



STRUCTURAL-FUNCTIONAL MODEL OF FORMING PROFESSIONAL VALUE ORIENTATIONS IN FUTURE AGRITECHNICIANS AT THE COLLEGE THROUGH CURATORIAL ACTIVITIES

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Abstract

Relevance. *Relevance.* Current events in Ukraine and associated socio-economic and psychological transformations stimulate members of society to take responsibility for their own destiny, thereby gradually affirming a fundamentally new system of value orientations in people's consciousness. This underscores the importance of integrating future specialists' professional values with the values of a free democratic society; thus, the process of educational seekers' value self-determination should be viewed as a process of defining and forming a value-oriented system necessary for successful further professional activity in the "human – human", "human – world" system.

Objective: To substantiate the structural-functional model of curatorial educational activity as a significant factor in the formation of professional-value orientations in future agritechnicians.

Methods: Study and analysis of philosophical, general scientific, methodological, psychological-pedagogical literature, and legal documentation; educational-planning documentation to assess the problem's current state; synthesis of obtained information to determine research directions (refinement of hypothesis, conceptual framework); comparison – for contrasting researchers' approaches to solving the problem of forming professional-value orientations; synthesis – for substantiating the conceptual-categorical apparatus, defining the content of future agritechnicians' professional-value orientations, substantiating the role of the curator in their formation and development; modeling – to create a model of curatorial educational activity.

Results and discussion: The source base of the study was examined, its conceptual-categorical apparatus was specified; a theoretical analysis of the educational activity of the curator as a pedagogical problem was conducted; the structural-functional model of curatorial educational activity was substantiated, and the main tasks of the curator's work were formulated.

Conclusions: It was demonstrated that forming professional-value orientations in future agritechnicians is a complex process that combines both future specialists' personal perceptions of their profession's values and considerations of the socio-cultural context of their professional training and adaptation; it was determined that forming professional-value orientations in future agritechnicians is a methodologically substantiated educational process, aimed at the professional-personal establishment of educational seekers and mastering by future agritechnicians of the norms and values of their future profession, recognizing themselves as subjects of this profession, and fostering a stable positive attitude towards future professional activity; it was clarified that the curator's influence on student groups is significant in forming professional-value orientations; the main tasks of the curator were formulated (preparing educational seekers to recognize the motivational-value system of the specialist; motivating educational seekers to align their motives and values with professional requirements; teaching future specialists to align personal traits and qualities with the characteristics and requirements of the profession; consulting educational seekers on professional development); the structural-functional model of curatorial educational activity was substantiated, presented in several blocks (normative-target, methodological, organizational-procedural, structural-criterial) and aimed at facilitating the formation of professional-value orientations in future agritechnicians; prospective directions for further research were identified (preparing curators to address problems of educating future specialists and developing a system for evaluating the results of their educational activity).

Introduction. The structure of professional value orientations, inherent in a socially mature individual with a stable life stance, is an important characteristic of a subject of professional activity. Insufficient attention to the formation of professional-value orientations leads to an incomplete understanding by educational seekers of the essence and importance of the values of future professional activities, and their significance in personal development. A. Shydelko (2017) believes that value orientations are key elements of the internal structure of personality, formed based on life experience. They are intended to distinguish significant from unimportant. A formed complex of value orientations provides stability of personality regarding its demands, needs, interests, and hobbies. The system of value orientations determines the content side of the personality's orientation, helping it find its place in life, self-identify, and realize itself in the profession. It also creates a basis for relationships with the surrounding world, other people, and oneself, constitutes the basis of the worldview and motivation for life activity, and forms the life concept and philosophy of life. Therefore, the need to research this problem arises.

Currently, a significant body of scientific knowledge has been accumulated, necessary for studying the problem of forming professional-value orientations as a factor in the development of higher education seekers, and there are almost no studies on their formation in institutions of advanced professional education.

In contemporary society, values associated with the process of personal development, improvement, and actualization of the individual, which are the basis of the modern paradigm of personally-oriented advanced professional education, become a priority. New guidelines in the training of specialists in institutions of advanced professional education prompt the definition of the problem of forming professional-value orientations of future specialists, which constitute the internal basis of their attitude towards professional activity, which begins in the process of professional training in the institution.

