

SCIENTIFIC COMPONENT OF TRAINING FUTURE SPECIALISTS IN THE SPHERE OF FOOD INDUSTRY

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One of the actual problems of today in the training of highly qualified specialists of restaurant business and food production is their professional training of high quality. That's why, during the professional training crucial role is paid to cognitive skills, knowledge and human capacity needed for effective organization of innovative activity in any field. The question is in training specialists of new generation that could be competitive in today's dynamic world. According to official documents of the European Commission, an important factor of European competitiveness is professional knowledge of research activities [3, p. 51,52].

Thus, today the urgent problem in educational theory and practice is the need to harmonize the educational paradigm of fundamentally new social demands for professional and social competencies and personality traits and qualities of future specialists in food technology. High school graduates must not only possess the necessary knowledge and skills in their professional activities, but also to understand the capabilities and limitations of their practical application. They should also know well the defining trends of development of this, and also the adjacent areas and be able to actively participate in their implementation.

Analysis of studies and publications on the issue confirms its importance and relevance, the importance of its decision to significantly increase the quality of training and compliance training requirements of this dynamic present. We drew the conclusion after the analysis of scientific papers by V. Andrushchenko, V. Beh, L. Huberskyi, S. Honcharenko, R. Hurevych, V. Kremen, O. Ponomariov, I. Prokopenko, S. Sysoieva and many others.

Therefore, the improvement of professional training of future specialists of food technology in the content of scientific research is the aim of this article.

The intensive nature of development of modern society based on high technology and the use of science not only increased the role of science and knowledge, which was one of the reasons of its characteristics as a society of knowledge. This situation has led to the need to strengthen scientific training and theoretical level of professional competence. This is what will allow them to easily adapt to the future changes, update their knowledge and practical skills, ensuring adequate competitiveness in the labor market and the possibility of professional and personal fulfillment.

We are inclined to think the same way as a leading scientist and teacher S. Honcharenko, who believed that "the current stage of development of human civilization strengthens the requirements for the scientific competence of specialists with higher education." In his deep conviction, "they must be able to think creatively, to supplement their own knowledge to navigate the turbulent flow of scientific information." For the effective training of future professionals not only qualification, but also pedagogical skills of teachers are necessary. S. Honcharenko was sure that "the need to improve the

scientific training is a characteristic feature of the present time in professional educational activities" [1, с.7].

It is necessary to emphasize the existence of a significant relationship between the level of scientific component of professional competence and professional development of his personality and intellectual capacity, as well as its ethical principles and beliefs. At least this interdependence should be seen as one of the important preconditions for a rational, purposeful and focused implementation of the scientific potential by a human. In other words, research potential is to work on the formation and development of intelligence.

In our opinion, the enhance of the scientific level of training future professionals of the food industry involves two interrelated areas:

- teaching the students the elements of scientific work, organization and methodology of scientific activity;
- scientific research made by the students under the supervision of professors and instructors on the topics proposed by the Chairs, Departments and Universities.

The content and structure of the research activities of future professionals provides a sequence of means and forms of its implementation in accordance with the logics of the educational process, it determines its consistency from year to year, from one discipline to another, from one class to another.

So, according the given above information, we propose to focus on these important components of scientific and educational process, which aims to prepare competitive specialists in the labor market: maximum assistance and encouraging the participation of the faculty and students in research and development, which should activate the work of scientific institutions; inviting successful business representatives for professional training; maximally facilitate the exchange of scientific knowledge through participation in conferences and events that encourage scientific activity; differentiate work incentives depending on the degree of fulfillment of quality of scientific work and self-improvement of teachers; introduce grades for future potential employers to define the professionals.

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