

PEDAGOGICAL CONDITIONS FOR FORMING PROFESSIONAL COMPETENCE OF FUTURE BACHELORS IN AGRICULTURAL ENGINEERING DURING THEIR PROFESSIONAL TRAINING

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The article examines the problem of formation of professional competence of future bachelors in agricultural engineering during their professional training. The urgent need for the training of highly qualified, goal-oriented, competitive specialists in the agro-industrial production area has been confirmed, which has been updated in connection with the significant renewal of their professional activities in the conditions of digitalization of the economy of Ukraine, and the introduction of innovative approaches to the organization of modern educational space.

The article aims to define and justify the pedagogical conditions that can ensure the effective formation of professional competence of future bachelors in agricultural engineering during their professional training.

In the research, a complex of methods was used: a content analysis of the crucial concepts of the research, generalization of advanced pedagogical experience to identify and justify the pedagogical conditions for forming professional competence of future bachelor in agricultural engineering in the professional training process.

It has been proven that the practical activity of future specialists of agricultural engineers involves the use of achievements of psychological, pedagogical science and experience, and forming professional competence of future bachelors in agricultural engineering should be aimed at training them as professionals who are competitive, capable of successful professional activity, professional development and mobility, capable of solving the challenges, set tasks and problems in the field of agro-industrial production and to meet the needs of the labour market.

Forming professional competence of future bachelors in agricultural engineering in higher education institutions will be effectively carried out under the condition of identifying and taking into account the features of their professional training, which are determined by the specifics of professional activity; orientation on the individual motivation of the professional training of future bachelors in agricultural engineering and compliance with the modern development of education; determination of the main pedagogical conditions for forming professional competence of future bachelors in agricultural engineering in professional training.

The following main pedagogical conditions for forming professional competence of future bachelors in agricultural engineering during their professional training process have been determined, including ensuring systematic interest and forming positive motivation for mastering the chosen profession; development of the subject content of the cycle of professional training of future bachelors in agricultural engineering; the use of innovative technologies for the purpose of forming professional competence of future bachelors in agricultural engineering in their professional training; formation of professional and personal qualities of the future agricultural engineer; mastering the practical experience of the future professional activity of an agricultural engineer.

It has been concluded that each specified pedagogical condition should positively contribute to the effective formation of professional competence of future bachelors in agricultural engineering in professional training with further identification of the peculiarities of their educational activities.

The next step in the research of the considered issue is the construction of a criterion base for forming professional competence of future bachelors in agricultural engineering during their professional training.

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