ACTIVATION OF ACTIVITY OF STUDENTS OF SPECIALTY “PROFESSIONAL EDUCATION (LABOUR PROTECTION)” AT SEMINARS ON SOCIAL DISCIPLINES

AKTIVIERUNG DER AKTIVITÄT VON STUDENTEN DES FACHGEBIETS „BERUFSBILDUNG (ARBEITSSCHUTZ)“ AN SEMINAREN IN SOZIALEN DISZIPLINEN

Bohdanova Nataliia[1]

Abstract

The article deals with the use of active teaching methods at seminars on social disciplines to prepare students in the specialty "Professional Education (Labor Protection)". The purpose of the article is to research and analyze the use of the system of active teaching methods at seminars in social disciplines for the preparation of students in the specialty "Professional Education (Labor Protection)". To activate the activity of students in the specialty "Professional Education (Labor protection)" at seminars in social disciplines it is necessary: 1) natural conditions for conducting educational classes; 2) creating a favorable social-psychological climate using non-specific suggestion; 3) awakening interest in the subject; 4) coaching training with the participation of the teacher; 5) inclusion of the student in various active forms of seminar work; 6) the student's interest in obtaining higher grades in the seminars, which will be taken in the exam or credit in a particular discipline; 7) the use of e-learning courses significantly increases the cognitive activity of students during the classroom and independent classes, maintains their interest and attention; 8) multi-media e-learning courses help to intensify and optimize the learning process through the use of a wide range of students' perceptions of learning material.

Der Artikel befasst sich mit dem Einsatz aktiver Lehrmethoden in Seminaren sozialer Disziplinen zur Vorbereitung von Studierenden im Fach "Berufspädagogik (Arbeitsschutz)". Gegenstand des Artikels ist die Erforschung und Analyse des Einsatzes des Systems aktiver Lehrmethoden in Seminaren sozialer Disziplinen zur Vorbereitung von Studierenden der Fachrichtung "Berufliche Bildung (Arbeitsschutz)". Um die Aktivität von Schülern der Fachrichtung "Berufsbildung (Arbeitsmedizin)" bei Seminaren in sozialen Disziplinen zu aktivieren, ist Folgendes erforderlich: 1) natürliche Bedingungen für die Durchführung von Unterrichtsstunden; 2) Schaffung eines günstigen sozialpsychologischen Klimas unter Verwendung unspezifischer Vorschläge; 3) Interesse an dem Thema wecken; 4) Coaching-Training unter Beteiligung des Lehrers; 5) Einbeziehung des Studenten in verschiedene aktive Formen der Seminararbeit; 6) das Interesse des Studenten an höheren Noten in den Seminaren, die in der Prüfung oder Anrechnung in einer bestimmten Disziplin abgelegt werden; 7) Die Verwendung von E-Learning-Kursen erhöht die kognitive Aktivität der Schüler während des Unterrichts und des unabhängigen Unterrichts erheblich und erhält ihr Interesse und ihre Aufmerksamkeit aufrecht. 8) Multimediale E-Learning-Kurse tragen zur Intensivierung und Optimierung des Lernprozesses bei, indem sie die Wahrnehmung des Lernmaterials durch eine breite Palette von Schülern nutzen.

Keywords:
Schlüsselwörter:

Social disciplines	Soziale Disziplinen
Seminars	Seminare
Active methods	Aktive Methoden
“Professional education (Labor protection)”	“Berufliche Bildung (Arbeitsschutz)“
Electronic training courses	Elektronische Schulungen

---

[1]Affiliation of author 1: Doctor of Philosophical Sciences, Professor of the Department of labor protection and ecological safety, Ukrainian Engineering Pedagogical Academy, Educational Scientific Professional Pedagogical Institute,
Bankivska str., 81a, kv.14, Slavyansk, Donetsk region 84100 Ukraine.
Corresponding author. E-mail: bogdanovang@ukr.net

1 Introduction

When transforming society, the main task of different educational structures in the context of the globalization challenge and the rise in inflation with the comparatively limited learning time is the compulsory training of competitive specialists. Its solution requires revising not only the content, but also the methods of the educational process, the introduction of non traditional technologies of intensive learning, reorientation of learning to accumulate knowledge (subject training) to increase the level of professional competence as a basis for the development of abilities, effective actions in specific situations (active teaching methods). It is customary to consider professional training of specialists as the process of formation of professional competence, which includes, along with professional knowledge, psychological and social-psychological readiness to work with and manage people. The most productive here are group and collective forms of training. They, to a greater extent than the reproductive, informative type of training, common in modern higher education, contribute to the formation of such socially significant qualities of the personality of a future specialist as responsibility, collectivism, cooperation, mutual assistance, etc., so necessary for successful work in production.

