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УДК 378.4:37.01

Levchuk Elena*K.ped.nauk, Docent,**Docent of Mathematics, physics and computer technology,
Vinnytsia National Agrarian University***FORMATION OF INFORMATION COMPETENCE OF FUTURE AGRICULTURISTS IN THE SYSTEM OF INTEGRATED TRAINING****Аннотация.**

Поднимаются проблемы формирования информационной компетентности в процессе математической подготовки будущих аграриев. Обосновано использование универсального прикладного математического пакета Mathcad как средства, позволяющего реализовать процесс подготовки будущих аграриев на принципиально новом уровне благодаря возможности получать и обрабатывать информацию разных типов.

В исследовании рассматривается идея интегрированного образования на основе сочетания научной, образовательной и производственной сферы. Поднимаются проблемы повышения уровня фундаментальной подготовки специалистов и привлечения молодого поколения в научно-исследовательские процессы с использованием информационно-коммуникативных технологий.

Рассматриваются проблемы системного внедрения и использования Mathcad в математическую подготовку будущих специалистов аграрной отрасли. Осуществлено теоретическое обоснование и представлен опыт организации учебно-познавательной деятельности студентов. Рассматриваются отдельные этапы технологии математической подготовки будущих аграриев на основе применения математической системы Mathcad: определение совокупности форм, методов, способов и приемов организации учебно-познавательной деятельности студентов; контрольно-оценочный этап; совместимость технологии с существующей системой подготовки специалистов.

Abstract.

We consider problems of formation information competence in the course of mathematical preparation for future agrarians. The universal applied mathematical package Mathcad is shown as a tool that allows to implement the process of training future farmers to a fundamentally new level through the ability to receive and process different types of information.

The study considers the idea of integrated education based on a combination of scientific, educational and industrial spheres. We considered the problems as increasing the level of fundamental training and involvement of the younger generation in research processes with the introduction of information and communication technologies.

The problems of system implementation and use of Mathcad in mathematical training of future specialists in the agricultural sector are considered. Theoretical substantiation is carried out and the experience of the organization of educational and cognitive activity of students is presented. The separate stages of technology of mathematical preparation of future agrarians on the basis of application of mathematical system Mathcad are considered: definition of set of forms, methods, ways and receptions of the organization of educational and cognitive activity of students; control and evaluation stage; compatibility of technology with the existing system of training.

Ключевые слова: Mathcad, информационные технологии, дуальное образование, математическая подготовка, подготовка агрария, методика обучения математике, программные средства, системы компьютерной математики, информатизация образования, информационные технологии, подготовка специалистов аграрного профиля.

Keywords: Mathcad, information technologies, dual education, mathematical training, agrarian training, methods of teaching mathematics, software, computer mathematics systems, informatization of education, information technology, training of agricultural specialists.

Formulation of the problem. In recent years, the agricultural sector of the world's leading countries re-focused on the using of science-intensive agricultural technologies with a high level of technology (GPS control and satellite control systems, GIS technology, remote diagnostics on the Internet, electronic data transmission using agricultural machinery ISOBUS). The agricultural sector of Ukraine's economy and the processing industry form 27% of GDP (in Europe <3.3% of GDP), so the general goal of Ukraine's agricultural development strategy is to increase its competitiveness and promote rural development on a sustainable basis in line with EU and international standards.

Today, the idea of combining scientific, educational and industrial spheres is relevant in the professional training of agricultural specialists. The concept of integrated education, which provides for a simultaneous spatial and temporal combination of education in an educational institution, internships in enterprises and research work in research farms is a component of dual training.

A successful example of the transition to a system of integrated agricultural training through a combination of education, science and production is the activities of the educational-scientific industrial complex «Ukrainian scientific-educational consortium»

(USEC), co-founded by Vinnytsia National Agrarian University (VNAU).

However, scientific and production internships at research and breeding stations and research farms of USEC, business design experience revealed the need to increase the level of fundamental training of specialists with its information and communication support. After all, based on the priority areas of development of science and technology in Ukraine, the involvement of the younger generation in research processes is impossible without the introduction of information and communication technologies in the educational process.