Sources. The importance of forming the professional orientation of the personality is actualized in educational publications by researchers such as: A. Shydelko (2017), V. Holovenkin (2019),

S. Shevchuk and V. Kulishov (2021), and others. In the study, we also relied on the scientific conclusions of P. Luzan (2012) and O. Radkevych, (2012; 2020) regarding the importance of forming the professional orientation of the personality as one of the key tasks of professional education. We considered the position of O. Korets (Korets, 2018) that orientation determines the success of mastering a profession by a person and acts as a "system-forming" factor of a professional's personality. These works prompted the consideration of the problem of professional-value orientations of seekers of advanced professional education and the definition of the role of the curator in their formation.

The purpose of the article is to substantiate the structural-functional model of the educational activity of the curator as an important factor in the formation of professional-value orientations of future agritechnicians.

The implementation of the set goal involved solving the following tasks: clarifying the essence of the process of forming professional-value orientations; justifying the role of the curator in the formation and development of professional-value orientations of education seekers; justifying the structural-functional model of the educational activity of the curator as an important factor in forming the professional-value orientations of future agritechnicians.

Research methods: studying and analyzing philosophical, general scientific, methodological, psychological-pedagogical literature, normative-legal base, educational-planning documentation - to identify the state of development of the problem; summarizing the information obtained - with the aim of defining the directions of research (clarification of hypotheses, conceptual apparatus); comparison, juxtaposition - for comparing researchers' approaches to solving the problem of forming professional-value orientations; synthesis - to justify the conceptual-categorical apparatus, clarify the content of professional-value orientations of future agritechnicians, justify the role of the curator in their formation and development; modeling - to create a model of the educational activity of the curator.

Results and discussion. As a result of the analysis of scientific psychological-pedagogical research over the last two decades, we have

identified three main components in the structure of professional-value orientations: value, motivational, and cognitive-reflective. The degree of their formation influences the preparation and effectiveness of the professional formation of the personality of future agritechnicians.

Considering the specificity of professional-value orientations as an important component in the structure of personality, under the formation of professional-value orientations of future agritechnicians, we understand a methodologically prepared educational process, aimed at: professional-personal formation of education seekers and mastering by future agritechnicians of norms and values of their future profession; realization of oneself as a subject of this profession; consolidation of a stable subjective and positive attitude towards professional activity in the future; understanding of own interests; ability to analyze the labor market, as well as evaluate one's opportunities and risks.

Within the framework of solving the second task, an analysis of scientific literature, normative acts of the state and local levels was conducted, which allowed defining the place, role, functions, and official duties of the curator of an academic group.

The primary goal of professional higher education is the preparation of specialists who are result-oriented and motivated for continuous professional growth. In the contemporary educational model, the curator is considered a key figure capable of influencing the formation of a holistic, professionally-oriented, and competitive member of society. The activity of the academic group curator should primarily focus on bridging the gap between education seekers and their chosen profession, creating favorable conditions for transitioning into adult, independent working life. The curator is responsible for addressing the tasks of developing in education seekers the ability to engage in continuous active personal and professional self-improvement (Holoventin, 2019).

The structurally functional model of curatorship proposed in our study requires specification of professional competencies that will enable the curator to effectively perform the main (professional-adaptation and organizational-coordination) functions, alongside those special skills described earlier, directing the curator's activities towards professional consulting and motivation.

Taking into account the peculiarities of the curator's role as a facilitator and organizer of

"subject-subject" relations with education seekers and drawing on F. Parsons' career guidance model (Parsons, 1991), the general content of the curator's career guidance work can be presented as follows: familiarizing with the motivational-value structure of education seekers; the curator presenting professional demands and motivating education seekers to recognize them; understanding these two factors and assisting the curator in helping the education seeker make a conscious decision regarding the direction of their personal professional course.

Considering the functional peculiarities of the curator's activities in the field of career guidance consulting, the following competencies have been identified, the formation of which is expected to lead to success in the professional path in the future: informational (readiness to form in education seekers an adequate perception of the future profession); technological (ability to select and implement optimal means, methods, forms, and approaches to education); personal competencies (analysis and evaluation, teamwork, and collaboration); coordination-mediation (ability to establish "subject-subject" relationships in the educational environment).

