



FORMATION OF PROFESSIONAL COMPETENCE OF BACHELORS OF FOOD TECHNOLOGIES IN THE PROCESS OF STUDYING PROFESSIONAL DISCIPLINES

ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ БАКАЛАВРІВ ХАРЧОВИХ ТЕХНОЛОГІЙ У ПРОЦЕСІ ВИВЧЕННЯ ФАХОВИХ ДИСЦИПЛІН

Prylipko T.M. / Приліпко Т.М.,

d.a.s., prof. / д.с.н., проф.

ORCID: 0000-0002-8178-207X

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Higher education institution « Podolsk State University», Kamianets-Podilskyi,
Shevchenko, 13, 32300

Annotation. The article is devoted to the substantiation of a strategy for the study of future food technologists of professional disciplines aimed at forming competences that will help improve personal and public health and well-being, ensure the requirements of sustainable development and environmental protection. The purpose of the article is to substantiate the didactic foundations of teaching professional disciplines for bachelors of specialty G 13 food technologies in the institution of higher education "Podilsky State University". Theoretical research methods are used - analysis, synthesis, modeling to determine the theoretical foundations of the study and argue its results. On the basis of comparative analysis of educational programs of the leading HEIs of Ukraine, the volume and logical sequence of teaching professional disciplines at the PSU "PSU" were characterized. The applicants study not only the structure and dynamic transformations of the substances that consist of the human body and which it consumes as food, but also consider the properties and biochemical changes related to the storage and technological processing of raw materials and products. Tested in the educational process of the PSU "PSU". The disciplines of the professional cycle are closely related, logically structured and focused on providing learning outcomes, which will form the basis of future professional competence of specialists of the specialty G 13 food technologies.

Keywords: specialists, higher education applicants, professional disciplines, learning outcomes, food technologies.

Global trends cause changes in the content of educational programs in general and each educational component in particular. Scientists determine that for the modernization of education, an effective competent approach is effective, which allows to form from future specialists, professional competence, promotes professional development, helps to adapt in new conditions, ensures mobility and flexibility according to the challenges of the present. Important changes in the nutrition of each person are determined by a complex of social, technological, socio-cultural and environmental problems facing humanity in the 21st century [1, 5]. In the context of the fast-changing global world, knowledge and qualification of personality become not only its capital, personal value, but also acquire public and state value. Economic



and social development of the country, its national security, and therefore the sphere that produces human resource - the sphere of education - enters the priority positions and begins to interact with other public spheres become dependent on the qualification and education of each person. [3].

Another necessary direction of reform is the creation of mechanisms of recognition of professional competences acquired in Ukraine. After all, one of the

The main reasons that are interfering with the rapid integration of our country into the European educational space are significant differences in curricula and qualification standards. As a result, European employers are not able to properly assess the level of competence of potential workers, which requires the unification and reconciliation [6]. In such circumstances, a priority is to predict the requirements of the labor market and needs for certain qualifications. The ultimate goal should be to reconcile the needs of the labor market and proposals of higher education [2].

In a modern difficult situation, when Ukraine's economy is experiencing a post - crisis period, more and more food industry enterprises restore their work, increase production volumes, introduce new technologies based on the use of non -traditional raw materials. But to ensure an effective technological process of high quality production, competent professionals are needed to respond adequately to the dynamic market requests, to be active, and to promote production improvement. A characteristic feature of the development of modern production is its dependence on the level of development of labor potential.

Guarantors of educational programs and scientific-pedagogical staff are faced with the call of the present: to update and modify the disciplines so quickly that to meet or ahead of the growing requirements of stakeholders. Nowadays, normative disciplines of innovative educational programs are aimed not only at studying the basics of professional disciplines, but also for the formation of competences that will help improve personal and public health and well -being, ensure the requirements of sustainable development and environmental protection and environmental requirements [1, 6].



