



рефлексивним контентом, добір і апробація діагностувальних методик для виявлення рівня загальної рефлексивності і педагогічної рефлексії, добір і апробація методів індивідуального та колективного розвитку професійної педагогічної рефлексії, само- і взаємоаналіз, само- і взаємооцінювання; налаштування на самореалізацію.

Реалізація змістово-процесуального блоку моделі передбачала комплексне впровадження в освітній процес визначених педагогічних умов: зорієнтованість системи післядипломної педагогічної освіти на цілеспрямовану актуалізацію рефлексивності та формування педагогічної рефлексії у вчителів гуманітарних спеціальностей як чинника їхнього особистісного і професійного розвитку; організація рефлексивного освітнього середовища; оновлення змістового наповнення післядипломної педагогічної освіти і впровадження активних рефлексивно-діяльнісних технологій навчання; домінуюча роль рефлексивного практикуму у формуванні педагогічної рефлексії вчителів гуманітарних спеціальностей у післядипломній освіті.

Критеріально-рівневий блок презентує критерії сформованості педагогічної рефлексії вчителів гуманітарних спеціальностей у післядипломній освіті (мотивацій-

но-ціннісний, пізнавальний, операціональний, організаційний) і визначені на їх основі рівні сформованості педагогічної рефлексії: високий, задовільний, низький.

Висновки і перспективи подальших розвідок. Розроблена модель стала основою відповідної системи роботи з формування педагогічної рефлексії учителів гуманітарних спеціальностей у післядипломній освіті. Перспективи подальших розвідок вбачаємо в обґрунтуванні змісту експериментальної методики формування педагогічної рефлексії учителів гуманітарних спеціальностей у післядипломній освіті.

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BASIC DIDACTIC PRINCIPLES OF CIVIL PROTECTION SPECIALISTS SERVICE AND NATIONAL GUARDS PROFESSIONAL TRAINING IN SPECIALIZED EDUCATIONAL INSTITUTIONS

Taimasov Yu.S., Candidate of Pedagogical Sciences,
Senior Lecturer at the Learning Station

*Emergency Rescue Detachment of Special Purpose
The Main Directorate of the State Service of Ukraine
for Emergencies in the Kharkiv region*

Zub O.V., Candidate of Agricultural Sciences,
Associate Professor of the Department of Basic Disciplines
National Academy of National Guard of Ukraine

The article deals with the components of professional training of specialists of the Civil Protection Service and the National Guard of Ukraine in specialized educational institutions, taking into account the basic principles of education to evaluate the current state of preparation for military service objectively.

Key words: *professional training, didactics, principles, specialist, specialized educational institutions.*

Таймасов Ю.С., Зуб О.В. ОСНОВНІ ДИДАКТИЧНІ ПРИНЦИПИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ СЛУЖБИ ЦИВІЛЬНОГО ЗАХИСТУ ТА НАЦІОНАЛЬНОЇ ГВАРДІЇ В ПРОФІЛЬНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

У статті розглядаються складові елементи професійної підготовки фахівців служби цивільного захисту та національної гвардії України в профільних навчальних закладах з урахуванням основних принци-



пів навчання, які є, для того, щоб об'єктивно оцінити стан існуючої підготовки військовозобов'язаних.

Ключові слова: професійна підготовка, дидактика, принципи, фахівець, профільні навчальні заклади.

В статье рассматриваются составляющие профессиональной подготовки специалистов службы гражданской защиты и национальной гвардии Украины в профильных учебных заведениях с учетом основных принципов обучения для того, чтобы объективно оценить состояние существующей подготовки военнообязанных.

Ключевые слова: профессиональная подготовка, дидактика, принципы, специалист, профильные учебные заведения.

Problem statement. The State Program for Reform and Development of Education has identified one of its main aspects of the development of professionalism. It is viewed from two angles: as belonging to a particular socio-professional community and as a level of preparedness. The main source of increasing professionalism in the program is ensuring an appropriate level of training of all categories of military service.

