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CONTEXT BASED LEARNING AND SELF-EDUCATION AS KEY ELEMENTS OF VOCATIONAL TRAINING OF STUDENTS

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The article addresses the problem of contextual education and the issue of self-education as a necessary condition for successful professional activity and further self-development of specialists. Context learning provides transition, transformation of cognitive activity into a professional with the corresponding change in needs and motives, goals, actions, means, subjects and results. Such training provides the integrity, systematic organization and personal content of the acquired knowledge. The training of a future specialists for self-improvement after graduation is based on the ability of a future specialist to carry out the whole complex of self-acting activities – setting goals, planning, self-organization, self-education and self-education independently and creatively.

Key words: *context learning, planning, self-organization, self-education, content of training.*

У статті порушено проблему контекстного навчання та питання самовиховання як необхідної умови успішної професійної діяльності та подальшого саморозвитку фахівців. Контекстне навчання забезпечує перехід, трансформацію пізнавальної діяльності в професійну з відповідною зміною потреб і мотивів, цілей, дій, засобів, предметів і результатів. Таке навчання надає цілісності, системної організованості й особистого змісту знанням, що засвоюються. Підготовка майбутнього фахівця до самовдосконалення після закінчення вищого навчального закладу полягає в його здатності самостійно і творчо виконувати весь комплекс самовиховних дій – постановку мети, планування, самоорганізацію, самостимулювання та самоосвіту.

Ключові слова: *контекстне навчання, планування, самоорганізація, самостимулювання, самоосвіта, зміст навчання.*

Перминова В.А. КОНТЕКСТНОЕ ОБУЧЕНИЕ И САМОУПРАВЛЕНИЕ КАК ОСНОВНЫЕ ЭЛЕМЕНТЫ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СТУДЕНТОВ

В статье исследуются проблема контекстного обучения и вопросы самовоспитания как необходимого условия успешной профессиональной деятельности и дальнейшего саморазвития специалистов. Контекстное обучение обеспечивает переход, трансформацию познавательной деятельности в профессиональную с соответствующим изменением потребностей и мотивов, целей, действий, средств, предметов и результатов. Такое обучение придает целостность, системную организованность и содержание знаниям. Подготовка будущего специалиста к самосовершенствованию после окончания высшего учебного заведения заключается в его способности самостоятельно и творчески выполнять комплекс действий по самообразованию – постановку целей, планирование, самоорганизацию, самостимулирование и самообразование.

Ключевые слова: *контекстное обучение, планирование, самоорганизация, самостимулирование, самообразование, содержание обучения.*

Introduction of elements of context learning is aimed at mastering knowledge, developing professional skills, gaining professional experience and professional qualities as the basis for successful transformation of students' educational activities into professional activities of a specialist.

An important aspect of improving the training of future specialists is the objective modernization of the learning process with the active use in the process of training of students advanced means and methods of teaching, strengthening the connection of the educational process with practice. It is necessary that the student does not only possess a certain amount of knowledge, but also is able to apply this knowledge in practice. One of the directions of solving these problems is the de-

velopment and introduction of new pedagogical techniques, the main feature of which can be considered as the degree of adaptability of all elements of the pedagogical system.

The analysis of scientific research and publications, in which initiated the solution of this problem, testifies to the need for detailed consideration of the aspects of the concept of context-based learning in connection with its productivity in the training of future specialists researched by A. Verbytskyi, M. Burhin, T. Dubovyitska, M. Klarin, N. Lavrentiev.

Issues of the development of the education system in Ukraine as a whole, and in particular changes in the system of higher education, are devoted to the work of such scholars as A. Aleksiuk, V. Andrushchenko, I Boliubash, S. Vitvytska, M. Zhurovsky, V. Kremen and others.



Context learning provides transition, transformation of cognitive activity into a professional with the corresponding change in needs and motives, goals, actions, means, subjects and results. Such training provides the integrity, systematic organization and personal content of the acquired knowledge.

