

Mariana Broda¹ 

PRIORITY IDEAS FOR THE DEVELOPMENT OF THE PEDAGOGICAL SCIENCE

ABSTRACT:

The article reveals priority ideas of the development of the pedagogical science and peculiarities of the worldview formation in the future teacher, which emphasize the recognition of humanistic and democratic processes in education as the basis for the formation of value orientations, expansion of a person's spiritual world, establishment of relations with nationality, and discovery of the spiritual content of national traditions. On the basis of the analysis of modern state of higher education, its compliance with the social order and European standards, the article characterizes changes in the qualitative construction of educational content, which allows us to implement the main guidelines for the qualitative training of the future specialist, embody characteristics of humanization as self-humanization, which will necessarily affect the formation of pedagogical consciousness in future specialists, their independence in decision-making processes, activity and creativity in finding ways to solve problems. Emphasis is made on the independent participation of the individual in his/her formation. In this connection, organization of students' independent work and development of their independence are seen as priority directions for improving the educational process. The main educational goals are achieved due to effective use of classroom and extracurricular activities, use of innovative learning methods, ensuring high organization of independent creative work.

INTRODUCTION.

Like any other science, pedagogy represents experience accumulated by many generations of the people, embodied in certain principles, rules, patterns of pedagogical activity. At the same time, the main guidelines of the pedagogical science are determined by its methodology – a set of original philosophical ideas that underlie the study of pedagogical phenomena and processes and decisively influence the theoretical interpretation of these phenomena. Important philosophical issues of education include interpretation of the essence of a human, which implies a certain technology of education and upbringing, as well as the issue of value orientations.

¹ Ph.D (Pedagogy), Associate professor, Associate professor of the Department of English Language Practice
Drohobych Ivan Franko State Pedagogical University, UKRAINE

Various methodological approaches to pedagogical work are revealed by N. Ashytok (2018) [1]; the scientist emphasizes the importance of axiological, cultural and anthropological components and reveals the content directions of pedagogical science. O. Kobernyk (2018) [2] emphasizes the formation of valuable attitudes towards other people and relies on the recognition of the person, their value. O. Kobriy (2012) [3] traces the process of formation of the content of pedagogical disciplines in higher educational institutions of Ukraine. Other studies reveal the importance of the formation of an individual's worldview, their moral development (Hand, 2017 [4]; Krettenauer & Curren, 2020 [5]), emphasize the importance of the development of humanity and moral responsibility in a person (North, 2019) [6], the application of the theory of humanism in education (N. Drew, 2020) [7].

The purpose of the chapter is to characterize priority ideas concerning the development of pedagogical science and realization of the process of worldview formation in the future teacher, as well as to substantiate the importance of the formation of value orientations in a person and humanization of their consciousness.

The following **research methods** have been used to achieve the purpose of the research: logical and historical analysis of pedagogical ideas, synthesis of information from scientific sources, induction and deduction, study of pedagogical experience, pedagogical literature, historical sources, observation, systematic and comparative analysis of educational systems, analysis of life situations, conversations with teachers and students.

METHODOLOGICAL PREREQUISITES FOR THE FUNCTIONING OF THE PEDAGOGICAL SCIENCE AND OBJECTIVES OF EDUCATION.

One of the most important methodological prerequisites is that all educational characteristics are deterministic in nature and determined by the needs of society. Therefore, modern pedagogy and education investigate objective economic and socio-political factors that influence processes in education.

The dominance of rationalism in the 20th century led to the decline and loss of balance in the spiritual life of a person, neglect of spiritual values. The predominance of a rational perception of the world, focused mainly on ensuring material comfort, has caused the decline of morality in all spheres of human life – religious, economic, socio-political, sexual. Traditionally established norms are becoming undesirable and old-fashioned for many of us today, they

are declared relative, bad actions are justified.

According to numerous modern researchers, the dominance of rationalism led to the loss of harmony and balance in society and the life of each person, to the fact that in many cases it displaced the spiritual from the human consciousness, led to the characterlessness and infantility in many people, deformed the human psyche, especially in the young, causing feelings of helplessness, anxiety, suggesting pessimism and despair. The pursuit of pleasure in life does not bring the expected happiness, but on the contrary, leads to alcoholism, drug addiction, sexual depravity, and even death.

Pedagogical science must certainly contribute to social progress, and education must promote interests of all people, their spiritual growth and social improvement. The choice of the value system is carried out taking into account the educational tradition, the experience of past generations; it should contribute to the multiplication of national culture, take into account the needs of the state, the requirements of the present day, and, thus, lay guarantees for renewal and progress.

Pedagogy should be included in the general knowledge of man and his nature. Therefore, pedagogical anthropology should become the foundation of pedagogical theory. It must face the person, the study of their needs and special features. However, pedagogy must know a person in all their connections and relationships, and for this purpose it should recognize the self-worth of the human personality, the priority of moral and spiritual values.

