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**PROFESSIONAL-AND-PRACTICAL TRAINING OF A TEACHER OF
PRINCIPLES OF FOOD PRODUCTION TECHNOLOGIES IN THE
SYSTEM OF HIS PROFESSIONAL TRAINING AT HIGHER
EDUCATIONAL INSTITUTION**

Abstract. Analysis of professional-and-practical training of a future teacher of Principles of Food Production Technologies in the system of his professional training at Higher Educational Institution was done in the article. Professional training of a future teacher of Principles of Food Production Technologies at Higher Educational Institution is performed according to educational-and-qualification characteristic and educational-and-professional program of Bachelor training majoring in 015 "Professional Education. Food Technologies". Abilities and skills that should be developed in the students during professional-and-practical training according to educational-and-qualification characteristics and educational-and-professional program were defined. Concept of "professional-and-practical training" was described. Professional-and-practical training of a future teacher of Principles of Food Production Technologies at Higher Educational Institution is carried out at educational workshops, laboratories, workplace, at work, during lectures, seminars, consultations, laboratory-and-practical classes, educational-and-production training, course papers, diploma projects; independent students' work. Forms analysis of professional-and-practical training was performed.

Keywords: professional-and-practical training, production education, lecture, seminar, laboratory-and-practical class, consultation, work experience internship, a teacher of Principles of Food Production Technologies.

Current conditions of professional pedagogical education development require training of a flexible, competitive specialist. There is a problem of presence of high-level specialists, gifted and talented employees almost in all industries and fields, including teachers, in our country. Nowadays the system of training the future teachers at Higher Educational Institution should be aimed to improve its quality.

The need for organization of specialized training of teaching staff for training system of service jobs began to form because of the qualitative change in production sector, which displayed in increasing of production research intensity, complication and continuous improvement of technology and technologic equipment and something like that. This, in turn, objectively caused increasing the requirements for professional characteristics of workers and correspondently for the quality of their professional training, which is largely determined by professionalism of the teaching staff who implements this study [3, 29].

The formation of a qualitatively new type of teacher of professional training who organically combines the functions of a teacher and a master of work experience internship is the main direction in solving of professional-and-technical education. This changes the role of a teacher of professional training (teacher or master of production training) - instead of performing the old function as the main source of knowledge, he/she becomes the organizer who helps the student to acquire knowledge from various information sources. Such teacher should have sufficient engineering training, have knowledge in the principles of pedagogics and psychology, and also have high level of service job in chosen qualification [4, 73], and this is possible with qualitative professional-and-practical training. Therefore, it is urgent for us to study professional-and-

practical training of a future teacher of Principles of Food Production Technologies.

Analysis of recent research and publications showed numerous scientific papers on future teachers training: the problems of teachers' professional training were studied by O. Abdulina., A. Aleksiuk, Yu. Babanskyi, A. Beliaieva, I. Bogdanova, I. Ziaziun, N. Kuzmina, A. Ligotskyi, V. Lozova, V. Radul, L. Savenkova, V. Sagarda, M. Smetanskyi, G. Trotsko, M. Fitsula, V. Chaika; separate aspects of professional-and-pedagogical training in Higher Educational Establishments were in the researches of I. Bogdanova, I. Tsidylo, V. Vergasov, O. Gura, V. Kozakov, M. Smetanskyi, V. Yurchenko, M. Stepko, P. Sikorskyi; psychological foundations of professional-and-pedagogical training in the system of higher education were under analysis of B. Ananiev, S. Maksymenko, O. Petrovskyi, V. Semychenko; competency-based approach in professional training of teaching staff was showed in the papers of O. Petrov, V. Bezrukova, S. Sysoieva and others; and I. Bogdanova, B. Vergasov, O. Gura, V. Kozakov, M. Smetanskyi, V. Yurchenko, M. Stepko, P. Sikorskyi examined some aspects of professional-and-pedagogical training in Higher Educational Institution.

However, despite of a great number of scientific papers on the problems of teaching staff training, professional-and-practical training of a future teacher of Principles of Food Production Technologies is not studied enough.

The object of the article is to reveal the peculiarities of professional-and-practical training of a teacher of Principles of Food Production Technologies in the system of his professional training at Higher Educational Institution.

Professional training of a future teacher of Principles of Food Production Technologies at Higher Educational Institution is carried out according to educational-and-qualification characteristic and educational-and-professional program of bachelor training majoring in 015 "Professional Education. Food Technologies".

