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Contents Peculiarities of Special Subjects in System of Development of Professional and Pedagogical Ethics in Higher Education Students the Agrarian and Environmental Branch

Statement of the problem. During the future teachers preparation of special disciplines of higher education institutions in the agricultural and environmental sectors table of contents methodology as a system of knowledge and skills has a number of significant disadvantages: duplicates the General pedagogy, often turning into her artwork; has crushed the structure that does not reflect the holistic nature of future teachers of special disciplines of higher education institutions; not versed on the personal factor, does not take into account the individual characteristics of the future teachers of special subjects and new requirements to the professional activities of a teacher with an overwhelming focus on the development of vocational education of ethics, which provides for the formation of creative moral thinking and abilities to find non-standard decisions in situations of

moral choice in a modern educational environment.

Analysis of recent studies and publications. Problems of content and the content of the disciplines were the focus of such scientists-teachers: S. Batysheva, A. Domina, N. Zhuravskoy, P. Luzana, P. Samorodskogo. However, the question of the development of vocational education of ethics in students in their writings was paid insufficient attention. The purpose of the article is the consideration of the substantive features of special disciplines in the development of professional education ethics in students of higher educational institutions in agricultural and environmental industries.

Summary of the basic material. As you know, under the occupation refers to the kind or the kind of employment that requires the person to certain general and special knowledge, abilities and skills, which exist in the process of General and special education and through practical work [7, s. 19]. The teaching of special subjects allows you to show the connection of science with practical life with the labour market, to support the interest of the profession (profession), solves the problem of competitiveness of those who are studying the labor market [1, p. 389].

On this basis, when special disciplines understand those that directly prepare a student for a future profession as a specialist agricultural and environmental industries (in this case the future teacher of higher education institution of these industries), i.e. it is a discipline of specialization.

Analysis of the curriculum at the National University of life and environmental sciences of Ukraine gives an opportunity to ensure that the structure of the curriculum "correlated" with the profile of the University. For example, at the National University of life and environmental sciences of Ukraine preparing teachers for 23 master's programs.

For future teachers of special disciplines that are trained in Nubip of Ukraine on speciality 8.18010021 "Pedagogy in higher school" for m.a. "Technique training cycle in the disciplines of basic training", disciplines of specialization is a cycle of disciplines of professional and practical training. According to the direction of basic training, the student chooses one of the master's programs with the appropriate disciplines of specialization. Pedagogical workload of learning cycles disciplines of specialization according to the plan of educational process is 234 hours.

Educational and methodical complex methodologies training cycle disciplines of professional and practical training (disciplines of specialization) are determined by the plans of the educational process future teachers of special disciplines and methodological provision of

education standards in specialties (disciplines). It needs to accumulate positive experience of teaching the subject, accumulated by the Department and be the property of all faculty members. Educational and methodical complex performs informational, organizational and controlling and administering functions. It appears in the text form of the basic provisions of the educational material, in the presence of structurally-logical schema showing the relationship of educational topics and availability of summary of conclusions for the sections.

Organizational control feature manifests itself during the transition to active forms of learning, promoting the development of skills for independent work, mental activity, its task is to accelerate the process of assimilation of the received information.

1-st part of the educational and methodical complex includes informational text, compiled on the basis of the program of academic discipline, identifying the amount required for the study. In the presence of the textbook (manuals, methodological guide) this part may be reduced.

2-part allows listeners to exercise self-control. Contains questions to the information text and sample answers to these questions that students analyze yourself. The question is only to test the control. Focuses attention on a particular part of the previously learned material (adjustment of previously acquired knowledge).

Methodical documents that have significance for discipline:

1. Training program guidelines for employment (by sections), the recommendations on the organization of work, guidelines for discipline, subject.

2. Methodological and didactic materials related to specific themes (public lectures, methodical to a variety of specific types of employment, sample handout) operated as a whole with discipline, and on each topic separately. In addition developed curriculums, plans seminars, workshops and other training programs, different kinds of control of knowledge, including the final exam. Separately added learning aids (recommendations) of the discipline. Of the individual topics fit text and/or abstracts of lectures, the work plan of activities (technical development), the recommendations of the study topics, sample handout, the list of technical means of teaching and didactic materials.

Effectiveness of learning is in direct dependence on the quality of educational and methodical complex. Scientific-methodical rationality makes perfection as some of its forms and methods of learning, and their population (the scholarly system), it must make to meet the needs

of the scientific organization of the educational process, promoting the implementation of the requirements of the educational standard.

It should be noted that teachers of special disciplines of agricultural and environmental sectors of higher education (bachelor, specialist, master) had received vocational training as specialists in these areas, and the pedagogical aspect – having finished a master's degree on a speciality "pedagogy in higher education", received the second higher education on speciality "professional education" EQL "Specialist", or after retraining courses training already being a teacher in high school or college. Therefore, to assess the substantive features of special disciplines need to consider the definition of vocational educational ethics.

