

Н. Кошечко, канд. пед. наук  
Київський національний університет імені Тараса Шевченка, Київ

## РЕСУРСИ АРТ-ТЕРАПІЇ В УПРАВЛІННІ ПЕДАГОГІЧНИМИ КОНФЛІКТАМИ В УНІВЕРСИТЕТАХ УКРАЇНИ

У статті проаналізовано актуальні ідеї з проблеми розв'язання педагогічних конфліктів студентами, які використовують ресурси арт-терапії. Це напрям наукового знання призначений допомогти особистості усвідомити свій внутрішній стан шляхом створення нею візуального образу, метафор, символів, відеороликів (арт-терапевтичного продукту); це розвиток у особистості властивої їй креативності, що допомагає при вирішенні конфліктів. Через творче самовираження арт-терапія актуалізує особистісні ресурси для подолання педагогічних конфліктів та дає вихід накопиченій енергії (агресії), тим самим гармонізує емоційну сферу. Створюючи абстрактні образи, студент знаходить відповіді на багато актуальних питань, досліджує страхи і бар'єри у спілкуванні. Ці образи виникають несвідомо і спонтанно, саме тому знижується тривожність і опір до самопізнання. Таким чином забезпечується різноманітний спектр інструментарію для роботи з емоційною сферою особистості. Арт-терапія дає конкретну відповідь на глобальне питання "Як приборкати емоції у конфлікті?". У цьому контексті проаналізовано зміст, історичний аспект, специфіку арт-терапії у студентів та розкрито сутність, характеристики, динаміку педагогічних конфліктів. Узагальнено види арт-терапії у розв'язанні педагогічних конфліктів студентів університетів. Згідно із проведеним анкетуванням студентами при подоланні педагогічних конфліктів надається перевага таким видам арт-терапії: музикотерапія (29 %), фототерапія (25 %), ізометрія (12 %), бібліотерапія (10 %) (особливо у електронному форматі), танцювально-рухова терапія (7 %), колаж (4 %) інші види (13 %). Вони гармонійно доповнюються комбінованою лого-терапією із використанням віртуальної комунікації соціальних мереж, що, з досвіду студентів, забезпечує якісний конструктивний результат і у вирішенні педагогічних конфліктів. Перформанс, драматерапія, медіа-арт-терапія у форматі блогу на різних інтернет-платформах (YouTube, Instagram, Telegram-канали) стають окремим сучасним видом арт-терапії, що допомагає творчому самовираженню, самоствердженню, самоактуалізації та самоціленню особистості студента.

Ключові слова: арт-терапія, управління педагогічними конфліктами, університет.

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N. Kuzmenko, Doctor of Pedagogical Sciences, Professor  
A. Ostapenko, postgraduate student  
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

## PEDAGOGIC IDEAS FOR STUDENTS OF INDEPENDENT WORK WITH THE BOOK

The article analyzed the works of scientists (Avtomonova P. P., Boyko Y. V., and Zaichenko I. V., Zenkin A. S., Karandasheva V. N., Kirdyaeva V. M., Kuzmenko N. M., Lasch A P., Lvov I. P., Pylhaeva F. P., Pogrebna Ya. A., Czerniawska A. P.), who developed methods of optimal study book, textbook and other paper media. Types of independent work with the coursebook, additional materials are necessary to have when studying or reading books and other manuals. Selected types of readers (based on lectures "Students' independent work with the book" by I. P. Lvov), the preferences of readers on the nature of the literature and recommendations for its choice.

It is substantiated that, according to I. P. Lvov, the book plays an important role in the development of thinking and speech culture of students. The Ukrainian teacher singled out four groups of students. Representatives of the first group are only interested in the reading process. To the second group of readers I. P. Lvov included people who like to read adventure literature and detective stories. The third group consisted of readers who are interested in serious, scientific literature, new books of modern bookstores. To the fourth type of readers, the scientist referred those who seek knowledge and therefore makes serious demands on the book.

It is proved that the Ukrainian teacher emphasized that the effectiveness of reading books is possible if the reader has a system of knowledge in a particular field, has the skills of good orientation in the text with the selection of basic principles and ideas. The result of mental work should be clearly designed in the form of writing or speaking, and the effectiveness of the process of working with the book depends not only on speed but also on the method of reading.

Keywords: independent work, book, textbook, student, lecture.