Mathematical training occupies an important place in the fundamental education of graduates of agricultural academy. After all, it is basic in the formation of logical, analytical, rational thinking, which is the basis for innovative professional activity. However, it is the basis of special training for future professionals. This is due to the significant interdisciplinary function of mathematics, including in the agricultural sector. Indeed, a number of its concepts (derivative, integral) have economic, biological, chemical, mechanical meaning. "Mathematics - is the universal tool by which you can describe the real dependencies and use them in the future for scientific predictions of phenomena and processes" [1, p.9].

The emergence of new specialties, the transformation of agricultural education requires the need not only to introduce new courses in the educational process, but also to make appropriate changes in the content of disciplines taught traditionally. These primarily include mathematics (higher mathematics, applied mathematics, probability theory and mathematical statistics), the content of which has remained virtually unchanged for decades. And if the penetration of mathematical knowledge in agricultural sciences and the restructuring of the latter are only partially based on the use of the classical apparatus of mathematics, then some of their sections are of great importance in general mathematical, mathematical and logical development of farmers, in applied aspects of these courses. Since mathematical activity is carried out in three areas: mathematical description of research objects, logical organization of mathematical material, application of mathematical theories [2], so, obviously, it is directly related to the content of professional tasks.

Traditional academy provide a wide range of knowledge, skills, including mathematical skills, but do not contribute enough to the formation of appropriate professional competencies. The structure of the specialist's competence includes experience (knowledge, skills, abilities), orientation (needs, values, motives, inclinations, ideals, etc.), quality (ability to synergistic manifestations, adaptation, scaling and interpretation, self-development, integration, transfer of knowledge from one field to another, etc.) [3, p.14].

One of the ways to solve these problems is the formation of information competence in the process of mathematical training, which should be carried out in conjunction with the development of appropriate methodological support.

Modern information technology has become an integral part of society. This is especially true for young

people. Teachers state that current students perceive information from electronic media more quickly. First of all, they draw the necessary information from the information flow via the Internet. At the same time, this information is often fragmentary, cluttered, of low quality. Therefore, the teacher's task is to teach students to think critically and competently organize independent search work, using information technology in a growing flow of information.

The analysis of the content of scientific works showed that the problem of deep and systematic introduction of information technologies in the process of training specialists in the agricultural sector is relevant.

The emergence of various systems of computer mathematics has become a means of rapid development and penetration of computers in all spheres of human life. With their appearance there were not only opportunities, but also the need, without abandoning the principles of fundamental classical education, to qualitatively change the technology of teaching and the form of presentation of material, making it more accessible and visual, and learning more effective.

Analysis of the recent research and publications. Issues related to the informatization of education were considered by N. Apatova, I. Bogdanova, R. Gurevich, Y. Zhuk, V. Klochko, L. Romanyshyna. In particular, the development of conceptual foundations of the process of informatization of the education system, analysis of philosophical and social problems associated with the use of computers in the educational process were carried out by E. Velikhov, B. Glinsky, V. Glushkov, A. Dorodnitsyn, A. Ershov, V. Mikhalevich, M. Moiseev and others; substantiation of logical and psychological bases of using computer teaching aids in the process of professional education - P. Halperin, V. Bepalko, T. Ilyina, V. Kantelinin, V. Lvivsky, V. Mulradov, V. Rubtsov, etc.; realization of didactic functions of computers in the study of certain courses of professional orientation - P. Goncharov, O. Zuev, S. Kovalev, P. Kuznetsov and others.

These scientists agree that only in combination with appropriate training and methodological support for the use of computer technology gives positive results and is a step towards the development of humanization and informatization of vocational education. R. Gurevych emphasizes the thesis that the introduction of information and communication technologies should take place with awareness of the goals, methods, ways, techniques of their inclusion in the training process [4]. S. Yatsyuk notes that the "concept" of new information technologies "is associated with the emergence of application software packages that provide the user with great opportunities in processing, storing and transmitting textual, graphical information, the ability to access huge amounts of information, search for the necessary" [5, p.2].