Such outstanding figures as V. Grekhnev, N. Talyzina, A. Porokhin are engaged in the study of the problem of the effectiveness of the educational process and other scientists. A large number of modern researchers are engaged in studying the problems of development and use of e-learning courses in the educational process. Among them, F. Yanushkevich, and O. Okolelov (modern technologies of education in higher education institutions), S. Volkov (pedagogical conditions for the use of an electronic textbook in the educational process of technical higher education institutions) and others. The first ideas of problematic learning were considered in teaching methods: J. Dewey - learning through work, and J. Bruner - learning through research. Also the concept of problematic teaching method was developed by: I. Lerner, A. Matyushkin, M. Makhmutov, M. Skatkin and others.

But despite the existing work on these issues, the study potentiates the problem of activating the activity of students of the specialty “Professional education (Labor protection)” in seminars on social disciplines.

The purpose of the article is to research and analyze the use of the system of active teaching methods at seminars in social disciplines for the preparation of students in the specialty “Professional education (Labor protection)”.

The process of professional training of the future engineer-teacher in the specialty "Professional Education (Labor Protection)" involves the solution of two main issues. First, how to transfer the student from the object to the subject of study, i.e. to find out to what extent pedagogical intervention of the teacher in the process of mastering the student's knowledge and acquiring professional skills and skills is necessary? Second, what are the psychologically justified methods (tools, forms, and methods) to intervene to ensure the higher quality of the intermediate and final goals of education and training?

These questions logically follow from the general orientation of training highly qualified specialists, competitive in our time. After graduation, students in higher education should have a high level of awareness of themselves as a subject of pedagogical activity, able to independently (without unnecessary help and encouragement) to show creative activity in the field of their future profession, as well as in other areas of social practice.

2 Chapter

Section 2.1

The traditional individual-frontal form of organization of the educational process involves the individual assimilation by students of knowledge, skills. Meanwhile, the main collective factor in any pedagogical system is the educational activity of students in forms in which their real interaction and exchange is possible. Only under this condition is it possible to implement the principle of unity of education and upbringing in the educational process. It goes through the organization of joint (group) training activities, the purpose of which is recognized by all participants in the educational process as a single, requiring the pooling of efforts of the whole group and implying some division of labor in the process of activity on the basis of complex cooperation. As a result, relationships of responsible dependence are formed between students, and control and correction by the teacher are combined with mutual control and correction between the students themselves.

At present, there is no uniquely recognized approach in the psychological and pedagogical literature to the phenomenon of group form of education. Differences are found in the very definition of group learning activities, differentiation of concepts “group” and “collective” form of training, approach to the problem of completing stable and dynamic groups, optimal combination of frontal, group and individual forms of educational work, the role of pedagogical work, organization of educational activities.

Each group, including the training group, undergoes several stages of development, the extreme points of the continuum are represented respectively by the diffusion group and the collective. The basis for identifying the level of group development is the activity of the group, its values and goals, on which the nature of interpersonal relationships

depends. Consequently, it is hardly possible for any joint activity to be considered as a truly collective activity on the sole ground that at some particular point a large part of the group is involved in it. It would be more correct to call any joint activity, regardless of the number of people engaged in it, group activity, including collective activity, if it is organized in groups of the highest level of development and on collectivist principles. Seminars are a form of organization of the educational process for studying social disciplines.

All types of didactic problems can be solved on them: study of new material, consolidation, repetition, application of knowledge in practice. A joint solution of both reproductive and creative tasks is possible, but the effectiveness of the latter depends directly on the level of development of the group.