**Formulation of the problem.** If the wrong approach to reading literature of different genres and types there is a high probability of incorrect comprehension of the material or misunderstanding. It is very important that the students were explained the correct method of reading books with the point of view of better adoption of the material.

Scientists were developed a number of techniques for better adoption of information by students, which they subsequently could use in lectures, at seminars or during a conversation among themselves. It is necessary that students and other readers filtered print, sharing it on the main and secondary.

**Research goal and objectives.** To carry out the analysis of scientific works of scientists, who researched individual work of students with the book and the following tasks: to analysis a productive assimilation of material by students during independent reading books, manuals, etc.; to find an approach to reading books; show auxiliary means during the reading of the manuals.

**Study presentation.** With the correct reading can successfully build their future life. A number of researchers have developed methods of self-study, lecture material, textbooks, tutorials, or just reading fiction and nonfiction. Based

on the writings of researchers we have analyzed several developments in the independent processing of the books.

Doctor of pedagogical Sciences N. M. Kuzmenko in the article "I. P. Lvov on students independent work with the book", on the basis of archival materials in the Public Record Office of Chernihiv region, analyzed the materials of the lecture on independent work of students So, N. M. Kuzmenko said that "I. P. Lvov believed that the book plays an important role in the development of thinking and speech. The readers of the lecturer were divided into four groups. Representatives of the first group are only interested in the reading process. Such readers are pupils, students, ordinary citizens. In conditions of this group can be referred that young readers who were learning to read." [4, p. 201].

The second group of readers, according to I. P. Lvov was persons who love to read for leisure, adventure books, novels criminal nature.

The third group of readers. I. P. Lvov was described as such who was interested in serious, scientific literature, the novelties of modern bookstores. Unfortunately, the book is for those representatives is only a material for a conversation among friends to demonstrate their knowledge [4, p. 201].

The fourth type of readers, the scientist have identified those who are knowledge thirsty and so puts in the book is serious requirement. Such ("book worms") read thoughtfully, critically assess the views expressed by the author of the opinions, comparing them with your own thoughts, looking at the book of knowledge for self-development and self-improvement.

The researcher's pedagogical heritage of I. P. Lvova N. M. Kuzmenko, analyzed his lecture "Self study books" notes that the lecturer "... recommend primarily pre-read the book: to study the source information (author, title, year of publication, publisher, edition).

I. P. Lvov also noted different approaches to select the book title:

a) sometimes the authors with the aim to interest the reader to consciously choose a name that did not open the contents of the book;

b) the title of the book, the authors did not fully reflect it was content, but because the title contains a subtitle;

c) the most convenient option for the reader is the choice of the title of the book, which reveals not only it was content but also the position of the author toward the subject" [4, p. 202-203].

Important to reader date of issue of the book.

"Year of the book can testify to it was originality and that it corrected and supplemented in comparison with the previous publication" [5, p. 202-203].

The next stage of reading the book, as did I. P. Lvov was to introduce with a preface, introduction, and contents. In the preface, the author, addressing the reader, calls the purpose of writing this book and tasks. The introduction outlines the boundaries of the study, the history and development of the issue. I mean there is a separation of the test material into parts (sections, paragraphs) and the reader got information about the amount and order of presentation, major and minor issues.

Important components of the books are nominal and subject indexes, bibliography.

As I. P. Lvov, "a list of sources used (bibliography) at the end of the book, or sometimes at the end of each section can save time for search of necessary information and to help the reader better understand the issue. And only after a preliminary acquaintance with the book, noted I. P. Lvov, the reader can already start to read. The reading process consists of three interrelated aspects: perception, memorization and understanding of the material. These components of reading are integral and constitute a single whole. Perception, memorization and understanding stipulate, strengthen and complement each other. During the reading the reader at the same time and remembers was aware of read. Of course, if we were talking about the readers of the fourth group (according to the typology by I. P. Lvov). There can be no question of remembering what they read, unless the reader perceives the text of the book. The same cannot be understanding without perceiving and memorizing the read. On the other hand, the process of understanding and determines the speed of perception of the text and contains the memory" [6, p. 202-203].

Researcher A. P. Chernyavska emphasizes the need for a clear registration of the result of intellectual labor in the form of writing or speech, arguing his own opinion to the words of D. I. Mendeleev: "Remember that "unwritten thought is the lost treasure" [8].

It was well known that a leading position in the independent work of the student is the work with the printed text. Thus, we can conclude a kind of the reader's commandments, which will help to make this work more effective. At the conclusion of the recommendations to the reader A. P. Chernyavskaya refers to a textbook on the psychology of V. N. Karandasheva.

