

OVERVIEW OF EDUCATIONAL ACTIVITY METHODS IN THE SYSTEM OF FORMING THE TEACHER'S EDUCATIONAL CULTURE IN THE COMPREHENSIVE PEDAGOGICAL PROCESS

Vladymyrova Valentyna,

Senior teacher of the department of Ukrainian and humanitarian training,
Poltava State Medical University, Ukraine

Savitskaya Tatiana,

teacher of a higher education institution of the
educational and scientific center for training foreign citizens,
Poltava State Medical University, Ukraine

Abstract. The work considers a particularly relevant problem of methods of educational activity in modern conditions of the reconstruction of a higher school. Teaching methods are the most important structural components in the whole pedagogical process, which cover the purpose, tasks, training, content and forms of its organization.

Key words: teaching methods, pedagogical process, educational activity, educational activity, teacher's personality culture.

F. Bacon, the founder of the materialist philosophy of the modern age, emphasized the importance of methods. Hegel noted that method is a form of content movement. According to I. Kant, methods are rules for actions. M. Rubinstein stated that the methods are a system of individual techniques that logically and actually form a single whole. D. Lordkipanidze emphasized that the teaching method is the path along which the teacher leads pupils from cognition to knowledge. As if continuing his opinion, Yu. Babansky claims that a method is a path to a goal and an activity regulated according to a certain principle, which is aimed at achieving this goal.

In modern scientific pedagogical literature, the method is defined as the ordered methods of activity of the teacher and the student, which are aimed at the effective solution of educational tasks. **The subject of research** are methods, as the most important didactic categories, which in their development and formation have gone through a centuries-old historical path [9].

The aim is to analyze the methods of pedagogical activity at various stages of the development of society in the formation of the personality culture of a teacher of a higher education institution.

Materials and methods. After the establishment of Soviet power in Ukraine in 1917, one of the important pedagogical problems was the development and implementation of methods of educational work in all sections of the education system. There was much controversy and imperfection in their development and use. When studying legal disciplines in educational institutions, the brigade-laboratory method became widespread, the essence of which was that at the beginning of the study of the

topic, there was an introductory speech by the teacher to the large topics of the program. Most of the topics were studied by students independently in teams of 5-6 students led by a student foreman. The teacher's role consisted of breaking down broad topics into subtopics, indicating the literature, and conducting consultations at a specified time. Each group, having processed literary sources on the topic, reported on the consequences of learning the educational material in the form of a report. For the most part, the foreman reported, the entire brigade was graded based on the report. The team-laboratory method of studying legal disciplines was considered universal, all others were ignored [10].

The emergence of this method was facilitated by the Code of Laws on Public Education of the Ukrainian SSR in 1920, which formulated the following requirements: teaching in all educational institutions is based on a decisive break with the old methods of verbal learning, idealistic scholasticism and the consistent implementation of new methods built on experience and practice. Taking this into account, lectures were almost abandoned in pedagogical institutes, teachers did not sufficiently monitor and manage students' educational work. Individual responsibility of students for their academic work was weakened, impersonality was cultivated, which led to superficial learning of educational material and systematic indebtedness. According to H. Vashchenko, this method in higher education was a distortion of Dalton's laboratory plan and actually amounted to group reading of books [2]. Methodological support for this form of training organization was completely absent.

During this period, most of the institutes of Ukraine were interested in the organization of "assault brigades", "campaigns", "months" for the liquidation of debt, and the organization of competitions in the struggle for success. As we can see, the training of graduates of higher education for work in production and educational institutions did not meet the requirements of the time. In connection with this, the question arose about the need to improve the work of higher educational institutions, to improve teaching methods of all disciplines. Reality itself proved that a higher school cannot do without the lecture method of teaching.

It can be argued that 1917 - 1932 was the first period in the history of Ukrainian pedagogy, during which there was an active search for forms, methods and methods of teaching in higher education. As for the study of the disciplines of the educational cycle at this stage, it was not sufficiently effective for the following reasons: insufficient number of scientific sources of educational topics, complete rejection of pre-revolutionary legislation, politicization of all links of educational activity, insufficient definition of programs, inability or unwillingness to restructure the approaches of teachers to new politicized forms and methods of educational work, etc [8].

The second, subsequent period of formation and development of methods, techniques, and forms of educational activity in the study of humanitarian disciplines began in 1932. Radical changes in the application of teaching methods and, in particular, in the study of the cycle of humanitarian disciplines were initiated by the decision of the Central Committee of the USSR dated September 19, 1932 "On curricula and regime in higher education and technical schools". The team-laboratory method was eliminated, the role of lectures, laboratory and seminar classes increased, the independent work of students on textbooks, preparing reports and essays improved.

