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PEDAGOGICAL CONDITIONS TO FORM THE PROFESSIONAL COMPETENCE OF THE FUTURE ROAD TRANSPORT MANAGERS

The Ukraine's accession to the implementation of the Bologna Declaration principles i.e. creation of a general labor market of the highest qualification in Europe ensuring the qualitative educational level of specialists and compliance of their preparation with the conditions of the international labor market, enhances the relevance of the professional competence formation issues for a specialist. At the same time, training of specialists of the necessary personal and professional qualities is impossible without transformation of the existing subject-to-knowledge education and transition to the competence approach in training, which is considered to be the important approach of renewal the education content.

Road transport determines the efficiency of the development of productive forces and directly influences both the formation of the labor market and all aspects of human's social activity. Thus, the proper specialists' preparation in the field of road transport organization is important.

The analysis of teaching a number of special disciplines for students of specialty 275 "Transport technologies", the survey of road transport experts and students allowed identifying the basic pedagogical conditions to create the future transportation manager professional competence: determination and selection of educational content in accordance with the present-day socio-economic and employers' requirements; modeling of the future professional activity of graduates; formation of professional attitude in respect to the future workplace activities; creation of pedagogically comfortable educational environment.

The realization of these conditions should be ensured by the introduction of separate content modules in psychological and pedagogical and professional disciplines, the use of methods of active learning; analysis of specific situations, business games, discussions, more active involvement of students into research work – participation in student scientific conferences, writing of papers and projects, joint decision of creative tasks. In evaluating the results of the learning process organization, a priority should be given to dialogic interaction, objective review of completed tasks.

Thus, the creation of the above-stated pedagogical conditions should help to ensure a high level of professional competence of the future transportation managers.

Key words: training, professional competence, pedagogical conditions, transportation manager.

(статтю подано мовою оригіналу)

The social and economic transformations taking place in Ukraine testify to the need for society in specialists who are able to effectively resolve issues arising during their professional activities. The main goal of professional higher education is the training of skilled workers that are fluent in professional knowledge, are ready for continuous professional growth, independence and self-realization. Today, there is a certain contradiction that has arisen between the future specialist' requirements and the capabilities of the present educational system.

Road transport is one of the developed branches of social production, which affects all aspects of human activity and society as a whole, determines the effectiveness of the development of production forces, and satisfies the economic and social needs of enterprises and the population.

However, despite the importance of the proper functioning of this sector of the economy, some contradictions between the following remain unresolved: existing educational technologies versus current labor market requirements; high requirements for the transportation managers versus the lack of technologies for competence assessment; the absence of scientifically substantiated pedagogical conditions for transportation manager professional competence versus the need for the conditions to be implemented during the training activity.

In this regard, the issue to generate the professional competence of these specialist capable of ensuring the road transport stable functioning as an important industry of the country's economy is of the particular importance.

The main purpose of the article is to determine the pedagogical conditions to create the professional competence of the future transportation managers.

Analysis of recent research and publications. Abroad, the considerable attention is paid to the study of the concept of "pedagogical conditions" and the determination of their content. In [1, p. 6] the concept of "condition" is interpreted as the environment in which certain actions take place. Paper [2, p. 11] believes the pedagogical conditions are a pedagogical comfortable environment. In the study [3, p. 23] it is a set of educational process measures to ensure the students to achieve the appropriate level of training.

Ukrainian authors also study pedagogical conditions in order to increase the educational process effectiveness. The authors [4, p. 132] understand the pedagogical conditions as the factors affecting the process of achieving the goal dividing them into external and internal ones. External factors are the relations between the teacher and the student, the place of study, the climate in the team, etc. At the same time, the internal factors are the individual properties of students, for instance, their state of health, character peculiarities, existing abilities and skills. In [5, p. 156] the pedagogical conditions are a functional dependence of the essential components of a pedagogical phenomenon on a complex of objects (things, their states, processes, interactions) in different manifestations. The study [6, p. 183] considers the pedagogical conditions as a system, the main components of which are certain norms, methods, material conditions, real situations to achieve a pedagogical goal.