"1. Before you start to read, select a book, open the contents of the subject.

2. Prepare yourself to perceive. Read the title page, then table of contents imagine the contents of the book. Then ask the introduction or preface, etc. See the goal or purpose of this book. Paying attention to the abstract, title page and contents of the book, there is an opportunity to choose the best style of reading.

3. To determine what purpose you will read.

4. Depending on the purpose of reading, choose a way of reading: preliminary or reading through, complete or selective, slow or fast" [cit.:7].

5. Develop for themselves the skills of speed reading (speed reading). It is not only saves time by the rapid reading, but rather grasp the main idea.

6. Reading, to understand what they read, find the main, most important, try to read linked with life, with practical experience, with what is already known.

7. Make notes in the book if it belongs to you.

8. Back to read: repetition is the best means of fastening read.

9. After reading the book, estimate it.

10. Learn to critically perceive what do you read. Before criticizing the book, understand a content. Someone else's criticism to read the book after reading it.

11. Use different types of records: notes, theses, plans, citations, statements. Read forgotten, records are maintained for a long time. Make a card index of literature [cit.:8].

So, in the commandments of the reader the author shows the advantages of speed reading, using various types of paper records. It was recommended to create records in the archive and shown how to take notes in the books and it was recommended to repeat the material read.

Scientist Ya. A. Pogrebna in an educational and methodical textbook "students" Independent work with the book" described the factors that affect the choice of optimal way of reading books. So, the way reading a book is selected depending on the purpose of reading and experience with the book. There are the following methods: viewing books; selective reading, slow reading without an analysis of the text; – reading study of the book content and comprehension of the material read.

Book view is usually looking up information on questions and problems that interest the reader. The method of reading books is effective that the reader has a system of knowledge in a specific industry, well able to *find your place in the text* with the aim of defining the key terms and ideas. A scamper of the book, in fact, is "search" reading.

Selective reading can be applied in the process of reading of journals, collections of articles, reading-books, dictionaries, etc. Also the selection of material on individual issues in cases where it is necessary to get acquainted with a large number of sources. The use of this method of reading textbooks or other basic books on an investigated problem is irrational.

As practice shows, most often students use the only way to work with printed material, slow reading without an analysis of the text. It is ineffective, because in this case the reader does not focus on the main parts of the text. During such reading, attention is not given to theories and prime factors. Also, the system of evidence and the logic of presentation of the material are not analyzed. In addition, in this way of reading information does not absorb the knowledge of the read, the information is difficult to remember, only after repeated repetitions, and is reproduced in the future with omissions and corruptions.

Reading from the study book content and comprehension of reading material is the main and most effective way to work with educational and scientific literature. This way of working

with the book provides a solid memorization of information, trains the mind and memory. In turn named method, providing a system of analyzing of the text.

Scientist Ya. A. Pogrebna focused on self-study student of the literature on the technique of reading, identifying individual characteristics in the process of reading books and systematic acquisition of skills of rational reading. With the aim of identifying individual characteristics of a student can use self-observation and introspection, as well as methods that reveal certain characteristics of attention, memory, thinking and descriptions of typical faults when reading.

Also the above author noted that the ability to read is not a passive perception of all that is written and text analysis, reflection over it, understanding its meaning. Reading involves active working memory. In turn, different people have different types of memory: visual, auditory, motor, mixed.

If a person better remembers the text when reading silently (to himself) so she has a visual memory.

If a person better remembers the text when reading aloud or listening to a lecture (report, message), he developed auditory memory. If a person better remembers the text when while making certain movements, such as writing, sketches, she developed motor memory.

Most people show elements of all three types of memory. This indicates that they have a mixed memory. In this case, it would be useful to use all the techniques work book: reading to myself, reading aloud, recording, transfer and so on. [6, p. 7-13].

The efficiency of the process of work with the book depends not only speed, but also on the way of reading. I. Radchenko and determines systemize the most common ways of reading:

- Pre-reading. It provides a reading study using dictionaries and reference books unknown words of foreign vocabulary, scientific terms and notions.

- Reading through. Its essence lies in a careful reading of the material. This type of read is used some per sent needed to cover the contents of a section, articles, books.

- Selective reading – suggests a certain selection of material with further in-depth study. It is determined by the interests and practical needs of the reader. Resort to it if necessary to find the answer to that particular question.

