

Sosnova M. A. Pedagogical technologies of fundamentalization of learning

The article analyzes the use of modern pedagogical teaching technologies based on the use of information and communication technologies. The modernization of pedagogical education today is associated precisely with the introduction of various types of network systems that allow combining information resources, creating an educational space, which contributes to the development of the competitiveness of teachers. It is noted that the use of modern information technologies makes it possible to create a high-quality new information environment, an environment without borders with the possibility of building an e-learning system.

The article focuses on the fact that the computer is a universal means of teaching and allows the formation of both knowledge, skills and abilities among applicants for education, as well as the development of the personality of the applicant for education, to satisfy his cognitive interests. The use of information technology in educational institutions is changing the role of the teacher and education seekers and their relationship.

The use of information technology in educational activities has determined the fundamental principle of teaching – the principle of individualization. Each applicant for education follows an individual trajectory of training, with his own level of assistance that is necessary for him, the pace of work, with the appropriate amount of material. Through the individualization of learning through information technology, the transition to differentiation is carried out. Also, with the effective use of information technology, there are changes in the system of motivation for applicants for education.

The article notes that the introduction of modern information and communication technologies into the educational process, the creation of an information and educational environment allows the introduction of electronic, mobile learning and the implementation of adult education on a mixed model. This, in turn, opens up great opportunities for lifelong learning.

Key words: modern pedagogical technologies, pedagogical innovations, fundamentalization of education, information and communication technologies, integration of higher education, professional training.

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PROFESSIONAL CULTURE IN THE CONTEXT OF FUTURE VETERINARIANS TRAINING¹

The article is devoted to the problem of forming the professional culture of future veterinarians in the process of their professional training in the system of higher education. The essence of professional culture of future veterinarians and its importance for effective implementation of professional functions are substantiated. It is established that the formation of professional culture of future veterinarians is the result of their professional training, which has a certain content, forms and methods of educational activities. It is proved that the formation of professional culture of future veterinarians is a purposeful process that involves the impact on the student's personality. This effect is carried out in an integrated way through the motivational, cognitive, active sleep spheres of future veterinarians.

Training of future veterinarians is a component of professional education and is aimed at providing specialists with a certain level of professional skills, the formation of their relevant professional qualities with a clear development of the general culture of the individual. The task of agricultural educational institutions is that future veterinarians have mastered a specific amount of knowledge needed to work in the chosen specialty, and understand the ways to further develop their professional activities, be able to actively and effectively influence this process. In this aspect, we can talk about professional culture, i.e. the compliance of behaviour, speech, listening, and speech in professional activities to generally accepted norms and principles, especially moral, as well as the requirements for this profession.

The professional culture of a future veterinarian is not only the sum of professional knowledge, skills and abilities, but also part of the general spiritual culture, which is manifested in professional competence, readiness to analyze and evaluate professional problems, independent decision making, communication skills, self-development, continuous professional self-improvement. Forming the professional culture of future veterinarians is a process of inseparable connection between teacher and students on the basis of humanism, creativity and the search for new goals and objectives, the solution of which increases the motivation of future professionals to reach new heights in their professional activities.

Key words: future veterinarians, culture, professional culture, professional skill, professional training.

Modern society is in great need of highly educated professionals. Particular attention is paid to the training of future veterinarians, as the further development of civilization is impossible without qualified, morally established veterinarians. The development of a future specialist in the field of veterinary medicine directly depends on the formation of significant personal qualities, mastery of scientific professional knowledge, skills and abilities necessary for the performance of professional duties. That is why the important task of a higher educational institution is not only the professional training of a modern specialist, which involves mastering scientific knowledge, skills, abilities, but also the spiritual and moral development of the student's personality. One of the key components of this process is the formation of professional culture.

¹ Статтю подано мовою оригіналу.

The term “professional culture of a veterinarian” is commonly used, but there are no separate scientific studies devoted to a holistic theoretical study of this phenomenon. This concept is used on an intuitive level in publications on the professional activities of teachers and professors of higher education. In particular, this definition has been studied and used by scientists such as I. Isaiev, N. Kuzmina, V. Slastyonin, N. Talyzina. V. Puliaeva and S. Smirnova can be distinguished among the researchers of social and humanitarian education.

