

Activation of learning-and-cognitive activity of students of humanities as the basis for efficient organization of their independent educational activities

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Abstract. The successfulness of learning-and-cognitive activity is conditioned by the presence of a high level motivation of studying in students, the formedness of independence and cognitive activity at a proper level, as well as the conscious development of relevant information-and-technological skills, etc. The emphasis in teacher's activity moves into the organizational, coordinating and advisory dimension. It is in this way that it is possible to achieve efficiency in the organization of independent educational activities of students of humanities, because it is humanitarian knowledge that is specifically marked with its unlimitedness.

Keywords: *cognitive activity, learning-and-cognitive activity, students of humanities, independent educational activities.*

Informatization of the society leads to an objective need to introduce new training technologies into the process of training future specialists of higher qualification. The process of training students of humanities is not an exception either. A higher education institution should assume a role of the organizer and creator of the informational-and-educational and informational-and-self-education environment in which students will be trained in the areas and specialties that exist in it. For his/her adaptation in the information space, it is not enough for a graduate to simply absorb a certain amount of information or to have at least a distant idea about it. Therefore, the problem of new approaches to the activation of students' learning-and-cognitive activity (LCA) has never been more acute. They have to be taught not only content-related aspects of the educational and self-education processes, but they should have a greater focus on the assimilation of specific methods of educational-and-cognitive activity. The successfulness of LCA is conditioned by the presence of a high level motivation of studying in students, the formedness of independence and cognitive activity at a proper level, as well as the conscious development of relevant information-and-technological skills, etc. The emphasis in teacher's activity moves into the organizational, coordinating and advisory dimension. It is in this way that it is possible to achieve efficiency in the organization of independent educational activities of students of humanities, because it is humanitarian knowledge that is specifically marked with its unlimitedness. Thus, the problem of organization of independent educational activities of students of humanities in the context of development of their subjectness as an expression of the active, self-reliant, independent and autonomous attitude towards the process of acquiring both general and subject-related competencies of a specialist of higher qualification in the humanitarian direction is actualized.

The purpose of the proposed article is to generalize the didactic potential of activation of learning-and-cognitive activity of students of humanities as the basis for efficient organization of their independent educational activity aimed at the development of the subjectness of future specialists in the humanitarian sphere.

The organization of learning-and-cognitive activity of students is understood by us as the process of pedagogical influences (with a predominance of purely didactic ones) aimed at the formation, improvement and systematization

of it, with such influences being built up and regulated by the teacher in the process of achieving the goals of studying in the higher education institution, taking into account both individual characteristics of those being taught and conditions of the environment. It is clear that the organization of students' learning-and-cognitive activity will be successful if it contributes to raising the level of educational cognitive motivation, cognitive activeness, independence and more successful assimilation of information.

In the conditions of the credit-module system of organization of the learning process and its orientation to the needs and demands of those being taught, attention is paid to the problems of organization of educational and cognitive activity within the limits of self-education and unmanageable training. These issues, due to their timeliness, were not left out of the attention of both domestic and foreign researchers.

Important aspects of the implementation of the activity-based approach to the organization of the learning-and-cognitive process have been developed in works of teachers and psychologists A. Aleksiuk, V. Bondar, L. Vygotskiy, A. Leontyev, V. Onishchuk, S. Rubinshtein, O. Savchenko, M. Skatkin and other researchers. They prove in their studies that in the process of learning, not only certain knowledge and skills are assimilated, but also individual abilities develop, the personality is formed, and the personality's readiness to solve virtually meaningful tasks is formed.

The substantiation and expansion of LCA components requires the recourse to the competent-based approach, within the framework of implementation of the provisions of which the components of learning outcomes were studied and specified by B. Bondar, S. Yelkanov, V. Krayevskiy, V. Kremen, A. Hutorskyy and other researchers.

In pedagogical literature, the term "learning" is interpreted ambiguously. In didactics, it is used primarily in connection with the cognitive activity. Therefore, the concept of "learning-and-cognitive activity" (LCA), according to G. Shchukina [7], characterizes the process of learning the most fully, that is, it is a specific activity, a joint activity, a special form of cooperation between the one who teaches and those who are taught, and, most importantly, is the fact that within this activity there are cognitive processes and processes of socialization.

As M. Soldatenko notes in [6], cognitive activity is

always a movement towards a new generalization. It is searching and discovering of the new that manifests itself as such in relation to the initial stages of the process of cognition. Within LCA, there are reinterpretation of already mastered being, cognition of objects in the sphere of human activity. An individual does not have any non-mastered sphere before him/her, new concepts appear to him/her as a crystallized, idealized historical experience of a person.