The word "context" can have broad meaning: it can be called a physical action, an act, a replica, a system of motives. The word "context" (from Latin *syntextus* – connection, communication) is a relatively complete passage of the written or oral language (text), within which the most value of the separate words in its composition, expressions etc are included accurately.

Thus, the context is a system of internal and external conditions of life and human activity that affects the perception, understanding and transformation of a particular situation by giving the meaning and significance of the situation as a whole and its components.

Contexts can be social, behavioral, emotional, historical, cultural, activity.

In the aspect of our study, the concept of "context" is a content-generating category in the theory of symbolic-context learning, and the corresponding technology provides the level of personal inclusion of the learner in the process of knowledge and mastery of professional activity.

Particular attention is paid to the implementation of the phased transition of students to the basic forms of higher-ranking activities. Thus, the basic forms include: academic activity of an academic type (actual educational activities – lectures, seminars, independent work); quasi-professional activity (business and didactic games, gaming classes); educational-professional activity (research work, industrial practice, internship, diploma design). As a transition from one basic form to another, act as: laboratory and practical classes; simulation; analysis of specific production situations; role-plays; special courses and special seminars, etc. [1].

The main purpose of contextual education is the formation within the student's educational activity of its integral, internally-motivated professional preparedness as a future specialist. We proceed from the assumption that this training is based on the needs of those who are studying and is considered as an effective means of obtaining additional knowledge about the chosen specialty, stimulating the development of cognitive interests and needs, formation of stable positive motives of education and awareness of the goals of mastering the profession.

The main function of the context-based approach to learning is to create conditions for

the transformation of educational and cognitive activity into a professional, thus, modeling the educational environment, which is as close as possible to the form and content to the professional. Contextual learning is a study in which the subject and social content of the future professional activity of students is consistently modeled in the language of science and with the help of the whole system of forms, methods, means of learning (traditional and new) [2].

It is based the following principles:

1) psychological and pedagogical support for the inclusion of students in educational activities; 2) sequential simulation of the integrative content of students' learning activities, forms and conditions of professional activity of specialists; 3) the problem content of the training and the process of its deployment in the educational process; 4) the adequacy of the forms of organization of educational activities of students for the purposes and content of education; 5) the main role of joint activity, interpersonal interaction and dialogical communication between subjects of the educational process (teacher and students, students among themselves); 6) methodically grounded combination of new and traditional pedagogical technologies; 7) taking into account the individual psychological characteristics and the cross-cultural (family, national, religious, geographical, etc.) contexts of each student [3].

In the process of implementing contextual education, the primary task of the teacher is to analyze information about the initial level of professional and cognitive interests of students towards the future profession, the motives for its choice.

In contextual learning, the modeling of professional activity, which is acquired by students, takes place through three types of interrelated models: semiotic, simulation, social, through which the formation of not only substantive, but also social preparedness of a specialist [4].

Teaching of general subjects is proposed to be interpreted in the context of professional activity, going away from this from the academic presentation of scientific material. As a means of implementing theoretical approaches in contextual education, it is proposed to fully use the methods of active learning. At the same time, it is noted that it is necessary to use the approach of various forms, methods and means of active training in an organic combination with traditional methods comprehensively.

A characteristic feature of contextual learning technology is the creation of subject and social contexts of professional activity, which



adds a number of new aspects to the learning process: the spatial-temporal context “past – present – future”; systematic and interdisciplinary knowledge; the ability to dynamically expand the content of training, which is usually given in statics; the scenario plan of the specialists in accordance with the production technology; office functions and responsibilities; official and personal interests of future specialists.

In the context study, a dynamic model of educational activity is projected in its three basic forms, academic activity of an academic type (own educational activity) with a leading role of a lecture, a seminar, an independent work of a student with a book or a computer program; quasi-professional activity (various types of simulation games, abstracts and term papers), educational and professional activities (research work of students, industrial practice, thesis), as well as intermediate forms which can be performed by any who meet the goals and the specifics of the content of education. The purpose of a higher educational establishment is to teach a student to perform the activities that they apply throughout the period of study at university professionally.

