

INTENSIFICATION OF STUDENTS' SCIENTIFIC COGNITIVE ACTIVITY DURING HUMANITARIAN DISCIPLINES TEACHING

Lutaieva T., Zhyvaga N.*

National University of Pharmacy, Kharkiv, Ukraine

* Kharkiv College of Textile and Design, Kharkiv, Ukraine

t.lutaeva@gmail.com, zhivaga.natalya@yandex.ru

Introduction. The problem of intensification of students' scientific cognitive activity in the process of humanitarian disciplines studying is in the centre of the scientists' attention, gains significant importance.

Aim. To ground the pedagogical terms of the intensification of students' cognitive activity

Materials and methods. There was used a complex of theoretical and empirical methods.

Results and discussion. In the results of scientific literature studying and analysis we consider that pedagogical environment for cognitive activity of students intensification – is the pedagogical environment directed by the teacher, system of pedagogical methods, pedagogical interactions complex.

In this system, in the context of humanitarian disciplines teaching, it is reasonable to determine the following: democratic relationships between educational process participants; professional orientation providing; interactive methods of education implementation (teaching methods in the game form, methods of critical thinking, projects methods).

Realization of above mentioned pedagogical terms in the process of future specialists training in the course humanitarian disciplines teaching allows to form and develop such personal skills as: creativity, capability for studying, purposefulness in the cognitive activity process.

With the aim of possibilities creation for individual approach in the process of humanitarian disciplines teaching, it is reasonable to implement into life “pedagogical optimism” principles, to plan and use at auditory classes such methods of teaching which help to create the situation of success during the educational process. Among them:

- the “method of not interfering” – it helps to reach maximal self-sufficiency in the tasks solving by the students;
- “emotional encourage” – students are encouraged to be self-confident;
- “the situation of giving chance” – the creation of situation in terms of which the students get unexpected for themselves possibility to realize their own talents;

- “watch us” – the method gives the students the opportunity to feel the joy due to their intellectual power;
- “emotional brainstorm” – the situation which provides emotional charge of self-confidence to the students by reminding them about great intellectual possibilities;
- “competition situation creation” – the teacher chooses a “worthy competitor” among the group mates and creates a situation of intellectually creative competition under the teacher’s supervision;
- “the friends’ help” – on-time teacher’s or friends aid for difficulties overcoming;
- “eureka” – intensification of the students work for discovery by them well-known facts, what makes them think the problem over; “the intended mistake method” – the teaching method intended for students attention intensification.

According to our point of view, the types of project characteristic by S. Heyns are valuable for teachers. The author identifies such varieties of the students’ projective activities as informative and search projects preparation (reports, presentation etc); projects connected with creative activity (video reports, wall newspaper, intellectual games etc); organizational projects (festivals organization, plays and dramas performing, participation in concerts).

When organizing the students work on the project, we advise to realize intellectual competitive system of cooperation. Thus, it gives possibilities for reaching the most important targets of education – it provides the students, as the subjects of education, the strategy of educational process and help in the process of their own opportunities development accompanied by realizing the fact that they are really competitive. It is reasonable to organize the projects presentation during the last practical class.

Conclusions. On the ground of the fact, that humanitarian education is considered to be as the education, which forms individual culture, we think, that it would be purposeful to refer to the following most significant pedagogical terms of the students’ cognitive activity: democratic relationships between the participants of educational process; professional orientation of the educational; interactive methods of education.