The methodological foundations of education and upbringing are developed on the basis of the main principles of personality development and formation, and are also determined by social requirements. Therefore, the subject of pedagogy can be considered to be the process of personality development and formation in the conditions of training, development and upbringing, and pedagogy is the science of organizing the process of personality formation in the conditions of training, upbringing and development of children and adults. The democratic system of education and upbringing is based on idealism, and pedagogy is connected with many sciences, especially with psychology, which studies human traits. On the basis of the principle of nationalism, it is believed that education should be built on the national basis and be national, and therefore education should be managed by the people themselves.

It is well known that a teacher enriches the consciousness of the people around him/her with higher spiritual values, awakens in them the need to live and work for the people. In order to spread pedagogical experience, not only knowledge is needed, but the art of influencing the spiritual world of a person.



Therefore, it is important for a teacher to live an intense spiritual life, to reveal more and more their purely human qualities, to confirm the ideals that they instills in children with their own example, to live a healthy lifestyle, to be a model of behavior.

Of course, a teacher should be characterized by an appropriate level of intelligence, which is determined mostly by his/her personal, worldview and spiritual qualities, a high level of awareness of social and national mission. The teacher is a carrier of culture, a humanist who loves people, is patient, tactful, and knows how to forgive. The successful resolution of pedagogical situations is usually associated with the teacher's communicative and strong-willed qualities, with his creativity, as well as with the possibilities of studying personality.

Traditional pedagogical thinking is characterized by the assimilation of certain norms in order to adapt to the social environment (an important principle of the old pedagogical thinking is the idea of a child as an object of pedagogical efforts, as a consumer of someone else's mental work who does not have the ability to self-improve). The new pedagogical thinking is free from scholasticism, formalism, and dogmatism and means overcoming the alienation of pedagogical science from practice, culture, and from the scientists themselves for the sake of pedagogy that reveals the abilities of the individual. For a teacher, whose consciousness has been freed from the stereotypes of old thinking, the greatest value is not the child's obedience, but his moral qualities, his self-determination, the desire to improve, which leads to the fullest self-fulfillment in life.

Modern pedagogical science tries to combine everything traditional with what is generated by the new conditions of life in society. Nowadays the priority should be precisely the problems posed by the processes of reconstruction and renewal of education. An urgent task of pedagogical science is the study of the Ukrainian system of upbringing and education, its principles, theories and concepts of education, which have historically developed both on the scale of the whole of Ukraine and in its individual regions. The national system of education, scientific pedagogical thought should embody the content of national culture and spiritual heritage and ensure the formation of a conscious patriot-citizen.

The important tasks of our modern pedagogical science are the updating of the content of education, the development of the national content of education taking into account the regularities of the pedagogical process, the needs of state formation, the elimination of overloading children, the creation of new

programs, textbooks, integrated courses, as well as the development of effective technologies of the educational process.

Pedagogical science should determine how to practically foster spiritual growth, develop cultural, intellectual potential of new generations, as well as prevent and correct deviations in behavior, psychological injuries, develop most important human abilities, etc. Practical application of the identified regularities in education and upbringing involves learning about new objective relationships between goals, opportunities, content, conditions, means and results of pedagogical activity.

Pedagogical science should focus on the current and prospective needs of education development, on ensuring the organic unity of theory and practice. This means the construction on an experimental basis of the new content of education and promising pedagogical technologies taking into account national cultural traditions and world achievements, the introduction of innovative developments into the practice of education, building a system of updating education, organization and scientific support of psychological, diagnostic, and career guidance services in educational institutions and outside them, development of criteria for evaluating the activity of educational institutions. In conditions of the expansion of the network of educational institutions, the emergence of new types of institutions, pedagogy also solves the task of scientific and methodological support for their work, balanced development of individual links of the system of educational institutions, development of the foundations for continuous education of citizens.

The central element of the renewal of education is the realization of its humanistic essence, shifting the emphasis to spiritual values. Educational institutions should affirm the self-worth of the human personality, pay attention to individual qualities, teach moral virtues, like love and mercy to people, hard work, dignity, perseverance, initiative, and creativity. This also means creating the most favorable conditions for identifying and developing the abilities of each person, for their self-determination and self-fulfillment, overcoming formalism, persistent reluctance of children to learn.

An important direction of the humanization of education is teaching human values, ensuring the connection with religion. Both in the family and in educational institutions, it is important to draw attention to religion, to create conditions for its study. Careful attitude towards man, towards nature, the world here is necessarily subordinated to spiritual values. In upbringing, parents or teachers themselves become a model of overcoming such qualities as hatred, revenge, cruelty, nihilism, despair, etc. Love, mercy, patience,



generosity, forgiveness, etc. are valued above all in the family or in educational institutions.

Humanization also involves attention to the national life of a person, to his ethnic roots, character, way of thinking, course of emotions, which, of course, includes features typical for a nation. The Ukrainian educational tradition is characterized by a deep combination of moral and national feelings. Attention to national roots, the study of national culture, the formation of national self-awareness can be ensured both in the family and when studying academic disciplines. Every time it is important to nurture pride for one's nation, national dignity, national integrity, deep patriotism.