Proceeding from the general theory of activity, we consider cognitive activity as the basis of the learning process, without cognitive activity it is impossible to transfer experience from generation to generation. In this regard, we cannot disagree with Z. Slepkan that the active theory of learning rightly dominates in modern didactics and methodologies of teaching of individual subjects. It is in the activity that activeness of the personality manifests itself as that of a subject who determines the required amount of activity for various forms of activity. The process of learning involves the mandatory presence of such forms of activity, where one is learning activity and the other is cognitive activity. Both forms of activity are necessary, because they are the essence of the educational process. The delineation of certain types of activities within the learning process requires the differentiation of concepts such as "learning activity" and "cognitive activity".

Without learning activities, just as without work, the society cannot develop. "Learning activity" simultaneously includes both activity of the person being taught and activities of the person who teaches. The essence of such an understanding is as follows: in order to ensure the organization and implementation of effective LCA, the necessary condition is the cooperation of the teacher and the person being taught in achieving common goals, which is the most important characteristic of learning activity. In the educational process, one who is being trained shows activity, autonomy in learning, cognitive interest that prompts activity and independence.

The phenomenon of activity in pedagogy, according to G. Shchukina [7] can be specified in the process of learning as follows: 1) exchange of experience of activity, its types and means takes place, which enhances the activity of each, assessment and actualization of personal capacities, as well as increases the motivation of this activity; 2) development of activity takes place (performing, actively performing, actively independent and creatively independent), which determines the gradual development of the personality; 3) there is a change in the nature of activity, which influences a change in the position of the person being taught; 4) a level of self-regulation is considered, which is the main indicator and mechanism of the personality being formed, the formation of which is supported by the change in regulatory mechanisms (external and internal); 5) teacher–student inter-subject relationships are distinguished, which determine the self-regulation of the person being taught, the most important personality's formations of which are: activity, independence and cognitive interest; 6) self-analysis of education is carried out, which demonstrates the active and conscious inclusion in the student's learning activity, making personal judgments, the interest in the intensity of the

educational process, which characterizes a higher level of learning.

According to T. Shamova, the didactic structure of self-management of the process of activity (in particular, cognitive activity) should contain the following components: motivational (needs, interests and motives, in other words, all that ensures the involvement of the person being taught into the process of active learning and supports this activity during all phases of learning cognition); and orientational, the content of which is the acceptance of the purpose of LCA by the person being taught, its planning and forecasting; content-operational, which consists of the two interrelated parts: a systems of leading knowledge (conceptions, facts, concepts, laws and theories) and means of learning (tools to obtain and process information and to apply knowledge in practice); and value-volitional (attention, will, emotional coloring of action); and estimative, which is systematic receipt of feedback on the course of action on the grounds of the comparison of results of the activity with the tasks being performed.

Thus, in the learning process, on the basis of various types and forms of activity, the systematic and consistent formation of the personality's formations that lead to the self-regulation and to establishment of the position of a subject of learning activity is carried out.

In the opinion of P. Pidkasystyy, who determined that motivation, purposefulness, as well as self-organization, independence, self-control and other personal characteristics, which are components of the structure of self-educational competence, are more strongly manifested themselves in the independent cognitive activity of the subject of learning activity, because cognitive activity provides the learning person with the right to make decisions at the level of goal-setting, the choice of content, methods and forms of work, which subsequently leads to the implementation of processes that determine the development of personality's subjectness.

As noted above, in didactics, the concept of "learning" is used in the context of such concepts as cognitive activity, the process of cognition; moreover, it is emphasized that interest in it arises on the basis of conscious motivation. Motivation of cognitive activity characterizes the person's attitude to one or another manifestation of reality and is associated with the emergence of the need for cognition. Interest is the expression of the orientation of human consciousness to the understanding of phenomena of objective reality, which is possible due to the presence of interrelated systems for reflection of it. The interest and motives for the learning process are the foundation upon which the knowledge, skills and practical experience of the students arise, are consolidated and develop. The need lies at the heart of any activity; therefore it is the need that stimulates cognitive activity. The initial moment of cognition is always associated with the emergence of a need, and the basic regularity of the learning process is to meet this cognitive need. Motivations, interest, the need for cognition are all necessary conditions of learning activity [1].