The research is to develop and use in the preparation of bachelors of food technologies of educational and methodological support, necessary for the formation of professional competence, expanding the professional outlook of students, formation of personal and professionally significant qualities of future specialists. In particular, the development of modern methodological materials in professional disciplines "Microbiology of food products", "Food packaging", "Processes and apparatus of food production", which cover a complex of training and training tasks for the performance of laboratory and practical works; control test tasks; self -test questions; Estimated work with research individual tasks [5, 6].

Over the last decades, there has been a dramatic change in the paradigm of food from production to consumption. Today, the food is generally safe, delicious, nutritious, varied, convenient, cheaper and more progressive than ever. Modern achievements in the field of food technologies are largely obtained by the combination of sciences such as physics, chemistry, biology, material science and engineering, biotechnology, microbiology, nutrition, toxicology, computer science, etc. [1]. Nutrients can be preserved, the main vitamins and minerals can be supplemented, toxic compounds can be removed, and products can be dejected so as to optimize health and reduce the risk of disease [3]. To solve this problem, the food industry requires competent professionals capable of performing non -standard tasks.

Engineering education is experiencing dramatic changes. The traditional model of learning, when the passive presence of students in the lecture audience was approved, is inferior to interactive methods. Active training in engineering contributes not only to gaining basic knowledge but also flexible skills such as teamwork, the ability to decide Problems and entrepreneurial thinking [4]. Therefore, it became necessary to constantly update educational programs and curricula, taking into account the requirements and prospects of the modern food industry [2; 6].

Most of the food industry processes are related to the processing of structured dispersed systems-suspensions, foams, drags, structural and mechanical parameters of which are used in the selection of the most rational modes of equipment, optimal conditions for technological processes, to projection of automatic production control



systems. As a result of studying the discipline, the bachelor has a holistic view of the processes and phenomena that occur in the inanimate and wildlife; Understands the possibilities of modern scientific methods of knowledge of nature, possesses them to solve specific tasks that arise in professional activity. The performance of laboratory work in the discipline gives students the opportunity to get acquainted with the physico-chemical processes that underpin the obtaining and study of the composition and properties of food, as well as food additives and cosmetics, to learn how to analyze the systems independently and to perform the necessary calculations.

Conclusions.

Trends of modern society lead to a change in lifestyle, reducing cooking at home, new eating habits and using food for certain diets. These trends should be taken into account in educational programs and disciplines that fill them. Formal training should be enriched with the achievements of information and communication technologies (ICT) with access to a large amount of information on the Internet in the form of video, open classes and courses, scientific articles, etc. A new vision of teaching professional disciplines, which is the subject of our further research, should consider the training of relevant specialists in the context of stable food processes, products for changing lifestyle and beliefs, innovations for health and well-being, new methodologies.

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Анотація. Стаття присвячена обґрунтуванню стратегії вивчення майбутніми харчовими технологіями фахових дисциплін, спрямованих на формування компетентностей, що сприятимуть поліпшенню особистого та суспільного здоров'я і добробуту, забезпеченню вимог сталого розвитку і охорони довкілля. Мета статті полягає в обґрунтуванні дидактичних засад викладання фахових дисциплін для бакалаврів спеціальності G 13 Харчові технології у ЗВО «ПДУ». Використано теоретичні методи дослідження – аналіз, синтез, моделювання для визначення теоретичних основ дослідження та аргументування його результатів. На основі компаративного аналізу освітніх програм провідних ЗВО України схарактеризовано обсяг та логічну послідовність викладання фахових дисциплін у ЗВО «ПДУ». Здобувачі вивчають не лише структуру та динамічні перетворення речовин, з яких складається організм людини і які вона споживає як їжу, але й розглядають властивості та біохімічні зміни, пов'язані із зберіганням та технологічною обробкою сировини та продуктів. Апробовані у навчальному процесі ЗВО «ПДУ». дисципліни фахового циклу тісно пов'язані, логічно структуровані і зорієнтовані на забезпечення результатів навчання, які становитимуть основу майбутньої професійної компетентності фахівців спеціальності G 13 Харчові технології.

Ключові слова: фахівці, здобувачі вищої освіти, фахові дисципліни, результати навчання, харчові технології.