

**FORMING OF COGNITIVE INDEPENDENCE OF UNIVERSITY STUDENTS BY MEANS OF MEDIA EDUCATION**

*Petro Mohyla Black Sea National University  
Mykolaiv, Ukraine*

**Abstract.** *The article is devoted to the problem of developing of cognitive independence of university students. Nowadays the independent work of university students is of special importance. It provides the appropriate level of development of cognitive independence that implies the acquisition, structuring and consolidation of knowledge. The author also points out that one of the efficient way of the organization of students' independent work is the use of media education and information technologies, which allow to free up time to perform a thorough analysis of the results of independent activity, including the students' comprehension and assimilation of the content and results of the work done.*

*The use of media technologies in education ensures the development of cognitive independence of students based on their individual characteristics, media preferences, skills to interact with others by using the tools of media.*

**Keywords:** *cognitive independence, independent work, cognitive activity, independent activity, media education, media educational technologies.*

During global economic, technological, social and cultural changes continual education is a priority of higher education in Ukraine. According to the National doctrine of education of Ukraine, "it is realized by forming individual needs and ability to self-education". At universities of Ukraine educational process is built in accordance with the Bologna convention, so the proportion of independent work of students in relation to the class work was increased. It is considered to be the most effective form to improve the quality of training highly skilled specialists who are capable of self-education and continual professional development. So university students' independent work is of great importance. It provides the appropriate level of cognitive independence, the acquisition, structuring and consolidation of knowledge. Cognitive independence is individual's ability and willingness to self-organization of educational and cognitive activities for carrying out of new tasks and challenges.

Scientific pedagogical study of cognitive independence is highlighted in the works of I. Zymnia, O. Mukoviz, B. Yesypov, I. Lerner (methodological aspect), H. Kovtoniuk, O. Lypetskyi, T. Shamova (psychological and pedagogical aspects) and others. The problem of students' cognitive independence is the subject of various psychological and educational researches. There are different approaches to the interpretation of the concept of students' cognitive independence. Along with the term "cognitive

independence” there are terms “independent cognitive activity”, “independent work”, “independent activity”.

Analyzing new approaches to organization of the students’ independent work in higher school, P. Litvinchuk states that the main didactic conditions of the effective independent work in higher education is the availability of students’ and teachers’ incentives and targets, system in construction of creative independent tasks, systematic monitoring of training results, provision of teaching materials of productive content. Considering the aforementioned conditions in the students’ cognitive activity will favour the activation of university education. Organization of students’ independent work should be considered as a system of interaction between a student and educational material in the discipline. On the assumption of its clear organization by the teacher it will provide activation of future specialists’ professional training, contribute to the formation of creative, independent thinking. It should be noted that science-organized independent work of students causes the activation of learning cognitive activity of students; teaches to work independently with scientific and technical and methodical literature, to get the necessary knowledge, and to acquire practical skills for the formation of future specialists’ willingness for professional activity [5, p. 68].

*The purpose of the article* is to analyze the interconnection of such notions as cognitive independence, independent work, and independent activity and pointing out the most efficient ways of development of cognitive independence, considering media technologies as a tool of forming and developing cognitive independence.

The analysis of scientific sources showed that among leading scientists there is no clear notion of “cognitive independence”. However, most of the definitions emphasize the close relationship between cognitive independence and independent cognitive activity. To sum up we can say that cognitive independence:

- 1) is an integrated quality of personality [4], [10], which is characterized by a students’ willingness to learn new skills through their own efforts, without anyone’s help;
- 2) is realized, purposeful, effectively completed cognitive process related to the carrying out of cognitive tasks [8]; which aims at motivating and engaging students in independent cognitive activity and creating conditions for the development and formation of such qualities and skills as the ability to self-regulation, self-activation, self-organization, self-control, which later will give the students an opportunity to learn something on their own, to acquire new kinds of activity [6];
- 3) is a teaching tool by which the teacher engages students in independent cognitive and practical activity, purposefully organizes and directs this activity taking into consideration different levels of the students’ cognition

[9].

It should also be noted that the primary means of development of cognitive independence is the students' active independent cognitive activity, which improves the quality of knowledge, abilities and skills acquired by the students, forms the students' cognitive abilities, and develops their mental activity.

There are different mechanisms of forming cognitive independence, one of them is a system of independent work.

One of the efficient way of the organization of students' independent work is the use of media education and information technologies, which allow to free up time to perform a thorough analysis of the results of independent activity, including the students' comprehension and assimilation of the content and results of the work done.

Thus, the teacher essentially programs the cognitive process of students, but in addition, he organizes monitors and analyzes their independent work. The leading role of the teacher in the performance of the students' independent work with media education and information technologies is not only maintained but is also expanded.

The use of media technologies in training the university students requires the creation and development of the institution of media environment. Media-educational environment is essential for the effective use of media-educational technologies in the educational process. N. Dukhanina identifies five components of media environment:

- ◆ problem-target,
- ◆ media-educational,
- ◆ of content,
- ◆ active and creative,
- ◆ logistical [1].