In «The big dictionary definition of modern Ukrainian language» (Kyiv., 2002) is written: «Ethics, is - 1. The science of morality, its origins, development and role in public and private life of people; 2. the standards of conduct, a set of moral rules of any class, public organization, profession, etc. « [2, p. 267].

Professional ethics is a set of norms and rules that govern the behavior of the employee on the basis of universal human moral values, taking into account the features of its professional activity in certain conditions – occupies an important place in the system of ethical knowledge and education, being an integral part of the training and activities of specialist [6, p. 6].

Teaching ethics – covers socially meaningful elements of morality, speaks integration characteristic of the professional activity of the teacher determines the moral and ethical requirements, and reflects the degree of their transformation in consciousness and behavior teacher [4, s. 32].

Thus, vocational-pedagogical ethics is one of the elements of professional ethics, which, in turn, is part of the applied ethics and at the same time is a relatively independent section of ethics in General is studying the peculiarities of the morality of pedagogical and scientific-pedagogical employees, determines the specificity of the realization of the General principles of vocational education of morality in the sphere of labour, teacher, reveals its function, specificity, the content of the principles and ethical categories, taking into account the features of its professional activity in certain conditions. It defines moral and ethical requirements to pedagogical and scientific-pedagogical employees and reflects the degree of their transformation in consciousness and behavior of the teacher.

It should be noted that the development of vocational education of ethics master programmes corresponds to the principle of interdisciplinary

studies. The principle of interdisciplinary studies in the development of vocational education of ethics ensures the implementation of all other pedagogical principles in the common organizational and pedagogical requirements for the content and methods of teaching students, provides interaction, cooperation between teachers of different subjects in compiling and implementing the basic and functional training programs in groups, as well as their coordination.

Interdisciplinarity, as an independent principle, based on the intensified, optimization and formulated training future teachers of special disciplines. For the successful development of vocational education of ethics of future teachers of special disciplines of higher education institutions in the agricultural and environmental sectors of great importance is consideration of the mentality of general and educational culture, philosophy of student, as well as further innovative model of technological process of its development.

The development of vocational education of ethics on an interdisciplinary basis contributes to the implementation of such provisions [3]:

- negotiated in time to study specific subjects, in which each of them is based on the previous concept of the database and prepares those who learn to successfully further assimilation of concepts of vocational education ethics;
- the need for continuity in the development of concepts of vocational education ethics; concepts that are common to a number of disciplines have from discipline to discipline continuously evolve, filled with new content, enriched with new ties;
- the unity in the interpretation of general scientific and pedagogical-ethical concepts;
- exclusion of duplicating some of the same concepts of vocational education of ethics while studying various disciplines;
- implementation of a unified approach to the disclosure of the same classes of concepts of vocational education of ethics.

Methods and forms of organization of training in higher educational institutions in the agricultural and environmental sectors found reflected in the Guide "The methods and forms of organization of training of specialists of agrarian industry" [5]. Consider the contents of features of some master's programs (the training) in the development of professional education of ethics.

In the discipline of "Philosophical problems of scientific knowledge"

are considered such ethico-moral problems: the ratio of truth and values scientific results, the ratio of truth and goodness, truth and beauty; problem of correlation between freedom of scientific research and social responsibility of the scientist; the ratio of science and power, possibilities and limits of science; controversy of the consequences of scientific discovery and the development of science.

In modern conditions of successful development as moral qualities that increase the activity of the legal position and ideological and legal conviction students observed wherever in the teaching and educational work, great attention is given to the relationship between moral and legal education and upbringing, which is determined by the peculiarities of the relationship of morality and law, their unity and integrity in the spiritual life of society. The development of vocational education of ethics of the future teacher provides broad and adequate support to the legitimate social norms of behavior.

Learning of discipline «Legal principles of scientific and pedagogical activity» arming the future teachers of special subjects more accurate information about the standards of conduct, about the rights and obligations arising from legislation in pedagogical activity, about responsibility for their violation. The moral requirements of the wider legal, they condemn any form of dishonesty, deception, whereas legal norms repress only the most noxious variants of their manifestation in the relationship between people, between the individual and the state. Here it is also important to consider that in indissoluble combination of law and morality is a strong foundation for formation and development of highly moral people. Therefore, when studying this discipline to actively disclose the moral side of the legal position.