Section 2.2

From the empirical experience we can conclude that not all students are fully active subjects of activity. The poor development of their professional orientation and positive motivation for learning, the low level of knowledge, skills and skills needed in future professional activity, orientation to reproductive ways of learning, low level of self-organization - all indicate that the level of development of basic characteristics of the student as a subject of activity does not meet the ultimate goals of training graduates in the specialty "Professional Education (Labor Protection)". Hence the need for external pedagogical influence on the learning process in order to optimize it. In order for the students to have: independence, activity and creativity, the teacher must create for them the conditions under which they could manifest these qualities. The realization of this main task is paid attention to the activation of the activity of students in the specialty "Professional l Education (Labor Protection)" in conducting seminars on social disciplines.

It is widely recognized that the seminars can only produce positive results when combined with other forms of study organization.

In preparing students for the specialty “Professional education (Labor protection)” at seminars on social disciplines, properly organized group work does not reject, but, on the contrary, assumes the leading role of the teacher. In this case, the interaction between the teacher and the student becomes more complex subject-subject-object relations, unlike the subject-object ones observed in the traditional form of learning. The educator influences the whole group as a generalized subject of learning, while the training of individual members of the group occurs by other trainees.

In the conditions of a seminar on social disciplines, in preparing students for the specialty “Professional education (Labor protection)”, three main dialectically related learning functions are successfully implemented: educational, educational and developing. The intensification of the cognitive activity of students during group work leads to increased learning success, which is expressed in a higher level of assimilation of knowledge and the formation of special and general educational skills.

The use of active teaching methods at seminars on social disciplines leads to a complete restructuring of pedagogical activity and an increase in the level of formation of all pedagogical skills in a teacher. Organizational activities include such activities that are not typical of traditional teaching, such as compulsory inclusion of all students in communication, verbal and non-verbal forms of instruction, organization of role-playing games, competitions, production of sketches, performances, etc. In the same organizational forms, control is exercised. In conditions of active learning, the forms of stimulation change. If in the traditional teaching dominated by imperative and imperative (commanding) forms, with active methods the main forms of prompting are the request, advice, hint, the creation of a situation in which the student himself proposes to perform a particular task. With active teaching methods, at seminars on social disciplines, the activities of the teacher become more diverse and creative. He has more than 10 new types of communicative activity. Moreover, the frequency of contacts between the teacher and students increases by almost 15-20 times in comparison with traditional methods.

Active teaching methods have a particularly fruitful effect on student activities at seminars in social disciplines. First of all, attention is drawn to the immeasurable growth of communicative activity. The total amount of interaction between students and the teacher and with each other increases tenfold, especially in the last two stages of learning.

Section 2.3

Organizationally, training at a seminar on social disciplines in preparing students for the specialty “Professional education (Labor protection)” should take place in three stages, in each of which one of the types of interaction prevails: cooperation (collaboration), conflict (rivalry) and competition. Moreover, the most effective sequence of the mentioned forms of interaction in the technology for conducting training seminars in social disciplines is the transition from conflict to competition and from competition to cooperation. In other words, training at seminars on social disciplines contributes to solving problematic problems and should begin with the creation of a conflict situation that quickly activates seminar work, the emergence of creative contradiction and tension, the development of new hypotheses and their justification. Based on the three-component structure of communication (cognitive, affective, and interactive), conflicts can arise about ideas (ideological conflict), about relationships (conflict of relations), and such about actions and actions (conflict of behavior). Each type of conflict can be caused by the teacher intentionally or spontaneously in the course of joint activity.

According to the communicative criterion, the communicative activity (the number of verbal reactions when solving problems) and the level of formation of skills and skills of communicative interaction were taken into account.

Indicators of formation of a training group as a total subject, i.e. as a collective, they were: the development of role structure, the elaboration of group rules and rules, the formation of the feeling of “We”, etc.

