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Edukacja - Technika - Informatyka 3/1, 223-229

2012

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

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In psychological and educational literature, the term „criterion” is used in different meanings. Thus, to assess the quantity and quality changes in personality development, this term is used as a measure, feature, reliability or condition under which the hypothesis corresponds to an observation an experiment. Besides, a criterion is used as a set of characteristics attributed to teaching concepts in education and bringing up.

An index as a component of the criterion is a typical and specific detection of the nature of quality of process or a phenomena which is a subject to study. Also, the priority belongs to those indexes which characterize the detection quality [Монахов 1981]. This figure refers to the criteria as private to general.

A motivation and valuable component is represented by motivational and valuable components, which are closely interrelated. The motivational component is a synthesis of motives which lead to activity, cognitive (evaluation activity and self-esteem), perceptual (perception of activity and conditions of a fulfillment) and emotional (feelings related to the implementation of phenomena).

The contents of the main human motivations are cultural values. They provide spiritual orientation and the nature of the regulation of professional activities for future agronomists, because a holistic human attitude to reality and represented personal meaning are understood in cultural values, fixed and transferred.

Thus, we propose the level of formation of motivational and cultural value component of future agrarian specialists to be determined by such criteria and related indicators:

1. The formation of value ratio of students agrarian to real objects based on the interaction of sensory and rational.

The criterial features of value: attitude to the profession of agronomist, to people who deal with land, to work on land, nature, agricultural implements, an awareness of national identity, a sense of national dignity, belief, expression of mature personality characteristics: ethnic identity, patriotism, responsibility, thrift, mobility.

2. The implantation of cultural values and needs is professional activities.

The criterial features of value: understanding of interaction between professional and cultural values, the need for cultural professional self-improvement,

the aim for cultural creation in professional activities, the use of innovative technologies in agricultural activities.

The effective indexes are measured by levels of relevant evidence of specific criteria.

The high level. The systematic vision of nature-culture-man relationships. Positive attitude to the profession of agronomist. The formed responsible attitude to work on the ground. Having a strong need for self-realization in the profession. Opposing to pragmatic motives of human interaction with nature, awareness of the need and importance of environmental protection. The formed feeling: patriotism, moral and legal responsibility, thrift. The wish to constant self-improvement. The formed setting for cultural creation in professional activities, the use of innovative technologies in agricultural activities.

The average level. The need for knowledge about the relationship of nature-culture-man. The recognized culturological orientation of behavior in professional activities. The unstable situational demand for self-realization. Predominant non-pragmatic motives in dealing with the environment. Instability of the manifestation of feelings: patriotism, moral and legal responsibility, thrift. Awareness of need for aiming of culture in professional activities, the use of innovative technologies in agricultural activities.

The low level. There is no interest in learning of the relationship of nature-cultural-man to the profession of agronomist, to people who deal with the land, to work on the land to nature. Recognized need for a reasonable nature exploiting. Unexpressed need for communication with nature, dominated by pragmatic motives in attitude to nature. The lack of feelings display: patriotism, moral and legal responsibility, thrift. There is no setting for cultural creation in professional activities, the use of innovative technologies in agricultural activities.

The cognitive component of cultural readiness of future specialist – agrarians is aimed at obtaining and enrichment of future specialists agrarians with the system of integrated cultural knowledge, which reveal significant social meanings of their professional activities on the basis of ethnic culture.

Knowledge as a basis for the development of skills and personal qualities of the person requires special attention at the present stage of development of agricultural education. It is a necessary (though not enough) condition for the formation of cultural readiness of future professionals of the agricultural sector.

In didactics the term „knowledge” describes one of the most important objectives of education, defines, specifies a means of teaching; discloses the contents, the inner side of the educational process, indicates the material, in which the pedagogical plan is embodied. For a student knowledge is a subject of teaching and learning activities. For a teacher knowledge is the subject of design, material, which embodies their idea and so on. Within properly treated opportunities, the knowledge category gives the universal, although the specific characteristics of the educational process [Гинецинский 1989].