The national image of educational institutions will be ensured by high-quality teaching of subjects that reveal cultural, historical and regional traditions and embody the experience of the people. The decline in the development of national self-awareness, negative phenomena in the field of international relations indicated an unsatisfactory solution to the national question. And an important priority of education should be overcoming limitations, revealing the national character of all educational institutions, ensuring national and regional uniqueness of education while preserving its openness to international communication, mutual enrichment of national cultures.

It should be noted that no reforms and innovations will be established in education without the teacher, his mind, soul and heart. In conditions of administrative pressure, suppression of his/her creativity, devaluation of his/her work, neither high-quality training is possible, nor free pedagogical activity, responsibility, or patriotism. Today, for success in educational reform, the teacher should have social and legal protection, the right to pedagogical research, and the choice of methods and means of education and training.

So, the direction of the teacher's professional reorientation consists in movement from enlightenment to the realization of a life-creating and culture-creating mission, from manipulative, authoritarian pedagogy to personally oriented, communicative pedagogy. Evaluation of the teacher's work should be organized in such a way as to promote development and self-development.

The aim and objectives of modern education and upbringing presuppose thorough preparation for independent life and professional activity based on comprehensive harmonious development of personality, creating conditions for obtaining education, for the formation of moral, intellectual and aesthetic qualities. This goal also includes fostering qualities of a citizen, a patriot, a family man, gender-education, health-education promoting caring for their well-

being.

In order to take into account the purpose of modern education in all documents, programs, textbooks, to implement it in practice for different age groups, there is a need for new educational technologies that would determine the content, methodology, means, ways of achieving the expected results. Democratic transformations in education and science take place at the management level (by expanding the rights of educational institutions and public participation in management, by activating self-governance and involving students in the management of educational institutions, by forming collective management bodies), at the level of structure (by diversifying educational institutions and forms of their financing), at the level of the educational process (content, forms, methods, relations between the participants of the pedagogical process), at the level of the individual (by developing a sense of human dignity and responsibility in personality of the teacher and the child or adult).

A democratic educational institution, of course, creates conditions for a free choice of activities, for independence, initiative, creativity, and for the protection of a democratic system. Then an important result in the education and upbringing of a child will be responsibility for one's own actions, high awareness of human dignity and equal relations with people. A democratic institution or a democratic family is also characterized by a friendly atmosphere, optimism, desire for self-fulfillment without interfering with the interests of others. Therefore, first of all, it is important to individualize the process of learning and upbringing of each student, take into account individual qualities and create conditions for improving abilities in the chosen field of activity. Then the functions performed by the person will maximally promote self-fulfillment in life.

A person's capabilities in various types of activities will help to implement practical tasks in various systems "Man – man", "Man – technology", "Man – nature", "Man – art", testing different spheres of life. Creating conditions for choosing one's own activity means of implementing it, ways of self-fulfillment are important achievements of democratic transformations in education.

Overcoming authoritarianism in education and science is a particular manifestation of democracy. However, it does not literally mean fighting against people who defend an authoritarian way of thinking. Very delicate work is needed to protect democratic changes in life, to identify a democratic position, to justify its logic and appropriateness, which excludes humiliation of a person. A person is always great, although they may not be right, they may make



mistakes or do a wrong thing.

Creating conditions for independence and initiative is always a concrete embodiment of democratic changes. After all, such conditions contribute to separation, ensuring high results at work. But the greatest importance of independent activity is the emergence of a sense of responsibility for a given area of work. The need for self-education also entails responsibility for the results of one's learning.

The prospects for updating all aspects of activity in education and science also depend on the emphasis on creativity. This means attention to original solutions, non-traditional approaches. A teacher should always encourage the desire to be different from others. Moving away from standardization, searching for atypical solutions is also an important evidence of progress.

And another result of democratic transformations in education is a high level of self-esteem of the participants in the pedagogical process, an optimistic atmosphere in their environment, a formed mechanism of self-control, without which there cannot be a full realization of a person, as well as the building of democratic relations with other people.

The main thing in the educational process is the personality of both the child and the teacher, their relationships. The educational process should create such conditions for the child to complete the task on his own, and therefore to organize his activities, which is much more difficult and requires greater skill. However, this organization of activity (of a child or an adult) contributes to its effective results, ensures high productivity.

The role of the teacher as an organizer of educational activities means influencing not directly on the child or adult, but on the process of activity. This means assistance in obtaining information, presentation of information and the object of activity, selection taking into account the characteristics of each participant in the pedagogical process, as well as stimulation and evaluation of his activity, which is expressed in the providing textbooks, training materials, instructions, etc.

In their activity, teachers should also be free, not constrained by the framework of the program or instructions. They should be trusted. Only free, and not forced work, without fear of being punished will help ensure positive changes in education and upbringing.

In addition, the teacher, like the child, must be a creative person. In his practice, formulaicity and standardization are unacceptable. He should be a role model in life and try to perceive the situation unconventionally, as a new one, but solve it skillfully.

