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PEDAGOGICAL ASPECTS OF PUPILS' ORIENTATION ON TRAINING IN AGRARIAN COLLEGES

***Abstract:** the educational orientation to mastering by an agricultural trade appears on the internal plan and then passes of the external plan of pedagogical influence. The recommendations are given for students during the training, which should deepen the motivation of the future agrarian activity, and all pedagogical staff from College should help them in it.*

***Keywords:** professional orientation, agrotechnical college, pupils.*

***Аннотация:** направленность образовательных учреждений на овладение студентами сельскохозяйственной профессией переходит от внутреннего плана и затем переходит во внешний план педагогического воздействия. Представлены рекомендации для студентов во время их обучения, которые должны поспособствовать усилению мотивации аграрной деятельности в будущем, и весь педагогический коллектив колледжа должен помочь им в этом.*

***Ключевые слова:** профессиональная ориентация, аграрно-технический колледж, учащиеся.*

The professional orientation as one of the most important directions of labour and economic training in transformational conditions in agrarian complex is an actual and difficult problem of the present day in colleges.

For our Republic the training of the present day's experience will be useful for all kind of school structures. In the USA. and in most part of the Western Europe countries there are certain realizations in this meaning. Implementation of part of the elements of this experience is valuable for the furthest system of professional orientation, as training orientation in Colleges from Republic of Moldova.

Resulting from conditions of assimilation in agrarian profession, must take examples from division of Western Europe of this work on orientation in training and industrial orientation. Division of the labor professional orientated in two categories should be reviewed in time aspect: training orientation opens professional – training if the latest remains in further perspective, the first as the fact of matriculation in college, presents important and nearest perspective. Training orientation is achieved in agrarian profession and expressed in internal plan and later passes into external plan.

In internal plan of the training orientation in teaching agrarian profession should consist from school and college's link, systematized in certain interaction system on pupils. All first years of training process (the first and the second levels) essentially is training – orientation, because it guides periodically based on the future profession, and in the same time in formation of developing of personality. The training and the educational work on professional orientation for future profession have a great importance for self-realization of pupil. In the internal and external plans, there is qualification of knowledge and partially of abilities for future profession.

The internal plan of training orientation ends in formation of those psychological structures, which have a great importance for specialization: the orientation and the determination; the theoretical constructive thinking, the capacities and their fulfilment.

The orientation of relations with general sense: “Me – public” and more than this conscious relations for profession is reflected in his abilities in chosen activity. Psychological category of abilities as aspiration in special quality of the activity type is determining by more intuitive components of perfect understanding abilities, and emotional attraction, the interest of cognition, material interest, and moral satisfaction. General speaking about the working or training person who learn what he likes, hits upon on those work, which is only for him. The development of the direction determines success as in training as in future professional ability.

Couching the proclivity as “vital destination”, which gives sense, wisdom, and successful activity to personality, follows to combine the direction warmly in this

psychological category with another proprieties – those of orientation of working interests.

The orientation as “preparing stare of one activity, for a distant activity for satisfaction for one or another task” presents a conscious activity or less conscious in correspondence with general professional direction and especially with necessary activity of the chosen profession. Often the orientation in agricultural labor and other different branches (farmhands, catlerange, and beekeeping) makes stronger the attraction of emotions. Practical feeling – emotional echo to all wealth and different activities in labor sphere determines pleasure from this activity, from collaboration with labour people, from labour’s results, from appreciation with a money prize for the best results. The householding and master’s feeling who cannot allow that a work remains unfinished, in economic relations his mechanical action, for custody of technique, innovator feeling, suggesting something new and rational in technology in briefing of culture, to feed and care animals, etc.

All of this is equal as need and interests to work apparently is expressed in the ending of the action in certain mood – orientation.

The needs and interests in training than in practice – also are the internal stimulant of activity, taking nature that is more systematic.

The interest in variation of the agricultural labor appears in the primary school – earlier than other structures of the instructive orientation.

The training in agrarian institutions is a stabile process or constant process of assimilations of knowledge, abilities, and skills at all studied subjects. Nevertheless, individual interest or more than this the attraction to the chosen profession in training process can completely disappear. Here more depends of the quality of training, positive, or negative behavior to work, professional skills can be more increasing or not in dependence with atipedagogical activity of the teachers, who are not educated for teaching pupils to skills development.

Being a component part of work and economic education of the future farmers’ professional orientation is not a component part of curriculum of general studies, from agrarian institution and agrotechnical colleges. All begins from resourceful

teachers in including in studying materials some examples that demonstrates the link between life and practice of the agricultural production.

Introducing these examples in Biology, Physics, Chemistry and Mathematics courses are positives but they are not enough. The training of economical education to the pupils from 1st and 2nd courses till the 3rd course when “The Economy in Agro-industrial Production” will be studied also has some professional orientation and action to the pupils, but there are incomplete, which is necessary to systematize and introduce in professional cycle.

Conclusions:

1. To instruct teachers, who have special education for teaching subject, having leading possibility using the industrial experience for professional orientation with pupils (meeting with administration and teachers of the college with pupils for propaganda and professional agitation, excursions, practical lessons, and other form of propaganda and agitation). The main role must have permanent links of colleges with schools from villages.

2. More results in professional orientation have Open Door’s Day, when the pupils from XI levels are inviting in college where they are looking the colleges’s equipment, they meet the administration and the teachers from college, they make friendships with pupils from this institution and involve yourself in different competitions. As organizational form of professional training orientation the Open Door’s Day is the best form of organization.

3. In technological process and in technological practice, which takes part where the pupils live, we should recommend them to go to the school where they was graduated and to keep some discussions with pupils from that school. They are speaking about their abilities, they tell to pupils the positives aspects of teaching in colleges.

4. The pupils who are matriculated in agrotechnical college, should improve their knowledges in agrarian sphere and for this the teachers are responsible.

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