The aim of the work is to analyze the concept of “professional culture of the future veterinarian”, to establish the need for its formation, to analyze its components, to establish criteria for the professionalism of a veterinarian.

Professional culture is inseparable from the culture of the person, which is characterized primarily by work, activities, performance of official duties. Only through labor and its quality does a person transform the world and materialize his strengths and abilities. In addition, the culture of the individual is a philosophical category that reflects the level of socialization of a person, his suitability for a particular type of professional activity.

Regarding the work of a veterinarian, we note that it is based on theoretical knowledge of veterinary medicine, practical skills, spiritual and moral principles that form the basis of professional activity. Professional activity of a veterinarian is characterized by the following categories: professional orientation, professional self-affirmation, professional skill, talent, social feelings, professionalism, productive activity, etc. [2, p. 249].

Thus, the professional self-affirmation of a veterinarian is inseparable from the cultural and moral state of society. Requirements for the professional activity of future veterinarians at the present stage of reforming Ukrainian society are increasing and are not only in the activity but also in the personal level. The modern doctor must be competitive, which requires him to take an innovative approach to performing professional functions; ability to work in an interdisciplinary team to ensure a quality outcome of influence on clients; knowledge of the latest treatment and rehabilitation technologies and their ability to apply them in practice for the treatment of animals.

The readiness of the future specialist for the quality implementation of professional activities is determined by the formation of his professional culture. Modern researchers have attached great importance to the study of the problem of professional culture, the discovery of its essence and structure. However, according to the results of their research, there is no single interpretation of the scientific phenomenon of “professional culture”.

Thus, an analysis of the reference literature indicates that the concept “professional culture” in most of them is absent. Only S. Honcharenko draws attention to the fact that culture can be considered as a level of education or upbringing, as well as a level of mastery of a particular field of knowledge [8, p. 182].

S. Druzhylov, studying the issues of professional culture, concludes that it is the culture of the professional community or a certain profession, which, firstly, covers ways of organizing professional activities, including professional values, norms, beliefs, and secondly, there are the result of professional self-identification [1, p. 5].

Yu. Chernova, revealing the essence of the professional culture of the specialist, points to its integrative nature, which is manifested in the culture of personality and culture of activity [9, p. 57].

The concept of professional culture has been suggested and defined by I. Isaiev: “Professional is a way of teacher’s personal self-realization in various types of pedagogical activity and communication, aimed at mastering, transfer and creation of pedagogical values and technologies” [4]. The system of professional culture formation is regarded by the scientist as an integral interaction of structural and functional components.

The term “professional culture” nowadays is often used in the pedagogical context as a synonym for “pedagogical culture”, or “pedagogical competence”. O. Sytnyk argues that professional culture of the future specialist includes general culture, pedagogical culture, ethical culture, aesthetic culture, philosophic culture, etc. Hence, the scientist defines it as a total of general personal culture and professional knowledge in the main trends of pedagogical activity [7].

Professional culture is an integral concept, which reflects the level of skills attained and implies creative attitude towards work, ability for decision-making and their evaluation from two standpoints concurrently – specifically technological, social and cultural and is formed on the basis of constructive combination of professional and social competence.

The professional skill of a veterinarian is determined primarily by a high level of theoretical training, productive activity, talent, high moral qualities, developed social feelings. Talent and social feelings play a leading role. Talent is understood as a high level of veterinarian's abilities, inclination to veterinary activity, ability to feel something new, which is manifested in the results of official activity. Talent is known to be an innate quality. Not everyone can be a talented veterinarian. However, everyone must develop creative intellectual abilities.

The veterinarian's social feelings are expressed in professional emotional experiences that have a clear legal and moral character. One of the criteria of professionalism of a veterinarian is the development of their own handwriting of medical activities, the constant need to work productively, training of necessary skills and habits [3, p. 33].