In this regard, the Ukraine is the reorganization of the system of training during their studies at specialized educational institutions and civil institutions that train skilled workers. As the results of a special study, this task can be realized only under conditions of training competent professionals who have professional skills, which will develop at a pace and outstrip the development of a professional business.

The current period of socio-economic and political development of our country is characterized by serious structural and qualitative changes in the system of Ukrainian education. These changes are made in accordance with the legislation and other normative legal acts of Ukraine, which operate in this area.

Analysis of recent research and publications. Today the urgent need to resolve issues related to the current state and development of military training at civilian universities in conjunction with the implementation of key goals, objectives and priorities of education policy in the process of modernization of Ukrainian education. Issues related to the preparation for military service in specialized institutions considered in the work A. Barabanschykova, O. Zub, M. Kozyar, O. Ostroverkha, M. Palchik, S. Poltorak, V. Sadkovi, J. Taymasova, A. Turchinov, V. Yagupov and others. Not enough attention is paid to the problems of training specialists of the Civil Protection Service and the National Guard of Ukraine in specialized educational institutions [2].

The system of training specialists of the Civil Protection Service and the National Guard of Ukraine as a whole justifies and provides the accumulation of necessary resources for wartime in the interests of mo-

bilizing the deployment of the military. At the same time, it has a number of inconsistencies that negatively affect the results of the training of qualified mobilization reserves for the country's military organization. One of the main issues is the contradiction between the need for high-quality training of specialists of the Civil Protection Service and the National Guard of Ukraine and the low level of their professional preparedness, especially on the issues of fire, physical, moral and psychological training, leadership training and education of subordinates.

The purpose of the article. The main task of this work is to consider the peculiarities of the application of the basic didactic principles of specialists of the Civil Protection Service and the National Guard of Ukraine training who are studying the training program for the military.

Presentation of the main material. The system of subject teaching in departments requires the creation of a number of permanent conditions, based on the objectives of improving the educational process. These include increasing the intensity of the learning process; increasing interest in the subject of study; activation of students' educational activity; increasing the productivity of academic work.

The educational process at the departments is based on the basic principles of teaching.

The principle of science. The essence of this principle is that academic knowledge should fully comply with the present level of science. The results of the analysis of the pedagogical literature on the didactics of higher education have given us the opportunity to determine the range of problems that solves this principle: determining the probative nature of science for any new content that is included in a subject, establishing communication with the scientific prognostication of scientific and systematic overestimation of savings; establishing scientific criteria: degree, extent, forms a variable concepts; establishing links between the level and volume of scientific content and level of education; methodological evaluation of scientific content objects of study.



For the educational process, which is carried out by specialized educational institutions, an important role is played by the degree of scientific knowledge as a measure of the value of scientific facts.

The scientific degree is a variable factor. It varies depending on the level of education and development of science. As S. Archangelskii noted, the definition of the scientific degree is related to the form of scientific expression of teaching subjects [1]. The form of science and the language of science are essential indicators of the nature of the subjects, which are investigated. Special attention should be given to training in accordance with correctness presenting scientific information system of presentation and relationships. The outer shape and direction of science and its individual provisions are important for learning and for research. We cannot ignore the fact that scientific truth is relative and dynamic. It is close to the objective truth and always need new checking.

The principle of systematicity and consistency. This principle indicates that all knowledge, which is brought to the learners, should be assimilated to them in a certain pedagogically substantiated system.

However, systematic is not a system yet. More precisely for this principle will be the term «system». It enables to comprehend the essence of the question more fully. The educational process is always connected with the construction and functioning of the education system a general and separate, a merging organization, the purpose and tasks of training, forms and methods, learning tools, content, depth and breadth of knowledge, control of their learning and understanding of others.

