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**PRACTICAL ASPECTS OF IMPLEMENTATION OF CONTENT OF
PEDAGOGICAL SUBJECTS (THE SECOND HALF OF THE 20TH –
THE BEGINNING OF THE 21ST CENTURY)**

The organization of any educational process, including the formation of the content of pedagogical disciplines, usually takes into consideration the tools for its implementation and the practical needs. This content is realized through the available forms, methods, and means of studying pedagogical disciplines by future professionals.

Practical aspects of the organization of the educational process apply, in the first place, to students' learning, which lacked clear interpretation in the second half of the 20th Century. Modern approach to the organization of learning is associated, primarily, with the ongoing democratic processes in higher education (Boyko A., Vyshnevs'kyi A., Korsakova A., Mal'yovanyi Yu., Furman A., et al.). However, individual studies of the modern tools of working with the content of pedagogical disciplines do make the case for a holistic study of its changes during the mentioned period.

The purpose of the article is to reveal the essence of the methods, forms, and means of teaching pedagogical disciplines content in training future professionals and, especially, during their introduction to the university practice during the second half of the 20th – beginning of 21st Century.

Already after the World War II, transition to eight-year secondary school prompted the introduction of changes into the syllabi and curricula of pedagogical disciplines. Conscious attitude to learning, interest in profession, emphasis on the elements of creativity when training teachers, problem-based learning, identification of the educational and developmental functions of teaching/learning, and the

organization of individual independent work came to the fore. These changes demanded appropriate methods and forms of teaching/learning.

In the 1960s, the research by M. Danilov and B. Yesipov revealed different levels of cognitive activity of students, emphasized creativity as the highest form of the organization of cognition. In the 1970s, some educators (G. Shchukina, M. Skatkin, et al.) proposed a system of independent work, which can be used in differentiated, programmed, and algorithmic instruction, and pointed to the necessity of giving students educational problems of different levels and encouraging independent solving of problems by them.

In the 1980s, the idea of the leading role of the instructor continued to dominate. The intensification of the student activity was achieved solely by increasing the efficiency of cognition (mainly of its external expression). At the same time, such educators as V. Davydov, B. Korotyayev, V. Onishchuk, et al., emphasized the importance of the independent search for the solution to the problem as the most important criteria of creativity (of course, within the boundaries of traditional thinking and standard situations, though some researchers were able to see the contradiction between creativity and the standard).

Only in the late 20th – early 21st Centuries, scholars shifted their attention to creative transformational activity (A. Vyshnevs'kyi, A. Korsakova, V. Kostenko, A. Furman, et al.) Emphasis was put on the need for the instruction to develop and educate the child, which stimulated the search for the ways to decrease the amount of information young people had to master and became the basis for the individualized, specialized, differentiated, distance, and other forms of learning. Theory and practice of education were enriched with heuristic and creative teaching methods, forms of independent work of students, and means of individual use.

The methods of implementation of the content of pedagogical disciplines (Greek “méthodos” – systematic course, equivalent to “met” – goal + “hodós” – way, road) shall be viewed as such means of implementation that ensure its effectiveness. Traditionally, it is the activity of the instructor that is implied here. If “forms” in the Greek language means “external outlines, sequence, mode”, then the forms of the

implementation of the content of pedagogical disciplines will be viewed as the organizational circumstances of such implementation, its external manifestation. Means of implementation of the content of pedagogical disciplines shall mean material objects that help the instructor to achieve success in the process.

According to G. Vashchenko, discussion, validation, generalization, and the analysis of facts imply heuristic (semi-active) methods of learning [1]. Totally independent study of the problem on the basis of collected facts, prediction of possible solutions, contemplating the ways to validate them, organization of the study itself require creative methods (active), full autonomy in work, thus facilitating the development of creative imagination, thinking, will, etc. [1, p. 9 – 57]. According to the classification by G. Vaschenko, there exist the following active methods of teaching: research done during excursions, research in laboratories, research paper and seminar activities, as well as the project method, which helps to get closer to the real life [1, p. 119]. Naturally, both active and passive methods of instruction are used in the training process.

Practice unit of an academic discipline must contain tasks of different levels (offered in the classroom and as part of home assignments). These are tasks associated with the analysis of basic scientific concepts and tasks that help understand the essence of important phenomena and processes, as well as analyze and compare them.

Work in groups, which is a democratic form of the organization of instruction, envisages a relative autonomy of each participant in implementing tasks, develops responsibility for the assigned area of work, and allows each participant to enjoy self-realization. The contribution of each member in the pair performance should also be noted and marked.

Research has established that work in pairs (while solving different disciplinary problems, during peer analysis, peer review of tasks) allows for oral or written performance of tasks by two persons and the instructor's guidance of the pair. Games (“Open microphone”, “Brainstorm”, “Set a position”, “Roundtable of observers”) and

discussions are the examples of the effective methods of group learning (work in pairs, groups).

Practicing faculty use both traditional and new forms of teaching in higher educational institutions in Ukraine. Pedagogically effective forms are: excursions, individual classes, school-based laboratory classes, community service, as well as independent research projects, creative tasks, which require active search and creative approach to their implementation and, naturally, are an important stimulus for the formation of students' interest in learning.