The analysis of literature on the specific features of current curatorial activities in the process of professional education enables us to assert that the curator is a central figure in the educational system of the college, supporting the life activities of all subjects of the educational process. The proposed model of curatorship refines professional competencies that will allow the effective performance of professional adaptation and organizational-coordinating functions, and is focused on professional consulting and motivation.

The formation of the aforementioned professionally significant skills and qualities will help ensure the effective activity of the curator regarding the best assimilation by education seekers of the norms, values, and traditions of the chosen professional direction, activation of their motivational component for acquiring the chosen and/or related profession, and stimulating professional development.

We define curatorial activity as the activity of a teacher who possesses professional competencies, whose main work is aimed at assisting education seekers on their path to adapting to professional activities, forming professional orientation in future agritechnicians based on knowledge about the profession, acceptance of the

profession, and interiorization of professional values through intersubjective interaction.

The solution to the third task was the development and implementation in the college of a structural-functional model of the curator's educational activity as an important factor in forming the professional-value orientations of future agritechnicians (Fig. 1). In the structure of the model, four blocks are distinguished:

1. The normative-target block reflects the contradiction between the social order and the readiness of modern education seekers to meet the stated requirements; it includes the goal and tasks, mechanism, and means (curatorial activity) to solve the set tasks.

2. The methodological block defines the methodological foundation of the system for developing professional and value orientations in education seekers, where the curator plays a leading

role, which was composed of a set of interrelated and complementary methodological approaches and corresponding principles:

- a systemic approach (involved considering the existing relationships and regular connections between the structural components of the system for forming professional and value orientations of future agricultural technicians). It also ensured comprehensive research of the necessary structural components as a unified whole, with coordinated work of all elements and parts. The main components of the system for forming professional and value orientations of future agricultural technicians were defined, such as educational programs; methodological recommendations; interaction with enterprises; student activity in the college; and psychological support for students, among others.