Educational-and-qualification characteristic reflects social order for specialists and sets branch qualification requirements for social-and-production activity of the graduating student of a Higher Educational Institution – a Bachelor majoring in "Professional Education". Educational-and-qualification characteristic was developed on the basis of requirements of the branch standard of higher education, which summarizes the requirements of the country, international community and consumers - graduating students for the content of education and training in the areas of labor and professional training taking into account the analysis of professional activity. Educational-and-qualification characteristic establishes branch qualification requirements for social-and-production activity of the graduating student of a Higher Educational Institution, a future teacher, and requirements for professional selection.

Pedagogical Higher Educational Institution has to form future teachers as individuals capable to solve certain problems and tasks of social activity through making skills specified in the document according to the educational-and-qualification characteristics. Functions, typical tasks and skills that any bachelor should have were defined in the paper. A detailed analysis of these tasks and functions let affirm that their implementation requires a high level of professional competence from future teachers.

Thus, based on the analysis of the research mentioned before we can assert that it is necessary to develop such skills and abilities in future teachers of Principles of Food Production Technologies during professional-and-practical training as:

Gnostic (connected with increasing of professional skills): to gain and systemize knowledge; analyze personal experience; analyze and use creatively benchmark study and new study technologies; use literature, reference materials and regulations; develop and adapt didactic means of study.

Projective (personality designing): to design and predict the possibility of the personality development; predict own activity and prospects of

improvement; master the methods of diagnosis of certain aspects of student development; create positive motivation for the formation and development of professionally important qualities of the student; master the technique of correction of the student personality.

Constructive (logical and consecutive presentation of educational material): to select learning material according to the lesson purpose; consider students' individual-and-typological features and the level of their academic achievement in the process of educational material selection and classes conducting; use fully the achievements of modern science and industry during educational material presentation; master different forms and methods of educational activity perfectly.

Organizational (rational effective organization of students' educational activity): to organize educational-and-labor activity of the students; direct students' activity to achieve the goals and objectives of educational-and-labor process; organize self-government in students' groups.

Communicative (master of speech methods, ways of mimic and pantomimic expression): to be able to build relationships with students; master of communication technology; master of communication standards and etiquette norms accepted in society; create a favorable psychological climate in the groups; be able to provide social assistance and support to the students; can choose the optimal model of professional activity on the basis of existing situation.

Personal (self-development and self-improvement): to apply diagnostic methods of self-knowledge; do self-correction and self-improvement of professional skills; realize personal abilities and bents in full in profession; form ability to estimate own possibilities realistically to select feasible tasks; direct affords to expand own horizons; analyze events and changes occurring in the environment and society.

In our opinion the development of all above-mentioned skills and abilities is also important in terms of formation of professional competence in professional-and-practical training of future teachers of Principles of Food Production Technologies, because most of them are closely connected with the components separated by us and indicators of studied quality.

Another component of professional training of future teachers of Principles of Food Production Technologies is educational-and-professional program (curriculum). The curriculum of a graduating student of Higher Educational Institution is a state normative document where normative content of education is defined, requirements for the content, scope and level of educational and professional training of a bachelor majoring in 015 "Professional Education. Food Technologies" are set.

The curriculum for future teachers of Principles of Food Production Technologies provides the following training cycles: humanitarian and social-and-economic training which ensures certain educational level; natural-and-mathematical and fundamental training; professional-and-practical training providing appropriate educational-and-qualification level. Professional-and-practical training consists of normative and variant parts providing content of training by relevant specialization.

Formation of professional competence of a future teacher of Principles of Food Production Technologies is provided by study of all disciplines of the curriculum: course content is aimed at forming a system of knowledge, a system of values - personally and professionally important for the future teacher. In the context of our study, we draw attention to professional-and-practical training of a future teacher of Principles of Food Production Technologies.

According to the Law of Ukraine "On vocational education" professional-and-practical training is a part of production process because it is conducted at educational workshops, training ground, educational-and-production subdivisions, educational farms and also at workplaces at the plants or in service

sector [1] in following forms: class of production training, class of production training at the plants or service sector; production training at workplaces, plants or service sector; pre-diploma training at the plants or in service sector; other forms of professional-and-practical training.

The object of professional-and-practical training is gaining the part of professional work experience embodied in practical actions - essence of profession / speciality [2, 65].