Based on this, the professionalism of a veterinarian means the degree of knowledge of veterinary medicine, skills needed to work with different species of animals, skills in applying legal norms in working with clients, the art of communication, which is reflected in everyday activities.

Productivity in the professional activities of a veterinarian is manifested in the desire to alleviate the suffering of the animal, to establish the causes and consequences of the disease, to establish the truth and make the right decision using new, progressive tools.

Productive activity, which can also be called creative activity, is associated with the development of a new goal and its corresponding techniques. Such activities should be based on deep and strong theoretical special veterinary knowledge, practical skills that form the basis of professional veterinary practice [5, p. 7].

The subject of professional morality of a veterinarian is universal morality, which affects the nature of veterinary activities. The professional morality of a veterinarian is changing in connection with the filling of social culture with new content, the establishment of universal values, the adoption of new legislation. The formation of professional morality is carried out in accordance with the levels of different types of culture, which has a veterinarian.

The professional culture of a veterinarian is formed in stages, first of all at the stage of the veterinarian's awareness of his purpose. At this stage there is a certain adaptation; acquaintance with official and functional duties and specifics of work of veterinary institution. This is actually the first official action under the control of a mentor.

The stage of formation of a veterinarian as a professional is characterized by complete independence in official activities, acquisition of certain skills, development of one's own style and culture of work, etc.

The stage of reaching the peaks of skill, becoming a veterinarian as a professional comes after many years (for each individual) of work or does not occur [6, p. 16].

These stages of formation of professional culture affect the professional morale of the veterinarian, which is based on the regulation of official relations, assistance in making the right choice in the performance of official duties, the optimal implementation of the decision in practice.

In higher education pedagogy, there is a problem in determining the professional culture of a veterinarian. After all, professional culture is often confused with the culture of professional action, veterinary deontology or legal (professional) ethics. The solution to this problem can be seen in the distinction between the concept of "professional culture of a veterinarian" as a science and as a professional property of a veterinarian.

Considering the principle of self-awareness of the veterinarian, we note that there are no types of self-awareness, but there are only relevant feelings. For the veterinarian and his professional culture moral and legal feelings are extremely important, they must be considered in general, because they actually form self-awareness, which is a qualitative characteristic of consciousness; it is a criterion of professional culture.

The essence of the principle of optimality and efficiency of veterinary activities is to ensure the successful implementation of external and internal imperatives of duty, to perform professional actions efficiently and with the least loss of resources and forces. The main requirement for the implementation of this principle is a well-thought-out choice of the set of ways, forms, methods and means of veterinary work, which best corresponds to the current situation.

A differentiated approach in veterinary activities takes into account both the general purpose and the specific circumstances of each case in the activities of a veterinarian. This principle of professional culture is to work with each individual subject of veterinary activities.

Organizing the necessary medical activities, every veterinarian who has a high level of professional culture, conducts them taking into account the characteristics of different categories of people, their moral and psychological condition, specifics, character, lifestyle. This is how one's own style of veterinary activity is developed.

The culture of official legal relations in the field of veterinary activity is inconceivable without moral justification. The bases of official relations are not only law but also morals, traditions, customs that have developed in veterinary clinics. The effectiveness of these categories is ensured by the reflection of their requirements in various statutes, instructions and departmental regulations governing official relations. Morally considered statutory requirements are the basis for the formation of veterinary culture.

The ability to perfectly perform their duties is given to the veterinarian not immediately; it is brought up, formed through the development of professional culture. After all, perfection in performance is based on the conscious assimilation of norms, the ability to apply them in specific situations, which is possible given the high culture of professional action. Every veterinarian tries to do his job with dignity, but he does it differently, at his own discretion. If, for example, performance of the duty is subordinated to the insurance before punishment, then, as a rule, the role of culture of actions is belittled. Therefore, the criterion of professional culture is the education of a conscious sense of responsibility for the task assigned the desire to work honestly, without the right to make mistakes.

An important feature of professional culture is the development of a stereotype of thinking in which public interests are placed higher than personal ones. We mean the internal motives of such thinking, which becomes a rule or rule.