In a cycle of disciplines of professional and practical training («Introduction to speciality», «Pedagogy», «Developmental and pedagogical psychology», «History of pedagogy», «Bases of pedagogical skill», and «Theory and methods of vocational training», «Organization of educational work in University», «Educational Technology») in one degree or another dealt with questions related to the study of peculiarities of teaching morality, confined to the specifics of the implementation of the general principles of morality in the sphere of pedagogical work, disclosure of its functions, the specific content of the principles and ethical categories also taught ethics and the study of the nature of moral activity of teacher and moral relationships in a professional environment, developing the basics of teaching etiquette, which is a combination of the teachers of

specific rules of communication, manners of behavior.

While studying the subject “Fundamentals of scientific researches in pedagogy” is a discussion of ethical problems of pedagogical science, ethical requirements to the teacher as the scholar, the problem of influence on the respondent, his awareness of the experiment, the problem of controlling threats to validity and ethical requirements of the experiment, the problem of personal exposure to the teacher on the test subject, problems of the prohibition on disclosure of confidential information.

Ethical problems in teaching activities: teaching in a self-affirmation student audiences; optimization of formal and informal relations between teachers and students; disagreement of a student from a teacher; in the discussion of a student from a teacher; discipline and etiquette (rules of conduct); promoting government students; the autonomy of the teacher; ethical paradox formation of the personality of the student; self-esteem teacher etc, coming their solutions in the disciplines of “Social psychology” and “Psychology of creativity”.

In disciplines in which ethics do not stand straight, the development of vocational education of ethics in future teachers of special disciplines going on too. For this purpose in the classroom to pay attention to the following:

- awakening moral conscience;
- dialogical character, exchange thoughts, understanding, estimates;
- sincerity and truthfulness in the discussion of the problems of life and education;
- inadmissibility of formalization and boredom;
- reasoned feasibility discussion issues;
- discussion of ways to increase the personal moral breeding;
- discussion and underscore the significance of moral-psychological climate and relationships in the group;
- collective relationships is an exercise in developing the moral rules of different actions and professional action.

Moral and ethical knowledge must penetrate into various parts of the curriculum. Ideally, ethics should really become part of the social-humanitarian education and its teaching or teaching ethical themes in other courses should pursue three dissimilar tasks aimed at education and development:

- personality (focused on the good neighbor and its own perfection),
- the citizen (socially responsible and focused on the good of society)
- the specialist/professional (focused on professionalism and

professional dignity).

At the same time the order in the life of an educational institution must demonstrate practical realization of moral principles.

Conclusions. Thus, the contents of the peculiarities of the disciplines in the development of professional ethics education of students of higher educational institutions in the agricultural and environmental sectors must comply with the principle of interdisciplinary studies, and its development has become part of the professional education, aimed at the development of the individual, citizen and professional.

Reasonable directions of further research: review and analysis of the development of the skills of vocational education of ethics in the process of pedagogical interaction.

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Abstracts

АНДРІЙ КАЛЕНСЬКИЙ. Особливості змісту спеціальних дисциплін у системі розвитку професійно-педагогічної етики у вищій освіті студентів аграрної та довікільової галузей. В статті розглянуті змістові особливості спеціальних дисциплін в системі розвитку професійно-педагогічної етики у студентів вищих навчальних закладів аграрної та природоохоронної галузей.

Ключові слова: спеціальні дисципліни; професійна етика; педагогічна етика; професійно-педагогічна етика; принципи міждисциплінарності.

ANDRIJ KALENSKI. Osobliwości treści kształcenia w zakresie przedmiotów specjalistycznych w systemie rozwoju etyki profesjonalnej i pedagogicznej studentów kierunków rolniczych i ekologicznych. W artykule opisano istotne cechy przedmiotów specjalnościowych w procesie kształtowania postaw etyki zawodowej wśród studentów uczelni rolniczych i ochrony środowiska.

Słowa kluczowe: przedmioty specjalnościowe, etyka zawodowa, etyka pedagogiczna, podejście interdyscyplinarne.

АНДРЕЙ КАЛЕНСКИЙ. Особенности содержания специальных дисциплин в системе развития профессионально-педагогической этики в системе высшего образования студентов аграрной отрасли и отрасли окружающей среды. В статье рассмотрены содержательные особенности специальных дисциплин в системе развития профессионально-педагогической этики у студентов высших учебных заведений аграрной и природоохранительной отраслей.

Ключевые слова: специальные дисциплины; профессиональная этика; педагогическая этика; профессионально-педагогическая этика; принцип междисциплинарности.

ANDRII KALENSKY. Contents peculiarities of special subjects in system of development of professional and pedagogical ethics in higher education students the agrarian and environmental branch.

The article examined contents of the peculiarities of the disciplines in the development of professional ethics education in university students higher educational institutions in the agricultural and environmental sectors .

Key words: special discipline; professional ethics; teaching ethics; vocational teaching ethics; the principle of interdisciplinary studies.