Section 2.4

As is well known, one of the hallmarks of a group's formation as a collective is the development and integrity of its role structure. And, in turn, the success of the joint solution of the task depends on the functional-role differentiation of the study-research group. It was found that the role structure of the group changes at different stages of the joint execution of the task, and at each of the stages, role positions of different contents are given their primary expression. For example, at the initial stage of joint decision of a problem, when the mobilization of the potentials of the group members is required, special activity is shown by those who are carriers of such meaningful role positions as the agitator, the problematizer, the innovator. In the second stage, in which the ways and ways of solving the problem such role positions as the idea generator, the methodologist, the communicator and the like become important. In the third stage, when determining the strategy for solving the problem, it is extremely important to be carriers of such role positions as the critic, erudite, diagnostics, etc. Finally, in the last stage of solving the problem, when its design and execution is required, or from the participants in the joint activity assumed the role of the designer and executor of the final idea or decision adopted by the group.

In general, in the formation and management of the role structure of the group, which determines the success of the solution of educational and scientific problems, the following regularities are revealed: 1) the more fully the content-role structure of the group is presented, the more productive the students' and “more comfortable” psychological climate work within it; 2) the success of group work is higher in the presence of a pronounced leader in each co-role-playing position; 3) in the initial stages of training, violations in interpersonal relations between participants of joint activity - bearers of opposing positions of the type are possible: idea generator - executor, innovator - critic. Translating the conflict between them to a meaningful level enhances the success of solving educational and scientific problems; 4) the more often a member of the group occupies a “prestigious” in terms of the group, meaningful role position, the higher his satisfaction with belonging to this group; 5) expanding the range of roles accepted by the pre-applicant positively affects students' assessment of the teacher's personality and group forms of work.

As a result of group solving cognitive problems at seminars on social disciplines, students of the specialty “Professional education (Labor protection)” noticeably increase the depth of generalization, clarity and logical validity of the conclusions.

Summing up the general results, we can conclude that, compared with the individual and frontal forms of organization of educational activity during training in the conditions of a seminar on social sciences for students of the abovementioned specialty, the process of solving educational and scientific problems is more successful and a developed group structure is being formed, cognitive and communicative activity, communication skills are formed better and faster, interest in the subject and satisfaction with the training as a whole increase.

The most significant features of conducting dialogue-based seminar training in social disciplines among students of the specialty “Professional education (Labor protection)” were: rejection of the typical conditions characteristic of many variants of social and psychological training; transfer of students to the position of subjects of the organization of own educational activity; use of communicative pro-problem-conflict situations in training; ensuring the equality of positions of all participants of the educational process.

The main purpose and purpose of the implementation of the above-mentioned features of group training is to create the conditions for the most complete manifestation and development of communicative activity and competence by involving students in various forms of interaction and communication, involving cooperation and dialogue of students.

Section 2.5

One of the active methods of training at seminars on social disciplines is also a game. In the game at the seminar on these disciplines, two phases can be distinguished: static - game modeling, for which a game plan and program are developed, and dynamic - game training related to the implementation and implementation of the game model. In this regard, didactic games include the following elements: game modeling, microprepresentation as a form of playing a professional role, story-role-playing, acting training, pedagogical symbolism, and spontaneous imitation games.

Educational games have three functions: instrumental-formation of skills and skills; gnostic-formation of knowledge and thinking; and social and psychological training in communication. Each of the purposes of the educational game corresponds to its specific type: games - exercises, didactic games and role-playing games. In order for the game to have maximum effect, its performance technology must meet a number of requirements. Among them, the most important are: relevance of the game to the learning objectives; correspondence of the content of the game to the level of preparation of its participants, the possibility of transition in the game from reproductive to creative activities; leadership and corrective role of the teacher in the process of play.

3 Chapter

Section 3.1

Also, the activation of the activity of students of the specialty “Professional education (Labor protection)” at seminars on social discipline contributes to the use of electronic training courses in the preparation of students in social disciplines in higher vocational education. This provides accessible presentation of educational material of increased complexity, due to the complexity of the content of educational areas of higher education, abstraction, idealization of the objects and phenomena under study, the variety of real systems and modes of their existence and functioning. In addition, a large amount of theoretical concepts used in the social disciplines of higher vocational education, a high degree of logical interconnection and a high level of hierarchy of systems of these concepts are reflected.