- Reread. Focused on re-reading is necessary or not fully understood material.

- Analytical reading, involves a critical analysis of the content in aim to deeply study it, summarizing the most essential. It is used while working with primary sources. It is accompanied by a statement of the facts, citations, conclusions on the cards, abstracts, summaris and so on.

- Partisan (high-speed) reading. Its essence lies in the fast reading book with a high speed of reading (for 1.5-2 hours to read 200-300 pages);

- Mixed reading. It consists in the use of different types of reading depending on the content, goals and objectives of the study.

Whatever way of reading the student did not use, it needs to develop a system for the reading. To do this, scientists (V. Atamanyuk and G. Gurevych) algorithm can be the following:

- read the text in full;
- to answer the question: "What did the author want to say?";
- find out if the answer matches the name of the text topic; if so, you can begin a detailed study of the material;
- read the paragraph of the text;
- to answer the question: "What's the main thing in it?".

- write the first paragraph of the plan: briefly, in your own words, in the form of nominative sentences or questions;

- read a new paragraph and make the same actions;

- after reading the text to answer the question: "What is important in it?". To find out whether the current response with the previous one. If so, the reader is able to identify the main things in the text when reading to him. If there is a discrepancy between the first and second answers, it is necessary to determine why. As a result of this analysis is to highlight important in the text;

- read the text again and write down a short answer to the plan;

- reread the text and write a short answer to the plan

- -read your plan (thesis) of the finished work;

- -select from the text the arguments by which the author argues the main (thesis);

- present in the form of a diagram, an algorithm a way to prove the thesis, which will help to realize the logical structure of educational material;

- to think it over, you can present the material in short;

- to write a plan for its presentation;

- retell the content of the finished work myself, first using a plan (a thesis), and then from memory; to repeat to his friend, to listen to his comments.

After such self-control material can be learned.

Save time and energy the reader is not only a speed reading and writing, but also the ability to adequately select and implement the rational record type (plan, abstract, summary, abstract, review, summary, etc.) [2, p.358-359].

P. P. Avtomonov in his book "Didactics of high school" formed his vision of how to work with the book better.

In his opinion, students had not good reading skills. The disadvantages include the frequent returns to the read, internal re-ordering, very narrow angle of view of perception. All this reduces the speed of reading, while keeping in mind that slow reading is no means more efficient. If you keep in mind the amount remembered during the reading. The necessary skills can be developed through training, and appropriate recommendations will be useful to students. So, to eliminate the internal retelling, you need to force yourself to read faster. To expand the angle of view, you should train in reading newspapers, avoiding horizontal eye movements and then move on to a book where the width of the pages is greater than in the newspaper column. Such training also allows you to learn a special way to "scan" the text defining the basic information without a literal reading, only keywords. As practice shows, this way you can increase the speed of reading is three to eight times. There are many different courses that teach how to perceive printed text in this way.

Of all the types of systematized notes (simple and complex plan, synopsis, abstract, thematic extracts, abstracts), students only master notes relatively quickly. However, being and staying important notes the least creative and least comfortable for future use a form of systematic records. The abstract makes it difficult to compare facts and conditions, fixing them in an "unchanged order", and is inconvenient for using individual data in accordance with tasks that may appear after its compilation. For this, students should be advised to make thematic extracts on bibliographic cards. It is also useful to develop your own system of symbols, icons, abbreviations, color underlines to enrich the working apparatus of personal records. In the institution of higher education a student should not only acquire specific skills and skills of independent work, but also to improve their culture mental labor in General [1, p. 214].

In the methodological recommendations of the "Independent work of students," the authors A. S. Zenkin,

V. M. Kyrdyayev, F. P. Pylaev, A. P. Lasch determine how students should use the manual for systematic knowledge.

Student, reading a manual, needs in-depth analysis of the material. Reading requires attention and assimilation of read. Therefore, in this case it is important to take notes. When the reader records the information when reading, that generally disciplines him. Marks in the study of any material facilitate mental activity serve as a kind of control perceived.

Work-book is better absorbed, more strongly deposited in the memory.

When writing a read, skills of reduce of information are formed. The alternation of reading and taking notes read reduces fatigue, increases the efficiency of students in lessons. Notes (text record) to work on the textbooks can be divided into two groups: lecture notes literature study and notes for future performances. The main feature of a qualified professional reading, the ability to manage their own attention and depending on that go from one task to another.

