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USE OF ACTIVE LEARNING METHODS WITH THE PURPOSE OF COGNITIVE DEVELOPMENT IN THE PROCESS OF PROFESSIONAL TRAINING OF A STUDENT

The formation of the future specialist's personality in a higher educational institution sets the following main goals: mastering of professional competencies, knowledge, skills and abilities by future specialists; formation of motivational sphere and specific professional motives, attitudes, value orientations. The efficiency of the specialists' activity depends on the possession of professional competencies, values, socio-professional and personal characteristics. A reliable basis for predicting the efficiency of future professional activity is awareness of life position. Training should be carried out as an actualization of the potential professional opportunities of the personality and their development to the level of maturity. There is no need to focus on the outward flow of didactic stimuli-irritants. To manage and self-manage the process of forming a future specialist, it is necessary that the student and teacher are aware of and understand the purpose of their activities.

T. Kochubei, A. Ocheretyanyi emphasize the effectiveness of the use of interactive technologies in the formation of life values of students in the course of educational disciplines [4]. In foreign psychology, interactive teaching methods are widely used in working with students. The format of coaching involves the use of interactive methods in the field of feedback-vector orientation. Feedback – in a broad sense – is a feedback in the form of a response, review, i.e. feedback on an action or event [6]. In particular, when a teacher gives a lecture, he or she will always wait for feedback to be found: when students will discuss the presented educational information and ask questions. In the group form of activity, group members are interdependent,

influence each other for a certain period of time, pursue a common goal, they have a sense of belonging, they are involved in the process of interactive communication [5].

Self-knowledge and adequate self-esteem are important conditions for of self-actualization of the personality, necessarily precede not only the processes of self-education and self-realization, but also each individual act of goal setting. If the person has not yet figured out for himself what he aspires to in the future, what is the meaning of his life, what he needs, what he tries to be in relation to other people and to himself, what qualities he needs to develop, and which resolutely to get rid of, it indicates a lack of freedom of self-realization and holistic self-actualization of such a personality. Due to the activity of self-knowledge, the personality ceases to be a product of external circumstances and shows the ability to self-creation. Self-creation does not occur through a monotonous volitional effort, but grows out of the forms and content of communication with other people, and is determined by the nature of such communication. Methods of formation and development of teams developed by V. Horbunova, which are based on the principle of axiology of the role approach [2], were important for us when using active teaching methods.

According to the results of the research [3, s.147] of students “also on the fourth year of education the knowledge does not reach the main positions in the system of value orientations.” The rank of the value “development” steadily decreases until the fourth year of education. “Students are convinced that in order to achieve success in life they need to rely on their own intelligence and abilities (77.1%), there must be considerable faith in their own strength and inevitable success (58.8%), and, of course, professionalism, knowledge of their business and business qualities (53.3%), and education (53.1%) are valued” [1, s.128-129].

Thus, in order to improve the organization of the educational process, the acquisition of practical skills close to the conditions of the educational process, the formation of professional and personal competencies of the future specialist in the pedagogical field, it is advisable to pay important attention to the problem of practical training through the implementation of active teaching methods in the educational process of the higher educational institutions, which is one of the main pillars for acquiring practical skills and abilities necessary for the formation of the specialist’s personality, who will

be competitive in the domestic and European labour market in order to be able to independently find solutions to pedagogical problems, expand professional knowledge, make original and creative decisions in conditions of the future pedagogical activity.

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Аспірант

Хмельницька гуманітарно-педагогічна академія

Викладач спеціаліст

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