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**TENDENCIES IN TEACHING DISCIPLINES OF SOCIAL-HUMANITARIAN CYCLE IN CLASSIC UNIVERSITIES UKRAINE
(THE END OF THE XX C. – THE BEGINNING OF THE XXI C.)**

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Abstract. *In the article the tendencies in teaching disciplines of social-humanitarian cycle (the end of XXth C. – the beginning of the XXIst C.) in classic universities are enlightened as well as their cultural dominants in context of modern pedagogical science; reformation of education in the frames of Bologna process with the aim of entering into European educational community.*

Keywords: *higher education, tendencies of education, disciplines of social-humanitarian cycle, approaches, features of development.*

The development of democratic Ukraine is a difficult, multilevel process, in the basis of which is education of civil society. Absence of realization of role of social-humanitarian disciplines in formation civil and human virtues is rather harmful for the system of higher education in the process of the state development and progressive development of society.

The necessity of reformation of the system of education from position of its human aspects is confirmed by such documents: Government program of development and functioning of Ukrainian language (2004 – 2010), Strategy of reformation of education in Ukraine, Program “Global education with space vision of life», Conception of humanitarian development of Ukraine till 2020, National strategy of educational development of Ukraine (2012 – 2021).

Reformation of education in the frames of Bologna process with the aim of entering European educational community needs a vast analysis of world experiences of teaching disciplines of social-humanitarian cycle.

The analysis of the latest sources and publications reveals that the basic tendencies of modernisation of higher education of Ukraine are reviewed by V. Andryuschenko, V. Astakhova, L. Gubernskiy, I. Nadolny and others.

Tendencies of development of historical-pedagogical sciences and education trends at higher educational establishments are investigated by S. Vitvytska, L. Medvid, V. Buryak, L. Lymarenko, G. Pereukhenko, A.Rghevskya etc.

In different ways scientists concentrate their attention on the questions of higher education in the educational process of higher educational establishments, in particular on methodology of teaching students social-humanitarian disciplines, among them: Ye. Gavrylova, S. Gryes, G. Kabanovych, M. Mishchenko, I. Nikitina, V. Pivoev and others. Actual problems connected with students’ preparations in the field of separate disciplines within social-humanitarian cycle (such as philosophy, politology, sociology) were considered in the scientific works of A. Gerasymchuk,

P. Gnatenko, D. Guseva, N. Kudinova, F. Kyrylyuck, Ye. Mamontova, A. Novikova, V. Poltorack, G. Platonova, T. Pymonova etc.

To activation of educational-cognitive process items in the process of teaching social-humanitarian disciplines are devoted scientific researches of I. Glushko, S. Gasanova, N. Ivanova, V. Rybalcko, I. Stupnytskyo etc.

The aim of the article is to find out actual existent tendencies in teaching disciplines of social-humanitarian cycle in classic universities and perspectives of development of the system of higher education of Ukraine in the context of European educational processes.

An educational process on this stage depends enough upon political, socio-economic and cultural factors that on the whole characterize human society in corresponding historical period of the development. The XXIst century makes possible a transition to the informatively developed society, and education and social-humanitarian preparation come forward as orienteers of humaneness and development of humanity.

As it has been already mentioned, a number of documents pulls out requirements to the graduates of higher educational establishments, who should be provided with not only professional knowledge but also with the ability to use the knowledge in professional environment and everyday life; should be able to orient in processes that occur and renovate almost every day; should be able systematically to renew and perfect own professional achievements; independently to solve out the political, economic, social, cultural problem items of modern public process.

In this sense, education and educational process are a specific cementing element which connects in unique integrity not only that or other certain socio-cultural space, but also guarantees communicative and ethics and axiological unity of humanity. This unity can be described as a certain continuum, in which with the help, or by the way of creative realisation of every individual's potential, a total result, which has an attitude toward society on the whole, is arrived [13, p.136].

Historical experience convinces, that the ultimate goal of education at higher school is a man, with his inner world and health – spiritual, intellectual, physical.