In the article "students work with the book" author Y. V. Boyko focuses on several aspects to work correctly with a book approach to the material, which the reader is about to read, finding books to read, etc. the Author says that there are four kinds of reading: read overview, introduction, selective reading, full reading, re-reading. When working with a book you need:

- pay attention to the title of the book and its author;
- the content of the cover page, which provides additional information about the book;
- set the output – year, publishing house, place of publication;
- to review the content and structure of the book, where the sections, topics, questions, issue;
- to get acquainted with the preface of the book, which reveals its meaning, describes the main problems;
- to pay attention to the words, sentences, paragraphs highlighted in the text. That was the author's main thoughts.

Reading again. The author emphasizes that the re-reading is the education and development of abilities, the formation of interest in reading educational and scientific manuals; clear definition of the purpose of reading the book, namely:

- familiarization with the book, formation an idea about it;
- holistic study of the book, mastering the knowledge system, an arsenal of methods and techniques, approaches to solving tasks and problems;
- reproduction, repetition of basic material (definitions, rules, formulas, laws);
- answer any specific question (use the book as a guide);
- evaluation of the book, its review, annotation.

Selection of material on a particular research problem in the preparation of answers, abstracts, articles, works;

- self-education, self-improvement and development of theoretical and practical skills, improvement of skills in fast reading.

**Conclusions.** Thus, the analyzed scientific and methodological achievements of scientists made it possible to distinguish from their works, methods of optimal work with a book, textbook and other paper. According to the works of I. P. Lvov identifies types of readers, their preferences for the nature of literature, and recommendations for the choice of literature. The works of Y. V. Boyko on four types of reading are analyzed; methodological recommendations of A. S. Zinkin, V. M. Kirdyayev, F. P. Pilgaeva, A. P. Lashch on independent work of students with book, which will allow to systematically absorb a large amount of necessary information. Attention is focused on the vision of the scientist P. P. Avtomonov in the textbook "Higher School Didactics" on the effective work with the book. Also, according to the works of the aforementioned scientists, the types of independent work with the manual, auxiliary materials that are necessary for studying or reading books and other manuals are characterized

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Н. Кузьменко, д-р пед. наук, доц.

А. Остапенко, асп.

Київський національний університет імені Тараса Шевченка, Київ, Україна

## ПЕДАГОГІЧНІ ІДЕЇ ЩОДО САМОСТІЙНОЇ РОБОТИ З КНИГОЮ ДЛЯ СТУДЕНТІВ

*Проаналізовано ключові аспекти розуміння І. П. Львовим самостійної роботи студентів із книгою та їх рецепція вітчизняними педагогами.*

*Обґрунтовано, що, на думку І. П. Львова, книга відіграє важливу роль у розвитку мислення і культури мовлення студентів. Відповідно український педагог виокремив чотири груп студентів. Представників першої групи цікавить лише процес читання. До другої групи читачів І. П. Львов відніс осіб, які люблять читати на дозвіллі пригодницьку літературу, романи кримінального характеру. Третю групу склали читачі, котрі цікавляться серйозною, науковою літературою, новинками сучасних книгарень. До четвертого типу читачів науковець відніс тих, хто прагне знань і тому ставить до книги серйозні вимоги.*

*Доведено, що український педагог наголошував, що ефективність читання книг можливе за умови, якщо читач володіє системою знань в конкретній галузі, володіє навичками хорошої орієнтації в тексті з виділенням основних положень та ідей. Результат розумової праці повинен бути чітко оформлений у вигляді запису або усного висловлювання, а також ефективність процесу роботи з книгою залежить не тільки від швидкості, а й від способу читання.*

*Показано, що, найпоширенішими способами читання є попереднє читання, наскрізне читання, вибіркоче читання. Проаналізовано, що студенти повинні користуватися підручниками для систематичного засвоєння знань. Увага акцентується на кількох аспектах – правильній роботі з книгою, підході до матеріалу, котрий читач збирається читати, пошуку книг для читання та ін.*

*Висвітлено, що напрацювання І. П. Львова стосовно ролі та значення самостійної роботи студентів з книгою стали важливими для наукових досліджень ряду сучасних вітчизняних педагогічно-науковців – П. Автомонова, Я. Бойка, О. Зенкіна, В. Кирдяєва, Н. Кузьменко, А. Лаща, Ф. Пильгаєва, І. Радченко, О. Чернявська.*

*Ключові слова: І. П. Львов, самостійна робота, робота студентів з книгою, українська робота, історія української педагогіки.*