

Творческое сотрудничество с БС МОПЧ позволит высшим учебным заведениям решить многие вопросы, связанные с реализацией образовательных программ.

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ETHNIC PEDAGOGICAL APPROACH TO EDUCATION OF VALUE ATTITUDE TO AGRICULTURAL LABOR FOR STUDENTS OF HIGHER AGRICULTURAL EDUCATIONAL INSTITUTIONS

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Summary. The basic moments of the ethno-pedagogical approach to education of value attitude to agricultural labor is based on students of higher agricultural educational institutions.

Key words: ethnopedagogical approach, education, course, agrarians, teaching.

ЭТНОПЕДАГОГИЧЕСКИЙ ПОДХОД К ВОСПИТАНИЮ ЦЕННОСТНОГО ОТНОШЕНИЯ К СЕЛЬСКОХОЗЯЙСТВЕННОМУ ТРУДУ СТУДЕНТОВ ВЫСШИХ АГРАРНЫХ УЧЕБНЫХ ЗАВЕДЕНИЙ

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Аннотация. Приведены основные моменты этнопедагогического подхода к воспитанию ценностного отношения к сельскохозяйственному труду студентов высших аграрных учебных заведений.

Ключевые слова: этнопедагогический подход, образование, курс, аграрии, преподавание.

Formation of value attitude towards agricultural work among students of higher agricultural educational institutions, as a level of personal culture and professional competence, is primarily promoted by the ethnopedagogical approach to education.

The significance of the ethnopedagogical approach as one of the most important in the education of youth is evidenced by the work of V. Sukhomlinsky, O. Budnyk, O. Dukhnovich, M. Stelmakhovich, S. Rusova, G. Vashchenko. Fundamentals of education by means of folk culture were laid by such Ukrainian educators as G. Skovoroda, K. Ushinsky, I. Ogienko, S. Rusova and others.

O. Budnik notes: "As we see, realizing the situation and the negative tendencies that, unfortunately, take place in the modern practice of the use of folk pedagogy, it is worth carefully distinguishing from this" treasury "those ideas that are suitable for" transferring "to Educational process of educational institutions. At the same time, the progressive achievements of Ukrainian ethnopedagogy require a deep modernization so that they clearly reflect the elements of the spiritual and material culture of the present "[1, p. 118].

The ethnopedagogical approach allows one to study pedagogical phenomena, taking into account national traditions, culture, customs and ceremonies. This approach postulates the importance of national customs and traditions, ritualism, and generally oral folk art as one of the main elements of education. Kostikova I. notes: "A person lives in a specific socio-cultural environment, belongs to a certain ethnic group, therefore its development should be based on the national traditions of the people, its culture, customs, skills during the design and organization of the pedagogical process" [2, p. 79].

Of great significance for the study of the problem under study are theoretical positions justified by Ushinsky K., who valued the role of folk art and was one of the first teachers who drew attention to the power of folk art in the process of educating the younger generation. According to the teacher K. Ushinsky, education is not necessary to invent, because it exists in the people for so many centuries, as there is a nation itself, with it was born, with it grew, reflected in all its history and all its qualities.

The significance of the ethnopedagogical approach in raising the value attitude to agricultural work among students of agricultural universities is that every student, being a representative of a particular ethnic group and being in a particular cultural environment, must be educated on the best examples of national culture, traditions and customs.

An important place in the upbringing of the ethnopedagogical approach to the value attitude towards agricultural work among students of agricultural universities belongs to independent search-folklore and ethnographic activities, in particular, to study the existence and diversity of folk genres of economic subjects, to record fairy-tale and not fairy-tale prose, paremnih genres on agricultural work and to determine their role in the education of students of agrarian universities, to assemble household implements, products of crafts and crafts for their analysis, and a comprehensive picture of the development of agricultural labor, to study the customs and ordinances associated with agricultural labor, to record and explore folk lyrics, which praise earthly love, work on it, diligence and idleness, and find out their pedagogical significance in the educational process of students agrarians. The ethnopedagogical approach is appropriate to be used during seminars on the relevant academic disciplines. Having evaluated all the difficulties of using folk pedagogy in the educational process of students, it should be noted that when applying the ethnopedagogical approach it is necessary not only to choose the ideas and methods that will be suitable for the educational process in agrarian higher educational institutions, but also to pay attention on the possible modernization of these ideas of Ukrainian ethnopedagogy.

The purpose of applying the ethnopedagogical approach in the educational process to students of agricultural universities in order to cultivate a value relation to agricultural labor is specified through the following tasks:

- formation of students of national consciousness, self-consciousness;
- formation of knowledge on ethnopedagogy, folklore, ethnography and cultural studies;
- education of value attitudes among students;
- formation of value attitude to agricultural labor on the basis of systematization, synthesis and analysis of folklore material;
- To form the students of agricultural colleges a valuable attitude to the future profession and a desire to work for the prosperity of Ukraine.

The use of the ethnopedagogical approach to raising the value attitude to agricultural labor among students of higher agricultural educational institutions should be carried out in several directions:

1. In-depth study of the cultural heritage of the Ukrainian people, which will enable the pupil's worldview to develop and form professional views and values.
2. Involvement of students in research and search activity in the field of folklore and ethnography in order to search, record and analyze folk genres

on economic subjects, which cultivate love for agricultural work and the need to work in the agrarian sector.

3. Attracting students into the atmosphere of folk traditions, customs and rituals related to economic subjects.

Thus, the ethnopedagogical approach allows the pupils to pass on folk norms of behavior, values and traditions through rituals, customs, folk calendar and folklore genres. A nationally conscious person with high moral qualities can be raised only through the use of national traditions, customs and rituals in the educational process. One of the main advantages of oral folk art in raising the value relation to agricultural labor is that, due to the peculiarities of genre diversity of folklore, different methods are provided and reception of education is provided.

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СОЦИАЛЬНЫЕ АСПЕКТЫ НАБОРА АБИТУРИЕНТОВ В АГРАРНЫЙ ВУЗ

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Аннотация. Уменьшение количества абитуриентов в Беларуси вызывает жесткую конкуренцию среди вузов. В менее выигрышной позиции находится аграрное образование, которое сталкивается с рядом социальных факторов, ориентированных на снижение количества желающих получить такое образование. На примере опроса студентов УО «ГГАУ» показана динамика и причины поступления в вуз.

Ключевые слова: образование; имидж вуза; анкетирование; аграрное образование.