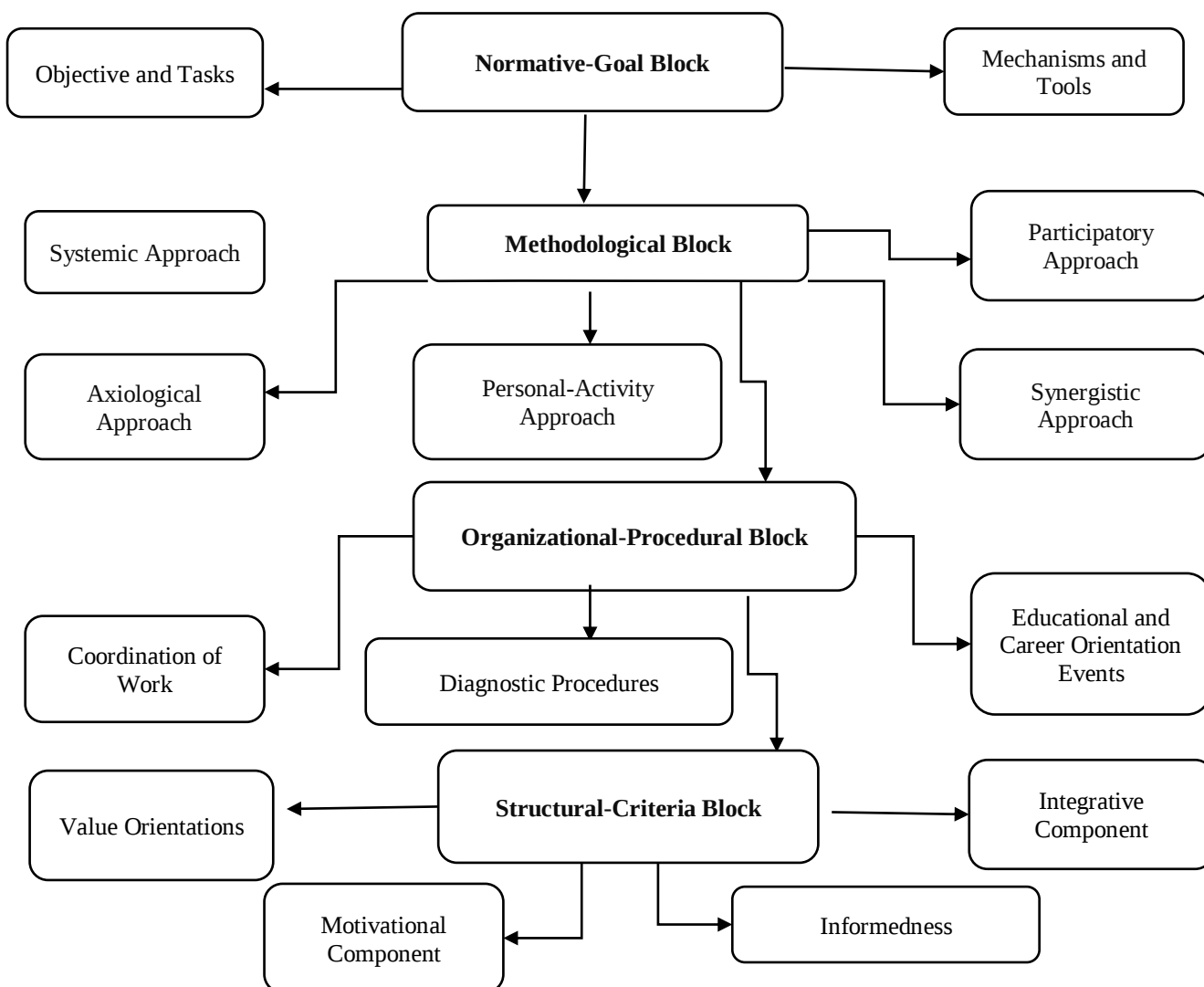


Fig. 1. Structural-Functional Model of Professional Value Orientations Formation of Future Agritechnicians in College

Changes have been implemented in all aspects of the software. The curricula have been reviewed and updated to reflect new requirements and needs of the modern labor market and the agricultural sector. Methodological recommendations have been adapted to the new programs, including the development of innovative approaches to teaching and learning aimed at forming professional values among students. The interaction with enterprises has been improved through the activation of partnership relations and the development of new internship and training programs for students. The student body of the college was actively involved in the educational process, influencing organizational and educational activities in the college. Additionally, the importance of psychological support for students was enhanced, providing them with access to qualified consultants and psychologists to assist in addressing personal and educational issues.

- the axiological approach encourages students to recognize the unique value of each individual and directs the educational process in the college towards forming a value-based attitude towards the future profession, based on the principles of professional appropriateness and polytechnism. Programs have been developed that focus on the unique value of each individual and the significance of the agronomist's activity for society and the environment. These programs are integrated into the curricula and methodological materials, aimed at forming a value-based attitude towards the future profession of agronomy. Additional educational events, including lectures and seminars, were conducted, during which values and the importance of the agronomy profession were discussed. Practicing professionals were involved in the educational process to inspire students to professional development and to enhance their value-based attitude towards their chosen profession. Subsequently, monitoring and evaluation were carried out to determine the effectiveness of the implemented measures and to collect feedback for further improvement of work on forming value orientations.

- the personality-activity approach emphasizes the formation of professional and value orientations of future agronomists in the process of active and conscious educational activity. It relies on the principles of openness and constructive cooperation, defining the interaction strategy of the "curator – academic group – sociocultural environment" system. The curricula and methodological materials have been supplemented

with a focus on active and conscious educational activity of the students. An open educational environment was created with regular discussions, seminars, and workshops. Constructive cooperation between curators, students, and the sociocultural environment was ensured through practices, internships, and joint projects. The activity of the curators was activated by providing them with the necessary resources and training. Cooperation with local communities and agricultural enterprises for joint activities was established. Monitoring and evaluation of the effectiveness of the approach were conducted, collecting feedback. Student initiatives and participation in extracurricular projects related to agronomy and agriculture were encouraged.

- synergistic (facilitates the perception of each student as an open system in active self-development). The college has created an environment that supports independent thinking and initiative in youth. Training sessions and seminars aimed at developing self-regulation and self-improvement skills have been conducted. Feedback systems have been implemented to monitor the progress of each student, allowing for quick response to their needs and further development.

