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ЛОГИКА РАЗВИТИЯ МЕТОДОВ ОБУЧЕНИЯ КАК КАТЕГОРИЯ ДИДАКТИКИ ВЫСШЕЙ ШКОЛЫ

В статье рассматриваются теоретические аспекты развития категории дидактики высшей школы – методов обучения. Осуществлен ее анализ, начиная с определения сущности, классификаций, выбора к характеристике "активных" и "интерактивных" методов в учебном процессе.

Логика развития теории методов обучения свидетельствует об акцентировании внимания современных дидактов на внешнюю сторону проявлений эффективности методов обучения. Но в то же время она убеждает нас в том, что будущее за использованием внутренних механизмов – нейролингвистических, коммуникативных, эйдетических и других в повышении эффективности методов обучения.

Ключевые слова: высшее образование, развитие, методы обучения, классификация, интерактивные методы.

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THEORETICAL APPROACHES TO THE FORMATION OF PEDAGOGICAL CREATIVITY OF A FUTURE LECTURER

This article is dedicated to the problems of pedagogical creativity of a lecturer as a part of his professional activity. We examined the concept of pedagogical creativity, analyzed levels of pedagogical creativity and circumstances of professional development of a lecturer.

Keywords: creativity, pedagogical creativity, levels of pedagogical creativity.

Modern Ukrainian society needs professionals, creative people, bright individuals able to set up goals and tasks, propose non-typical innovative solutions. That's why a conceptual reorientation takes place at the present stage of higher education reformation. In other words, at the foreground there comes task to form and develop the individuality of a lecturer who has creative personality, deep scientific and theoretical knowledge and research experience since the development of creative personality of a student as a future professional depends on the lecturer and lecturer's professionalism.

There are different opinions on training lecturers for pedagogical creativity in psychological and pedagogical literature and practice at the Institutions of Higher Learning. Preparation to such activity is seen as a development of pedagogical thinking and social activity of future lecturers (V. Sagarda) pedagogical creativity (V. Lisovska), professional orientation of mentality, thinking, diagnostic culture, capability of forecasting, improvisation, innovation (E. Levchuk), formation of a future lecturer's creative potential (N. Kychuk).

The object of the article: analysis of scientific literature on pedagogical creativity of a future lecturer and scientific approaches to classification of pedagogical creativity levels.

The research element is and will always remain an important element of a lecturer pedagogical activity, because research activity is a type of creativity.

In the recent years the concept of "creativity" has been the subject of analysis of many sciences. A. Spirkin studies creativity as a mental and practical activity that results in creation of original, unique values; revelation of new facts, characteristics, patterns, and methods of research and transformation of the material world or spiritual culture [1]. L. Vygotsky defines creativity as the activity that creates

something new, no matter whether it is the creation of real objects or mental construction that lives and reveals only in human subconsciousness [2].

V. Zahvyazynskyy believes that creativity is always a creation of something new based on knowledge transformation: new results or original ways and methods to obtain them. S. Rubinstein defines creativity as an activity of creating something new, original that is not only a part of the creator development history, but also a part of arts and science history, etc [3].

Based on different definitions of creative activity including the ones mentioned above, we can argue that "creativity" is considered as an activity that generates something qualitatively new and has characteristics of novelty, progressiveness, solution of contradictions and problems.

Creativity is a type of human activity directed on solving conflicts (solving of creative problem), and this activity requires objective conditions (knowledge, skills, creativity), and its result has novelty and originality, personal and social significance as well as progressiveness. There are some characteristics of creativity that reveal not as isolated but integrated, in their integral unity:

- a) the presence of contradictions in a problematic situation or in a creative task;
- b) social and personal significance and progressiveness that contributes into the development of society as well as individual;
- c) the presence of objective (social, material) prerequisites and conditions for creativity;
- d) the presence of subjective (personal qualities – knowledge, skills, especially positive motivation, creative abilities of an individual) prerequisites for creativity;
- e) novelty and originality of the process or result.

The decisive role in understanding of creativity plays creative thinking and creative activity of a future lecturer.

Mental activity that combines logical thinking and imagination is crucial in creativity. Creativity is an important form of a human practice, activation of a person's potential in the process of personal changes and creativity potential is expressed in various types of human activity: cognitive, ideological, labor, communicative and emotional. In different types of human activity is preserved its creative nature: search and transforming orientation.