However, the analysis of the content of scientific works showed that a deep and systematic study of the problem of introduction of information technologies in the process of training future farmers was not carried out, in particular, there is no development of appropriate didactic systems.

At the same time, the system of higher professional education is faced with the need, on the one hand, to fulfill the social order of society to train a new specialist, and on the other - to meet the needs of the individual to receive quality educational and special training. Both tasks are impossible without mastering modern information technologies.

Purpose. In the article we set the task of substantiating the use of the universal applied mathematical package Mathsad as a means to implement the process of training future farmers at a fundamentally new level through the ability to receive and process information of different types.

Main material presentation. Currently, a number of mathematical systems have been developed and are operational: Maple, Matlab, Mathematica and others. Most systems use integer representation and symbolic data processing, Matlab is focused on working with arrays.

Against the background of the mentioned systems of computer mathematics, the Mathsad system stands out. In the process of mathematical training of farmers, we chose Mathsad because today it is a simple and at the same time powerful universal environment for solving problems in various fields of science and technology, finance and economics, mathematics and statistics, physics and astronomy, production and management.

It is equipped with a wide range of tools, graphics and information tools.

- Mathsad allows you to solve problems both numerically and symbolically.
- Records of tasks in Mathsad are as close as possible to recording without the use of computers, which greatly simplifies the use of the system.
- Mathsad is much cheaper than its counterparts.
- Mathsad is a universal system, not a specialized one.
- Mathsad provides a fairly powerful system for visualizing the results of calculations in the form of different types of graphs.
- Mathsad can interact with other systems.

- Mathsad has built-in text, graphic, formula editors. They have a user-friendly interface.

- Mathsad has a number of built-in economic functions (financial).

Over the years, Mathsad has gained importance in various spheres of human activity, the limits of its application have expanded rapidly due to significant opportunities.

Currently, the latest version of the mathematical software package Mathcad allows you to perform a wide range of symbolic transformations, including mathematical analysis operations, such as differentiation, integration, decomposition, solving differential equations and more.

To visualize mathematical objects, Mathsad contains two- and three-dimensional graphics. The possibility of applying different numerical methods, combining symbolic, graphical and numerical calculations turns this package into an extremely powerful and convenient tool for mathematical research.

Today Mathsad is used in various fields of science - mathematics, physics, biology, economics, mechanics and more. We consider Mathsad as a basis for the transformation of the traditional course of higher mathematics in an agricultural university. Step by step, acquiring skills and abilities to work in the system, students gradually master modern modeling tools, they become available to the world experience of solving scientific problems in various fields of the agricultural sector.

The effectiveness of the use of Mathsad in the educational process is determined by its compliance with specific goals and objectives, the specifics of educational material, forms and methods of organizing the activities of teachers and students, material and technical conditions. This package can be used in a variety of content and organization of classroom and extracurricular activities. At the same time, it organically fits into the boundaries of traditional learning with extensive use of the entire arsenal of teaching aids. In Fig. 1, 2 show the solution of problems and visualization of data from the course of higher mathematics, which cannot be done without the use of information technology.

Thus, the software mathematical package Mathsad is endowed with certain didactic features, in particular:

- the possibility of deeper penetration into the content of objects and phenomena being studied;
- illustration of objects and phenomena, if necessary, even in dynamics;
- information saturation;
- a variety of visual techniques, their expressiveness, emotional saturation;
- lack of temporal and spatial boundaries.

However, as mentioned earlier, the implementation of Mathsad should take place under certain didactic conditions, which include the principles of learning. At the same time, didactic principles, which are manifested in information technologies of education, have their own specifics. Consider how the use of Mathsad in the study of mathematics in agricultural universities contributes to the implementation of didactic principles of teaching.

The principle of scientific learning is realized when with the help of Mathsad, it becomes possible to reflect in the content of this discipline as much as possible basic research, to formulate knowledge about general scientific methods of cognition and methods specific to a particular stage of mathematics and their application.