The teacher's functions consist in imperceptible help in the organization of independent activities. Stimulation of the child's independent activity is manifested in giving significant tasks, in the form of suggestions, hints, wishes, requests, with the help of gestures, facial expressions, and intonation. Help in solving the problem should be unobtrusive and so imperceptible that the child can believe in his abilities.

If both participants of the educational process are endowed with the status of the agent of their own activity, then their functions will be divided. Each participant has its own sphere of activity which implies the presence of an object (different for each), a certain type of connection with this object. Thus, a child or an adult, who is included in the educational process, has the status of a subject and through the triune connection, which consists in education, development and upbringing, influences the object, interacts with it (in this case, the object is the agent of activity). The teacher (also due to the status of the agent) performs his part of the work, which means he organizes the educational process. The object of his activity is this whole process, more precisely, the interaction of a child or an adult with the object of activity. It is under such conditions that the relationship between them changes, the nature of interaction, because there is no longer any danger of breaking the balance in the relationship (in one direction or the other). This is a truly democratic construction of interaction, which does not exclude the difference in their life experience, knowledge, but means unconditional equality in the right to respect, trust, benevolent attitude, mutual demands.

Such partnership, cooperation of two subjects determine the optimal structure (construction) of the educational process, when a child or an adult has the opportunity to act independently, and the teacher retains the function of management. In addition, such relationships assume that the child or adult are voluntary and interested associates of the teacher, like-minded people, equal participants in the educational process. And the relationship between them is friendly, humane.

The life and experience of some teachers shows that they took the construction of equal and humane relations with their students as a basis for their cooperation, ensured mutual understanding and mutual requirements. These teachers implemented the idea of cooperation in practice and ensured its harmony with all elements of the educational process. The idea of cooperation with children, which sounded so clearly in the works of V. Sukhomlynskyi, became a reality only during the times of social restructuring.

The pedagogy of cooperation, which is based on the idea of cooperation and



which arose in opposition to the official (authoritarian) pedagogy, has shown that it has become not only the practice of innovative and creative teachers, but can become a mass, common and everyday pedagogical practice (in schools, higher educational institutions, at production).

This practice convincingly proved the possibility and necessity for restructuring the interaction between the participants of the educational process, which in turn requires ensuring the status of the agent to those participants who were unprotected, subject to the complete will of the teacher. Only the construction of equal, democratic, partnership, agent-agent relations between the teacher and children or adults will allow to move to a new type of interaction, to harmony in life, harmony and peace in the relations of the participants of the pedagogical process. The practice of innovative pedagogues proves that children can love school, and students can love higher education, that the educational process can be desirable, interesting, that the educational institution and the teacher do not cause fear in front of them.

The ability to build relationships as equals, as partners, as friends, who have common interests, who can advise each other, support each other in something, is not an illusion, an impossible dream. However, how complete and sincere such interaction will be, how naturally the agent status will be ensured for a child or an adult who wants to join the pedagogical process, depends on the teacher, his skills and personality. He will be the first to offer a new interaction, a new type of communication and will be able to lead others.

Under conditions of democratization of the educational process, its effectiveness is increasing. Today, higher educational institutions are focused on fulfilling the tasks of building competence, creativity, independence, and responsibility of future specialists. Therefore, value orientations and approaches to the organization of education in pedagogical universities are changing. First of all, an optimal educational environment is provided for the free, open behavior of students, their self-regulated and motivated actions. Granting freedom means the right to choose and awareness of a sense of duty in the educational process and social life. It is about such an organization of the educational space of a higher institution, where a free, equal, agent-agent interaction between teachers, students, and the public would be implemented, with the aim of building future specialists' readiness for democratic relations in civil society.

Actually, the success of democratic transformations in higher education depends on the interpersonal interaction of participants in the educational process, which should be based on the principles of dialogue, cooperation, and

partnership. The organization of the educational process in higher education should provide for humane relations between teachers and students, the realization of their potential as agents of creative work, learning and communication; as well as create conditions for self-affirmation, self-expression and self-regulation of the individual; focus on stimulating the need for self-education and self-improvement. Solving these problems is not possible only through the transfer of ready-made knowledge from the teacher to the student.

Independent work is the basis of any learning, and especially concerning higher education. It is mostly carried out without the direct participation of a teacher (mentor) in a specially designated time and requires a certain level of self-awareness, reflexivity, self-discipline, and responsibility from the student.

With the strengthening of the role of independent work in the educational and cognitive process, the problem of rational organization of independent work, taking into account students' readiness to do it, has become relevant. Independent work is ensured by all educational and methodical means necessary for studying this subject: textbooks, training guides and recommendations, visual training tools. Today, the problem of professional direction of the system of independent work in higher education, strengthening of professional self-development and improvement of pedagogical guidance for independent work is gaining importance and significance.

The problem of organizing independent work turned out to be highly significant in the field of professional training of pedagogical staff, since there was a new demand for social pedagogical training of a specialist capable of professional self-improvement, pedagogical guidance of student independent work.