Creativity being an essential condition of educational process and the objective professional necessity in a lecturer's activity, the researchers introduce the concept of pedagogical creativity. Scientists identify it with the pedagogics of creativity. The Pedagogics of creativity is the science dealing with pedagogical system of two interrelated human activities: pedagogical education and self-education in various types of creative activity and communication for the purpose of comprehensive and harmonious development of creative skills of individuals as well as creative teams.

Pedagogical creativity is seen as an active process of lecturer's work that is aimed at finding the most efficient ways of educational work, effective solution of pedagogical problems. This is the state of pedagogical activity, when a lecturer is not blind in his choice, but checks many times, investigates and designs, creates own experience being supported by already obtained scientific and practical results.

We define pedagogical creativity of a lecturer as a personality-oriented developmental cooperation of subjects of educational process caused by specifics of psychopedagogical relationship between them and directed on forming creative personality of a student and increasing the level of creative pedagogical activities of a lecturer. Thereby, we believe that activity of a teacher is investigative because the organization of creative practice of a lecturer and getting education is always organically related to studying, scientific analyzing and implementation of pedagogical experience. A lecturer, who works, creatively relies on the achievements of pedagogics, enriches the pedagogical theory, reveals regularities of pedagogical process, defines the ways of its improvement, and predicts the result of his/her activity.

Pedagogical creativity can be represented as a two-level structure divided into pedagogical inventions and pedagogical research. Pedagogical research takes place in selection and composition of the content of information in educational and cognitive activity as well as due to new forms of education and training, and different ways of solving pedagogical problems. Pedagogical discovery can occur spontaneously, based on lecturer's awareness of inconsistencies between set up goals and means, forms, methods that are currently available. Unlike pedagogical discovery, pedagogical research is a deliberate and task-oriented search of how to improve the educational process through the use of scientific apparatus that helps to make the search more successful. The content of pedagogical studies is to measure different aspects of educational process, check its efficiency using criteria and parameters according to the definition of the purpose of the educational institution activity that is being investigated. The nature of pedagogical creativity is a pedagogical activity as a process directed on solving innumerable amount of pedagogical problems that are subordinated to a final aim of formation of an individual creative personality, their philosophy, beliefs, mentality and behavior, and in a professional educational institution – the basics of professional skills, readiness for creative work at the workplace.

Creative approach to pedagogical activity should be taught to students while they are still at educational institution, preparing them to standard situations that can be resolved using principles and rules that are already approved by science and

practice, and to non-standard situations where unusual approach is necessary to solve complex problems at absolutely new level when lecturer acts as a researcher and creator. Thus, the importance of investigative approach to educational activities is emphasized.

In psychological and pedagogical research there are different ways to solve the problem how to classify levels of lecturer's pedagogical creativity.

V. Zahvyazinsky defines three levels of pedagogical creativity: insight, discoveries and improvements. The most extensive and innovative pedagogical solutions is insight. Insight is connected with the suggestion of new pedagogical ideas and their implementation in a specific system of educational work. The second level of pedagogical creativity is related to transformation, construction of individual elements of pedagogical systems, ways, methods and conditions of training and education – this is the level of pedagogical innovations. The third level is the improvement, modernization and adaptation to the specific conditions of already known methods and ways of training and education [4].

In our opinion, in their professional development lecturers can pass several levels: pedagogical skills, pedagogical mastery; pedagogical creativity and pedagogical innovation. Lecturers reach every level of professional development firstly studying and then teaching at the Institution of Higher Learning. Future lecturers form pedagogical activity and basics of pedagogical mastery in educational institutions.

Scientists distinguish four levels of creative pedagogical activities of lecturers:

- level 1 – reproductive;
- level 2 – rationalizing;
- level 3 – designing;
- level 4 – innovative.

The reproductive level implies that lecturer (using already developed methods, recommendations, and experience selects the ones that are the most appropriate for the specific conditions of his work and individual psychological characteristics of students. The rationalizing level implies that lecturer (using own experience and specific conditions of his pedagogical activities) makes adjustments to his work improving and modernizing some elements of existing recommendations and methods according to knowledge of modern society. The designing level characterizes activity of lecturer when lecturer (based on his experience, self-analysis of his activity and knowledge of psychological and pedagogical features of students, using existing methods, recommendations and best practices) develops his/her own way of solving educational problems. The innovative level implies solution of educational problems using fundamentally new principles and differs from others due to its novelty, originality and high efficiency.