In junior courses, the principle of scientific learning is closer to the principle of fundamentalization, one aspect of which is the general education component. The use of Mathsad promotes the formation of skills of interpretation and analysis of performance, use of databases and data banks, use of computers, mastering a foreign language related to general education.

Implementing the principle of interdisciplinary links, the use of Mathsad in the study of mathematics in agronomic free economic education helps to reflect in the content of this discipline the diversity of relationships that operate in nature and society and are studied by modern sciences. In this case, interdisciplinary links act as the equivalent of interdisciplinary, the methodological basis of which is the process of integration and differentiation of scientific knowledge.

The wide possibilities of Mathsad allow us to consider a large number of examples of the application of mathematics in various fields of agriculture, the consideration of which would be impossible due to the complexity of objects and limited learning time. None of the lessons in mathematics is possible without following the principle of systematicity. With the use of Mathsad, this principle is implemented even more fully by reflecting the semantic and logical connections, taking into account the cognitive abilities of students, prior training and the content of special disciplines.

The novelty of the teaching material presented with the help of Mathsad, the illustrativeness and practical significance of the concepts studied form the motivation of students and form a positive emotional background. This, in turn, contributes to the intensification of learning, which is closely linked with the formation of a stable cognitive interest.

The actual level of yesterday's students and today's students is different. Often this level is low. However,

for all students without exception, Mathsad is of genuine interest, even in the material that seemed familiar from school. This is due to the fact that the use of video, audio, animation, which is armed with Mathsad, educational material acquires a new sound, and for students with less training makes the material more accessible, more visible, implementing the principles of accessibility and clarity.

The implementation of the principle of professional orientation of education, which is of particular importance in higher education, in relation to the general course of higher mathematics in agro-educational institutions using Mathsad, is expressed not in the introduction into the educational process of individual, fragmentary information studied within special disciplines. integrated professionally significant skills and abilities. Professionally significant skills and abilities for future farmers include, for example, the ability to analyze the role and degree of influence of factors and conditions on the nature of the studied phenomenon, the selection of significant and secondary, the ability to identify such conditions in the dynamics of the studied phenomenon or object. significance and vice versa, the ability to interpret experimentally obtained data presented in graphs, tables, charts, histograms, as well as the ability to use modern tools for their construction.

The most significant of the additional principles that are implemented through the use of Mathsad in the learning process are: the humanistic principle and the principle of advanced learning.

With the use of Mathsad the most favorable conditions are created for students to master the knowledge necessary for their professional activities, for the development of creative individuality, high personality qualities. The principle of advanced learning is realized not only through the transfer of students of world scientific and cultural heritage, but with the formation of knowledge, skills and abilities, emotional and value qualities that will allow tomorrow's graduates to adapt to a rapidly changing world.

The principle of measure and the principle of complex nature is manifested when the use of the Mathsad package is not an end in itself, but a certain information saturation is planned and determined with the help of this package, uncontrolled use of which can reduce the quality of learning material. After all, none of the available teaching aids, even modern information technology with its significant capabilities, can not be opposed to another. Because in solving certain didactic tasks, only in some learning situations, one of them is more effective than others. Therefore, the use of Mathsad is necessary in combination with other, both traditional and new teaching aids, such as printed textbooks and multimedia systems.

With the use of Mathsad in the process of teaching higher mathematics in agricultural universities, the creativity and initiative of students in combination with pedagogical guidance is realized, there is a shift of emphasis from formal leadership to active learning.

Implementation of the principle of collective nature of learning in combination with the development of individual characteristics of students, is realized when the use of Mathsad with its wide range allows,

creating an individual trajectory for an individual student, to solve collective problems.

According to the theory of didactic design of information technologies of training [6], the technology of mathematical preparation of future agrarians developed by us on the basis of application of mathematical system Mathcad provides the following stages:

- determining the purpose of studying the discipline;
- selection and structuring of learning content adequate to the given goal;
- choice of computer and information learning tools;
- development of levels of use of computer teaching aids;
- development of theoretical material and tasks for mastering the content of the discipline [7,8,9];
- determining the set of forms, methods, methods and techniques of organizing the cognitive activity of students;
- control and evaluation stage;
- compatibility of technology with the existing system of training.

