions have activated the problem of modeling the technology of forming an active professional position of future service professionals in the process of professional training.

Regarding the concept of «technology», we define this phenomenon as «a set of knowledge, information about the sequence of individual production operations in the production process of something; a set of

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methods for processing or processing materials, manufacturing products, conducting various production operations, etc.» [1].

Speaking about pedagogical technology, we note that this concept combines a system of goals, content, methods, forms, means, methods and techniques of teaching, types of control and correction, which are gradually introduced into the educational process of educational institutions and guarantee the achievement of the final result.

Within the framework of our research, we consider the technology of forming an active professional position of service sector specialists as a set of interaction between teachers of educational institutions aimed at the formation and development of the student's personality as a future specialist, aimed at showing their own professional subjectivity in performing professional tasks, motivated to constant self-development, effective use of their own resources, proactive in using and popularizing innovations in professional activities.

From the presented definitions of the concept of «pedagogical technology», we should highlight the following features that indicate the effectiveness of its application in the pedagogical process:

- definition of organizational and methodological tools for achievement educational goals;
- description of the methodology of the design, organization and implementation process educational process in accordance with the designated goal;
- identification of the human and technical resources required to achieve specific pedagogical tasks;
- ensuring the interaction of individual parts of the technology related to performing individual tasks for the designated goal.

The basis for the development and implementation of educational technologies is the scientific work of researchers V. Bepalko [2], N. Clarin [3], B. Likhachev [4], V. Monakhov [5], H. Selevko [6]. Thus, pedagogical technology is considered as a set of psychological and pedagogical attitudes that determine a special set and layout of forms, methods, methods, teaching methods, educational tools; organizational and methodological tools of the pedagogical process (B. Likhachev); content technology for implementing the educational process (V. Bepalko); description of the process of achieving the planned learning outcomes (I. Volkov); a well-thought-out model of joint pedagogical activity for the design, organization and conduct of the educational process with the unconditional provision of comfortable

conditions for students and teachers (V. Monakhov); a systematic method for creating, applying and defining the entire process of teaching and learning, taking into account technical and human resources and their interaction, which aims to optimize the forms of education (UNESCO); a systematic set and order of functioning of all personal, instrumental and methodological tools used to achieve pedagogical goals (M. Clarin). The view of H. Selevko, who presented the effectiveness of any pedagogical technology as a unity of three components, became significant for us: science – based (represents the conceptual foundations of pedagogical technology-scientific approaches, principles); process-descriptive (reflects the goal, tasks, methods of implementing the activities of subjects of pedagogical interaction); process-effective (separates the content of technology implementation).

So, summing up the views of researchers and given the purpose of the study (formation of an active professional position of future specialists in the sphere of services) considered pedagogical technology of formation of active professional position of future specialists in the service sector in the training process as a set of components: the problem-target (contains the purpose, objectives and preliminary diagnosis of formation of active position of students); methodological (defines the methodological approaches, principles of implementation of this technology); procedural (is the content of the implementation of the technology); evaluative-reflexive (defines the criterion-indicative apparatus research, and also represents a reflection of the results of the experiment). We see this algorithm for designing the technology for forming an active professional position of future service professionals in the process of professional training as appropriate.

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FORMATION OF STUDENTS' ACMEOLOGICAL COMPETENCE THROUGH SELF-EDUCATION

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The changes which are taking place at the current development of our society require that educational establishments of the National Guard of Ukraine train future specialists who are able to solve complex professional problems, constantly self-improvement in order to achieve the maximum level of personal and professional development. The organization of activities for self-education of acmeological competence plays an important role in solving such problems. Acmeological competence of the future specialist is defined by us as a complex characteristic of the cadet of educational establishments, which reflects the formation of acmeological motives, values, knowledge, skills, important personal and professional qualities, provides mastery of self-development, self-improvement to effectively solve complex problems in the personal and professional spheres of his life. Its structure according to the results of our study is represented by the unity of four components: motivational, personal, cognitive, activity. The formation of acmeological competence of cadets of the National Guard of Ukraine (hereinafter – NGU) is associated with their desire for self-development, self-improvement, with the formulation and solution of acmeological problems. In this regard, it can be assumed that the self-education of the personality of the future specialist may be one of the most important conditions that affect the desire and gradual movement of the individual to the acme peaks.

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