According to the classification of creativity levels we raise an interesting question whether the reproductive level can be considered a creative level. In scientific literature on the problem of creativity, reproduction and creative activities are opposites, but it is impossible to detect when reproductive activity transforms into creative. Elements of independent thinking of creative approach can already be observed in the process of learning, transition to convictions. Accumulation of creative activity experience takes place in educational process. Considering correlation between reproductive and creative aspects of cognitive and scientific practice, we can argue that reproductive activity is an essential part of any kind of creativity. Reproduction in a lecturer work is necessary because the choice itself and correlation of the choice to real conditions and op-

portunities make it a creative act, at the same time conditions and possibilities of its usage during a training session objectively compels a lecturer to take non-standard decisions. The reproductive level is a step to personal mastery of a future lecturer. Thus, future lecturer, using in practice the experience of his instructor, maintains his individuality, creates his own style of pedagogical activity. The assimilation of "why" while using somebody's experience creates own "how" or style where there will not be and cannot be any mechanical reduplication, because the introduction of open "why" and "how" requires personal vision of a young professional. If young lecturer feels the joy of "second" discovery of science – the discovery of its popular teaching method, if he searches for his own ways of teaching, he will soon understand what unites scientific and educational activities, great opportunities for creativity, significant role of structural prediction element and forecasting in a particular activity. Passion for science and complementary passion for its teaching – this is the beginning of a true lecturer-creator.

The reproductive element is a necessary component and condition of every creative research. In our opinion, it provides a transition to a higher level of creativity. The creative process is a result of interaction between different levels of intellectual activity of a future lecturer.

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ТЕОРЕТИЧНІ ПІДХОДИ ДО ФОРМУВАННЯ ПЕДАГОГІЧНОЇ ТВОРЧОСТІ У МАЙБУТНЬОГО ВИКЛАДАЧА

Стаття присвячена проблемі педагогічної творчості викладача як складової його професійної діяльності. Розглядаються визначення поняття "педагогічна творчість", аналізуються рівні педагогічної творчості та умови професійного становлення викладача.

Ключові слова: творчість, педагогічна творчість, рівні педагогічної творчості.

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ТЕОРЕТИЧЕСКИЕ ПОДХОДЫ К ФОРМИРОВАНИЮ ПЕДАГОГИЧЕСКОГО ТВОРЧЕСТВА У БУДУЩИХ ПРЕПОДАВАТЕЛЕЙ

Статья посвящена проблеме педагогического творчества преподавателя как составляющей его профессиональной деятельности в высшем учебном учреждении. Рассматривается понятие "педагогическое творчество", анализируются уровни педагогического творчества и условия профессионального становления преподавателя.

Ключевые слова: творчество, педагогическое творчество, уровни педагогического творчества.

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ПРОБЛЕМА ОБ'ЄКТИВНОСТІ ЗНАТЬ В ПЕДАГОГІЦІ

В статті розкривається суть проблеми об'єктивності знань в педагогіці крізь призму об'єктивності оцінювання знань студентів, окреслені взаємопов'язані фактори, які впливають на об'єктивність оцінювання знань, уточнено окремі теоретичні положення сутності та структури педагогічного контролю, визначено умови перевірки і оцінювання знань, умінь і навичок студентів, проаналізовані погляди видатних педагогів щодо об'єктивності знань в педагогіці.

Ключові слова: педагогічний процес, об'єктивність знань, контроль, оцінка, оцінювання, мотивація, рівень навченості.

Постановка проблеми. Проблема об'єктивності знань в педагогіці – одна з кардинальних методологічних проблем педагогічної науки. В сучасних умовах вона набуває першорядного значення. Це пояснюється тим, що на сьогодні у вітчизняній педагогічній науці

Conclusions: creative pedagogical activity of a lecturer is a complex, continuous process of his professional fulfillment. Therefore each lecturer, who wants to improve an educational process, should be in a permanent creative search. The lecturer should realize all the prospects of his professional development in a process of innovative pedagogical activities.

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