The construction of the model of the process of training future professionals on the basis of the technology of contextual education gives an opportunity to bring the content and process of students' educational activities closer to their future profession. Consequently, the creation of appropriate pedagogical conditions for the dynamic movement of the student's activity from the educational to the professional with the corresponding change in the needs and motives, goals, actions (actions), means, subjects and results on the application of context-based learning in the process of training future specialists has significant potential in improving the quality of preparation specialists.

Thus, the content of contextual education is selected on the basis of two logic: the logic of science and the logic of professional activity, which is assimilated. Thus, they ask: the parameters of the past (the basis of science), the present (the activity that is actual) and the future (professional situations that will be in the future). This seriously affects the student's personal meaning. Appear: systematic and profound ideas about professional activity, its scenario-plot channel, the role of the official and role, the possibilities of communication and interaction of students in situations of joint professional activity, which are modeled.

Consequently, context-based learning positively influences the increase of active cogni-

tive activity, the development of creative initiative, reflexive processes, content formation, internal motives of educational and professional activity, professional self-determination and in this way affects the formation of the student's personality as a subject of activity.

The theoretical basis of contextual education is: the activity theory of the assimilation of social experience; technological approach to the organization of the educational process; content-creating category “context”.

A characteristic feature of contextual learning technology is the creation of subject and social contexts of professional activity, which adds to the learning process:

- spatial temporal context “past – present – future”;
- systematic and interdisciplinary knowledge;
- official functions and duties, interests of future specialists. [5]

Consequently, in the context of our research, context-based learning serves not only as a substantive aspect of professional activity, which is provided through a system of training tasks, models, situations, but also as its socio-cultural aspect, reproduced by various forms of joint activity and communication; as a form of active training designed for use in higher education, focused on the professional training of students, specialists and implemented through systematic use of the professional context, based on the study of professionally oriented disciplines, the gradual saturation of the educational process with elements of professional activity.

Involvement of students in professional self-education is aimed at self-realization of personality of a future specialist.

Improving the conditions for the effectiveness of self-education is one of the priority directions in the development of modern pedagogical science. This is due to democratic transformations that enhance the human need in the pursuit of freedom, self-determination, humanity, self-regulated behavior. It is these factors of professional and personal development that are key to the training of future specialists, capable of addressing their profession thoroughly and creatively.

The training of students to self-improvement after graduation is based on the ability of a future specialist to carry out the whole complex of self-acting activities – setting goals, planning, self-organization, self-education independently and creatively.

The involvement of student in the process of professional self-education is in direct dependence on professional orientation, motivational principles; level of development of self-consciousness; the need for progres-



sive development; self-regulation behavior; self-improvement experience. The indicated factors of the student's personality development are psychological conditions of professional self-education [6].

Successful possession of specialist today means not only the availability of professional knowledge and skills, but also a special personal dimension of a future specialist. Considerable attention in the process of training students should be given to the problem of the formation and development of a future specialist oriented towards success. Self-education is a conscious self-altering personality.

Self-education should be considered as self-development, in which, in accordance with the requirements of society, universal human, national and moral values, goals and interests of the person himself, the forces and abilities projected by them are creatively formed and constantly developed. The motives for self-education are the vital aspirations of the student, the need to act in accordance with the norms of universal morality and professional requirements, the understanding of the need to overcome the difficulties of personal and professional formation, etc.

The main stages of the process of self-education are: student's awareness of requirements for their activities; self-knowledge, critical self-esteem of their activity and behavior; planning work independently, developing a program and rules of conduct; practical implementation of the self-education program, by taking into account the complexity of the next revision of the defined positions; self-control, self-assessment and self-regulation of actions and behavior.

The most important internal prerequisites that determine the effectiveness of self-education:

- persuasion, self-awareness and self-criticism;
- needs and motives, life guidance;
- self-esteem and courage;
- skills and abilities of self-control and volitional self-regulation;
- knowledge of the theoretical foundations of self-education and possession of the method of self-improvement;
- a conscious guidance on harmonious and versatile self-education;
- psychological readiness for active, purposeful and systematic independent work.