Bringing up conscious personality in a man, to wake up and to cultivate the greatest spiritual values and virtues in him – that is exactly what should be in highlight theory and practice of higher education. Thus, the basic valued reference orienteer in the activity of higher educational establishments is personality of student, his human potential – spiritually-moral, intellectually-creative and physically-creative [6, p.222].

Therefore, one of the most characteristic tendencies of dynamically changeable reality is a search of the most effective systems of education and upbringing, of integrative processes in the educational system, adjusting of cooperation between countries and strengthening of international cooperation in

this direction. It was declared in the paragraphs of Bologna process, where it was stressed on the approaching of European educational standards and documents.

However it should be noted that Ukraine, dividing and supporting this strategy, aims to save a national educational identity.

One of priority directions of government policy toward the development of higher education, as it was certainly in the National doctrine of development of education in Ukraine mentioned [8], is preparation of qualified specialists, who are able to work creatively, inclined to professional development, mastering and introducing of scientific and informative technologies, competitive at the market.

For a study and prognostication of vectors of development of traditions of the usage of experience in teaching disciplines of social-humanitarian cycle in education of future specialists it is necessary a vivid understanding of interdependence between the socio-cultural and historical-pedagogical phenomena and analysis of transformation tendencies of educational industry in the period of modernisation of Ukrainian education. Let's emphases that analysis of theoretical researches of the end of XXth – the beginning of XXIst centuries, allows us to tell about actuality of interdisciplinary approach in the context of study of disciplines of social-humanitarian cycle.

Certain ways of reorganization of maintenance of education, characterized for modern educational reforms, which take place in classic universities, one should determine as strengthening of attention to mathematics studies, that comes into university practice in two ways: as extensive way (a quantitative increase of educational time to study the discipline) and as intensive way (structural alteration of the programs of course with including of new scientific achievements, giving to the programs the qualities of flexibility, openness, alternatives); strengthening of attention to foreign languages studies, predefined by activation of tendencies of globalization.

The study of foreign languages is considered both as a means of strengthening of competitiveness of personality at the market and as means of activation of cross-cultural communication and collaboration.

The majority of higher educational establishments include small amount of hours for humanitarian subjects in curricula. The study of cycle of humanitarian and socio-economic disciplines, as a rule, embraces six subjects: three – from a humanitarian cycle and three – from socio-economic cycle.

In scientific research of N. Nychkalo and V. Kudinoy "Professional education in foreign countries: a comparative analysis" is marked out that fundamental scientific and humanitarian preparation include the achievement of such aims: 1) getting knowledge from sciences, that have the first priority value in development of society, science and technologies; 2) the development of abilities to find out, to analyse critically and to estimate social and economic problems; 3) to form the abilities to think logically and produce judgements;

4) common acquaintance with the masterpieces of art, literature and understanding their role and their influence upon the development of civilization; 5) development of moral, ethic and social qualities that are important for the development of personal conception of vital functions; 6) forming of interest and requirements in continuous education as basement of construction of official career [9, pp.223 – 224].

Thus, becomes clear that the nearest goals of higher school are connected not simply with supplying the personality with knowledge, but with forming personality's ability to seize knowledge independently, to put and to decide certain practical tasks, to integrate knowledge from the different areas of science.

The most important condition of abilities to apply and carry knowledge from exact area to other one is mastering at high level of theoretical knowledge and practical skills in their organic combination.

Efficiency in this case is reached as usual event due to flexibility of curricula, its choice of variants, to the input of innovative technologies of studies, optimization of studies and teaching the subjects of social-humanitarian cycle, giving students the possibility to make free choice of variant courses.

Scientific research, made by the author, has revealed that activity of social-humanitarian departments got a new sense and direction: a search for methods of increasing of humanistic potential takes place, enriching of educational process with new forms (by means of Olympiads, quizzes, competitions, reading); appear new forms of methodical works, connected with individualization, differentiation, activation of studies (organization of authorial laboratories and courses, creative groups, meetings, research and practice conferences, reading, thematically oriented discussions, "round tables", innovative practical works; the new approaches in development of innovative forms and methods of studies are examined, such as pedagogical technologies (informative and communicative, interactive, traditional).