Thus, taking into account the previous opinions of researchers, we believe the pedagogical conditions as the set of activities to create an educational process using present technologies to provide the formation of a person of the needed level of professional competence, which allows performing his professional duties in a timely and qualitative manner. When defining the pedagogical conditions, we took into account the requirements of the current social and economic environment, the peculiarities of the professional competence formation and the prospects for the education system development.

Main material presentation. To determine the measures for the of professional competence formation of the future graduates in the field of road transport, 23 officials in motor transport enterprises of Kharkiv and Kharkiv region and 320 students studying in specialty 275 "Transport Technologies" were covered. The survey showed that the most significant components of improving the effectiveness of the educational process in relation to the professional competence can be taken to the following: individual training approach, practical training and the ability of team working. The results of the study became the grounds for determining the pedagogical conditions to create the professional competence of students of the above-mentioned specialty.

Thus, the pedagogical conditions necessary for the formation of professional competence of transportation managers, namely: 1) determination and selection of the educational content in accordance with current social and economic and employers' requirements; 2) modeling of the future professional activities of graduates; 3) formation of a professional attitude in relation to the future activities at the place of work; 4) creation of a pedagogically comfortable educational environment.

The first pedagogical condition is necessary for the adjustment of curricula and programs in accordance with the requirements of the labor market in the field of management and organization of road transport and related industries in order to increase a specialist professional readiness for the future professional activities. On the one hand, it involves constant monitoring of the labor market by the graduating department in order to take into account the special components of the transportation manager that are currently necessary for road transport (logistician, passenger or freight transportation process engineer, freight forwarder and others), lecturing (or optional courses) directly from the heads of enterprises, a questionnaire among the motor transport and freight forwarding enterprises regarding their needs for graduates and the professional qualities of graduates.

On the other hand, the criteria for selecting the educational content should be both qualification characteristics (skills, knowledge and personal qualities of future specialists) as well as curricula and educational programs to represent the content of educational information and a set of educational tasks to ensure the formation of a system of knowledge and skills, and contribute to the development of professional competence components.

The second pedagogical condition allows eliminating the contradictions between the theoretical training of students in higher education and their future practical activities. An analysis of the quality of specialists' preparedness 'indicates that university graduates are not always able to transfer the theoretical knowledge to the practical activities. Modeling of future professional activity involves, firstly, ensuring its completeness, that is, practical preparation for performing all basic professional functions, and secondly, its integrity – the readiness to perform not only individual operations or functions, but also whole activities at a particular workplace. Thus, this pedagogical condition provides a relatively "painless" transition to the actual implementation of their professional functions.

Modeling of professional activity in the educational process acts as a specific learning technology. Its essence lies in the fact that students reproduce professional activities in the learning process in specially created conditions, when this activity is conditionally professional in nature, and when performing actions or operations, only its most significant features are manifested. The need to recreate professional activity is also determined by a number of reasons directly related to student learning. Firstly, such reproduction gives students an idea of the whole content of professional activity, internal structure, interconnection and interdependence of its elements. Secondly, the development of the model makes it possible to combine information on individual aspects of professional activity dispersed over different courses, and thereby creates the opportunities for systematization and identification of missing material.

During the training, the third pedagogical condition should promote to the formation of a professional attitude to future activities through the development of students' key competencies (components of professional competence), which provide the ability of a future specialist to be competitive in the labor market and further sustainable labor activity in a current market economy. Key competencies are the individual abilities necessary for successful activity in specific production situations. They are not personal characteristics of a specialist in any industry, but are formed in the learning process and directly during the course of labor activity. The integration of theoretical, practical knowledge and experience of professional activity leads to the creation and further development of key competencies to solve a number of problematic issues generating the universality of the specialist.