Methods of self-education are a set of techniques and methods of pedagogical impact of the student used in order to form and develop the desired and necessary personal qualities and the ability to eliminate the negative results.

The methods of self-education should be considered as a partial influence of the student himself as a certain single act in each particular case and method.

The basic principles of self-education include the following:

- 1) natural conformities of self-education;
- 2) the democratization of self-education, the upbringing of a stable social position and humanistic morals;
- 3) systematic, purposeful, value orientation of education and self-education;
- 4) consistency, continuity and systematicity;
- 5) the unity of self-education and scientific worldview;
- 6) formation of active life position and positive direction of self-education;
- 7) the relationship of education and self-education and professional activities.

The quality of self-education depends on the orientation of the consciousness of the student's personality on him as a professional, self-consciousness.

The most effective ways and methods of self-education are:

- 1) self-discipline – the development of new guidelines;
- 2) self-belief – a process of logical proof of the need for the development of individual features and qualities that are needed to achieve the goal and success in professional activities;
- 4) self-command – an internal command to an action that is mandatory;
- 5) self-gratification, self-promotion – expression of satisfaction from achieving success and rewarding oneself.

Self-education occurs in case when the student's educational and professional activities acquire for him a personal meaning, a vital sense. Only under such conditions, attempts to acquire a profession will cause activity in the growth of them as a person successfully.

The effectiveness of studying at a higher educational establishment is the result of merging into a single process of two activities – the activity of a teacher of higher education in the direction of creating conditions for students to master the content of vocational education and the activity of students, aimed at mastering professional knowledge, skills of different functional belongings, moral and other qualities. The corresponding activity of the future specialist is derived from the assimilation of it at the level of self-knowledge of the basics of the theory and technology of professional self-education.

Professional self-education – is a branch of educational pedagogy, which studies laws, principles and methods of mastering the con-



tent of vocational education at the level of self-esteem.

Professional self-education is aimed at preparing a student for professional activity, which still performs the function of the general condition of its self-actualization as a professional. The components of this system of education are psychological and practical orientation towards self-improvement after the graduation of a higher education institution.

The organization of professional self-education is a process of pedagogical stimulation of self-learning activity of students on the socio-personal, semantic and content and hierarchical levels.

One of the most important tasks of professional self-education is the development of professional self-consciousness, an adequate ratio of oneself and specific professional requirements, filling future professional activities with a personal meaning, which makes it important and necessary for success in life.

Thus, professional self-education is a systematic and conscious activity of students, aimed at acquiring desirable qualities and positive traits, the will of nature and character, and the elimination of negative habits.

The way of professional self-education is managing their feelings, thoughts, behavior, and the result is self-improvement. The need for such work arises in educational activities, when a certain level of self-knowledge is achieved, an ability to self-examination and self-esteem is created, when the necessity of the correspondence of personal qualities with the goal set and the achievement of the desired result is realized.

Teachers' task is to identify and develop potential abilities of students while mastering their knowledge, skills using information purposefully.

Pedagogical leadership of self-education is carried out on several stages:

1) preparatory stage: the student's belief in the need to be prepared to self-education and the ability to achieve the desired results; formation of needs, motives and motivation for self-education; setting of the main goals and tasks of self-education;

2) the main stage: the set of the content of self-education; help in choosing methods, methods, forms and methods of self-education; assistance in developing a self-education program;

assistance in implementing the self-education program; organization of control over the course of self-education and making necessary corrections to it;

3) final stage: assistance in self-control and at vocational training of students; stimulation; summing up the achieved results and defining new guidelines for self-improvement; adjusting and adding new content to the self-education program, etc.

Therefore, the vocational training of students to future activity at a higher educational establishment should be aimed at helping a future specialist to find a place in life, see his own self-worth, his purpose, and stimulate the desire for self-improvement. There is also a need for a conscious and emotional approval of the chosen profession, which gives more pleasure and makes sense and happiness of his life; understanding of the creative nature of professional activity, which requires huge neuro-psychological expenses, constant work on oneself. Such an approach in the learning process helps the future specialist in self-organization and self-assertion, in search of factors for constant personal growth, to create conditions for active search not only the meaning of his life, but also the personal meaning of professional activity.