Methodical work was intensified at the departments. Considerable attention was paid to the technical equipment of lectures and seminars. Lectures, seminars, practical and laboratory forms of conducting classes in an improved form in most cases exist in the study of humanitarian disciplines and in modern higher education.

By the aforementioned resolution, the brigade-laboratory method was canceled without scientific justification, therefore the issues raised in the resolution were discussed at meetings of councils and meetings of institutes. Most of the institutes decided to abandon the brigade-laboratory method, but, unfortunately, without a deep analysis of the reasons for the harmfulness of this method.

The textbook for teachers H. Vashchenko (1878 - 1967) "General teaching methods", published in 1928, had a significant influence on the development and implementation of the educational process and, in particular, on the study of the cycle of humanitarian disciplines. The author substantiated the absurdity of the brigade-laboratory method of teaching in the higher pedagogical school when studying the entire cycle of disciplines of the curriculum and proved the need to restore lecture teaching, pedagogically convincingly formulated ten requirements for the lecture, the implementation of which gives good results in the study of all disciplines [2].

Starting from 1932 and under modern conditions, the lecture became the leading form of organization and teaching method in the study of humanitarian disciplines. In the conditions of the development of the higher pedagogical school, the main attention was focused on the comprehensive quality of professional and general pedagogical training of specialists, and, accordingly, the importance of the lecture steadily increased. This is explained by the fact that lecture teaching has a number of advantages compared to other forms of organizations and methods of students' educational work. According to the definition of scientist A.M. Alexyuk, the lecture has the following main advantages:

- saving time;
- arming students not only with knowledge, but also with convictions;
- makes it possible to take into account the specifics of the audience, the latest scientific achievements;
- the live words of the lecturer, facial expressions, and intonation enhance the impressions, feelings, and emotions of students;
- there are opportunities for direct contact between the lecturer and students, the opportunity to make certain corrections in your presentation;
- contributes to the professional and pedagogical training of students who are preparing for teaching activities, etc [1].

The third period of formation and development of teaching methods begins in the 60s, when the problem of the quality of teaching staff training became one of the most urgent. Scientific and technical progress, the rapid growth of the amount of scientific information in all areas of science, culture, education, technology, the introduction of non-traditional and, in particular, integrated lessons into the educational process of a comprehensive school, the need to improve the teacher training system not only for academic, but especially for moral education students were asked questions about improving existing and developing non-traditional active methods, techniques

and organizational forms of learning when studying the disciplines of the humanitarian cycle.

An important role in the improvement of methods and organizational forms was played by the resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR dated July 18, 1972 "On measures to further improve higher education in the country", the content of which was aimed at bringing the forms and methods of educational work to full compliance with the requirements and rates of scientific, technical and social progress.

Taking into account the requirements of the resolution and the needs of the time, scientists-pedagogues, teaching staff of educational institutions intensified work on improving existing forms, methods, techniques and developing new active methods of studying humanitarian disciplines.

The improvement of lectures, as a form of organization of teaching humanitarian disciplines, took place along the lines of the development of the methodological concept of the lecture course, which included: classification of types of lectures based on didactic, educational and developmental goals; general didactic requirements for the construction of lecture courses; introduction of problem-based and partially research-based lectures; organization of lectures; methodology and technique of reading lectures; development of psychological and pedagogical conditions for increasing the effectiveness of lectures in higher educational institutions; modern problems of lecture teaching, etc.

Considerable attention was paid to improving the conduct of seminar classes in the study of disciplines of the humanitarian cycle. On the basis of the generalized experience of scientific works of A.M. Aleksyuk, Yu.K. Babanskyi and other scientists can be characterized by a large number of types of seminar classes depending on their tasks and content: question and answer seminar, seminar and extended conversation, seminar-commented reading, seminar-discussion, seminar-conference, seminar-solving problematic tasks, seminar-class in production, seminar-press-conference, seminar-"brainstorming", seminar on specialization [4].

At the same time, the work on improvement and development of new methods and methods of learning, which are used in the optimization of the educational process, continued. The program of the cycle of legal disciplines, as evidenced by the revealed experience of higher educational institutions, has potential opportunities for the application of active forms and methods of educational work, among which a special place belongs to role-playing pedagogical games. The task is only for the teacher to be able to identify this potential and directly implement it in the educational process.

It should be noted that in the period from 1917 to 1991, before the declaration of Ukraine as an independent state, the content of education in humanitarian disciplines was quite ideological, which accordingly influenced the definition of the purpose, forms, methods and methods of educational activity. The main task was to train specialists who would think and live according to the models and values of a totalitarian, command-bureaucratic society.