- participatory (requires the enactment of pedagogical interaction based on the display of tolerance and mutual respect by the curator and students). To implement the participatory approach, active interaction between the curator and students was established, creating an atmosphere conducive to mutual understanding, tolerance, and respect. The curator genuinely showed interest in the students' opinions and initiatives, created conditions for open discussion and cooperation, involved students in decision-making and planning, provided opportunities to express their ideas, and assisted in problem-solving. Joint events were also organized where the curator and students could exchange thoughts and experiences, fostering trust and developing mutual respect.

3. The organizational-procedural block reveals the methodological content of the curator's activity as a means of forming professional-value orientations in future agrotechnicians. Key directions of work are highlighted: working with educational documentation, coordination with the structural subdivisions of the college, diagnostic procedures, educational events, and career-oriented activities using active and interactive forms and methods of the educational and educational processes.

4. The structural-criterion block represents a fundamental component of the functional model,

describing the structure and criteria of professional-value orientations of students in college. This block includes four interconnected components:

- value orientations: define the main values and principles that guide the individual in choosing and performing professional activities. Value orientations take into account moral, ethical, social, and other aspects that determine professional behavior;

- motivation (educational and professional): encompasses internal and external motives that support and stimulate the student to achieve success in the chosen professional field. Educational motivation pertains to the desire to acquire knowledge and skills, while professional motivation includes the desire to realize oneself in the chosen professional field;

- awareness of the future profession: represents the level of awareness and understanding by the student of the specifics, requirements, and prospects of future professional activity. This component includes knowledge about technological progress, market trends, potential opportunities, and challenges in the chosen field;

- integrative component - stability of professional orientation: represents the ability of the student to maintain and support their professional orientation in a changing socio-economic environment. This component reflects confidence and stability in the chosen professional path, readiness for further development and improvement in the selected field of activity.

Value orientations are the foundation of professional integrity of the personality, a system of attitudes that characterize an individual's approach to the profession, manifest in the acceptance or rejection of professional values, and act as a motivator for the individual's activity as a subject of professional activity, and determine the substantive aspect of the personality's orientation.

Motivation reflects value orientations, characterized by completeness (quantity) and quality (internal, external positive, and external negative) of motives. We also determine the degree of expression (dominance) of a particular motive. The hierarchy of motives determines the positive or negative orientation. Awareness of the profession is considered a system of representations, knowledge, and skills in which an individual can envision themselves in the role of a potential representative of the chosen profession.

The role of the curator in the process of forming professional-value orientations of future specialists is defined: consolidating positive

professional value orientations in the consciousness of education seekers, increasing the level of educational and professional motivation, increasing the degree of awareness of the content of the future profession, confirming that the formation of professional orientation through curatorial activities in implementing a complex of pedagogical conditions is effective; providing students not only with academic support but also with help in resolving personal problems, forming self-assessment, and developing confidence in their abilities; organizing seminars and trainings on presenting oneself in the job market, such as resume preparation, job interviews, entrepreneurship basics, etc.; acquainting education seekers with various opportunities for professional growth, such as internships, grants, conferences, professional networking, etc.; fostering the development of communication, leadership, and team working skills among education seekers, which are important for a successful career in agriculture; assisting education seekers in understanding their interests and abilities, helping them choose the optimal career path in agrotechnology.

Conclusions. It has been shown that the formation of professional-value orientations of future agrotechnicians is a complex process that combines both the personal representations of future specialists about the values of their profession and the consideration of the socio-cultural context of their professional training and professional adaptation. It has been determined that the formation of professional-value orientations of future agrotechnicians is a methodologically substantiated educational process aimed at professional-personal establishment of education seekers and mastering by future agrotechnicians the norms and values of their future profession, realizing themselves as subjects of this profession, and consolidating a stable positive attitude towards future professional activity. It has been found that the formation of professional-value orientations of future agrotechnicians is significantly influenced by the curator of the student group. The main tasks for organizing the work of the curator have been formulated (preparing education seekers to understand the motivational-value system of the specialist; motivating education seekers to work on matching their own motives and values to professional requirements; teaching future specialists to determine the correspondence of personal traits and qualities to the characteristics and demands of the profession; consulting education seekers on professional development).

A structurally-functional model of the educational activity of the curator, represented by several blocks (normative-target, methodological, organizational-procedural, structural-criteria), has been substantiated, which is aimed at facilitating the

formation of professional-value orientations of future agrotechnicians. Its development opens perspectives regarding the study of the problem of preparing the curator itself, as well as the system of assessing the results of their educational activity.

