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CHEBOTAR O.A.- Ph.D.,

assistant of Dentistry Department at Postgraduate Education Division of State Institution "Dnipropetrovsk Medical Academy" of the Ministry of Health of Ukraine "

INDEPENDENT WORK AS A FORM OF EDUCATIONAL ACTIVITY AT THE HIGHER SCHOOL

The Article is devoted to a problem of independent work of internship doctor as a form of educational activity at the higher school. The terms of "educational activity", "independent work" and conditions of effective organization of independent work at lecture, seminar class that improve effective educational activity of student are considered.

Educational activity under such conditions is an activity of a subject (student) oriented to mastering the generalized methods of educational activities specially set by the teacher, educational assignments based on the external control and assessment, which turn into the student's self-control and self-assessment.

Correspondingly, educational activity of internship doctor may be considered as a specific type of activity. It is aimed at the student himself (herself) as a subject in terms of improvement, development, formation of his/ her personality in the process of realized, well-aimed assimilation of social experience, in the process of implementing different types and forms of socially useful, theoretical, practical, communicative, cognitive activities. Activity of the internship doctor is aimed at acquirement of advanced system knowledge that serve as means of this activity, working out of the generalized ways of action for adequate and creative use of these means in different situations.

Acquirement may be determined as a process of acceptance, conceptual rethinking, maintenance of obtained knowledge and their applying in new situations that require settlement of practical and theoretical assignments, namely, applying of knowledge in the form of ability to settle new assignments on their basis.

"The process of substantive acquirement of knowledge is the central part of the educative process. It is psychologically complex process. It is by no means consigned to memory or substantive memorization. It includes comprehension of

material, its understanding, memorization and such mastering it that allows you to use it freely in different situations, handling it differently, etc.”

The methods of mental activity generalized and acquired by students are a background of subject self-regulation of the person in the process of further studying and application of the acquired knowledge practically. It is necessary to emphasize that the main aim of educational activity of the student is a substantive acquirement of knowledge by him/ her, developing of permanent habits, applying of this knowledge in different situations during development of his/ her personality, improving of general system of his/ her life activity.

Of course, acquirement of educational material will depend on organization of the whole educational process, educational activity, on the teacher who teaches how students treat subject of study and also on many other factors. Consequently, the fuller teacher takes into account these factors, the more grounds for the successful organization of acquirement as a central part of the student's educational activity.

Considering educational activity, academic specialists have in mind students' class work. Nevertheless, arrangement of educational activity of internship doctor involves student's class, home, extracurricular and independent work on the subject of study. Independent work of the student is the most interesting and important in terms of psychological analysis of the educational activity. Motivation, purposiveness and personal leadership, self-sufficiency and other personal qualities may appear in it to a greater extent. It is the student's independent work that may be the ground for restructuring of his/ her position in the educational process.

The concept of the student's independent work in modern didactics is necessarily in correlation with the organizing role of the teacher. Different types of independent and collective activity of internship doctor which is carried out by them at class and extracurricular classes or at home on the assignment without participation of the teacher directly are understood under the term of independent work.

Independent work of the student is a consequence of correctly arranged educational activity in class what motivates its independent expansion, deepening and continuation in leisure time. Accordingly, the student's educational work directed and arranged by the teacher should appear for a certain program of his independent activity, acquired by him/ her, aimed at knowledge mastering. It means for the teacher a clear realization not only of his/ her curriculum, but also realization of need to form such a

plan for students as a scheme of acquirement in the course of solving new learning objectives by them.

The role of independent classes is important not only because it is impossible to deliver and acquire the scope of knowledge that is constantly growing within the class hours. There are other reasons too. Firstly, any class work includes element of independent work as a person always learns the material himself (herself). Secondly, independent work for absolutely obvious reasons involves the greatest variety of forms of activity for those who are taught, therefore, it provides the highest level of acquirement. Thirdly, only independent study of material provides consolidation of knowledge and dogmata, although the foundation here can be laid by other activities. Fourthly, independent work is a basis for future self-education of specialists; it forms relevant motivation and skills of self-education. If the student does not learn how to work independently with consideration of motivation and technological component during training time at higher educational institution, then he often does not come to the phase of self-education or it is given to him with great difficulty.

Reforming of the higher school, additional rights given to the higher educational institutions for improving of teaching and educational process revealed possibility of changing the content of education, reducing the mandatory lecture classes. Time for independent and individual work of the students increased. For this reason, it was necessary to find and determine some concepts.

