ORGANIZATION OF INDEPENDENT COGNITIVE ACTIVITY OF STUDENTS

Abstract. This study emphasizes the need for innovation in pedagogical theory and practice. It highlights the theoretical and methodological foundations of the organization of independent cognitive activity of students and identifies the space for the implementation of an interdisciplinary approach in practice and the results of testing the effectiveness of this experiment.

The authors confirm a detailed theoretical basis by establishing links using interdisciplinary links for students of pedagogical specialties. The article presents the theory of the content of the organization of independent cognitive activity, which schematically uses the content, knowledge and communication of future teachers.

The article highlights the current problems of modernization of higher education and identifies ways to enhance independent cognitive activity of students. Particular attention is paid to the characteristics of the most effective methods of teaching English in higher education. As a result of theoretical analysis and experience of work of university teachers on new educational and methodical complexes the aspects which have remained out of attention of scientific researches come to light. This includes the methodological potential of the organization of independent cognitive activity of students, as well as the use of interdisciplinary links. The realization of this idea is impossible without the development and implementation of appropriate learning technologies. Among the approaches, the author singles out the introduction of an interdisciplinary approach.

Keywords: independent cognitive activity, organization, interdisciplinary connections, content and integrated language learning (CILL).
Problem statement. Nowadays, in response to modern challenges (transformation of societies, reduction of education funding, internationalization of education, increased mobility of students and teachers), the educational community is solving the problem of ensuring the quality of higher education. The quality of education is not a national but a global problem. Therefore, modern education requires the development and implementation of new educational technologies that can provide quality training for future professionals. Fulfilling this task is a particularly important issue of national education, which is being reformed today.

The relevance of our study is due to the requirements of society to train high-quality professionals who can withstand competition in the labor market. Theoretical and methodological support of the organization of independent cognitive activity of students allows not only to improve the quality of students’ knowledge, but also to develop the personality of the future specialist as a whole.

Analysis and generalization of methodological literature together with our results showed that the organization of independent cognitive activity of students based on the use of modern English literature in the specialty, as well as an interdisciplinary approach is an effective method of teaching all types of speech activities. It also helps to increase the productivity of the learning process.

In this context, there is interest in organizing independent cognitive activity of students. It is also linked to the current level of development of science, which clearly emphasizes the integration of social and humanities knowledge. The integration of scientific knowledge places new demands on specialists. Modern specialists do not have enough knowledge in only one field of science. It is impossible to study one subject without using knowledge from other disciplines.

The contradiction between the requirements of society and the level of readiness of students for professional activity, between the need for specialists with modern competencies, knowledge of a foreign language, and the ability of the institution to meet this need, requires qualitatively new relationships between pedagogical subjects.

Thus, the professional training of a specialist who is able to work independently and creatively in modern conditions, to be competitive in the international labor market, which provides knowledge of a foreign language, is the main goal of the pedagogical process. One of the ways to solve this problem is to organize independent cognitive activity of students.

The National Doctrine of Education Development defines a system of conceptual ideas and views on the strategy and main directions of education development in the first quarter of the XXI century. Among the priorities of state policy in the development of education are (V. Kremen, 2007):

- personal orientation of education;
- formation of national and universal values;
creation of equal opportunities for children and youth in receiving quality education, constant updating of the content of education;
integration of Ukrainian education into the European and world educational space.

The strategic goal of state policy is to bring education in Ukraine to the market of world educational services, deepen international cooperation, expand the participation of educational institutions, researchers, teachers and students. students in projects of international organizations and communities. That is why the issue of development and implementation of innovative methods of teaching a foreign language to students of pedagogical specialties is relevant.

Language skills underlie an ambitious vision of creating a European educational space. The ability to speak foreign languages «is not only a skill needed for a future specialty, but also in international labor markets. Learning languages» allows people to both discover foreign cultures and expand their career opportunities.

However, research shows that students have a medium to low level of foreign language proficiency.

The purpose of the article is to highlight ways to improve the organization of independent cognitive activity of students in foreign languages. The direction of updating the educational process is determined, which is the integration of educational material from different disciplines, namely: pedagogical disciplines and foreign languages.

Research publications analysis. The National Doctrine of Education Development stipulates that the strategic goal of modernization of language education is the obligatory mastering of the state language by the citizens of Ukraine, the opportunity to master the native (national) and practically know at least one foreign language (National Doctrine of Education Development (2002).

Thus, the transition to innovative education, in particular in higher education, is due to today’s challenges and is one of the priorities of public policy in Ukraine in the context of integration of the national educational sector into the European and global educational space. Ensuring the quality of education, modernization of its content, development and implementation of educational innovations and information technologies, creating conditions for training a specialist suitable «for effective implementation of innovative tasks of the appropriate level of professional activity» is an urgent task for higher education institutions.

