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MODERN TECHNIQUES OF PEDAGOGICAL CONTENT COVERAGE

The continuous process of professional formation, which is accompanied with learning, development, and character-building, allows every individual to enjoy the right to constantly advance his/her professional potential. Therefore, the content of pedagogical disciplines taught at higher educational establishments is connected with the use of various techniques and determined by innovative processes in education.

In terms of techniques used, the peculiarities of implementing pedagogical disciplines content are usually discussed in relation to the democratization of educational process and ensuring student's status as the subject of learning (O. Vyshnevsky), the logics of the professional formation and standardization of higher education content (I. Zyazyun), in the context of the Bologna process (O. Soldatenko), regarding credit-module system (A. Furman), etc. However, the specificity of the techniques of the pedagogical disciplines content coverage in a historical perspective has not been fully investigated.

The aim of the article is to reveal the essence of various techniques of addressing pedagogical content and the peculiarities of their implementation in higher education in the second half of the 20th – the beginning of the 21st Centuries.

It is beyond doubt that authoritarianism and pressure ruin the creativity and spirituality of an individual, leading to his/her degradation. Democratization as the basic process that opens up a range of opportunities for progressive changes in the system of education and its content formation and is the necessary prerequisite for the realization of individual's creative potential, the latter being "a must" for every individual's personal growth.

Education researchers believe that these changes are connected with the standardization of higher education content. I. Zyazyn claims that "the introduction

of the state standards of comprehensive, secondary vocational, and higher education brings about the situation when the dominating idea in research is shifted in the direction of increasing the subjectness of prospective specialists in the process of their self-development, as well as towards investigating self-regulation processes in the course of professional development and promoting the search for innovative techniques for professional training" [1].

The historical aspects of educational techniques were revealed in the work by I. Dychkivs'ka [2, p. 58 – 64]. The periods she distinguished (1940 – 1950, the mid 1950s – 1960s, the 1970s, and the 1980s – the beginning of the 21st Century) demonstrate the facts related to the introduction of technology into the educational process, publication of journals on educational techniques, creation of PCs, software capacity development, and the substantiation of the idea of programmed education. Ukrainian pedagogy of the 2nd half of the 20th Century was mostly focused on the implementation of the individual approach to the educational process organization, the need for comprehensive study of the personality, the implementation of individual curricula, predicting the results of diversity and inclusiveness policy. This was spurred by the advancements of American education (Dewey's system) and European teaching systems (P. Blonsky, M. Montessori, J. Piaget, R. Steiner, et al.).

As far back as in the 1950s – 1960s, some educators (R. Lemberh, I. Ogorodnykov, I. Myrny, O. Sokolova, N. Shumylo) were aware of the importance of implementing individual approach to the organization of the educational process by means of engaging the students into individual work. Active participation and independence of an individual were also discussed by I. Rodak, M. Danilov, M. Sazonova, R. Sroda, L. Pymenova, et al. Therefore, *the techniques of individualized learning* were discussed already back then.

It was in the 1960s – 1970s, when B. Yesypov, I. Lerner, M. Skatkin suggested the ways of proving, generalizing, and analyzing facts that require using creative, research, and problem-solving teaching/learning methods. These methods provide the necessary conditions for understanding and interpreting facts, justifying hypotheses and doubts. They allow for fantasy, insights, and original solutions,

encourage independence and stimulate the development of imagination, analytical thinking, will, etc. The afore-mentioned teaching method gave rise to the spread of *research technique.*

The end of the 1970s – 1980s was marked by the appearance of a number of publications on the organization of independent learning of children and the youth (P. Pidkasysty, V. Sarienko, et al.), as well as the works that discussed planning efficient teachers' self-preparation (M. Rzhetsky, B. Korotyayeva, et al.). These testified to the growth of democratic sentiment among some educators, but the potential of independent activity was only discussed in relation to the ideologization of the educational process.

The same period of time was marked by the spread of *group learning* due to the awareness of the disadvantages of frontal (teacher-centered) and individual approaches that can be compensated by the group work (Y. Babansky, I. Lerner, et al.). Educators actively engaged in the discussion about the organization of work in pairs and groups (P. Pidkasysty, V. Sariyenko, et al). This caused the change in the functions of both the teacher and the student. Thus, the teacher was seen not only as the source of necessary information, but as the organizer of student's learning activity.

The change of functions of educational process participants was typical for *the joint creative activities technique,* which enjoyed the support of the educators at the end of the 1980s – beginning of the 1990s owning to the works by I. Ivanov. It certainly appealed to the teachers because of the possibilities for interpersonal communication and organizational activity it allowed.

The late 1980s saw the rise of *the partner technique (the technique of cooperation between the participants of the educational process).* It focused on the development of communicative skills, educational management, and self-regulation. Due to the growth of the attention to democratic processes in education at the end of the 20th – the beginning of the 21st Centuries, personality-centered approaches to learning/teaching gain popularity (as part of personality-oriented technique, which was actively developed by I. Bekh, M. Chebitko, et al). As opposed to the partner

technique, which requires the educational process participants to take notice of not only the subject of the study, but also of the personality and its development, personality-oriented technique of pedagogical disciplines content realization is aimed at satisfying the needs of an individual and providing the necessary conditions for self-realization.