The inner departmental content and form improving of teacher education was carried out during arrangement of the independent work of interns. Dated, trivial and in some cases non-essential material was excluded from lectures, seminar and laboratory classes. Information saturation in separate topics increased for 10 – 15 %, larger blocks of information were used, the pace of teaching was accelerated, students mastered the techniques of cursive writing, techniques of speed-reading and so forth.

First of all, during lectures teachers based upon analytical, challenging presentation of information. Classification of challenging assignments in pedagogical disciplines was developed at the department; challenging questions and assignments were also compiled almost for each class or lecture. Each of them require from the students definition of cause-and-effect relation in pedagogical phenomena and processes; application of partial and general methods, techniques of teaching and education; determination of the way of further professional development. Assignments

aimed at obtaining of new knowledge on the ground of careful thought and analysis of known and trivial life situations, arrangement of role, situational and business games are applied.

Challenging questions and assignments in several variants are also involved in the lecture courses. Teacher may present them in the form of lecture to compose challenging presentation. In this case he/ she solves them by himself (herself) by means of logical thoughts based on the main laws and rules of pedagogical science. The same assignments and questions may be used for creation of challenging situations during lecture and be solved by the heuristic approach with the help of students. Involvement of assignments in the beginning of lecture helps to achieve stable cognitive interest of interns in the topic, to increase motivation for studying; solving of these assignments toward the end of the lecture provides in-process monitoring of acquisition of knowledge.

Some topics of the lecture course is moved to the field of the students independent extracurricular work and topics requiring participation of the teacher during its studying are considered at seminar, practical classes, discussions. Topics of lecture, seminar, practical classes, discussions from the course of pedagogical sciences in most of cases do not duplicate each other. As a result, the scope and content of independent educational work in the educational process were specified.

Student's independent work is considered both as form of study arrangement and as way and component of creative cognitive activity. Role of lecture according to such teaching methodology is not reduced, rather, on the contrary, they incline interns to independent work, activate mental activity, help to master means and methods of obtaining information.

As far as the main unit of planning and realization of educational content is a topic, the didactic analysis of the topic and material content submitted at the lecture or class of other type and further research review allows determining of ways of growth of students independent work introduced to teaching and educational process, to create corresponding methodological support.

Holistic approach to arrangement of independent work (both in-class and extracurricular work) requires application of intermediate control form for effectiveness of students activity, individualization of studying. The teacher of the higher educational institution has opportunity to test each student's progress not more than three times per course. In this regard, the following forms of assessment may be

applied under separate sections and topics: reference papers, term works, that substitute credit or examination, review works, tutorial seminars with a group of students, discussion sessions, selective checking or review of lecture notes, individual or group interviews, consultations and so on.

As we can see, meaning of lectures in forming of personality of future specialist and his preparation for social and professional activities is difficult to overestimate. However, in order to achieve optimal use of lectures, students need first acquire the skills and abilities of creative independent work on the lecture.

What does student's independent work on the lecture consist of?

Practice of student's self-education shows the following components of such work:

- a) well-aimed and systematic preparation of students for the future lecture;
- b) mastering the technique of listening and understanding the material of the lecture;
- c) improving skills to note main, the most important information in the content of knowledge reported by the teacher;
- d) further work on content of the lecture for detailing, consolidation and deeper acquirement of knowledge.

Please note that independent creative work of the student on the lecture is a basis of deep and stable acquirement of knowledge system and working knowledge required for preparation of future specialist for professional activity.

Learning skills of such work do not come by themselves; it should be learned. Of course, it is very good when educational institution pays appropriate attention to such issues and equips students with system of learning skills for independent work, control over it and permanent assistance in mastering of such learning skills is put atop of educational and practical activity of all departments and teachers.

At the same time, internship doctor is a creative personality who is always upon the look. He/ she is interested in ensuring that each lecture brings him/ her maximum knowledge and professional skills.

In addition, it should be well remembered that no lectures from teacher, even the most perfect ones, are able to cover and reach to the student the educational background and practical skills required by the future profession. The system of the

educational process of the higher educational institution (lectures, seminars, laboratory and practical classes, etc.) gives the student about 50% of knowledge provided by the program. However, science and practice are not at a stop they develop and improve and the student should catch up with this changeable progress, constantly replenish, expand and improve their knowledge. It is possible only when the creative independent work of the student becomes conscious necessity, the ground of cognitive-practical activity.

The ability to work independently is necessary for internship doctor not only for successful mastering of the correspondent courses but also for creative activity in capacity of specialist. Thus, it is not just a means; it is also aim of studying. Therefore: one of the main task of the higher educational institution is not only to impart to the students certain package of knowledge but to teach them how to study independently, what is more difficult.

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