

Conceptual principles and practice of implementing modern pedagogical approaches

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Abstract

The article deals with the problem of higher education reform in Ukraine. High school needs a transition to creative higher education and alternative ways of teaching.

Keywords: the reform of higher education, modernization of the education content, implementation of interactive teaching methods, training techniques of the higher school.

Анотація

Стаття присвячена проблемі реформи вищої освіти в Україні. Вища школа потребує переходу на креативну вищу освіту та альтернативні способи викладання.

Ключові слова: реформа вищої освіти, модернізація змісту освіти, впровадження інтерактивних методик навчання, навчальні методики вищої школи.

Introduction

The admission of Ukraine into the European and world educational space requires some modernization of the education content in general and in particular, higher education in the context of its compliance with modern needs.

Developed countries of the world have already reformed their education systems and are now successfully applying the concept of individual educational programs, instead of traditional classes. This concept involves a comprehensive study of topics, acquiring skills of critical and creative thinking, and getting knowledge throughout the entire life anywhere, anytime, in any form.

Ukraine only gets used to this way. The reform of higher education, a reform aimed at forming a fully developed, capable of critical thinking person, patriot of an active position, an innovator capable of changing the world around and learning throughout the life, is still on the agenda today.

Higher education reforming

In the field of higher education, there is a strategic task. It is a transition to a flexible grade system of specialist training to improve the educational and cultural level of the society, to enhance higher education to the level of achievements of the most developed countries of the world through the implementation of a number of international projects and investments. It is also planning a further increase of the level and effectiveness of scientific research in higher education.

Higher education reforming and the requirements to the graduates of universities, academies, institutes should change the training techniques of the higher school. Nowadays, there is a transition from authoritarian pedagogy to personal development, from the accumulation of knowledge to the ability to operate by knowledge, from “one-time” education to the current organization of training and to the individual organization of training. The new paradigm of education identified the update of the professional education that is particularly relevant in connection with the fundamental changes in education taking place in different countries.

Today higher institutions are ready to introduce the modern pedagogical technologies such as distance learning and training involving interactive (online) techniques.

Educators, psychologists, practitioners need the implementation of such methods and the implementation of a personal approach to a student. This approach is one of the most important organization principles of educational work.

Currently, it is impossible to teach discipline traditionally. The implementation of interactive teaching methods enables to change radically the attitude to learning. A student becomes a co-

author of the lesson, is in the centre of the learning process that encourages a student to activity and creativity. This new approach is called “learning by participation” or “cooperative learning”. It promotes better understanding of educational material, the development of thinking and speech. Interactive (online) training at high schools provides a methodical destruction of the former teaching stereotypes.

Training as a process of focused transferring and mastering of certain experiences can be made according to the forms of training. Category “forms of training” refers to the major ones in didactics. Scientists define such forms as frontal, group and individual. These forms differ in the number of employed students and ways of work.

The form of group training originated as an alternative to traditional forms of training. A system of mutual training became a form of training within the system. A system of individual training appeared at the beginning of the 21st century. Each student masters material independently using identified sources of literature where answers can be found.

The form of group training compensates all the shortcomings of the frontal and individual work. It is a form of training in small groups of students united by general educational purposes; the teacher guides each student indirectly. The relationship between the teacher and students features cooperation because the teacher directly intervenes only if the students have some questions and want the help from the teacher.

The form of group training as a kind of educational activity is multifunctional:

- educational
- organizational
- motivational
- developing.

In the process of group training students show high results of knowledge performing 20-30% more exercises than during the frontal and individual work. Therefore, the form of group training in comparison with the others has the number of advantages:

- over the same period of time the volume of the work done is much bigger;
- high effectiveness of knowledge absorbing and skill development is obvious;
- ability to co-work is formed;
- the motives of learning are formed;
- humane relations between students are developed;
- training activities are developed (planning, reflection, control, and self-control).

Despite these positive characteristics of the group form of working, it would be a considerable mistake to substitute other forms of training (individual and frontal) by it as well as to prefer it.

Like any form of work with students during the training processes, the form of group training is imperfect, either. The introduction of new methods of teaching at high schools requires teachers to change their attitude to their role as the head of the process of teaching during the training processes. This causes certain teacher’s prejudices:

- the fear of losing a leading role during the educational process;
- the unwillingness to have troubles with the changes in the training courses;
- the thrill of losing control over the training of students;
- the inability to keep hard discipline and silence at lessons.

Conclusion

Every teacher is considered to have the right to choose such forms of work that correspond to the academic discipline. However, teaching Humanities at higher schools needs to be changed. This process is time-consuming. It depends on the activity of students, their common desire to self-improve.

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