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СПЕЦИФІЧНІ ПРИНЦИПИ ПІДГОТОВКИ ФАХІВЦІВ У ГАЛУЗІ БЕЗПЕКИ ЛЮДИНИ ДО УПРАВЛІНСЬКОЇ ДІЯЛЬНОСТІ

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У статті розроблено й обґрунтовано специфічні принципи професійної підготовки фахівців у галузі безпеки людини до управлінської діяльності з урахуванням основоположних дидактичних закономірностей і загальних принципів навчання, а також провідних принципів професійної, зокрема вищої, освіти. Розкрито зміст таких принципів професійної освіти, як: фундаменталізація, професійна спрямованість, наступність, технологізація, інформатизація. Також проаналізовано найбільш вагомні принципи управління: принцип мети; правової захищеності управлінських рішень; оптимізації управління; дотримання норми керованості; найменшого впливу; делегування повноважень; відповідності; автоматичного заміщення відсутнього; першого керівника; одноразового введення інформації; підвищення кваліфікації. Доведено, що вдосконалення системи підготовки курсантів і студентів закладів вищої освіти Державної служби України з надзвичайних ситуацій до управлінської діяльності базується на взаємозв'язку принципів, які враховують специфіку напряму підготовки, індивідуальні особливості контингенту, тенденції розвитку вищої школи України на засадах сучасної парадигми освіти.

Ключові слова: *управлінська компетентність, управлінська діяльність, принципи управління, принципи професійної підготовки, принципи професійної освіти, специфічні принципи професійної підготовки.*

В статье разработаны и обоснованы специфические принципы профессиональной подготовки специалистов в области безопасности человека к управленческой деятельности с учетом основных дидактических закономерностей и общих принципов обучения, а также ведущих принципов профессионального, в том числе высшего, образования. Раскрыто содержание таких принципов профессионального образования, как: фундаментализация, профессиональная направленность, преемственность, технологизация, информатизация. Также проанализированы наиболее значимые принципы управления: принцип цели; правовой защищенности управленческих решений; оптимизации управления; соблюдения нормы управляемости; малейшего влияния; делегирования полномочий; соответствия; автоматического замещения отсутствующего; первого руководителя; однократного ввода информации; повышения квалификации. Доказано, что совершенствование системы подготовки курсантов и студентов высших учебных заведений Государственной службы Украины по чрезвычайным ситуациям к управленческой деятельности базируется на взаимосвязи принципов, учитывающих специфику направления подготовки, индивидуальные особенности контингента, тенденции развития высшей школы Украины в рамках современной парадигмы образования.

Ключевые слова: *управленческая компетентность, управленческая деятельность, принципы управления, принципы профессиональной подготовки, принципы профессионального образования, специфические принципы профессиональной подготовки.*

Povstyn O.V. THE SPECIFIC PRINCIPLES FOR TRAINING PROFESSIONALS IN THE FIELD OF HUMAN SECURITY TO MANAGEMENT ACTIVITIES

The article develops and substantiates the specific principles of professional training of specialists in the field of human security in the field of management activities, taking into account the fundamental didactic laws and general principles of education, as well as the guiding principles of professional, including higher education. The content of such principles of vocational education is revealed: fundamentalization; professional orientation; succession; technologicalization; informatization. Also it is analyzed the most important principles of the management: the purpose of the goal; legal protection of managerial decisions; management optimization; observance of the norm of controllability; least impact; delegation of authority; conformity; automatic replacement missing; first manager; one-time input of information; certification training. It is proved that the improvement of the system of training of students and students of the State Social Insurance Institution for management activities is based on the interrelation of the principles that take into account the specifics of the direction of training, the individual characteristics of the contingent, the tendencies of the development of the higher school of Ukraine on the basis of the modern paradigm of education

Key words: *management competence, management activity, management principles, principles of professional training, principles of vocational education, specific principles of professional training.*