Cultural knowledge is an integrated discipline that brings together the humanitarian, natural, engineering sciences as a result of historically formed cultural practice of mankind. Natural knowledge combines dominant motives, goals and guidelines in dealing with nature. Technical knowledge reflects the level of modern civilization through innovative technologies and adapts to the development of culture. Human knowledge is focused on spiritual development of the individual.

Deep cultural knowledge develops abstract thinking, it can bring disparate effects of various sciences into a single system, see the art of harmony of the world in them, make predictions for the future and new discoveries.

The quantitative characteristics of knowledge are valued according to the system parameters, in particular the flexibility, fullness, depth, system and etc.

Thus, we propose the level of formation of the cognitive component of cultural preparation of experts-agrarians to be determined by such criterias and related indicators:

1. The relevance of cultural knowledge content of vocational training. Criterial features are: completeness, systematic, systematization.

2. The positive changes in the parameters of cultural knowledge. The criterial features of value: depth, efficiency, awareness.

The effective indexes are measured by levels of relevant evidence on specific criteria.

The high level. Systemic and deep cultural knowledge of: the relationship of nature-culture-person based on ethic culture and ethno-cultural traditions of agricultural activity, mass and elitist in culture, national and global in cultural progress. Awareness: the use of the achievements of historical and cultural heritage to enhance the professional and general cultural level, depending on training of general cultural level of the student, the ability to present themselves as representatives of professional agricultural sector and highly cultured people.

The average level. Superficial knowledge of cultural studies: the relationship of nature-culture-person based on ethic culture and ethno-cultural traditions of agricultural activity, mass and elitist in culture, national and global in cultural progress. The awareness of value of historical and cultural heritage for the professional activity of the expert-farmers, but not spent on practical skills to use them in professional activity. Undeveloped ability to present themselves as representatives of professional agricultural sector and highly cultured people.

The low level. Fragmentary cultural knowledge about: the relationship of nature-culture-person based on ethic culture and ethno-cultural traditions of agricultural activity, mass and elitist in culture, national and global in cultural progress. Unawareness value of cultural heritage for cultural and professional growth. Lack of ability to present themselves as representatives of professional and highly agricultural area and highly-educated people.

The activity-cultural component of future professional focused on the study of Ukrainian culture in relation to agricultural activity as the natural and socio-cultural reality.

Culture becomes the personal property of the activities process, consciousness, perception of cultural (subcultural) values and attitudes, understanding the importance in this subculture. Thus, a future agrarian expert as any other person living in their culture swarm, which is influenced by the situation, the environment, which develops a personality, in the process of cultural activities personal beliefs, attitudes, values are formed, making a person a representative of the professional subculture.

The study of culture in the context of general social networks gives an opportunity to reveal the level of social development. By its nature, cultural activity is a communicative activity as the essential exchange of forces between people of two cultures as a dialogue (internal and external). The success of the professional activity of the future expert-farmers depend on communicative activity. The communicative aspect of the profession activity of the future agrarian-specialists is revealed manifested in such abilities as: correct transmitting of information, partner productive communication, taking responsibility and making decisions, compromise talking about the problems and conflicts.

The content of future cultural readiness of experts in agrarian system is determined by the system of cultural skills that are cultural knowledge transferred to the space of culture activities. Abilities which accompany the creative activity are called creative. In addition, the abilities are divided into practical and intellectual (mental). Intellectual skills include comparison, analysis, synthesis, generalization etc. Practical skills are related to practical activities and focused on real change of being not only natural but also social, human.

Thus, we propose the level of formation of active component of cultural readiness experts-agrarian to be determined by such criteria and related indicators:

1. Ability to use cultural knowledge.

Criterial evaluation features are: the use of communication skills in professional activities, students participating in the cultural, sections, clubs, visiting art exhibitions, museums, music concerts, going on ethnic and cultural tours, roundtables, seminars, conferences, collaboration of students with professional public, organizations and conducting them evenings and meetings with prominent figures of Ukrainian agrarian culture.

2. The ability to acquire cultural knowledge independently.

The criterial features are: Independent finding new information, facts related to the profession are transforming people's knowledge and ethno-cultural traditions in a professional environment, choosing an eco-friendly professional activity.