It should be noted that the system can not be limited to consideration, even in an individual case and in an optimal form, of one particular subject. Rational system of education requires the establishment and consideration of the relationship and relations of all subjects and types of training. This means that the system requires such a construction of functioning that would ensure not only the mastering of certain known knowledge, but also an indispensable acquisition of the skills of their use for further independent gaining of new knowledge.

According to V. Yagupov [6], it is also necessary that the structure, organization and functioning of all elements of the educational process stimulate the training of students based on the purpose of learning, interest in knowledge, analysis of abilities and organization of their productive thinking.

From the point of view of this didactic principle, the system of training for basic and ad-

ditional specialties in specialized educational institutions should be considered as an interconnected complex of functionally correlated components, which ensures the purposeful acquisition by students of knowledge, skills, assimilated in a certain well-founded order. It is necessary to take into account that the education system is not in all elements and connections can be straightforward, therefore its construction and organization in need of such expression, which allows you to see different aspects of the functioning of both the whole system and its components.

The principle of connection theory with practice. The theory and practice of teaching are considered by this principle as a single and inseparable system for acquiring professional knowledge, skills and abilities (especially in terms of additional vocational education). The connection of theory and practice in higher education not only combines theoretical and practical training of students, it also requires the mutual influence and enhancement of each of the applications.

Implementation of this principle requires the teachers of specialized educational institutions to solve the following tasks: identification and analysis of factors that determine the relationship between theory and practice in the particular activity of a specialist, existing and one that is anticipated in the future; establishment of conformity and regularity of the connection of these factors with theoretical and practical training in higher education; adding relevant theoretical conclusions and generalizations into the theory and practice of teaching; establishment the communication between development of science, technology, production and practical experience with the educational process and practice of training of the military.

It should also be noted that the research of the listed tasks should be complex and it should be taken into account all the relations that contain the system of studying in the specialized educational institutions of the Civil Protection Service and the National Guard of Ukraine.

The principle of consciousness and activity. This principle implies a substantiated independent thinking and justifiable actions of those who study. The consciousness of studying higher education is inextricably linked with the activity and independence of the activity of the audience, with the manifestation of interest, enthusiasm, and initiative creative pursuit.

This principle requires the development of such personality traits as curiosity, perseverance, purposefulness, assemblage, truthfulness, etc. Consciousness of the military is



expressed through self-discipline and organization, which means such a degree of internal intellectual gathering, when all educational activities are carried out with interest and completely freely.

Of course, the implementation of this principle directly depends on the personality of the teacher. So that he will increasingly influence on the development of the above qualities that accompany this principle.

It should be noted that the consciousness principle of education have not yet have sufficient scientific substantiation in specialized educational institutions. In other words, it does not give a reasonable definition of the boundaries between educationally dependent and independent learning. Sometimes the whole consciousness is reduced only to the tasks of the teachers and is not combined with an independent responsible search for knowledge.

The principle of combining individual and collective learning.

The educational process combines the interests of all learners, and for each student it is based on common goals and objectives of training.

Each member of the collective must observe objectively existing installations, requirements, traditions. But everyone has to remember that every listener works in the learning process first of all on himself.

The combination of collective and individual opportunities primarily using individual learning and front creates a relationship. In most cases, they contribute to the improvement of the personality traits of students in their educational and scientific work. The unity of individual and collective education requires the qualitative teachers' knowledge of the individual properties and characteristics of each student, their interests, abilities, inclinations, habits, level of its development, and others like that.

The principle of visibility. This principle is essential for teaching students within the profession since the formation of practical skills without the use of visual aids (technical training) is not possible.

In the didactics of higher education, visibility is seen as one of the means of communication theory with practice, science with life as a factor of initial and direct observation, disclosure of the laws of the phenomenon, an implementation of the theory of knowledge in the learning process.