Keep in mind that electronic textbooks are only an auxiliary tool, they supplement, not replace, the teacher. Of course, there are also disadvantages to the use of electronic training courses. At each stage of specialist training, it is necessary to determine the appropriateness and feasibility of using e-learning courses. In doing so, you must first and foremost be guided by the "do no harm" principle, as a computer cannot be a means of solving all educational problems. Application of electronic textbooks for the Activation of the activity of students of the specialty “Professional education (Labor protection)” at seminars on social discipline involves rethinking and development of general principles and development of appropriate teaching technologies, in which the student only accumulates knowledge, skills and competences activities, but also develops skills specific to the information culture.

Section 3.2

In preparation for seminars in social disciplines, the student applies the theoretical knowledge gained during the lectures. In the process of answering the questions of seminars, the student develops practical skills and professional skills. Each student uses lecture material and illustrations in the form of presentations when preparing their reports and speeches.

The e-learning seminar unit allows the student to independently analyze and learn text material of any discipline of the social cycle, to prepare for testing, credit and examination. Standard multimedia tools specific to e-learning guides are being actively used. For example, for the discipline of cultural studies, a video clip may be prepared with audio of the teacher and a tooltip showing different parts of a particular section with illustrations.

The results of the seminar work can be sent to the teacher by e-mail. According to the results of the examination, the teacher submits a review and sends it to the student to adjust the results of his work. The review may be in text format or as an audio commentary or video. Using certain software shells and online resources, you can arrange online conferences to display the student's work results and discuss them live.

4 Chapter

Section 4.1

In order for knowledge of social science courses to become a management matter, they must themselves be properly organized, structured and organized. It is thanks to a special didactic processing of this scientific knowledge related to its transformation into a form of educational information that the latter becomes a management factor and the method of teaching is defined as a way of managing the student's educational and cognitive activity. A distinctive feature of this method of teaching are certain ways of fixing and transmitting information, its selection, structuring and presentation, which form the basis of student learning management.

Nowadays, such a special way of structuring, transmitting, receiving and processing information by teachers and students in their collaborative activities is known as a problematic method, which is the informational basis of teaching. Problem learning is a set of techniques that reflect three types of relationships: teacher-information, student-information, and teacher-student. Depending on the type of compliance of these three types of relationships, all methods of problem-based learning can be divided into three multilevel large groups.

Section 4.2

The first group is formed by general methods as ways of organizing problematic learning in general. Modifications of general methods of problem training are:

- monolog - the teacher reports certain information, the student uses it according to the sample, thus changing only the order of passing educational information, additional information is introduced in order to create a problem situation;
- dialog - the instructor instructs, asks problem-information questions, students are involved in solving problem situations, with information being presented in the form of problem questions, finding answers to which leads to new knowledge or entering information in such order, in which it does not convey , but only confirms the students' conclusions;
- Heuristic - the teacher uses explanatory-motivational (try, think, find and others) and students perform partial-search actions - transfer action patterns to new situations, using analogy, comparison, comparison, etc., while in the process of learning completely removed information and management questions, and a system of cognitive tasks and tasks is introduced;
- research - unlike the heuristic method, questions are not posed to the teacher, but after the decision, as a means of self-control; the student needs to use teaching techniques.

The second group of methods consists of so-called binary methods, which are considered as ways of managing educational-cognitive activity. Varieties of the binary method of teaching are informative, instructive, explanatory-prompting methods of teaching, and in respect of students - the executive, reproductive, practical, partially or fully searchable method of teaching.

The third group is formed by specific teaching and learning methods that act as ways of implementing binary techniques.

The choice of a method of problem learning is determined before all the specifics of the content of the subject and how it is constructed. Any change in the structure of the subject is not a change in the ways of teaching and learning.

Section 4.3

The effectiveness of problem-based learning largely depends on the skill of the teacher, but to a greater extent on the students' readiness for problematic learning. The prerequisite for the success of problem learning is the formation of the techniques of reconstruction of educational information and teaching techniques on the one hand, and the formation of basic learning skills of students, on the other. Such methods of training are analysis, comparison, proofing, generalization, hypothesis, transfer of knowledge to a new situation, search for analogies, choice of ways of activity, interpretation and registration of results. Scientists argue that mastering these skills forms a general willingness to conduct problematic learning. The teacher should have a similar readiness to conduct problematic learning. And in order for this certainty to be formed, the teacher himself must learn this method. Our students - future engineers-educators almost do not even have some elements of problematic learning. Many of them believe that the main function of the teacher is the transfer of knowledge. And only those of them who are involved in the process of scientific work - writing research papers at conferences are engaged in scientific circles - begin to understand that the main thing in the teacher's work is the inclusion of students in the search for intellectual activity.