At present, when all efforts of the modern society and educators are directed to the harmonious development of a well-rounded individual, individualized approach to the organization of education cannot be avoided. This involves not only taking responsibility for planning classes, individual and practical work of the students, paying attention to the social demand, which stood the test of time and are justified by the experience of their implementation into educational practice.

The importance of searching for some alternative approaches as opposed to the traditional solutions, combining well-established means in a new way, finding original techniques to use together with well-known ones is emphasized by the researchers studying the content of transformational activity, for instance, O. Vyshnevsky, O. Korsakova, et al. The ideas of A. Furman, focused on the use of the *module-developmental learning*, creating a developmental textbook, are in tune with their position, too, including the formation of individual learning plan of every student.

Another modern educator, I. Dychkivs'ka, justifying the developmental learning techniques, refers to L. Vygotsy's idea about the zone of approximate development that allows the learner to do more that he/she currently is able to (at first, with teacher's assistance and, later, independently) [2, p. 172]. I. Dychkivs'ka transforms this idea into the principle of learning at a high complexity level [2, p. 174].

Interactive learning is obviously based on the cooperation of the participants of the educational process. *Distance learning* requires the interaction between the teacher, the student, and an interactive information resource [2, p. 109]. Thus, these modern kinds of learning are the foundation of new educational techniques.

There is no doubt that educational techniques implement not only the major ideas, which significantly transform the organization of the educational process, but also the peculiarities of this process and its result [3, p. 35]. Therefore, different definitions contain principles, approaches, content generalization in the organization of learning, as well as the procedural part of the didactic system [3, p. 18]. Moreover, at the beginning of the 21st Century, educational practitioners became aware of the developmental potential of group learning, which secures the status of the subject for the personality; they also developed an interest in the technique of group activity organization (M. Chepil, N. Dudnyk [4], O. Yaroshenko, et al.).

New requirements to the educational process, determined by the primary goals of modern education and fundamental changes in the lifestyle of students and the nature of their indepedent work, are satisfied with the help of *new information technology* in education, interactive learning, academic discipline- and academic field-centered, as well as local and module educational techniques [4]. The rapid progress of information technology in the modern world, which brought about the formation of a new educational field – media-education, is caused by the need to be communicative and sociable, to easier adapt to various social groups. Introducing Internet resources, telecommunication nets for the purposes of planning and conducting classes in higher educational establishments allows a student to work at his/her individual pace, cooperate with his/her peers and the instructor.

Therefore, the use of various educational techniques is conditioned by the desire to introduce innovations that encourage developmental learning, initiative, independence, and creativity in students giving them the opportunity to work in the status of the subject. Growing initiative of students, their independence and creativity, as well as their now institutionalized status of the subject of learning require that further research in the field is focused on the justification of the choice of modern methods, forms, means of learning.

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Кобрій О. М. Сучасні технології реалізації змісту педагогічних дисциплін

У статті розкрито різні технології реалізації змісту педагогічних дисциплін. Розглянуто особливості їх упровадження у практику ВНЗ упродовж другої половини XX – початку XXI ст., що стимулювали виховне та розвивальне навчання й дозволяли забезпечити студентові статус суб'єкта. Особливу увагу приділено виявленню переваг та недоліків фронтальної та індивідуальної діяльності, а також засобам їхньої компенсації, умовам, за яких упровадження згаданих форм роботи стало можливим. Автором розглянуто форми роботи, які набули поширення в XXI ст. та висвітлено перспективи їхнього подальшого розвитку.

Ключові слова: технології, зміст педагогічних дисциплін, суб'єкт.

Кобрий О. Н. Современные технологии реализации содержания педагогических дисциплин

В статье раскрыты разные технологии реализации содержания педагогических дисциплин. Рассмотрены особенности их внедрения в практику

вуза на протяжении второй половины XX – начала XXI в., что стимулировало воспитывающее и развивающее обучение и позволяло обеспечить студенту статус субъекта. Особое внимание уделяется выявлению преимуществ и недостатков фронтальной и индивидуальной деятельности, а также способам их компенсации, условиям, соблюдение которых способствовало внедрению данных форм работы. Автором рассматриваются формы работы, которые получили распространение в XXI в. и определены перспективы их дальнейшего развития.

Ключевые слова: технологии, содержание педагогических дисциплин, субъект.

Kobriy O. M. Modern Techniques of Pedagogical Content Coverage

The article discusses various techniques of pedagogical content coverage. It also deals with the peculiarities of their introduction by higher educational establishments during the second half of the 20th – beginning of the 21st Centuries, which promoted developmental education, as well as ensured the status of the student as a subject. Special attention is paid to illuminating the advantages and disadvantages of group and individual work, as well as to the search for the methods of their compensation and conditions that would enhance their introduction. The author also describes the forms of activity that have become popular in the 21st Century and define the prospects for their further development.

Key words: techniques, pedagogical content, subject.