Among non-traditional forms of teaching, O. Korsakova suggests creative tasks (which prepare students for transformational activity): “Transformational activity is creative if it requires independent transfer of knowledge to new situations, leads to the identification of new challenges in familiar situations and new features in familiar objects” [3, p. 31]. Revealing the importance of problem situations in training, A. Furman focuses the attention of educators on the importance of the involvement of the subjects of cognition in heuristic projects. He emphasizes that universal are only those ways of resolving problems that ensure that “originally unknown and, then, discovered knowledge becomes student’s own attainment” [4, p. 44]. And all this is accompanied by guesses, doubts, attention, emotions, questions, assumptions, etc. [4, p. 73].

Guidance counselors believe that the inclusion of students into independent activities involves the introduction of individual and independent (by A. Vyshnevs’kyi, individual and mass) learning, work in pairs, group work. This approach envisages an independent (sometimes partially controlled), but simultaneous work by all students, when everyone is working on a separate task, and the instructor is able to help students work independently, adjust individual assignments. If necessary, the instructor can offer simpler or more complex tasks or aids (sample, algorithm, and scheme), use certain incentives. In this case, the instructor’s function is not that of sharing information, but supervision/mentoring; assuming this function he/she becomes, in fact, a consultant in students’ independent learning, helping them to eliminate knowledge gaps.

Among other non-traditional, non-standard forms of work that afford students the necessary experience of independent creative work are problem-based lectures and seminars, business, role, and didactic games, individual research tasks, meeting sessions of the groups of students working on the same problem, teaching workshops, press conferences, trainings, auctions of ideas, lectures-dialogues, round tables, discussions-councils, exchange of experience, short surveys, days of good deeds, Q&A sessions, etc. Most of these forms were described by Yu. Malyovanyi in the teachers' handbook published as long time ago as in the early 1990s.

Study guides, manuals, computers, and other technical devices are the most commonly used means of training. In this context, the conclusion of O. Vyshnevs'kyi regarding the evolution of the functions of the means of education and the transition to the use of personal means [2, p. 160] deserves special attention because these new means allow for individual assignments, handouts, personal computers and so on, which, in turn, contribute to the success of learning.

Modern reference books and computers make knowledge less significant [2, p. 116]. The pedagogical software of various types which are available in the Ukrainian market – electronic versions of printed textbooks, simulator trainings, business games, etc. – help to ensure quality teaching in higher educational establishments, become a convenient supplement to the existing means.

Thus, the choice of modern teaching methods, forms, and means determined by the democratic processes in the study of pedagogical disciplines, stimulates the growth of independence and creativity, making the student the subject of learning while the instructor performs an organizational, external function. Among the prospective lines of further research is the identification of the impact of the introduction of the methods, forms and means of the realization of the content of pedagogical disciplines on the levels of attainment by future professionals.

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Кобрій О. М. Практичні аспекти реалізації змісту педагогічних дисциплін (друга половина ХХ – початок ХХІ століття)

У статті проаналізовано основні роботи видатних педагогів ХХ ст. та розглянуто методи, форми, засоби реалізації змісту педагогічних дисциплін. Розкрито особливості їх вибору, зумовлені демократичними процесами в підготовці майбутнього фахівця, які стимулюють процеси посилення активності, самостійності, творчості протягом другої половини ХХ – початку ХХІ ст.

Схарактеризовано традиційні та новаторські форми навчання у вищих навчальних закладах – і активні, і пасивні. Наведено приклади різних пошукових та творчих методів навчання.

Перспективи дослідження в цій галузі можуть бути пов'язані з виявленням впливу методів, форм, засобів реалізації змісту педагогічних дисциплін на результати формування майбутнього спеціаліста.

Ключові слова: зміст, методи, форми, засоби.

Кобрий О. Н. Практические аспекты реализации содержания педагогических дисциплин (вторая половина XX – начало XXI века)

В статье анализируются основные работы выдающихся педагогов XX ст. и рассматриваются методы, формы, средства реализации содержания педагогических дисциплин. Раскрыты особенности их выбора, обусловленные демократическими процессами при подготовке будущего специалиста, которые стимулируют процессы наращивания активности, самостоятельности, творчества на протяжении второй половины XX – начала XXI ст.

Характеризуются традиционные и новаторские формы обучения в вузах – как активные, так и пассивные. Приводятся примеры различных поисковых и творческих методов обучения.

Перспективы исследований в данной области могут быть связаны с выявлением влияния методов, форм, средств реализации содержания педагогических дисциплин на результаты формирования будущего специалиста.

Ключевые слова: содержание, методы, формы, средства.

Kobriy O. M. Practical Aspects of Implementation of Content of Pedagogical Subjects (the second half of the 20th – the beginning of the 21st century)

The article deals with the main works of outstanding educators of the 20th century, regarding methods, forms, and means to implement the content of pedagogical disciplines. The author discovers peculiarities of their selection due to the democratic process in training a future specialist that stimulate processes of increasing activity, independence, creativity during the late 20th – early 21st centuries.

The ambiguity of interpretation of the practical aspects of organizing the teaching process in the late 20th century is shown as a conflict of creativity and standard.

The author characterizes traditional and innovative forms of learning in universities, both active and passive. The examples of various search and creative teaching methods are given.

The article also presents the analysis of forms of independent activity of students, which contributes to the development of creative imagination, thinking, will power; work in groups, which is a democratic form of the educational process, as well as work in pairs on the basis of games and discussions.

In perspective investigations in this field may be connected with the identification of the impact of methods, forms and means of implementing the content of pedagogical subjects on the results of shaping the future specialist.

Key words: content, methods, forms, tools.

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