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СТРУКТУРНО-ФУНКЦІОНАЛЬНА МОДЕЛЬ ФОРМУВАННЯ ПРОФЕСІЙНО-ЦІННІСНИХ ОРІЄНТАЦІЙ МАЙБУТНІХ АГРОТЕХНІКІВ У КОЛЕДЖІ ЗАСОБАМИ КУРАТОРСЬКОЇ ДІЯЛЬНОСТІ

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Реферат:

Актуальність: сучасні події в Україні та пов'язані з нею соціально-економічні та психологічні перетворення стимулюють членів суспільства брати на себе відповідальність за власну долю, зумовлюючи цим поступове утвердження у свідомості людей принципово нової системи ціннісних орієнтацій. Це зумовлює важливість поєднання професійних цінностей майбутніх фахівців з цінностями вільного демократичного суспільства; відтак процес ціннісного самовизначення здобувача освіти має розглядатися як процес визначення та формування ціннісно-орієнтованої системи, необхідної для успішної подальшої професійної діяльності в системі "людина – людина", "людина – світ".

Мета: обґрунтування структурно-функціональної моделі виховної діяльності куратора як важливого чинника формування професійно-ціннісних орієнтацій майбутніх агротехніків.

Методи: вивчення й аналіз філософської, загальнонаукової, методичної, психолого-педагогічної літератури, нормативно-правової бази, навчально-плануючої документації – для виявлення стану розробленості проблеми; узагальнення одержаної інформації – з метою визначення напрямів дослідження (уточнення гіпотези, понятійного апарату); порівняння, зіставлення – для порівняння підходів дослідників до розв'язання проблеми формування професійно-ціннісних орієнтацій; синтез – для обґрунтування поняттєво-категоріального апарату, уточнення змісту професійно-ціннісних орієнтацій майбутніх агротехніків, обґрунтування ролі куратора у їх формування й розвитку; моделювання – для створення моделі виховної діяльності куратора.

Результати та обговорення: вивчено джерельну базу дослідження, уточнено його поняттєво-категоріальний апарат; здійснено теоретичний аналіз виховної діяльності куратора як педагогічної проблеми; обґрунтовано структурно-функціональну модель виховної діяльності куратора, сформульовано основні завдання його роботи.

Висновки: показано, що формування професійно-ціннісних орієнтацій майбутніх агротехніків є складним процесом, що поєднує як особисті уявлення майбутніх фахівців про цінності своєї професії, так і врахування соціокультурного контексту їхньої професійної підготовки та професійної адаптації; визначено, що формування професійно-ціннісних орієнтацій майбутніх агротехніків – це методологічно обґрунтований виховний процес, спрямований на професійно-особистісне становлення здобувачів освіти та опанування майбутніми аг-

ротехніками норм і цінностей своєї майбутньої професії, усвідомлення себе як суб'єктів цієї професії, закріплення стійкого позитивного ставлення до професійної діяльності у майбутньому; з'ясовано, що на формування професійно-ціннісних орієнтацій майбутніх агротехніків важливим є вплив куратора студентської групи; сформульовано основні завдання куратора (підготовка здобувачів освіти до усвідомлення мотиваційно-ціннісної системи фахівця; мотивування здобувачів освіти працювати над відповідністю власних мотивів і цінностей професійним вимогам; навчання майбутніх фахівців визначати відповідність особистісних рис та якостей особливостям і вимогами професії; консультування здобувачів освіти з професійного розвитку); обґрунтовано структурно-функціональну модель виховної діяльності куратора, що представлена кількома блоками (нормативно-цільовим, методологічним, організаційно-процесуальним, структурно-критеріальним) й покликана сприяти формуванню професійно-ціннісних орієнтацій майбутніх агротехніків; визначено перспективні напрями подальших досліджень (підготовка кураторів для вирішення проблем виховання майбутніх фахівців та розроблення системи оцінювання результатів їхньої виховної діяльності).

Ключові слова: професійна діяльність, професійно-ціннісні орієнтації, сформованість професійно-ціннісних орієнтацій, мотивація, куратор, кураторська діяльність, структурно-функціональна модель виховної діяльності куратора.

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