The formation of these motives, according to another belief, begins before the choice of the veterinary profession. Such thinking is hindered by selfishness and other negative moral qualities, which motivate the veterinarian in the future to take care of their own interests. The role of professional culture is to develop an appropriate position of the veterinarian, in the skillful combination of personal and public interests in the prevention of abuse of office or violation of the law, morality and more.

The professional culture of the veterinarian as a kind of culture of the person absorbs internal and external professional aspects of almost all types of cultures. The professional skill of a veterinarian determines his ability to apply the results of existing types of cultures (subcultures) in the implementation of legal norms, to carry out legal education of citizens.

Organization of a holistic educational process and its focus on the development of all professional components of culture; structuring the professional content of education on the basis of an integral connection with the mastery of social, humanitarian and professionally oriented subjects; formation of professional qualities, based on a

combination of technical, informational and artistic compositional competencies are effective ways to form the professional culture of future veterinarians.

The main components of the levels of professional culture of the future specialist are professional skills, values, emotional and sensitive components. It should be taken into consideration that these components are generally interconnected and their interrelated links are interdependent.

Improving the professional culture of future veterinarians should be achieved by optimizing their relationships with teachers through the implementation of a model of personality-oriented interaction between them and the use of interactive teaching methods. In general, the educational space should become a source of self-development of the future specialist and constant self-improvement; as a result, the level of professional culture increases. Formation of professional culture of future veterinarians includes:

- planning of structural and functional process formation of professional culture (goals, approach, principles, criteria, levels and indicators of the future veterinarian);
- readiness of teachers to form a professional culture of the student on the basis of integrated types of culture;
- readiness of students to master professional culture.

The basics of professional and general culture are provided by comprehensive training, which includes fundamental methodological and ideological training; extensive humanitarian training; theoretical and practical training in the profile discipline, creative training in the specialty; research and experimental training; formation of skills of independent work.

Nowadays, a veterinarian must have a clear view of the moral content, values and results of their activities, as well as a holistic worldview, along with well-developed economic and environmental thinking; good culture of communication.

Conclusions. Current trends of veterinary medicine development put new demands to the quality of future veterinarians' professional training. In the institutions of agriculture, the humanitarian paradigm of the education should be primarily directed to the personal development of future specialist through mastering national and universal values as the education in the sphere of veterinary medicine cannot be restricted to the medical knowledge only, though it plays a major role in the medical activity. Therefore, formation of future veterinarians professional culture is another peculiarity of professional training, since qualification level of the future specialist depends on his professional culture.

Thus, although professional culture unites other types of culture of the veterinarian's personality, it is itself a sub-culture in relation to professional culture in general. That is, the professional culture of a veterinarian is just one type of culture of all possible professions. The concept of "professional culture of a veterinarian" should be considered as an integral personal characteristic with a pronounced social and prognostic orientation and high creative potential, which creates opportunities for the development of professional qualities.

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Стукало О. А. Професійна культура в контексті підготовки майбутніх ветеринарів

Стаття присвячена проблемі формування професійної культури майбутніх ветеринарів у процесі їхньої фахової підготовки в системі вищої освіти. Обґрунтовано сутність професійної культури майбутніх ветеринарів і її значення для ефективного реалізації професійних функцій. Встановлено, що сформованість професійної культури майбутніх ветеринарів є результатом їхньої фахової підготовки, що має визначений зміст, форми і методи навчальної діяльності. Доведено, що формування професійної культури майбутніх ветеринарів є цілеспрямованим процесом, що передбачає вплив на особистість студента. Означений вплив здійснюється інтегровано через мотиваційну, когнітивну, діяльну сфери майбутніх ветеринарів.

Підготовка майбутніх ветеринарів є складовою частиною професійної освіти і спрямована на забезпечення фахівців певним рівнем професійної майстерності, формування у них відповідних професійних якостей з однозначним розвитком загальної культури особистості. Завдання навчальних закладів аграрного профілю полягає в тому, щоб майбутні ветеринари оволоділи конкретною сумою знань, необхідних для роботи за обраним фахом, та усвідомили шляхи подальшого розвитку своєї професійної діяльності, вміли активно й ефективно впливати на цей процес. У цьому аспекті можна говорити про професійну культуру, тобто про відповідність поведінки, говоріння, слухання, мови у професійній діяльності загальноприйнятими нормам і принципам, насамперед моральним, а також вимогам, що висуваються саме до цієї професії.