As you know, visibility in higher education institutions is often mediated in combination with abstract forms, symbols, schemes, charts, etc. The direct visibility of higher education in many cases is unnecessary. It violates the depth and breadth of knowledge

of the subject by its specific features. However, the training of specialists in the Civil Protection Service and the National Guard of Ukraine in specialized educational institutions, the use of visibility is extremely important because knowledge of the subject during direct observation provides an opportunity to learn practical mastering of the object.

The principle of availability. This principle defines the degree of scientific and theoretical complexity of the educational material, its scope, forms and methods of teaching. At the same time, it forms the basis for taking into account the individual and general psychological characteristics of listeners, depending on their age, level of development, the specifics of the subject of instruction and other factors.

Proceeding from this principle, in the process of training specialists of the Civil Protection Service and the National Guard of Ukraine in specialized educational institutions, the degree of utility of the study material is determined. This is a prerequisite for conscious and intense work during study. In this condition it is important that the process of overcoming learning difficulties initiating independent creative thinking. Conversely, easy learning teaches the ease of mental work, to the lack of seriousness of learning.

For higher education, there is a need for a reasonable limitation of the studying tasks, the scope and content of educational information. Overloading and lack of training is unacceptable for listeners in the optimal learning process.

In our opinion, a certain didactic interest is the consideration from the standpoint of the principle of the availability of levels of transformation of information into knowledge: direct exchange with the environment; subconscious process of processing knowledge into knowledge; semantic information processing; a pragmatic level where information is realized and transformed into knowledge and based on the motives of human activity.

At the same time, it is necessary to consider the level of studying higher education and the degree of scientific content of academic disciplines. Each level should provide their upper and lower limits. Moreover, the lower limit for each level requires strict compliance with a particular state of knowledge, because each level is a basis for the next, higher level.

The principle of the knowledge gained strength. The students' obtained knowledge should be strong; it must have a high degree of memorization.

Knowledge acquired not only for their scope, but also for use in further study and independent work for the formation of a scientific outlook and practical applications.



Training and further professional activity require from the students and from specialists in future, skilled operational and conscious use of the acquired knowledge. Knowledge must not only be received and stored; it must be clear and have scientific and practical content.

In general, the educational process of higher education needs a solid memorization of some of the provisions of science. This is mainly true for those stable educational subjects that form the foundation of learning and are a tool of cognition. If we talk about such subjects within the specialty, then this is a discipline of tactical and technical training. The knowledge acquired in these disciplines require constant application in the study of other sciences and in the implementation of specific educational and action.

The modern expression of science in higher education is characterized by laconicism, restraint, some underscore, refusal from excessive detailing of scientific positions. Each subject that belongs to a developing science, every section of it needs to be thoroughly considered in studying higher education. However, it should be severe and profound scientific validity. Thus, the strength of remembering requires knowledge of the most general principles rather than scientific details. In educational and scientific work, permanent, operational skills require the ability to find and apply the information necessary to solve a specific task, which must be able to use, but not necessarily remember.

Proceeding from the modern problems of the theory of teaching in higher education, the principle of the strength of the knowledge obtained does not require sufficient clarity and universality. Sometimes remembering individual acts of training should be strong, sometimes not very strong, and can even be not strong at all.

We reviewed the main principles of general didactics, which predetermine and direct the educational process of training specialists of the Civil Protection Service and the National Guard of Ukraine in specialized educational establishments. However, it should be emphasized that not all researchers consider valid allocation principles that we noted.

For example, some researchers emphasize the need for further introduction some other principles to the theory of higher education study. Among them are the principles: optimality algorithms, selectivity, and others. In our opinion, they are just the conditions and consequences of existing principles of general didactics.

Recognized authors in the field of didactics of higher education (G. Alexandrov, S.

Arkhangelsky, V. Yagupov, etc.) argue that in the principles of science, systematicity and consistency, consciousness and activity, accessibility, the combination of individual and collective in learning, the relationship of theory with practice reflects a great historical experience, social and pedagogical content. Equally important, they do not contradict the further development of the theory of learning in higher education, are stable and permanent in nature.