In our opinion, the main conditions for the formation of a professional attitude to future activities are: organizational conditions (curriculum, lesson schedule, material and technical equipment of the educational process); educational and methodological conditions (selection of the task content, integration of various courses); technological conditions (organization of active forms of training, use of innovative training technologies); psychological and pedagogical conditions (diagnostics of students' development, learning stimulation system, professional competence criteria determination).

The fourth pedagogical condition is aimed at creating the comfortable conditions from the point of view of pedagogical conditions, i.e. a comfortable environment for the implementation of the educational process in the most

general sense and the organizational and technical support of the educational process, which will contribute to better assimilation of educational material. If we consider the concept of "comfort" from the point of view of pedagogical conditions, then, first of all, we understand it as a set of conditions for the development and formation of professional competence of the future specialist. The main components of a pedagogically comfortable environment, we also consider the psychological climate, unity of the group, promotion of self-realization of students.

Psychological climate are the interpersonal relationships to be typical for a group of students that determine its ability to learn. The more these relationships are "unified" with respect to the proper perception or are aimed at the perception of the educational process, understanding the importance of mastering the knowledge, the higher the learning ability will be. Close issue to the concept of the psychological climate is the unity of the group, which is understood as a union of persons in which both the conditions for the development of objective activity and the development of individual qualities are created. It generates the assimilation of knowledge within a certain activity.

Conclusions. Thus, we believe that the creation of the above conditions will help to ensure a high level of professional competence of students in the field of transportation management organization in road transport, and thus contribute to the employment of graduates, positive feedback from employers, and the formation of a steady interest of students in mastering the specialty.

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Копитков Д. М., Копиткова Т. Г. Педагогічні умови формування професійної компетентності фахівців з організації перевезень на автомобільному транспорті

Приєднання України до реалізації принципів Болонської декларації, тобто утворення єдиного ринку праці вищої кваліфікації в Європі, забезпечення якісного освітнього рівня фахівців і відповідності їх підготовки умовам міжнародного ринку праці, посилює актуальність питання формування професійної компетентності сучасного фахівця. Водночас підготовка фахівців із необхідними особистісними й професійними якостями є неможливою без трансформації існуючої предметно-знаннєвої освіти й переходу до компетентнісного підходу в навчанні, що розглядається як одне з важливих положень оновлення змісту освіти.

Автомобільний транспорт визначає ефективність розвитку виробничих сил і безпосередньо впливає на як формування ринку праці, так і на всі аспекти діяльності людини та суспільства. Отже, відповідна підготовка фахівців у галузі організації його роботи набуває особливого значення.

Аналіз діяльності з викладання низки фахових дисциплін для студентів спеціальності 275 "Транспортні технології", опитування фахівців галузі автомобільного транспорту та студентів, дали змогу виокремити основні, педагогічні умови, необхідні для формування професійної компетентності майбутніх інженерів з організації перевезень і управління на автомобільному транспорті, а саме: визначення й відбір змісту освіти відповідно до сучасних соціально-економічних вимог та вимог роботодавців; моделювання майбутньої професійної діяльності випускників; формування професійного ставлення до майбутньої діяльності на місці роботи; створення педагогічно комфортного освітнього середовища.

Реалізація таких умов має забезпечуватися через уведення окремих змістовних модулів у психолого-педагогічні та фахові дисципліни, використання методів активного навчання, аналізу конкретних ситуацій, ділових ігор, дискусій, більш активного залучення студентів до науково-дослідної роботи: участь у студентських наукових конференціях, написання курсових робіт та проєктів, спільне розв'язання творчих завдань. Під час оцінки результатів такої організації навчального процесу перевага має віддаватися діалоговій взаємодії, об'єктивній взаємоперевірці та рецензуванні виконаних завдань.

Таким чином, створення вищезазначених педагогічних умов має сприяти забезпеченню високого рівня професійної компетентності майбутніх фахівців у галузі організації перевезень і управління на автомобільному транспорті.

Ключові слова: навчання, професійна компетентність, педагогічні умови, фахівець з організації перевезень.