Presentation of the main research material. The main ways to modernize the professional training of students of pedagogical specialties are:
ensuring the development of education on the basis of new progressive concepts;
introduction into the educational process of modern pedagogical technologies and scientific and methodological achievements (State National Program “Education” (“Ukraine of the XXI century”, 1993).
As noted in the State National Program “Education. Ukraine of the XXI century”, one of the priority areas of educational reform is the need to “achieve a qualitatively new level in the study of foreign languages” (Ukraine of the XXI century, 1993).

Thus, Ukraine’s integration into the world community requires perfect command of foreign languages.

In addition to the traditional requirements for the quality of higher education (obtaining a quality diploma and high professional competence, etc.), there are the following: the ability to manage modern information and communication tools, the ability to engage in self-study to support specific work and career growth, leadership, teamwork and to the forced change of profession in connection with the emergence of technology (Debych, 2019).

The analysis of scientific works shows that no general work on the analysis of trends in higher education has been published. However, some aspects of it are covered in research, which can be divided into three groups:

1) research on the philosophy of education (V. Andrushchenko, I. Ziaziun, V. Kremen. V. Ogneviuk, P. Saukh);
2) generalizing works on the whole complex of problems of professional training of specialists in Ukraine (S. Honcharenko, T. Desiatov, A. Sbrueva, V. Luhovyi, N. Nychkalo, S. Sysoieva);
3) scientific works, which consider the problems of professional training in EU countries (A. Androschuk, N. Batechko, S. Zaskaleta, L. Kozak, T. Krystopchuk, L. Pukhovska, I. Sokolova and others).

The analysis of the problem of modernization of education in the context of innovative tendencies in the society is analyzed in the works of V. Kremen (Kremen, 2007). The scientist notes that modern education and professional training must meet the new challenges of today. V. Kremen emphasizes that the most important priorities of any society are the formation of a knowledge society. The scientist also notes that educational and pedagogical changes on a national scale occur in the context of civilized transformations due to the widespread use of new educational technologies based on the use of opportunities and needs of the individual personal development. Analyzing the problem of modernization of education in the context of innovative trends in society, the scientist notes that the further progress of civilization, which in the XXI century is proto-global, related to innovation, the need to form an innovative person with a new innovative type of thinking (Kremen, 2007).

V. Ogneviuk emphasizes the need for research in the field of education for its sustainable development. According to his concept, edutology as a scientific field of integrated knowledge about education most fully reflects all knowledge related to education (Ogneviuk, 2007). Therefore, in our opinion, professional training should be considered in terms of the concept of lifelong learning.

In his study, Kliap M. emphasizes the priority of creating an innovative educational environment in higher education by promoting progressive innovations, namely (Kliap, 2015):
- introduction of innovative teaching methods;
the use of a wide range of the latest teaching methods will become one of the features of innovative universities and will start the process of internationalization of higher education in Ukraine;

each higher education institution creates its own base of the most frequently used innovative methods taking into account the specifics of the teaching staff, the contingent of students, the peculiarities of specialties, specialists trained at a particular university, logistics, etc. theoretical analysis and experience of university teachers on new educational and methodological complexes (2015-2020) revealed aspects that have remained out of the attention of research, although their importance is noted in modern programs. This includes the potential for independent cognitive activity of students, as well as the use of interdisciplinary links in pedagogical specialties.

Organization of independent cognitive activity of students of pedagogical specialties (implementation of interdisciplinary links).

Analysis of the effectiveness of the organization of independent educational and cognitive activities of students in foreign language lessons gives grounds to argue that traditional teaching methods do not give satisfactory results and do not always stimulate independence, activity and creativity. In the process of analyzing the sources, among other indicators, the frequency of asking questions was determined (Zaskaleta, 2000):

- the need to improve the organization of independent cognitive activity of students;
- strengthening the creative component of the educational process;
- expanding topics and improving the quality of research work of students;
- transfer of students to an individual curriculum;
- identification of talented students;
- improving the organization, management, control and evaluation of independent work of students.

Independent cognitive activity of students is activated in the process of studying academic disciplines. However, the formation of knowledge, skills and abilities in the subject, which is studied as an independent component of cognitive activity, has been identified relatively recently. The sphere of realization of cognitive activity is educational activity at a lesson on a certain theme, in the process of teaching which the teacher forms it.

The basis of the organization of independent cognitive activity of students is a system of motives. This system is based on cognitive needs. The latter is a subjective reflection of the objective need of society for knowledge, the human need for the functioning of those aspects of the psyche through which cognition occurs (Zaskaleta, 2000).

To determine the motives for learning a foreign language by students of pedagogical specialties, it is important, first of all, to establish what needs a foreign language can meet.

Among these needs, students named the following (Zaskaleta, 2000):
- the need to communicate in a foreign language environment;
- the need for communication in a professional environment;
the need for information;
the need for deeper knowledge of reality.

Taking into account the characteristic features of the cognitive activity of students of a certain specialty allows to identify additional means of forming in students an active and creative approach to both their learning and learning a foreign language.

