

SET OF ORGANIZATIONALLY-DIDACTIC CONDITIONS OF THE MODEL OF STUDENTS' AUTONOMY DEVELOPMENT SYSTEM IMPLEMENTATION

Roman A. Popov, Ph.D. (Public Administration), Assistant Professor, Department of Romanic and Germanic Languages and Translation, The National University of Life and Environmental Sciences of Ukraine, 15, Heroiv Oborony Str., Kyiv, Ukraine, E-mail: popovra@kmu.gov.ua
DOI: 10.32342/2522-4115-2019-1-17-23

Key words: *model, students' autonomy, model of students' autonomy development system.*

The model of the autonomy development system gains efficacy due to the fulfillment of certain conditions, both organizational and didactic – in other words, of those conditions, which are directly related to the educational process changes, modernization of the organizational forms, strategies of the educational content mastery, etc. National scholars use the word combination “organizationally-didactic conditions” which mainly reflects the peculiarities of the internal organization, positioning and correlation of the leading methodological approaches, methods, techniques, practices, peculiarities of the educational process structuring, etc., aimed at the solution of a certain scientific problem.

The implementation of the model of the autonomy development system will be efficient due to the fulfillment of the following organizational-didactic conditions: usage of the mechanisms for the didactic structuring of the educational information content for its autonomous intake by students; application of versatile interdisciplinary relations within the model of the higher educational institution students' autonomy development system; didactic synthesis, correlation and clustering of educational assignments; complementarity of the autonomous and non-autonomous forms of activity; students' professional self-development and self-actualization within the process of autonomous activeness.

The first organizational-didactic condition is usage of the mechanisms for the didactic structuring of the educational information content for its autonomous intake by students. Work over the logical structure of the educational information in autonomous educational activities is the central task of a pedagogue, who strives to create conditions, stimulating professional activeness. Including into the autonomous educational activities structural logical schemes; values-oriented exercises; creative work based upon the choice mechanism; cognitive situation-specific tasks, whose solution procedure is constructed according to the increase of the comprehensiveness; problemativeness; novelty; interdisciplinary relations and creativity secures the achievement of positive result in the process of autonomy formation. Due to this kind of activity the emotion-value oriented perception begins to lead the consciousness; students comprehend the importance of the basic, fundamental professional values and start following them in their everyday lives, seek to resist negative developments.

Application of versatile interdisciplinary relations within the model of the higher educational institution students' autonomy development system is the second organizational-didactic condition. It is at the higher school that the sharp increase of educational-cognitive activeness is observed; students actively absorb new humanitarian concepts of interdisciplinary content (from social studies, cultural sciences, literature studies, etc.) along with mastering the complex of educational-cognitive actions and skills. Interdisciplinary relations envisage mutual systematic coherence: the content of education on different subjects, selection of educational material, its construction from the perspective of the general aims of education and specifics of each subject. Along with that, the interdisciplinary relations are based upon the intrasubject consequence of educational subjects and on the methods of these subjects' learning.

We consider the didactic synthesis, correlation and clustering of educational assignments as an important organizationally-didactic condition. It is this condition that fosters the formation of a widely educated person with well-developed associative thinking, able to apply non-conventional approaches to resolve different problems. Didactic synthesis and correlation of educational information allows performing the educational process at a high difficulty level. Didactic synthesis and correlation are not only to be conducted with relation to the tasks of a certain training course, but also in relation to the tasks of different related courses.

The next organizational-didactic condition of students' autonomy development – complementarity of the autonomous and non-autonomous forms of activity – logically emerges from the principles of autonomy development. We consider as the core for the activation of the potential of versatile disciplines the unity of the content of education at a higher school, commonness and complementarity (transfusion and mutual supplement) of the requirements, principles, components and means for the implementation of the sense of education. The complementarity of the autonomous and non-autonomous forms of activity is reached through the automation of the general education skills and abilities. The idea of the complementarity of the autonomous and non-autonomous forms

of activity can find its full implementation due to the application of informational and communicative means.

Professional self-development and self-actualization in the process of autonomous activity is the last organizational-didactic condition of the implementation of the model of the autonomy development system. The categories of self-identification and self-esteem are closely related to the phenomena of the formation of the professional self-consciousness of a future specialist and professional self-respect. The category of professional self-consciousness has the morphogenetic role in the self-identification and professional self-actualization on the background of the general professional formation. During their professional trainings, students consciously or unconsciously capture their satisfaction or dissatisfaction with themselves and their behavior, self-confidence, or self-doubt due to which their comprehensive Self-concept is formed – self-confidence (or self-doubt), ability (inability) to overcome an unpredicted situation. We interpret the value-based area of professional training as a favorable alternative to the educational and awareness-building paradigm of higher education which so far dominates in the national educational field.

