Інновації у проєктуванні професійного становлення фахівців в університетському просторі

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THE ESSENCE OF THE CONCEPT OF COGNITIVE INITIATIVE OF FUTURE TEACHERS

At the present stage, the priority goal of professional training of future teachers of preschool education institutions is to form students' independence of thinking, and therefore, the development of cognitive initiative. Therefore, the problem of studying initiative is devoted to the works of domestic psychologists (I.Bekh, I.Bilyavsky, S.Boltivets, L.Burlachuk, Y.Gilbukh, P.Hornostai, Ya.Goshovsky, N.Zavatska, N.Kalina, Z.Karpenko, V.Klymenko, L.Naydenova, R.Pavelkiv, I.Pasichnyk, N.Pobirchenko, I.Popovych, E.Potapchuk, I.Prykhodko, and others). Interest in the will as a phenomenon and, in particular, initiative as a volitional property, is presented in the studies of domestic authors (O.Bondarenko, M.Boryshevskyi, V.Vasyutynskyi, J.Virna, I.Danyliuk, V.Demydenko, S.Maksymenko, Z.Miroshnyk, V.Moskalets, V.Tatenko, T.Titarenko, D.Kharchenko, etc.) The analysis of psychological and pedagogical literature allows us to define initiative as a stable quality of a personality, which is expressed in his or her desire to act ahead of external stimuli, to start and innovate in activities.

The retrospective pedagogical analysis of the concept of "cognitive initiative" [1, 2] allows us to identify the variety of definitions of this concept in pedagogical theories and concepts, and to distinguish historical lines from the synonymy of the term "initiative", which reflects the qualitative characteristics of human cognitive initiative, to the consideration of cognitive initiative as a quality of personality, which is manifested in the need to perform new actions in order to acquire knowledge through cognitive activity.

Socrates was one of the first scientists to actively introduce methods that promoted the development of cognitive initiative into teaching practice, who discovered the Socratic conversation method named after him, later renamed the partial inquiry method. Ancient philosophers believed that the development of children's thinking and abilities is most effective in the context of independent cognition. In medieval educational systems, it is difficult to find signs of learning aimed at developing cognitive initiative.

The rejection by Renaissance ideologues of the religious asceticism that prevailed in the Middle Ages led to increased attention of teachers to the child's search activity and the development of cognitive initiative as a natural feature of children's nature. Teachers' arsenal included such pedagogical tools as games and walks, where innovative ways of gaining new knowledge were actively used: children's observations and independent experiments. Attempts to bring children's learning activities closer to cognitive ones relegated to the background the disciplinary issues that were primarily relevant.

The embodiment of the ideas of research practices and the actualisation of cognitive initiative was reflected in the theory of natural, free education. The French educator J.-J. Rousseau is the founder of the theory of free education as an independent direction of pedagogical thought. In his pedagogical toolkit, the most important skills acquired through education are the ability to search,

think, and engage in problem-solving. These skills directly affect the development of cognitive initiative.

The great Swiss pedagogue I. Pestalozzi, having highlighted the content and developmental side of the learning process, set a fundamentally new pedagogical task of developing clear concepts in students in order to activate their cognitive powers. In the pedagogical thought of the first half of the nineteenth century, the German scientist F. Disterveg identified children's initiative in the process of cognition as one of the most important means of developing mental abilities. Historians of pedagogy characterise the nineteenth century as a period when the ideas of the European Enlightenment flourished in Ukraine. K.Ushynsky's ideas are as close as possible to the main modern ideas about research activity. Among the means of activating cognitive initiative, he included Socratic and heuristic methods, visual aids, timeliness and gradualness in learning.

When studying the development of cognitive initiative of the foreign school of the nineteenth century, it should be noted that the social and pedagogical movement assigned a special role to cognitive initiative, considering it as an effective way of mastering knowledge. Theories of research-based learning and the formation of cognitive initiative in educational and research activities were particularly developed in the late nineteenth and early twentieth centuries. During this period, the American philosopher and educator Dewey began to develop and implement the ideas of experiential learning. According to him, a person finds himself or herself in the position of a researcher through a combination of creativity and labour. The labour process is closer to the process of search - understanding the task and problem, building a hypothesis, choosing ways to solve it, and achieving the desired result.

The Italian educator M.Montessori paid close attention to the subject-spatial environment in which learning takes place. M.Montessori saw the task of the school as modelling a special

educational environment, creating space for free and natural manifestations of the child. The increased interest in the ideas of alternative teaching methods during this period led educational practice to take radical steps to change the procedural, content and organisational basis of education. One of the world's most popular alternatives to the classroom system, which was considered traditional at the time, was the form of education developed by E. Parkhurst - the Dalton Plan, which was based on the child's initiative and self-direction. Common to the various areas of reformist pedagogy was the recognition of the postulate that the organisation of true education should be one where a person is in an environment that promotes the development of his or her mental, creative abilities, and skills of initiative in the process of learning.

According to studies [1, 3], in the last decades of the XXI century, a vector has been outlined within the framework of the modernisation of pedagogical technologies, focused on the active involvement of students in active independent educational activities aimed at solving such problems as ensuring the achievement of an independent position in learning, giving personal meaning to the acquired knowledge. The introduction of information and communication technologies plays a significant role in this process. The introduction of information and communication technologies into the system of training future teachers helps to increase students' activity; visualise information; develop the ability to find, study and analyse the best practices of working with preschool children; form the ability to use information and communication technologies in future professional activities to develop children's abilities, talents and creativity, etc. The information society requires a person to acquire the ability and skill to independently acquire and use knowledge in an innovative way, to master information technologies for their search, comprehension, deepening and application, which are becoming an organic need for every person.

The theoretical analysis made it possible to define the cognitive initiative of future preschool teachers as an integrated quality of personality, which is characterised by the need and ability of students in the process of educational and practical activities to acquire knowledge and methods of activity, readiness to solve pedagogical problems, ability to determine the purpose of activity, adjust it and use the acquired knowledge and methods of cognitive activity for self-education and professional activity in preschool education.

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