ORGANIZATION OF STUDENTS' INDEPENDENT WORK AND DEVELOPMENT OF THEIR INDEPENDENCE AS PRIORITY DIRECTIONS FOR IMPROVING THE EDUCATIONAL PROCESS.

In today's curricula of higher educational institutions, the amount of independent work of a student is determined by the specific requirements for the profession, as well as the place of the discipline in the structure of professional training (compulsory or optional). In addition, the level of education (first (bachelor's), second (master's)) and form of education (full-time, part-time, distance) etc. are taken into account [8]. The effectiveness of the educational process, the successful assimilation of educational material by



students, the effectiveness of the formation of professional skills and abilities depends on the level of its organization. It motivates students, determines the need to deepen knowledge on one's own initiative.

Independent work is considered the highest form of educational activity, because it contributes to mastering the ability to analyze, systematize, plan, and control one's own activities. Thus, independence of thinking, the desire to discover new knowledge, responsibility, creativity, discipline, accuracy, diligence are fostered in this process. Independent work is necessary in view of the importance of mastering the subject and in connection with the need to develop independent learning skills.

M. Fitsula reveals the structure of students' independent work, characterizing its components:

- orientational and motivational – aimed at realizing the purpose and tasks of independent work, understanding the need for mastering new knowledge, revealing the role and significance of specific educational material in the process of professional competence building;

- instructive – involves demonstrating peculiarities of managing educational material, meeting requirements, specific tasks, the scope of work as a whole;

- procedural – related to students' direct performance in independent work, inspiration, persistence, understanding of the goal and ways to achieve it, work at the edge of your capabilities;

- corrective – involves helping students, correcting mistakes, guiding them to overcome difficulties;

- monitoring and evaluation – consists in monitoring the process of students' independent work: the teacher analyzes the nature, completeness, content, appropriateness of the students' choice of methods of activity and evaluates them [9].

Let us emphasize that the main objectives of students' independent work is the development of independence as a personality trait and an important professional quality. It involves the ability to systematize, plan, control and regulate one's own activity.

It is generally accepted that independence is a generalized quality of an individual, which manifests itself in initiative, critical thinking, adequate self-assessment and a sense of personal responsibility for one's activities and behavior. Educators interpret independence as one of the qualities of an individual, which is characterized by a set of means – knowledge, abilities and skills that an individual possesses, and an individual's attitude to the process of activity, its results and conditions of implementation, as well as relations with

other people that are formed in the process of this activity.

In pedagogy, independent and creative activities are considered in close relation. These types of activities include independence and creativity, as human qualities characterized on the one hand by the content of knowledge, abilities, and skills possessed by an individual, and on the other – by the individual's attitude to the process of activity and its final result.

Being a participant in the educational process, a student acquires meaningful and organizational independence. Meaningful independence means the ability to make the right decision without outside help. The prerequisite for the formation of students' creative independence is the dialectical unity of reproductive and productive types of activity in the entire system of the educational process. Finding the best option for such a combination is one of the most difficult and fundamental pedagogical objectives.

At the same time, independent creative activity is the main prerequisite of training a specialist who will be an agent of democratic relations. Education enriched with creativity will be developmental, and its main 'product' will be the ability to take initiative – both intellectual and social.

Nowadays, without the ability for independent creative activity, specialists cannot fulfil in practice. After all, elements of creativity are included in any type of professional activity and allow a person to adapt more easily to the changing conditions of the real world. The actual democratic construction of the educational process in higher educational institutions presupposes: student active involvement in transformative activities through independent creative work, elimination of frontal instruction, organization of an individual educational trajectory, and differentiation of learning activities. The effectiveness of the organization of students' independent work affects the success of studies, the ability to navigate the flow of scientific information, the awareness of the psychological guidance on the need for constant updating and enrichment of one's own knowledge, the formation of self-organization skills and self-discipline.

The main objective of higher education is the formation of a creative personality of a specialist capable of self-development, self-education, and innovative activity. Solving this task is hardly possible only by transferring knowledge in a ready form from the teacher to the student. It is necessary to transfer the student from a passive consumer to an active knowledge creator who is able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. It should be recognized that student



independent work is not just an important form of the educational process; it should become its basis.

This involves focusing on active methods of knowledge acquisition, development of student creative abilities, transition to individualized training taking into account the needs and capabilities of the individual. It is not just about increasing the number of hours for independent work. Emphasizing the role of students' independent work means a fundamental revision of the organization of the educational process.

First of all, it is necessary to clearly define what student independent work is. In general, this is any activity related to shaping independent thinking of a future professional. Any type of activity that creates conditions for the emergence of an independent thought, cognitive activity of the student is related to independent work. In a broad sense, independent work should be understood as a complex of all independent activities both in the classroom, and outside, in contact with the teacher and in his/her absence.

Independent work as a learning method involves formation of important general learning skills (analysis, planning, comparison, control, etc.), certain reflective qualities, which ultimately ensure the development of independence as a personality trait.

