

ABSTRACTS

УДК 378:374

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THE EFFICIENCY OF SELF-EDUCATION PROCESS OF FUTURE TEACHERS OF HIGHER AGRICULTURAL SCHOOLS IN GRADUATE COURSES

The issue of forming future teachers' self-education skills in the conditions of student-oriented education in graduate courses for specialty «Pedagogy in Higher School» is a relevant and principal one among the strategic directions of ensuring a high-quality system of training. The article highlights the effectiveness of the educational process organization for future teachers in higher agricultural schools within their graduate level of training, in particular, in what concerns the process of self-education. On the basis of analyzing various views of renowned researchers, the essence of the concept of self-education of future teachers of higher agricultural schools has been clarified. Self-education of future teachers is not just an important form of their educational process, but it should become its mainstay. The above is not possible only through the transfer of knowledge in finished form. It is required to achieve future teachers' transformation from the passive consumers of knowledge into its active creators, able to state a problem, analyze the ways of its solution, find an optimal result, and prove its correctness. In modern conditions, such skills must be developed and acquired in the process of self-education. The article suggests methodological and pedagogical measures to increase the efficiency of the self-education process of future higher agricultural school teachers taught in their graduate courses.

Key words: efficiency, self-education, future teacher, master, activities.