Production training (or work experience internship) is a process and academic discipline in the system of vocational training. The main directions of production training are to create conditions for students to master production processes, social-and-economic, scientific-and-technical and professional knowledge, best practices; educating of competitive specialist ready for various activities. Production training can be carried out directly at the enterprise, in special training centers, as well as in the system of Higher Special Education.

Production training at the plants or service sector is done by own efforts. Then it can be considered as a practical and theoretical training by chosen speciality in production process.

Production training at educational workshops is realized through modeling of the types of professional activities. The main form of production training at the educational institution is a class and educational-and-production work and production practice at the enterprise. Intermediate organizational form is laboratory-and-practical classes providing interconnection of theoretical and production training.

In view of the above, professional-and-practical training will mean organized process of the formation of professional knowledge, skills, abilities, personal qualities in a future teacher in order to use them in the branch of professional-and-pedagogical activity.

Professional-and-practical training of a future teacher of Principles of Food Production Technologies in Higher Educational Institution is carried out in

educational workshops, laboratories, at workplaces, at plants, in the form of lectures, seminars, consultations, laboratory-and-practical classes, educational-and-production training, course papers, diploma projects; independent students' work.

Lecture is the main form of education in Higher Educational Institution. Its didactic purpose is to introduce scientific problem to students, inform and reveal major topic issues, focus on the most difficult material, prepare them for further independent work.

Seminar is a type of practical classes which expects students to study selected topics and issues independently according to the content of discipline and discuss the results of this study presented in the form of annotations, reports, papers, essays and more.

Consultation is a form of educational class where the student receives the answer from the teacher on specific questions or explanations of specific theoretical statements or aspects of their practical use.

Laboratory-and-practical class is one of the forms of students' educational activities where their practical activity dominates on the basis of specially developed tasks in the laboratory (specially equipped room).

Educational-and-production training is one of the important types of educational activity and is done in order to obtain production skills to make independent decisions in real production conditions. It is designed to prepare future professionals for real practical work and ensure appropriate level of their professional training.

Independent students' work is a form of organization of individual study of educational material by the students during classroom and extracurricular time. Its purpose is to promote independence forming as a personality feature and important professional quality of a young person which essence means ability to systemize, plan, control and regulate own activity without teacher's help and supervision.

The most important task of professional-and-practical training of a future teacher of Principles of Food Production Technologies in Higher Educational Institution is to develop a high level of professional competence. We suppose professional competence of a teacher of Principles of Food Production Technologies as a set of interrelated features of a personality. This involves perfect mastery of theoretical and practical skills, abilities to apply them in the process of professional activity, ability to solve the problems creatively and non-standard, take responsibility for the consequences of own work and also professional growth through continuous self-development, self-improvement and self-education.

It should be noted that the principles of professional competence are laid in the process of study. The result of study is competence expressing knowledge, understanding, skills, values and other personal qualities that a person gets after the completion of educational/training program [4, 21-22].

A teacher of Principles of Food Production Technologies is a teacher of food sphere, is able to provide many-sided development of socially active, humanistic-directed student's personality; to equip students with a system of technical and specialized knowledge, abilities and skills needed every member of the society in the future labor activity, sufficient to study other disciplines, continue to study in the system of uninterrupted education; forming conceptions about ideas and methods of professional education and its role in perception of the surrounding environment.

Professional activity of a teacher of Principles of Food Production Technologies includes properly professional (engineering) and pedagogical activity. The purpose of pedagogical activity is professional education and upbringing of young generation, and the purpose of professional (engineering) activity is development of production-and-technological documentation, providing production process in educational workshops, maintenance of

material-and-technical basis of laboratories and classrooms, mastering of new technological processes and machineries and others.

It should be noted that a characteristic feature of a professional activity of a teacher of Principles of Food Production Technologies is constant need to independent search and methodical processing of new technical information, new methods of work, new technologies, because there is a constant process of renewal the content of special disciplines. The teacher should constantly improve his professional skills to raise the quality of the educational process in educational institution using best teaching experience, scientific theory, empirical research of the professional school problems.

Conclusions. Professional-and-practical training of a future teacher of Principles of Food Production Technologies is aimed not only to gain knowledge, abilities and skills, but obtain specific professional experience of the future teacher activity. Thus, professional-and-practical training promotes forming of professional abilities and skills. Transition from professional skills and abilities to operate in standard situations to ability of performing professional activities in unforeseen circumstances, use acquired knowledge creatively, promotes forming of professional excellence. Future teachers learn such activities that correspond to the level of modern production, so that forming of complete professional activity occurs in the future.

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