Independent work is implemented:

1. directly in the course of classroom learning – at lectures, practical classes and seminars, when performing laboratory work.
2. in contact with the teacher outside the classroom – in consultation meetings on educational issues, in the course of creative interaction, when completing individual tasks, etc.
3. in the library, at home, in the dormitory, at the department when the student performs educational and creative tasks.

Boundaries between these types of work are quite blurred, and the types of independent work themselves overlap one another. Thus, student independent work can be done both in the classroom and outside it. Nevertheless, when considering the issue of student independent work, we usually mean mainly out-of-class activities. It should be noted that for active acquisition of knowledge in the classroom, it is necessary, at least, to understand the educational material, and the most optimal is creative perception of the material. In reality, especially in junior years, there is a strong tendency to memorize the studied material with elements of understanding. Departments and lecturers in particular often exaggerate the role of a logical structure in the presentation of their disciplines and do not pay attention to the way the

material is perceived by students. Internal and interdisciplinary connections are often weakly highlighted, the continuity of disciplines is quite low, even despite the presence of continuous training programs. Students' knowledge that is not consolidated by connections is poorly preserved. This is especially dangerous for disciplines that provide fundamental training.

Independent work requires effort, cognitive and practical methods of activity, creative thinking. The most commonly used methods of independent work are working with a textbook, solving problems by performing exercises, laboratory work, constructing simulations of practical tasks.

Student independent work can be in the form of exercises, questions, relevant tasks. The following points can be planned for independent tasks:

- students' planning of the next activity;
- rational organization of the workplace;
- work with documentation, drawings, making sketches, technological maps;
- participation in the organizational and economic process of production.

Professional independence has its own specific features. In its complex system, the main components are professional capabilities and skills, motivation of students' activities.

In connection with different interpretations of the essence of tasks, different approaches to their classification are being developed.

- the first – questions-tasks that perform the functions of consolidating knowledge (reproduction of what has been learned, primary systematization of facts, concepts, development of skills);
- the second – questions-tasks that contribute to mastering logical thinking and the experience of creative activity (independent work on conducting analysis, synthesis, comparison, generalization, making conclusions, assessments; deepening the knowledge system: clarification, specification, systematization);
- the third – questions-tasks that require application of the acquired knowledge (accomplishing independent tasks, boosting skills and abilities).

The organization of independent work requires thorough preparation of the teacher, even much more than in the case when he/she teaches the educational material him-/herself. If at the same time the teacher pursues the objective to form the skills and capabilities of independent work in students, then the teacher, as a rule, needs to think and determine:

- the purpose, time and nature of independent work, as well as skills and capabilities that are developed in the course of independent work;



- the method of revising the minimum of actual knowledge and skills without which it is impossible to perform any independent work;
- the type of activities with the book either for revision, or simply for finding information of a reference nature, or for learning new material. Having identified the main concepts and ideas, it is necessary to determine which of them should be presented in a ready-made form, and which should be acquired as a result of independent work;
- the type of work with exercises: tasks of a reproductive, productive nature or tasks for revision;
- the method of eliminating students' difficulties that may arise in the process of completing tasks, as well as the method of quick checking and a method of analyzing mistakes.

Students' success in independent work is hindered mainly by two groups of reasons:

- those that depend on the student him/herself: lack of diligence, will, perseverance, general level of knowledge, capabilities, lack of ability to work independently, etc.;
- those that depend on teachers, departments, deans. These are the reasons primarily related to the organization of the educational process in higher educational institutions, which is carried out without a proper individually oriented approach; as well as the lack of necessary educational tools with differentiated instruction, material and living conditions, etc.

Research by pedagogues and psychologists allows us to establish four levels of student independent productive activity:

1. Copying actions of students (according to the model). Identification of objects and phenomena, their recognition by comparison with a given model. At this level, students are being prepared for independent activities.
2. Reproductive activity related to the reproduction of information about various properties of the educational object. This is a level of generalization of techniques and methods of cognitive activity.
3. Productive activity that presupposes independent use of the acquired knowledge in order to solve problems that go beyond the known model and requires the ability to make inductive and deductive conclusions.
4. Independent activity, manifested in the transfer of knowledge when solving tasks in significantly new situations, drawing up new decision-making programs, developing hypothetical associative thinking. The teacher's task is to bring as many children as possible to the fourth level of independence.

Active independent work of students is possible only in the presence of

serious and stable motivation. The strongest motivating factor is preparation for further efficient professional activity. Let us consider the internal factors for the activation of independent work.

Today, in the organization of independent work, teachers recommend using anticipatory tasks aimed at full or partial preliminary independent learning of the educational material that will be covered by the teacher after some time.

Thus, the analysis of the text and the definition of its main (key) words is a valuable form of independent work with the book, which teaches analysis and critical understanding of what has been read. The main (key) word or stable word combination from the text, which carries a semantic load from the point of view of information search. The set of main words should reflect out of context the main content of the scientific work. Keywords are presented in the nominative case. They can form the basis of a professional terminological dictionary, the maintenance of which is desirable for a student in order to master scientific terminology. In modern conditions, independence becomes a professionally necessary personality trait of any specialist.