In this article, we will focus on the last three stages.

The priority methods, adequate to our technology, can be considered problem-based learning, technology of cooperation, the method of projects.

The technology of mathematical training of future farmers, based on the use of Mathcad, involves the preservation of traditional forms of education (lecture, practical, laboratory, course, diploma design). However, their content (basics of work in Mathcad, deepening of applied orientation) and methods of conducting, which first of all depends on the chosen method of training with use of mathematical system, acquire essential changes. In this case, they acquire new features: problems, clarity, independence, emotionality, high activity, the presence of a game situation. This allows you to use such types of lectures as a problem lecture, lecture-conference, lecture-consultation with the use of illustrative reference material, computer workshop, laboratory lesson with computer modeling.

The presence of a reference system in Mathcad, multimedia distance learning courses and interactive lectures allowed to organize a new level of independent work of students under the guidance of the teacher.

We use distance learning courses, which are multimedia complexes for self-study MathSoft Mathcad 13 and Mathcad 14 [10,11] in which the training material is presented in the form of interactive video lectures.

According to the described technology, lectures in which applied problems are considered: numerical solution and visualization of Cauchy problems (ie problems with initial conditions) for ordinary differential equations with typical examples characteristic of computational biology, physics and chemical kinetics, lectures on solving regional problems. problems for differential equations in partial derivatives, where on simple examples (thermal equation, Poisson, wave equation) the staging part of these problems is considered and the grid method intended for their numerical solution is

presented. In this case, both the built-in Mathcad implementation of the grid method and the construction of the solution "manually", based on the programming techniques available in Mathcad. In the absence of classroom hours to study mathematical statistics, we use lectures that present some methods of mathematical statistics and data analysis implemented in Mathcad. In them, the basic problems of statistics, interpolation and regression, and spectral analysis are considered on the examples of a model series of data from an external file, as well as generators of pseudo-random numbers. In addition, the problems of optimization of technical statistics, graphical analysis of the function are considered.

When selecting material for self-study, we complied with the following requirements:

- availability of sufficient sources for processing;
- full presentation of the material in didactic educational materials;
- the availability of information that deepens the knowledge already acquired in the classroom;
- concretization of already mastered theoretical provisions;
- motivation for active cognitive activity, the presence of problematic issues;
- availability of material for in-depth study of individual issues.

The control and evaluation stage of the described technology involves determining the quality of knowledge, skills and abilities of students in the subject, and the formation of general and specific mental actions and techniques of mental activity that meet the objectives of training. The control system takes into account the individual psychological characteristics of students. We followed the principles of pedagogical control, which are usually followed in high school: comprehensiveness, systematicity, educational nature.

The technology covers both traditional forms of control (answers to classes, speeches, independent, tests, colloquia, tests, exams), which meet the objectives of training and, accordingly, innovative content and forms of learning and non-traditional (electronic, in the form of tests, modeling, didactic games).

We use traditional forms of control, modeling, games in cases when the task contains professionally-oriented tasks that require independent thinking, creativity or a significant amount of time to perform. In particular, this is a task, the condition of which determines the model of a professional situation, and its study requires the use of mathematical apparatus and Mathcad system.

Test control is carried out in cases when the tasks contain formalized basic problems, which are solved by typical algorithms that do not require a significant amount of time to perform. For test control at different stages of preparation, we use an electronic system of testing knowledge "Test Master" [12]. For this purpose, a system of tasks has been created, which allows the teacher to exercise all types of knowledge control (current, thematic, boundary, final, final). In addition, the "Test Master", being constantly available, in the pres-

ence of the Internet, allows the user to exercise independent control at the stage of preparation. Therefore, the system contains tasks for self-assessment.