Професійна культура майбутнього ветеринара – це не лише сума професійних знань, умінь та навичок, а й частина загальної духовної культури, яка проявляється у професійній компетентності, готовності до аналізу та оцінки професійних проблем, прийняття самостійних рішень, комунікативної майстерності, саморозвитку, постійного професійного самовдосконалення. Формування професійної культури майбутніх ветеринарів – це процес нерозривного зв'язку викладача та студентів на основі гуманізму, творчості та пошуку нових цілей і завдань, вирішення яких підвищує мотивацію майбутніх спеціалістів до досягнення нових вершин у професійній діяльності.

Ключові слова: майбутні ветеринари, культура, професійна культура, професійна майстерність, професійна підготовка.

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ОСОБЛИВОСТІ РОЗВИТКУ ВИЩОЇ ФАРМАЦЕВТИЧНОЇ ОСВІТИ УКРАЇНИ

У статті описуються сучасні вимоги, які висуваються до фармацевтичних співробітників як в Україні, так і за кордоном. Розглядаються особливості розвитку національної вищої фармацевтичної освіти на фармацевтичних факультетах. Детально описуються основні здобутки в охороні здоров'я України та далекого і ближнього зарубіжжя. Висувається думка про вимоги до освіти, які повинні мати випереджувальний характер, а цього можна досягти, якщо теорію та методики навчання наблизити до сучасних потреб розвитку фармацевтичного сектору.

Наведені завдання фармацевтичного працівника. Підготувати сучасного фармацевтичного працівника, як показав експеримент, можна за допомогою моделі професійно орієнтованого навчання. У моделі враховуються основні тенденції світової та вітчизняної фармацевтичної науки та практики. Враховані форми, методи, прийоми та здобутки, які допомагають досягти цілей фахової підготовки фармацевтичних працівників.

Визначені провідними для конструювання моделі принципи (інтегративний, синергетичний, системний) передбачали побудову моделі навчання хімічних дисциплін, орієнтовану на майбутню фахову діяльність фармацевтичних працівників. У запропонованій моделі професійно орієнтованого навчання хімічних дисциплін передбачено зовнішню і внутрішню, змістову і процесуальну інтеграцію, завдяки якій споріднені за змістом і способом діяльності елементи навчальної інформації з хімічних дисциплін об'єднуються у блоки і забезпечують засвоєння інтегрованих знань, умінь і навичок. Передбачені в моделі міждисциплінарні зв'язки хімічних і спеціальних навчальних дисциплін. Також дотримання принципів фундаменталізації навчання хімії з метою формування у студентів розуміння про єдність матеріального світу загалом та хімічних процесів і явищ зокрема; посилення гуманітаризації в професійній освіті фахівців галузі охорони здоров'я, складником якої є фармація. Модель сприяє формуванню важливих для фахівця функціональних якостей, умінь та навичок, що складають основу професійної компетентності.

Ключові слова: фармацевтична освіта, національна фармацевтична освіта, лікарські засоби, модель професійно орієнтованого навчання.

Виклики, що постають перед вищою фармацевтичною освітою України на сучасному етапі, актуалізують проблему дослідження стану і перспектив її розвитку з метою розроблення відповідної стратегії підготовки фармацевтів. Необхідність такої стратегії продиктована вимогами суспільства і держави до підготовки конкурентоспроможних, мобільних, компетентних спеціалістів із фармації.

Зважаючи, що цільовою настановою методики навчання хімічних дисциплін є їх професійна орієнтованість, у межах досліджуваної нами проблеми варто насамперед зосередити увагу на особливостях функціонування фармацевтичної галузі в нашій державі. Розвиток національної вищої фармацевтичної освіти