A modern teacher is distinguished by readiness to implement the educational process using modern learning technologies. It is impossible to form the necessary skills and abilities only through the traditional transfer of knowledge – through a lecture, seminar, printed word. This can be achieved by involving the student in the situation of an active participant in the innovation process, creating favorable conditions for the implementation of a personality-oriented, humanistically oriented model of interaction between teachers and students. Speaking about the effective organizational and methodical provision of independent educational and research work of students, we should separately emphasize such an important factor as information technologies. Educational tools based on new information technologies have the necessary potential to maximally simplify and optimize the organization, conduct and control of independent and educational and research work. The practice of 'delivering' lectures, long hours of searching and referencing sources in the reading room is a thing of the past. Instead, with the help of modern information technologies, students get free access to any textbooks, scientific works, recommendations, articles, questions, tasks, tests, as well as multimedia files and learning tools necessary for their preparation. From now on, a significant share of responsibility for the nature and quality of students' independent work is borne by the teachers themselves. It is because they place recommended literature in the databases of internal networks for use by students, monitor the success of individual tasks and projects in the framework of individual



classes and consultations, are ready to help and answer any current issues. Student independent work considered in the context of their self-education is the highest form of educational activity. But under any circumstances, it should include the formation of incentives and motives for self-improvement, internal determination to achieve the goal, planning the sequence of actions, consultations and methodical support, a system of control and evaluation of its results. It is necessary to plan, organize and monitor students' knowledge on those topics that were assigned for independent study. This makes it possible to reveal not only the level of knowledge but also those problematic issues that require additional processing. Monitoring promotes activation of the student's work, increases their interest in the educational process. The purpose of monitoring as a pedagogical system is to obtain constant information about how students learn the material at all stages of the educational process.

When evaluating educational activity, it is important not only and not so much to see the external result of education, but the process of educational activity itself. What matters is the price at which the result was obtained.

The main result of the implementation of the reformed content of pedagogical disciplines in higher educational institutions of Ukraine concerns the provision of conditions for student self-actualization and self-fulfillment as future specialists. According to A. Maslow, self-actualization means the full use of a person's abilities, opportunities, and talents.

Studying a professional profile of a specialist, which constitutes a model for future activity and professional qualities, will contribute to a clear idea about the future profession and clear guidelines in the content of pedagogical disciplines.

The technology of performing independent work by a student largely depends on how well they know methods of processing scientific sources, how well they have mastered the ability to take notes, draw up theses, and prepare abstracts, which will later become the basis for writing qualification and diploma theses. The teacher also determines the type of independent work (plan, abstract, synopsis or essay) that the student must complete, where and how they report on the completion of the tasks for independent work.

Since the student performs the task determined by the teacher independently, plans the time, place and order of its performing and engages in this activity independently, without control over this process by the teacher, independent work can be called only partially controlled. At the same time, it should be emphasized that the degree of student independence in performing various types of independent work will be different at individual stages of their

studies in higher educational institutions and will depend on didactic, methodical, cognitive, developmental and educational goals.

Thus, we can state that student independent work is a planned, organizationally and methodically directed cognitive activity, which is carried out under the guidance and control of the teacher due to the reduction of the number of obligatory classes. Practicing teachers have always believed that in the classroom students should work independently as much as possible, and the teacher should manage their independent work. One of the most accessible (and practice-proven) ways to increase the efficiency of the lesson and to activate student cognitive activity is to appropriately organize independent work. It occupies a special place in the classroom nowadays, because students acquire knowledge only in the process of personal independent educational activity.

The issue of the organization of cognitive activity was often raised in order to achieve the appropriate level of creativity and was considered inextricably linked with student independent work. After all, creativity involved certain independent actions, especially related to construction and design of one's own learning environment, finding one's own incentives to perform tasks, formulating judgments and conclusions, etc. Of course, all these considerations were carried out within the limits of traditional thinking and standard situations, although some teachers noticed the contradiction between creativity and standard, traditionality.

Therefore, the educational content should become the basis for developing an awareness that in life a person often has to solve non-standard situations. Not only knowledge is needed, but also creative approach to problem solving, emotional and volitional attitude to handling information.

Educational content should be developed in the following directions: 1) building interdiscipline connections and logical sequences in the educational material; 2) implementation of an individual approach, focusing on promoting initiative, self-confidence, self-critical attitude, creative activity, discipline; 3) the relationship of cognitive and creative activity, orientation to acquisition, information search, construction of independent work that takes into account the multi-level content of education (reflected in multi-level programs, textbooks, manuals); 4) unloading and redistribution of information (which does not reduce the possibility of familiarization with information), regulation of the amount of information and the content of tasks by the teacher himself; 5) substantiation of the essence and determination of directions for the implementation of personality-oriented education and training, creation of



opportunities for student independent learning [3].