The main advantages of the problematic method of teaching are that it develops the students 'mental abilities, arouses their interest in learning and accordingly promotes the development of motives and motivation of educational and cognitive activity awakens students' creative tendencies; has versatile character, fosters independence, activity, creativity of students; contributes to the formation of a well-developed personality, able to solve future professional and life problems.

Section 4.4

Problem teaching consists of the following stages of the subjects of the didactic process: organization of problem situation; formulation of the problem; individual or group problem solving by the subjects of training; verification (verification, interpretation and systematization) of the information received; use of acquired knowledge in theoretical and practical activity.

Problematic tasks can be: assimilation of educational material; formulation of a question, hypothesis; practical task.

When using the problematic method of teaching social disciplines, students solve the tasks: search, construction, transformation, reconstruction of the transfer, which are based on five types of creative tasks: 1) search tasks; 2) construction tasks; 3) reconstruction tasks; 4) conversion tasks; 5) the task of transferring to new conditions. In the process of doing the appropriate work, students use the knowledge they have already acquired.

Learning tasks can be complicated by combining several or all five types of creative tasks into different complex creative tasks. Varieties of such complex creative educational tasks are: writing review papers; compilation of annotations; preparation of reports; selection of literary sources for the topic; search content for information content and more.

5 Conclusion

Summing up the above, it should be noted that in order to activate the activities of students of the specialty “Professional education (Labor protection)” at seminars on social disciplines, it is necessary: 1) natural conditions for conducting training sessions; 2) creating a favorable social and psychological climate with the use of non-specific suggestion; 3) awakening interest in the subject; 4) communication training with the participation of the teacher; 5) inclusion of the student in various active forms of seminar work; 6) the student's interest in obtaining higher grades in the seminars, which will be taken at the exam or credit in a certain discipline; 7) the use of e-learning courses significantly increases the cognitive activity of students during the classroom and independent classes, maintains their interest and attention; 8) multi-media e-learning courses help to intensify and optimize the learning process through the use of a wide range of students' perceptions of learning material; 9) the introduction of electronic training courses to some extent overcomes the problem of passivity of students, who are given the opportunity from the receiver to become an active participant in the educational process, to show their initiative, to unleash their creative potential. The teacher thus takes the position of con-sultan. Application of the problematic method in the course of conducting seminars on social disciplines for students of the specialty “Professional education (Labor protection)” leads to an increase in their level of creativity, the level of development of reading skills (ability to highlight the main content of the text; using available sources of information; ability to predict the content of the message at the level of the educational text; the ability to determine the intention of the author of the message, etc.), interest in learning in general and to study social disciplines in particular.

Our research does not claim to be a complete exhaustion of the problem. Prospective directions of further research on this urgent problem is the study and analysis of forms of activity of students of the specialty “Professional education (Labor protection)” at classes in social disciplines; research of technologies of organization of training in separate disciplines of social cycle; technology of development of electronic training courses taking into account psychological and pedagogical requirements, etc.

References

Belyaev M.I. and other (2002). Fundamentals of the concept of creating educational electronic publications // Federal target program "Development of a unified educational information environment." Ministry of Education of the Russian Federation. Moscow.

Grekhnev V.S. (1990). The culture of pedagogical communication. Enlightenment Publishing House, Moscow.

Korolev D.A. (2002). Fields of application of electronic textbooks in the educational process // Information technology in quality management and innovation management. No. 4.

Matyushkin A.M. (1972). Problem situations in thinking and learning. Pedagogy, Moscow.

Okon V. (1969). Fundamentals of problem-based learning. Education, Moscow.

Porokhin A.P. (1991). Diagnostics of the educational process. Kiev, Publishing house Nmnif school.

Robert I.V. (1994). Modern information technologies in education: didactic problems; prospects for use. School-Press, Moscow.

Talyzina N. F. (1984). Management of the process of assimilation of knowledge (psychological aspects). 2nd ed. add., rev., Moscow State University, Moscow.