

Karasyova Ye.V., Toryanik L.A., Self-assistant work as a pedagogical problem: its contents, structural components, and conditions of realization/ Ye.V. Karasyova, L.A. Toryanik. Scientific Journal Pedagogichne Nauki, Psychologia i Socjologia” Nauka i Studia:Przemysl 23(91) 2013

SELF-ASSISTANT WORK AS A PEDAGOGICAL PROBLEM: ITS CONTENTS, STRUCTURAL COMPONENTS, AND CONDITIONS OF REALIZATION.

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Annotation: *The article deals with the problem of the concept justification of students' self-assistant work, its content, structural components and the terms of organization in the educational theory today.*

Key words: *students' self-assistant work, organization of the students' self-assistant work, management training activities.*

I. Introduction: The leading role in the modernization of higher education is the question of development of forms, methods and techniques of students' self-assistant work in preparing skilled workers. In our opinion, the analysis of the problem of the contents, structural components and the conditions of the students' self-assistant work can determine areas of creative pedagogical implementation of forms and methods of the students' self-assistant work in modern conditions.

Many researchers, educators and practitioners consider questions about the students' self-assistant work, namely T. Agapov, S. Goncharenko, H. Herman, V. Yevdokimov, V. Lutsenko, L. Pokroyeva, N. Tyahunova, P. Pidkasystuy. However, a single definition of the term " students' self-assistant work " has not been found yet.

II. The aims of the article: The article deals with the typical features of the students' self-assistant work as teaching category. For the first time, we make an

attempt to define a single concept of the "students' self-assistant work" summarizing common in scientific approaches to the concept.

III. Results: The analysis of the educational and scientific literature, due to the problem of the study, showed that despite the deterioration in connection with the restructuring of the education system the problems of improvement of the students' self-dependent work, the only definition of "the students' self-assistant work" has not been found yet: there are different approaches to the definition of the "students' self-assistant work".

For example, in educational encyclopedia self-assistant work of students is classified as various types of individual and collective activities undertaken in the classroom and extracurricular classes / or at home with tasks / without the direct participation of the teacher. It is observed that the performance of these tasks requires students active mental activity, self-help various cognitive tasks [2, 784].

A similar definition is given in the pedagogical dictionary S. Goncharenko: "Students' self-assistant work - various types of individual and collective learning activities of students who carried them in training sessions at home or on the instructions of a teacher, under his leadership, but without his direct involvement." Implementation of these guidelines, as determined by the author, requires students' active mental activity, self-performing various cognitive tasks, the use of previously learned knowledge [3, 297].

The analysis of the "High School" scientific articles recently has persuaded that scholars - teachers consider the students' self-assistant work primarily as a means of improving the quality of specialist training that optimizes the learning outcomes within the organization of professional orientation.

For example, V. Buryak in the article "Managing students' self-assistant work" emphasizes that students' individual work is "the one methodological subsystem that provides the learning environment if the presence or absence of direct supervision by the teacher" [1, 49]. This approach, in his view, makes it possible to formulate within the organization professionally directed self-dependent work of students of pedagogical tasks to optimize learning outcomes and time-consuming. The effective

functioning of such a methodical system at an optimum level requires that the student was both a handle object and subject, moving from ignorance to knowledge.

N. Herman and N. Tyahunova in the article "Adapting forms of the students' self-assistant work to technology education" emphasize that the students' individual work is a means of improving the quality of specialist training through better absorption of a certain amount of knowledge and skill formation of their own to fill this knowledge because the self-assistant work of students is associated with a variety of learning activities [4, 54]. The authors propose to divide the self-assistant work of students into classroom work and extracurricular work in the educational process.

Thus, the given authors identified for the compulsory the following groups of the students' self-assistant work in the classroom teaching forms: mandatory and desirable. Required self-assistant work of students is provided by the curriculum and working programs. It includes a performance of traditional homework, writing and defense course and diploma works and projects, as well as the types of tasks that students perform independently during the trial, educational, industrial and pre-diploma practice.

To the preferred self-assistant work the authors attributed their academic and research work in universities, which provides independent research, gathering scientific information and its analysis. This category includes lecture stream and group lessons, students participate in the Student Research Society (groups, conferences, preparation of reports, theses, articles, etc.). Voluntary students' self-assistant work is the work in the extracurricular time, participation in the internal department activities, inter-department activities, interfaculty and national competitions, quizzes and competitions.

For activities N. Herman and N. Tyahunova highlighted teaching and learning (through thinking, synthesis, analysis, etc.) independent work of students and professional, that certain specific actions the student performing professionals (in production). These authors emphasized the different levels of the students' self-assistant work: a low level when the independent action encourages student teacher, helping him almost constantly monitoring and implementation; intermediate level,

when such work but also induces a teacher, but the student works independently (without annoying burns by self) high when the task organizes and supervises the student himself [4, 54].

The analysis of the manual "Organization of the students' teaching and learning activities" by P. Pidkasystuy proved that the students' self-assistant work is the foundation of education, rather complex phenomenon that needs to be considered in details from different perspectives. Each perspective in teaching may be subject to special study.

Thus, P. Pidkasystuy believes that the structure of whole educational process with students' self-assistant work, on the one hand, serves as class work, more specifically, as a self-study of educational literature that is performed outside the primary school timetable. This work includes the following elements: reading materials on the subject and determining its location and connections in the system problems that are studied or researched, repetitions, serious reading with planning, the selection of the main points of each plan drawn up, recording selected material in their own interpretation of the use of conventional symbols, etc..

On the other hand, according to P. Pidkasystuy, self-assistant work is a systematic, planned, purposeful work of the student who made it during the scheduled mandatory training sessions where he listens and makes notes of the teachers' explanations independently. In practical or laboratory classes students (individually or in a team) perform laboratory work, solve the problem. [5, 46].

Summing up the different points of view, P. Pidkasystuy defines the main features of teaching and learning activities:

1. External, which include planning those trainees, their work assignments without detailed instructions and direct assistance to teachers. The role of the latter is seen only through the prism of organizational and functionally related control actions.

2. Internal expressed in identifying students' self-assistant and creative activity in order to reach to their teaching and learning activities, from playing tasks modeled to partially retrieval and even research activities. Moreover, the very educational and cognitive activity undergoes a qualitative change and progressive development.

3. General: availability of teaching and learning (or production-practical) problem, which appears in the form of training, practical or another problem that motivates students to the creative work required voltage spiritual and physical strength [5, 14 - 15].

IV.Conclusions: Made in common generalization of scientific approaches to the concept of "the students' self-assistant work" let us conclude that this concept is seen primarily as a particular kind of learning and means of improving the quality of training that promotes better assimilation of knowledge and skills formation independently and systematically them to replenish.

In the generalized kind, the students' self-assistant work as a pedagogical category has the following common characteristics: educational and informative and professional activity to acquire knowledge, students perform tasks without the guidance of teachers through teacher and leadership teacher, classroom and extracurricular time for doing the tasks, autonomy required, voluntary and desirable, the principle of individualization of learning process. In the future, we plan to explore the forms and methods of the activation of the students' self-assistant work in universities today.

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