There are processes of collaboration of higher school of Ukraine with higher educational establishments of other countries (academic exchange by students, by postgraduates, by pedagogical workers and their participation in international scientific programs). It is remarkable that integration processes in the field of education and scientific researches are held in two general directions: creating of unity of leading European universities under the aegis the Large Charter of Universities and making an association of the national systems of education and science in unique European academic community with the same requirements, criteria and standards.

Among leading tendencies of the XXIst century education trends development one can distinguish: 1) changes in rhythm and style of public and individual life of a person toward intensity, individual responsibility and creative works; 2) practical realization of human values; 3) new requirements to internal human development; 4) development of tolerant personality;

6) overcoming of monomethodology, changing for pluralism of conceptions; 9) democratization of education in two ways: a) by studies of democracy; б) by alteration of educational process on democratic principles with possibility of choice [1, p.16]; 10) usage of new forms and methods of studies, that promote activity, intellectual independence of students [3, p.4]; 11) creating of vast variety of educational establishments with the aim of taking into consideration the interests of young people; 12) giving greater freedom to pedagogical works [7, p.323]. These tendencies are also observed in teaching subjects of social-humanitarian cycle.

System crisis of higher education, in particular in its social-humanitarian block, is determined by deep socio-economic changes that took place in Ukraine in the 90th years of past century. Actually, economic conditions of implementation of market relations, to which society was not prepared psychologically, revealed the disability of good preparation in subjects of social-humanitarian cycle at higher educational establishments.

However, the national revival of Ukraine has filled with new humanistic sense the maintenance of educational works – in this case the Ukrainian oriented approach became profitable in teaching subjects. Lecture and seminar preparation on the subjects of social-humanitarian cycle attracts attention to the questions of Ukrainian language functioning, to ideas of national education, to restoring of famous names into authentic Ukrainian literature, to history; refreshing status of the Ukrainian Diaspora literature, native lands, foreign literature etc.

Those social spiritual values, without which people can not have the mentality, uniqueness, are kept in the history. Among such phenomena of nowadays, such as freedom, truth, justice, an important place belongs to creativity, in which the life-asserting energy is concentrated and orientated on the future as well. Actual need is still a necessity in development of creative potential of every personality, nation and society. As practice shows, the process of creativity studies, has not become into a practice of higher educational establishment yet [10, pp.481 – 482].

Thus, today social-humanitarian disciplines grow into fundamental discipline that stands in one row with technical oriented disciplines and even profile oriented ones: value of graduates of higher educational establishment at the market in the conditions of active development of international contacts mainly is determined by the level of professional communication of future engineer.

The integration of social-humanitarian disciplines into the process of professional preparation of specialist of higher educational establishment should be a main direction on the way to decision of investigated problem, in particular in classic university, within the system of throughout the life education.

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PEDAGOGICAL MODELING AS A MEANS OF PROFESSIONAL SKILLS FORMATION OF FUTURE TEACHERS OF NATURAL MATHEMATICAL CYCLE SUBJECTS

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Abstract. *The article is dedicated to the problem of appliance pedagogical modeling as a means of professional skills forming of future teachers of natural mathematical cycle subjects, on the basis of experiment data analysis the level of efficiency of modeling pedagogical situations in the course of study pedagogics was defined. We infer under pedagogical modeling an ideal modeling with the help of which the models of pedagogical phenomena and objects are created. We detach reproductive, productive and creative pedagogical situations. We consider models of reproductive, productive and creative pedagogical situations.*

Keywords: *pedagogical modeling, pedagogical situations, professional skills of future teachers*

Foreword. The relevance of the research is defined by fundamental transformation of our society, that demands radical changes in the educational process of higher educational establishments, the use of new technologies and methods of education, that help to form the professional skills of future teachers.

We consider, that in order to form these skills students should be involved into the activity, which is maximally close to the teacher's labour. Thus, the modeling of pedagogical situations, in which a future specialist on the basis of