During this period, one-sidedness and stereotyping prevailed when studying the disciplines of the humanitarian cycle, the choice of teaching methods was tendentious in nature. In connection with the development of a sovereign and independent legal,

democratic, social state of Ukraine, a person, his life and health, honor and dignity, inviolability and security have become the highest social value. At the constitutional level, the most important principle of state existence is enshrined - the subordination of state activity to the establishment and provision of human rights and freedoms. These changes could not but affect pedagogical science, increase the effectiveness of education reform, since the development of education and science in Ukraine is inextricably linked with the history and development of the Ukrainian nation and state. In the educational and educational process of the higher school, the question of forming a new paradigm of education, a new phenomenon of education - personality-oriented education arose. According to the new approach, the forms and methods of the educational process are determined, taking into account the individual characteristics of the student as a subject of cognitive and subject activity.

I. Bekh, E. Bondarevska, I. Ermakov, O. Savchenko, O. Sukhomlynska and others became supporters of personal orientation training.

Results and discussion. A new humanistic paradigm of education appeared based on scientific approaches to understanding and the needs of modern individuals and society.

In the development of the theory and practice of learning, a constellation of scientists developed methods and techniques of cognitive activity [3, 6].

Psychological and pedagogical science has proven that a student's cognitive activity is formed with the help of sensory (lat. *sensus* - feeling) processes that reflect individual properties of objects and phenomena; perceptual (lat. *regere* to perceive) processes that reflect objects and phenomena in their integrity; mnemonic (Greek *mneme* - memory) processes that create memory images are images of representation; intellectual (lat. *intellectus* - mind) are thought processes that reflect essential connections between phenomena, because the perception of the surrounding reality is a dynamic phenomenon. Accordingly, in the educational process, the teacher is called upon to use such methods and techniques in the formation of the student's humanitarian culture, which would correspond to the needs, interests, abilities, own attitude of the student to the educational material, contribute to the development of stable beliefs and prospects for their application in his future professional activity. According to the research, the choice of methods, techniques and means of education should be aimed at obtaining an integrated system of knowledge about the essential characteristics of the formation of educational culture as the main regularity of the formation of legal awareness on the basis of social-humanistic, structural-systemic, personal-activity approaches in the formation of legal culture. It is these components that are important factors in the formation of educational culture in the educational process and influence the choice of teaching methods and techniques.

From 1991-2022, a number of scientific studies, recommendations on the introduction of active learning methods used in the study of the disciplines of the humanitarian cycle into the educational process were published. In this regard, it is worth paying attention to methodological practical recommendations, which offer original concrete ideas on the organization of active learning using the problem-based method, role-playing games and trainings, methods of "delayed" assessment, etc [11].

The application of the method of anticipation, which has been tested in educational institutions, as a means of teaching and developing students in the educational process, which was formed in the 19th century, deserves some attention. Modern scientists claim: anticipation is the ability to act and make decisions with a certain spatio-temporal anticipation and prediction of expected events, results of activities, including intellectual ones. The essence of anticipation (from the Latin *anticipatio*, from *anticipo* - to learn in advance, perceive in advance) is that with its help such a reflection of reality is carried out, as a result of which the human brain not only records the state of the surrounding environment and the meaning of certain influences at the moment of direct perception, but also their dynamics, development trends, probable connections and relationships are visible. The orientation is determined by the student's subjective forecast based on experience, information about events that have already taken place. Anticipation as a psychological phenomenon is a universal category, since in any activity there is a typical reflection of the present, the preservation of not only the past, but also the active mastery of the promising future. "Anticipation", as a special psychological category, was introduced into scientific circulation in 1880 by V. Wundt and is based on a peculiar manifestation of the psyche. This method has the following main functions: cognitive, regulatory and communicative.

Cognitive function is based on the active work of memory and thinking and, accordingly, contributes to their formation and development. In this case, information about the events that are happening now is evaluated by the student and fixed in his memory as a reference signal, with an internal condition of memorization. The special value of this psychological phenomenon lies in the fact that memory provides a forecast of the next situation and at the same time participates in the construction of an action plan. Memory makes it possible to choose a course of action. In this case, thinking develops, because thanks to the predictive situation, the knowledge of the essence takes place. Creative thinking is a search for something new, anticipation, as a component of mental activity gives it exactly this character. V.F. Lomov and E.M. Surkov also attach great importance to this process [7].