The technology fully meets the requirements of regulatory documents for the training of specialists in the agricultural sector. It is compatible with existing curricula and is open to innovative approaches in the organization of the educational process. This technology has been tested and has become part of a long-time tested in VNAU electronic control system "Socrates" [13], which is the only integrated client-server training system, which implements the functions of distance learning and university management. It contains a single database of students (37121 people), disciplines (1523 people), teachers and staff (1640 people). Based on it, the operation of subsystems "Socrates" such as the student's personal account, which, in turn, contains: an integrated system of distance education, student card, composed methodological and electronic learning materials, the mentioned system of testing knowledge "Test Master" [12].

Conclusion. Therefore, the problem of deep and systematic implementation of information technologies, in particular mathematical systems, in the process of training specialists in the agricultural sector is relevant. However, their mathematical training, in particular on the basis of Mathcad, did not become systemic.

Thus, the introduction of Mathsad in the system of training future farmers gives the educational process greater productivity, increasing the level of the fundamental component. It is important that this process can be carried out in a system of dual education under the guidance of a teacher or without him, depending on the level of training and needs of students. It is characterized by a high level of mental activity of students - creative, which, in combination with the evaluation and application of the information obtained in practice, leads to an appropriate level of knowledge acquisition. Students develop knowledge-skills that allow to apply the received educational information in practical activity and knowledge-transformations by means of which the received earlier knowledge is transferred to the decision of new problems, problems characterizing the highest level of mastering of knowledge. The content of education is to actively seek and discover new knowledge by students.

Our proposed technology of mathematical training of future farmers, based on the use of Mathcad provides both the preservation of traditional forms of learning and transforms techniques and content, giving them problems, clarity, independence, emotionality, high activity, the presence of a game situation. The availability of sufficient educational resources allowed to organize independent work of students at a new level.

The control and evaluation stage, according to the described technology, involves checking the formation of general and specific mental actions and methods of mental activity that meet the objectives of training. In addition to traditional forms, electronic ones are provided in the form of test tasks, modeling, didactic games.

Experience has shown that the introduction of technology of mathematical training of future farmers

based on the use of mathematical system Mathcad helps to optimize the educational and cognitive activities of students, in particular, is based on the research nature of students, allows students to focus on meaningful tasks, in a short time to independently consider a significant number of examples, forms in future professionals the necessary level of knowledge, ability to analyze, compare, summarize, process existing information, relate it to research issues, thus forming a mathematical and information culture.

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ОЦЕНКА УРОВНЯ УДОВЛЕТВОРЕННОСТИ ИНОСТРАННЫХ СТУДЕНТОВ УЧЕБНЫМ ПРОЦЕССОМ ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА УПРАВЛЕНИЯ

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ASSESSMENT OF THE LEVEL OF SATISFACTION OF FOREIGN STUDENTS WITH THE EDUCATIONAL PROCESS OF THE STATE UNIVERSITY OF MANAGEMENT

Аннотация.

Вслед за обеспечением и укреплением привилегий развивающихся стран во всех сферах международной деятельности и также тенденцией к расширению учебных поездок между странами-компаньонам, уровень логического соответствия между социальными порядками увеличивается, стимулируя торговые отношения между этими странами, наращая количество официальных встречам в публичном пространстве. Соответственно, для получения качественной информации гражданам государств необходимо все чаще покидать свой регион и отдаляться от нации в ее поиске. Благодаря этим изменениям, с одной стороны, возникли преимущества, например, формирования различных разновидностей социально-политико-логических связей. Наравне с этим, происходит апробационный процесс, в котором неизвестные друг другу представители стран-компаньонов могут созерцать зональный, социальный, экономический климат противоположенной страны. Анализ подобного обмена в разных его проявлениях представляет больший интерес в затяжной временной плоскости. В связи с глобализацией международного образовательного пространства, количество стран-компаньонов возрастает. Их представители сталкиваются с многочисленными проблемами в образовательных, научных, экономических и прочих сегментах. Данные проблемы оказывают дополнительное негативное воздействие на образовательный цикл обучения, в целом, а также на обмен информацией, одновременно с этим вызывая негативные разрушительные воздействия на национальные связи. Учитывая вышеизложенные аспекты, необходимо выявить и проанализировать влияние среды во всех ее проявлениях как на образовательный процесс в целом, так и

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