References

1. Siniahovska, I.Yu. (2011). *Formuvannia piznavalnoi samostiinosti studentiv pedahohichnoho universytetu u protsesi navchannia inozemnoi movy. Avtoref. dys. kand. ped. nauk* [Formation of cognitive autonomy of students of a pedagogical university in the process of teaching a foreign language. Abstract of cand. ped. sci. dis.]. Kryvyi Rih, 21 p. (In Ukrainian).
2. Herasymova, O.I. (2014). *Formuvannia refleksyvykh umin studentiv pedahohichnoho universytetu v protsesi navchannia filolohichnykh dystsyplin. Dys. kand. ped. nauk* [Formation of Reflexive Skills of Students of the Pedagogical University in the Process of Learning Philological Disciplines. Cand. ped. sci. diss.]. Kyiv, 220 p. (In Ukrainian).
3. In V.T. Busel (Ed.). (2003). *Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy* [Large Dictionary of Contemporary Ukrainian Language]. Kyiv, Irpin, VTF Perun Publ., 1440 p. (In Ukrainian).
4. Petrovskiy, A.V., Slobodchikov, V.I., Bym-Bad, B.M. & Hromyko, Yu.V. (1988). *Zavdannia ta napriamy perebudovy pedahohichnoi nauky* [Tasks and directions of reorganization of pedagogical science]. *Pytannia psykholohii* [Questions of psychology], vol. 2, p. 14 (in Ukrainian).
5. Voronets L.P., (2009). *Dydaktychni osnovy formuvannia navchalnoho kursu u vyshchyykh zakladakh osvity III–IV rivniv akredytatsii. Avtoref. dys. kand. ped. nauk* [Didactic fundamentals of the formation of a training course in higher educational establishments of the III-IV accreditation levels. Abstract of cand. ped. sci. dis.]. Kryvyi Rih, Kryvorizkyi derzhavnyi pedahohichnyi universytet Publ., 20 p. (In Ukrainian).
6. Tsyvkunova, E.A. (2002). *Formirovanie avtonomnosti studenta linhvisticheskogo vuza na osnove mezhdistsiplinarnogo vzaimodeistviia uchebnykh kursov : Anhliiskii i latinskii yazyki. Dis. kand. ped. nauk* [Formation of autonomy of a student of a linguistic university based on interdisciplinary interaction of courses: English and Latin languages. Cand. ped. sci. diss.]. Moscow, 203 p. Available at: <http://www.dissercat.com/content/formirovanie-avtonomnosti-studenta-linhvisticheskogo-vuza-na-osnove-mezhdistsiplinarnogo-vza#ixzz4aXoSAGMZ> (in Russian).
7. Zankov, L.D. (1968). *Didaktika i zhizn* [Didactics and life]. Moscow, pp. 3-17 (in Russian).
8. Serikov, V.V. (1994). *Lichnostnyi podkhod v obrazovanii: kontseptsii i tekhnologii* [Personal approach in education: concept and technology]. Volhohrad, Peremena Publ., 152 p. (In Russian).
9. Shulman Lee, S. (1986). Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher*, vol. 15, no. 2, pp. 4-14.
10. Malykhin, O.V. & Karpiuk, V.A. (2018). *Metodyka zastosuvannia IKT u protsesi formuvannia linhvokrainoznavchoi kompetentnosti studentiv-filolohiv* [Methodology of application of information and computer technologies in the process of formation of linguistic knowledge competence of students-philologists]. *Informatsiini tekhnologii i zasoby navchannia* [Information Technologies and Learning Tools], vol. 68, no. 6, pp. 112-124. DOI: <https://doi.org/10.33407/itlt.v68i6.2171> (in Ukrainian).
11. Ananiev, B.H. In A.A. Bodalev (Ed.). (2005). *Psikhologhiia i problemy chelovekoznaniia: Izbrannye psikhologhicheskie trudy* [Psychology and problems of human knowledge: Selected psychological works]. Moscow, Voronezh, MODYeK, 432 p. (In Russian).

12. Savchyn, M.V. (2010). *Dukhovnyi potentsial liudyny: 2-he vyd., pererob. i dopov.* [The spiritual potential of man: 2nd ed., rev. and supplm.]. Ivano-Frankivsk: Misto NV Publ., 508 p. (In Ukrainian).

13. Pinska, O.L. (2018). *Teoretychni zasady problemy osobystisnoi samorealizatsii yak psykholohichnoho fenomenu* [Theoretical foundations of the problem of personal self-realization as a psychological phenomenon]. *Visnyk Universytetu imeni Alfreda Nobelia. Pedagogika i psykholohiia* [Journal of the University of Alfred Nobel. Pedagogy and Psychology], no. 1 (15), pp. 36-41. DOI: <https://doi.org/10.32342/2522-41-5-2018-0-15-36-41> (in Ukrainian).

Одержано 3.01.2019.