The regulatory function of anticipation is implemented thanks to the student's formation of goals, planning and programming of his behavior and activities, ensures the process of his decision-making, control and involvement in communicative acts. In the implementation of the regulatory and, even more so, the communicative function, the main role is played by the speech activity of the teacher. It can have a certain meaning in the context of the implementation of the cognitive function of anticipation [5, 12].

One of the main problems of the formation of educational culture is the organization of the educational process, during which the students' formative goal becomes their intention, and their mental activity is activated. This task is solved using the anticipation method. The skillful organization of this approach awakens the student's interest in disciplines, significantly increases the effectiveness of their study. The fact that systematic activity provides the opportunity to form the necessary behavior in a specific situation in students is also quite important. The system of events is provided by a well-thought-out organization of the educational process, the most important component of which is anticipation.

The forecasting process takes place both during the reception (perception of the teacher's statements) and when the student expresses his own decisions. While listening or reading, analyzing the material, some events are predicted. The use of the forecasting mechanism in the educational process makes it possible to accustom students to search activity, creative work and deep understanding of many disciplines. The application of all three functions of anticipation will ensure the purposeful activity of the student, which is quite promising in the formation of educational culture.

Conclusions. Therefore, the choice of methods of pedagogical activity at various stages of the development of society in the formation of the culture of the teacher's personality was subject to certain laws and dependencies, among which the primary place belongs to the goal and specific educational tasks.

References:

1. Алексюк А.Н. Загальні методи навчання в школі: 2-е вид. - К.: Радянська школа 1981. - 206 с.
2. Ващенко Г. Загальні методи навчання. К. - 1997. - 416 с.
3. Владимірова В. І. Значимість лінгвокультурологічного підходу в вивченні іноземної мови за професійним спрямуванням / В. І. Владимірова // Реалії, проблеми та перспективи вищої медичної освіти : матеріали навч.-наук. конф. з міжнар. участю, м. Полтава, 25 березня 2020 р. – Полтава, 2021. – С. 54–56.
4. Владимірова В. І. Комунікативна культура як прояв професійної культури сучасного викладача / В. І. Владимірова, О. М. Шевченко // Актуальні питання лінгвістики, професійної лінгводидактики, психології і педагогіки вищої школи : зб. статей VI Міжнар. наук.-практ. конф., м. Полтава, 25–26 листопада 2021 р. – Полтава, 2021. – С. 50–54
5. Владимірова В. І. Теоретико-методологічні основи формування білінгвальної комунікативної компетенції здобувачів освіти в умовах діалогу культур / В. І. Владимірова, О. М. Шевченко // Мова і міжкультурна комунікація: теорія та практика : матеріали III Всеукр. наук.-практ. онлайн конф., м. Полтава, ПДАУ, 25 травня 2022 р. – Полтава, 2022. – С. 145–149.
6. Лещенко Т. О. Соціокультурний аспект посібника з української мови для іноземних студентів / Т. О. Лещенко, О. М. Шевченко // Актуальні питання медичної (фармацевтичної) освіти іноземних громадян: проблеми та перспективи : збірник статей навч.-наук. конф. з міжнар. участю, 22 листопада 2018 р. – Полтава, 2018. – С. 51–54.
7. Ломов В.Ф., Сурков Е.Н. Антиципация в структуре деятельности. М., 1980. - 234 с.
8. Навчальні плани державних університетів, педагогічних учительських інститутів. К., 1936. - С.41-73.
9. Слостенин В.А. Педагогика: Учеб.пособие для студ. высших пед.учеб.заведений /В.А.Слостенин, И.Ф.Исаев, Е.Н.Шиянов; Под ред. В.А.Слостенина, - 3-е изд., стереотип - М.: Издательский центр "Академия", 2004. - 576 с.

10. Центральний державний архів вищих органів державної влади та Управління України, Ф. 166, об.1,5 спр.2662, арх.98.
11. Шевченко О. М. Рольові ігри на заняттях з української мови як іноземної / О. М. Шевченко, В. І. Владимірова // Мова і міжкультурна комунікація: теорія та практика : зб. матеріалів III Всеукр. наук.-практ. конф. (м. Полтава, 25 травня 2022 р.). – Полтава : ПДАУ, 2022. – С. 281–285.
12. Vladymyrova V. Use of intensive technologies of learning foreign languages as a means of stimulating communicative competence / V. Vladymyrova, O. Shevchenko, T. Savitskaya // Modern scientific research: achievements, innovations and development prospects : proceedings of the 8th International scientific and practical conference, Berlin, Germany, 23–25 January 2022. – Berlin : CPN Publishing Group, 2022. – P. 338–345.