Foreign language course includes:
- mastering a foreign language, which is one of the most important components of professional training of a modern specialist;
- professionally oriented nature of the foreign language course, so its tasks are determined primarily by the communicative and professional needs of professionals in this field;
- student and teacher are active participants in the educational process;
- the student therefore has the right to solve a number of questions: inclusion in the individual plan of an optional course of a foreign language, a choice of materials for independent work, etc.

As a result of theoretical analysis and experience of university teachers on new educational and methodological complexes (2015-2020), aspects were identified that were left out of scientific research, although their importance is noted in modern programs. This includes the methodological potential of interdisciplinary relationships. In particular, the need for their use is indicated by programs, “University Studies”, “Pedagogy”. “General skills and abilities”, which are formed and function in the system of interdisciplinary relations, continuously during the initial period of study in accordance with the capabilities of the program material in various subjects and mandatory consideration of the previous level of mastery. The explanatory note to the reading program states that “reading competence is an integrated personal-activity result acquired in the process of realization of the whole semantic line. Students use interdisciplinary connections to develop reading competence.

Particular attention in the countries of the European educational space is paid to the study of foreign languages. In the context of an interdisciplinary approach, this means that semantic subjects are taught and studied in a language that is not the student’s native language. As part of innovative educational programs, the European Commission’s institutions responsible for education and culture have adopted a special project on integrated learning in content and language, which consists of teaching a foreign language using the content potential of other disciplines. This project is defined as a pedagogical approach of dual purpose: integrated learning of the second language together with the study of the profile subject. Content subjects are taught and studied in a language that is not the student’s native language. This methodological approach is widely used in European universities, which indicates the recognition of Western scholars and teachers of the effectiveness of the use of the content of various disciplines in foreign language teaching.

**Conclusions and perspectives of further research.** Analysis of scientific and methodological literature, educational and program documentation,
pedagogical practice showed that for the training of enterprising professionals who work creatively, it is necessary to change the attitude to independent cognitive activity of students, its organization.

In modern high school, the current trend is to strengthen students’ self-learning on the basis of interdisciplinary connections.

Thus, the scientific problem of activating the independent cognitive activity of students of pedagogical specialties is an effective tool for ensuring the quality of education.

The effectiveness of independent cognitive activity of students is due to its organization. The organization of an effective educational process is based on the principle of activity and independence in student learning.

The complex nature of organizational measures for the organization of independent cognitive activity of students involves determining the basic values in their development. These include the following:
- the use by the teacher of methodical receptions for the organization of independent work of pupils at lessons of a foreign language;
- organization of situations of collective problem solving, discussion and discussion of results;
- development of criteria for the effectiveness of the organization of independent cognitive activity of students in foreign language lessons.

Interdisciplinary connections become a reflection in the educational process of one of the most important laws of science and are the didactic equivalent of interdisciplinary connections.

Interdisciplinary research is the best option for developing students’ creative thinking, allowing them to explore and make connections between different ideas, methods and ways of thinking.

In further scientific and pedagogical research, attention should be paid to the role of active introduction of interdisciplinary connections in the process of teaching a foreign language to students of pedagogical specialties. The solution of the above issue is possible under the conditions of realization of interdisciplinary connections in the process of teaching a foreign language to students of pedagogical specialties, which will increase the efficiency of formation of foreign language communicative competence in future specialists.

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ОРГАНІЗАЦІЯ САМОСТІЙНОЇ ПІЗНАВАЛЬНОЇ ДІЯЛЬНОСТІ СТУДЕНТИВ

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Анотація. У дослідженні висвітлено проблему інновацій у педагогічній теорії та практиці, зокрема теоретичні та методологічні основи організації самостійної пізнавальної діяльності студентів та визначено простір для реалізації міждисциплінарного підходу на практиці та результати перевірки ефективності цього експерименту.
Автори підтверджують детальну теоретичну базу шляхом встановлення зв’язків із використанням міждисциплінарних зв’язків для студентів педагогічних спеціальностей. У статті представлена теорія змісту організації самостійної пізнавальної діяльності, яка схематично використовує зміст, знання та спілкування майбутніх учителів.

Визначено шляхи активізації самостійної пізнавальної діяльності учнів. Особлива увага приділяється характеристикам найбільш ефективних методів навчання у вищих навчальних закладах. В результаті теоретичного аналізу та досвіду роботи викладачів університету над новими навчально-методичними комплексами виявляються аспекти, що залишилися поза увагою наукових досліджень. Сюди входить методологічний потенціал організації самостійної пізнавальної діяльності учнів, використання міжпредметних зв’язків, розвиток самостійності та активності учнів. Реалізація цієї ідеї неможлива без зрозуміння та впровадження відповідних технологій навчання. Серед підходів автор виділяє запровадження міждисциплінарного підходу в організації самостійної пізнавальної діяльності студентів.

Ключові слова: самостійна пізнавальна діяльність студентів, організація, міждисциплінарні зв’язки, зміст та інтегроване навчання (ЗІН).