Updating of the educational content in the direction of democratization is particularly related to the orientation towards independent research and creative activity, which means the clarification of problematic tasks, the setting of tasks involving research methods, balance in the formation of the content of education in higher educational institutions, as well as the use of transformative activities based on the acquired information, emphasis on creativity, assimilation of experience of creative activity, orientation to future creative activity, which is most often provided by the technology of modular and rating training. Then the teacher performs not an informational, but a managerial, advisory function, helps students in their independent study and self-training, prevents the emergence of difficult situations [3].

In designing the pedagogical process in higher educational institutions, it is necessary to follow the appropriate stages. Traditionally, three stages are distinguished: preparatory, main and final. At the preparatory stage, the following objectives are achieved: defining goals, diagnosing conditions, forecasting achievements, designing and planning the flow of the pedagogical process. At this stage, necessary educational and material, moral and psychological, aesthetic conditions are created, and the available time is rationally distributed. At the end of the preparatory stage we make up a long-term plan for professional training.

The stage of organization and implementation of the pedagogical process includes the following elements of interaction between agents and objects of education: formulation of the goal and clarification of activity tasks, their acceptance by those who study and individual performers; implementation of the selected methods, means and forms of organization of the pedagogical process; ensuring the interaction of all educational agents; creation of favorable conditions; implementation of various measures to stimulate student activity.

In the process of organizing pedagogical interaction, operational control is carried out, weak aspects in the methods and forms of organizing educational influences are identified, the process is being regulated, skillfully organizing various measures to stimulate the activity of educational objects, making operational corrections in the content of the activities of subjects of education and education, in the sequence of its certain types, etc.

The pedagogical process ends with the stage of analyzing its results: weak and strong aspects of the educational process, the level of student professional training, their social and moral maturity, the level of personality development,

its content, etc.

It is especially important to identify the reasons for the incomplete correspondence between the results and the goals of education. Analysis of the reasons is a very important element of the final stage of the pedagogical process. Without it, it is impossible to correctly outline the further movement forward.

Let us try to determine under which pedagogical conditions student independent activity will enable them to improve performance. First of all, it is necessary to emphasize that the change in the scope and importance of independent work is connected with the change in the relationship between teacher and student. Equal partner relations modify all psychological and pedagogical as well as organizational and methodical means of independent work, which will be effective only when it is based on the student's internal need for independent work and its clear organization by the teacher. Success of true independent work depends on the joint actions of teachers and students, their awareness of the peculiarities of this work as a specific form of activity that meets special requirements and brings intellectual satisfaction.

Student independent work in its highest level presupposes creative activity. It is an activity in the process of which new material and spiritual values are created. Creative activity involves creation of a new aesthetic element, a new means of action or a new means of its application. Students' creative activity is manifested in an interested attitude to aesthetic objects and phenomena, as a result of which there is a need for creative and aesthetic activity. In practice, this means paying more and more attention to the development of a creative personality, who combines one's own abilities with the development of volitional, emotional, motivational spheres, with the acquisition of professional knowledge and skills. Every person has creative abilities, and in order to develop them, they must be given the opportunity to create. In the process of creativity, people reveal their feelings, thoughts, and develop personality.

Today it is essential to pay attention to the development of the motivational sphere in student youth on the basis of a high level of value orientations, to actualize such important needs in them as the desire for spiritual growth, the identification of goals, programs, plans; to enhance the motivational component of creative activity, which contributes to the formation of students' persistent interest in artistic and creative activity, the desire to fulfill their creative abilities.



INTRODUCTION.

The development of the problem of personality formation means recognition of the process of humanization of human consciousness as the basis for the formation of value orientations, expansion of a person's spiritual world, and ensuring the connection with nationality. The characterized changes regarding the qualitative personality formation make it possible to implement the guidelines of pedagogical science and training of the future specialist, which will affect the formation of his/her pedagogical consciousness, independence of decision-making processes. It is the pedagogical worldview of the student that contributes to his/her self-actualization (full use of the abilities, talents and possibilities of the individual) and self-fulfillment as a future specialist.

The priority ideas of the development of pedagogical science emphasize the importance of recognizing the processes of building value orientations, humanization of human consciousness, enriching a person's spiritual world. People's peaceful consciousness is a manifestation of their freedom, rights to their own culture. Nowadays, labor market requires training creative, active qualified professionals who are able to independently make decisions in non-standard situations, determine the prospects of individual educational routes, expand the scope of professional knowledge, and improve the necessary skills.

One of the most important directions for improving the quality and efficiency of education is intensification of the pedagogical process. It takes place on the basis of the correct combination of traditional and innovative approaches and the introduction of new technical means, technologies, methods, etc. Student independent work occupies a special place in intensification of the educational process. The main educational goals are achieved thanks to effective use of classroom and extracurricular activities, use of innovative learning methods, ensuring high organization of independent creative work, constant search and implementation of scientific achievements of the technical progress.

In connection with this, the main task of higher educational institutions in training future specialists is mastering effective and rational methods of independent educational work in accordance with the characteristics of the chosen profession.

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