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PLACE OF INDUSTRIAL AND TECHNOLOGICAL ACTIVITY IN VOCATIONAL TEACHERS' TRAINING IN NUTRITIONAL PROFILE

Introduction. Modern innovative technologies in the nutritional profile encourage improvement of future employees' training. It is the task of engineering and pedagogical workers, whose training is carried out in higher education institutions.

Review of recent publications. Works of Y. Gvozdetska [1], V. Davidovich [2], T. Lazareva [4], N. Overko [5], L. Starovoit [6] were devoted to the training problems for the field of nutritional technologies in educational establishments of Ukraine.

Objective of the paper. To determine the place of industrial and technological activity in the vocational teachers' training in nutritional profile in pedagogical institutions of higher education.

Results of the research. Having analyzed scientists' works who have addressed the training problems for the nutritional industry, we have identified some signs by which they can be classified: works that discuss the problems of skilled workers' training in professional (vocational) educational institutions; researches, devoted to junior bachelor's training in professional establishments of I and II degrees of accreditation; studies on bachelors' training in the field of food technology in pedagogical institutions of higher education; researches on the problems of masters' training of higher education institutions of engineering-pedagogical direction; study of teachers' pedagogical skills of special disciplines in vocational schools of culinary profile in the process of advanced training.

As we can see, all the works differ in the content of applicants' training for different educational degrees, but all the researchers agree on the need to understand and streamline the content of practical (industrial) training.

Analyzing the personality and activity of the engineer-teacher E. Zeier identifies in his work three components: pedagogical, engineering and industrial (technological) [3: 39]. The industrial and technological activity is the basis for the professional activity of all units of staffing of nutritional technology companies. However, in scientists' writings, there is no interpretation of the content and essence of industrial and technological activity, because it has a degree and integration character and there are no clear demarcations between educational degrees.

We agree with L. Starovoit who draws attention to adhere to the multistage in engineers-educators' training [6]. Therefore, the study of the content of industrial and technological activity of employees of the nutritional industry of different educational

degrees should help to form an idea of the content of engineers-educators vocational training, who are tasked with future specialists' training for employment in the specific production conditions.

Conclusion. According to the challenges of today, we consider it is necessary to concentrate the researchers' attention to defining the essence and content characteristics of the concepts of "industrial and technological training", "formation of readiness for industrial and technological activity" and "industrial and technological competence" in vocational teachers' training in nutritional profile.

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