Based on analysis and generalization of modern approaches of the specialists' training organization of the Civil Protection Service and the National Guard of Ukraine in specialized educational establishments, we have identified the main components of the training of specialists content in the Civil Protection Service and the National Guard of Ukraine.

As a result of our research, we specified the essence of the specialists of the Civil Protection Service and the National Guard of Ukraine training components in specialized educational institutions:

Humanistic training and education: the formation of a man who realizes that the rights and freedom of the individual is the highest value of anybody anywhere can cancel or limit; obtaining the necessary knowledge about the rights and freedoms of a person and their ability to use and protect them, respect for the rights of others; physical health education and environmental culture, personal qualities that soldiers need.

State (political) training and education: formation of understanding of the sources of danger, the role of enforcement agencies law in ensuring the national interests of Ukraine; awareness of the holiness of professional duty, loyalty to the oath, the formation of a sense of patriotism, collectivism; assimilation of knowledge about duties and responsibilities, rights of a citizen, restriction of the rights of servicemen; developing the ability to use and protect their civil rights, honor and dignity.

Professional (special) training and education: awareness of their profession, office, specialty role; a clear understanding of the concept of «professiogram»; education of professionally important qualities; getting knowledge about the assigned materials and methods of their use (including technical, military); formation and development of classroom, workshop skills; education of professional vigilance; formation the need for improvement.

Training and education of a specialist as a subordinate: formation conviction of the need and importance to be able to comply; assimilation of requirements for a serviceman; education of diligence and disci-



pline; formation and development of the will to achieve the necessary results; education of responsibility for the fulfillment of requirements; developing the capacity for introspection, self-improvement.

Training and education of a specialist as a commander, leader: obtaining knowledge of the laws and principles of management activities; learning the basics of pedagogy and psychology; education of mobility of thinking.

Conclusion. We have clarified the main didactic principles of the organization of the educational process on the specialists of the Civil Protection Service and the National Guard of Ukraine training in specialized educational institutions. And we are able to objectively assess the state of the existing training system for its further improvement in order to increase its effectiveness. Directions of further researches of the didactic essence of training of specialists of the Civil Protection Service and the National Guard of Ukraine in specialized educational institutions can be a refinement of the structure and content of the basic forms and methods of training.

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РОЗВИТОК ІНЖЕНЕРНОЇ ТВОРЧОСТІ В СТУДЕНТІВ НА ЗАНЯТТЯХ З ІНОЗЕМНОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

Тітова О.А., к. пед. н., доцент,
доцент кафедри іноземних мов

Таврійський державний агротехнологічний університет

Статтю присвячено проблемі розвитку творчого мислення в студентів інженерних спеціальностей як однієї з найнеобхідніших здатностей майбутнього інженера. Навчання інженерної творчості має відбуватися в процесі вивчення будь-якої дисципліни, зокрема іноземної мови професійного спрямування. Це реалізується завдяки поступовому залученню студента до діяльності на репродуктивному рівні через рівень продуктивний до творчого рівня під час виконання нестандартних завдань, пов'язаних із майбутньою інженерною діяльністю.

Ключові слова: *інженерна творчість, творчий потенціал інженера, інноваційна діяльність, навчання іноземної мови професійного спрямування.*

Статья посвящена проблеме развития творческого мышления у студентов инженерных специальностей как одного из самых необходимых качеств будущего инженера. Обучение инженерному творчеству должно осуществляться в процессе изучения любой дисциплины, в частности иностранного языка профессионального направления. Это возможно благодаря постепенному вовлечению студента в деятельность на уровнях: от репродуктивного, через продуктивный, до творческого – во время выполнения нестандартных заданий, связанных с будущей инженерной деятельностью.

Ключевые слова: *инженерное творчество, творческий потенциал инженера, инновационная деятельность, обучение иностранному языку профессионального направления.*