The effective indexes are measured by levels of relevant evidence on specific criteria.

The high level. Ability to creative use of cultural knowledge and communication skills in professional activities. Active participation of students in the cultural, sections, clubs and more. Self interested in finding new information for improving the professional culture. Ability to creative use the people's knowledge and ethno-cultural traditions in professional activities. Formed ability to predict the consequences of their actions in the environment.

The average level. Situational apparent ability to use cultural knowledge and communication skills in professional activities. Non-systematic visiting cultural groups, sections, clubs and more. Incentives to seek new information to improve general cultural skills. Situational use of people's knowledge of ethnic and cultural traditions in professional activities. Partly formed skills on environmentally worth labor organization.

The low level. None or mild ability to use cultural knowledge and communication skills in professional activities. The passivity of students to participate in the cultural, sections, clubs and more. Missing or poorly expressed interest in finding new information, facts related to professional activities. Indifference to people's knowledge of ethnic and cultural traditions. Lack of awareness of the importance of eco-friendly labour organization.

The appreciable-effective component is the final and necessary component of cultural readiness of future agrarian-specialists. This feature provides the assessment of formation of motivational value, cognitive, active, components that include spiritual and practical, cognitive, motivational, emotional, willing, existential, self-regulative sphere of personality of future agrarian-specialists.

In the process of cultural training through individual areas such as spiritual and practical, cognitive, motivational, emotional, willing, and existential self-regulation, the enrichment of future agrarian-specialists with professionally important qualities and characteristics.

Thus, the evaluation-effective component of future cultural agrarian-experts predicted the estimation of formation motivational-value areas among students, mastering a special course „Professional ethnoculture” and acquisition of relevant cultural knowledge, practical skills and skills for use in their careers.

The effective indexes are measured by levels of relevant evidence on specific criteria.

The high level is typical for students with a high degree of formation of cultural competence of future professionals in the agricultural profile. Students, who have reached the set level of readiness, have clearly formed positive attitude to professional culture, manifested in the conscious sense of cultural education in future careers. For these students creative attitude is typical, they have emotional interest, continuous active pursuit of self-improvement, intensification of cultural knowledge is observed. Practice has a strong creative nature. Experts of appointed level are able to use acquired cultural knowledge in professional work constantly.

The intermediate formation of cultural competence is for future farmers with positive-passive attitude to professional cultural sphere. There we can observe indifferent attitude to the need of raising their cultural level, combined with positive attitudes to the significance of cultural training for farmers. Knowledge of the nature and specificity of culture is rather superficial. Irregularity in the manifestation of different criteria of cultural competence is observed. In practical training there is not full compliance of the acquired knowledge to their application in practice.

The low formation of cultural is competence characteristic for students with indifferent-negative attitude to cultural training. They do not realize its significance. These students have poor knowledge, weak signs of competence, inability to self-control, inadequate self-esteem, lack of desire for self-improvement. Practical activity of students with low level of development of cultural competence has a reproductive character.

Mentioned criteria's and indicators of cultural formation of future agrarian-specialists leads to a comprehensive diagnostics that will be a further focus of our research.

Literature

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Abstract

The structural components of cultural readiness of future specialists in agriculture are proved in the article and corresponding criterions and formation levels of these components are proposed.

Key words: components, criterions, indicators, levels of cultural readiness.

Аннотация

В статье обоснованы структурные компоненты культурологической готовности будущих специалистов-аграриев и предложены соответствующие критерии и уровни сформированности этих компонентов.

Ключевые слова: компоненты, критерии, показатели, уровни культурологической готовности.

Struktura komponentów kryterialnych kultury przyszłych specjalistów z dziedziny agrarnej

Streszczenie

W artykule zostały przedstawione strukturalne komponenty kultury przyszłych specjalistów w rolnictwie. Zaproponowano również odpowiedni zestaw kryteriów i stworzenie poziomów tychże komponentów.

Słowa kluczowe: komponenty, kryteria, wskaźniki, poziom kultury zawodowej.