Media education and information technologies can be considered as an effective means of forming and developing the student's cognitive independence. Since these technologies:

- 1) create an opportunity for the positive motivation of learning;
- 2) extend the personal scope of the information received;
- 3) ensure the acceleration of the pace of learning;
- 7) train the students to independent cognitive activity.

It is possible to use information technology in the following areas:

- as a source of information (multimedia training tools, electronic textbooks, encyclopedias, presentation);
- as means of forming techniques of mental activity (computer tutorials, computer training games);

➤ as means of organizing the students' searching activity (universal information technologies: database management systems, processors of spreadsheets, system modeling) [2].

In terms of the informatization of education the development of cognitive independence is most effective.

Among the means that contribute to the development of cognitive independence under conditions of informatization of education, we can specify the following:

- ◆ work on the Internet (using, for example, information retrieval systems);
- ◆ the use of computer tutorials;
- ◆ the use of telecommunications;
- ◆ the use of specialized software [7].

The use of media technologies in education ensures the development of cognitive independence of students based on their individual characteristics, media preferences, skills to interact with others by using the tools of media [1].

**Conclusions.** So the usage of media education technologies in education provides the development of the students' cognitive independence and put the system of higher education on qualitatively new and higher level.

#### *References translated and transliterated*

1. Dukhanina, N.M. (2011) Pedahohichni umovy zastosuvannia mediaosvitnikh tekhnolohii u pidhotovtsi mahistriv kompiuternykh nauk [Pedagogical conditions of use of Media Technology in preparing masters in computer science]. – Dysertatsiia na zdobuttia naukovooho stupenia kandydata pedahohichnykh nauk zi spetsialnosti 13.00.04. – teoriia i metodyka profesiinoi osvity. – Instytut vyshchoi osvity NAPN Ukrainy. – Kyiv [in Ukrainian].
2. Haleta, YA.V. (2005) Formuvannia piznavalnoi samostiinosti studentiv ekonomichnoho koledzhu zasobamy informatsiinykh tekhnolohii [Formation of cognitive independence of economic college students by means of information technologies]: avtoref. dys. na zdobuttia nauk. stupenia kand. ped. nauk: spets. 13.00.04 “Teoriia ta metodyka profesiinoi osvity” / YA.V. Haleta. – Kirovohrad, 27 s. [in Ukrainian].
3. Kontseptsiiia vprovadzhennia mediaosvity v Ukraini [Conception of implementation of media education in Ukraine]. (n.d). Retrieved from <http://osvita.mediasapiens.ua/material/koncepciya-vprovadzhennya-mediaosviti-v-ukrayini> [in Ukrainian].
4. Kovtoniuk, H. M. Psykholoho-pedahohichni zasady orhanizatsii samostiinoi piznavalnoi diialnosti shkoliariv [Psycho-pedagogical foundations of independent learning of students]. – Rezhym dostupu: <http://kovtonyuk.bestsites.vn.ua/> [in Ukrainian].

5. Litvinchuk, S. B. (2012) Suchasni pidkhody do orhanizatsii samostiinoi roboty studentiv u vyshchyi shkoli [Modern approaches to the organization of independent work of students in high school] // Naukovi pratsi: naukovometodychnyi zhurnal. Vypusk 146. Tom 158. Pedahohika. – Mykolaiv. Vyd-vo CHDU im. Petra Mohyly, 2012. – S. 65-69 [in Ukrainian].
6. Lypetskyi, O.P. (2011) Psykholoho-pedahohichni zasady piznavalnoi samostiinosti osobystosti [Psycho-educational principles of cognitive independence of personality] // Teoretychno-metodychni problemy vykhovannia ditei ta uchnivskoi molodi: Zbirnyk naukovykh prats. – Vyp. 15, knyha 1. – Kamianets-Podilskyi: Vydavets PP Zvoleiko D.R., 2011. – S.79-88 [in Ukrainian].
7. Lohvinenko, V.H. (2005) Metodyka formuvannia piznavalnoi samostiinosti studentiv tekhnichnykh spetsialnostei v protsesi vyvchennia informatsiino-komunikatyvnykh tekhnolohii [Methods of forming cognitive independence of students of technical disciplines in the study of information and communication technologies]: avtoref. dys. na zdobuttia nauk. stupenia kand. ped. nauk: spets. 13.00.02 “Teoriia ta metodyka navchannia” / V.H. Lohvinenko. – KH., 2005. – 19 s. [in Ukrainian].
8. Mukoviz, O.P. (2010) Formuvannia vmin samostiinoi piznavalnoi diialnosti u studentiv pedahohichnykh VNZ zasobamy informatsiinykh tekhnolohii: monohrafiia [Formation of skills of independent learning of students in educational institutions by means of information technologies] / O.P. Mukoviz. – Uman: PP Zhovtyi O.O. – 180 s. [in Ukrainian].
9. Pidkasisty, P.I. (1980) Samostoiatelnaya poznavatel'naya deyatelnost shkol'nika v obuchenii [Independent cognitive activity of the student in the learning] / P.I. Pidkasisty. – M.: Pedahohika. – 326 s. [in Russian].
10. Shamova, T.I. (1982) Aktivizatsiya ucheniya shkol'nikov [Activation of the learning of schoolboys] / T.I. Shamova. – M.: Pedahohika. – 208 s. [in Russian].