The contradictory nature of the learning process is a complicated epistemological issue of modern didactics

and practice of teaching. Since contradictions are inherent to learning, their presence is a fact for cognitive activity as well. The problem of studying the emergence of both learning and cognitive activities through the development and overcoming of existing contradictions specific to them had been dealt with by M. Danilov, B. Yesipov, I. Ogorodnikov, and P. Pidkasystyy. The most obvious contradiction in cognition is that between personal experience and scientific knowledge being acquired. The discrepancy between the necessity and the opportunity to solve the set task requires the search for additional means and ways of activity, the tension of moral and intellectual forces, overcoming difficulties, stimulating the cognitive interest. The driving force behind the learning process, the approach to truth is an internal contradiction that exists objectively throughout the learning process. The inconsistency which induces to learning is the discrepancy between constantly growing tasks, learning requirements and the availability of opportunities to meet these needs and to solve more complex problems. The complication of the learning process is indisputable and compulsory. As for the activeness of learning, it is formed in the process of cognitive activity and characterized with the desire for knowledge, mental tension and manifestation of moral and volitional powers, so that actual activeness of the subject of learning activity influences the quality of his/her cognitive activity and manifestation of subject's individual characteristics.

What deserves our particular attention in the context of the above provisions is the study of M. Soldatenko [6], which states that the parties of contradictions between the subject in the learning process and its object are the existing level of knowledge, that is, the student knows about the object being studied and the cognitive task, what he does not know, but should know. The above parties are in dynamic connection with each other, causing self-development in the learning and educational process. In LCA of the subject of the learning process, new cognitive tasks come into conflict with the existing level of their knowledge, which partly changes in the process of cognition, and this continues endlessly. This contradiction appears as such, because it follows from the very essence of learning and plays a decisive role in it.

Also, M. Soldatenko draws our attention to the fact that new learning and cognitive tasks are the most dynamic side of the main contradiction of learning, and they are the impetus for further activation of cognitive activity. The other side of the main contradiction, as compared to the first one, is less mobile but, taken in conjunction with the opposite side, is the basis and prerequisite for the educational process. Learning, by its nature and essence, is a process in which cognitive contradictions are constantly arising, developing and being solved. The driving force of learning is not any contradictions, but only those that are conditioned by the objective course and logic of the learning process, provided that they are perceived by students as certain difficulties, but at the same time as those corresponding to their cognitive capabilities [6].

Taking a study by O. Malykhin [2] as the basis, we consider the organization of students' LCA as a complex object and a certain objectively and really existing phenomenon of the modern educational process, as a

complex educational system. This vision allows us to consider the organization of educational and cognitive activity of students on the basis of the competence approach as the optimal integrative use of traditional and innovative forms, methods and means of teaching aimed at efficient and effective assimilation of knowledge and methods of obtaining it at the level of professional, special-subject, methodological and general cultural aspects. The integrative use of traditional and newest innovative forms, methods and means of teaching does not limit but only determines the priority direction of the organization of LCA. At the same time, O. Malykhin [2; 3 and 4] notes the need to involve the activity-based approach into further developing the problem of organization of students' LCA. The activity-based approach determines a kind of organization of activity of the subject of the learning process, in which he/she acts as an active side in cognition, work, communication and his/her own development.

Learning in a higher education institution, like any learning, is a didactic and psychological process at the same time. This process involves acquiring knowledge, forming skills, and scientific research with subsequent development of higher mental capacities of students.

The psychological approach to learning is the most important and most necessary condition for establishing this connection. It allows teachers to evaluate facts of learning from psychological positions, give the correct explanation to them, find ways to rational development and perfection of learning-and-cognitive and self-education activities, in the context of the performed study of individual psychological characteristics of students.

The most significant applied problems of psychology in higher education institutions are: psychological substantiation of rational ways of acquiring knowledge and skills; organization and management of the processes of mental and work activities of students through the activation of perception, understanding, judgment, imagination, through the definition of the significance of the content, verification of the implementation of tasks; psychological justification of ways to improve methods of teaching; substantiation of peculiarities of students' developmental age; assessment of students' mental characteristics; identification and development of individual creative features and inclinations of students by organizing supervision, analysis, synthesis, finding errors, finding rational ways of solving set tasks; assessment of the mental and moral state of students [5].

These tasks apply both to teaching and scientific work and to the formation of a fully developed personality and professional training of students. What is particularly significant among these tasks is a psychological analysis of acts of pedagogical influence, finding out in what cases and why the success or failure of the teaching-and-cognitive and self-education activities was achieved. Learning, as a specific kind of purposeful and specially organized human activity, is based on the synthesis of cognitive processes, abilities of a person and corresponding levels of his/her development. The system of properly directed learning physiologically is one of higher forms of cognition which concentrate various aspects of higher nervous activity [1, p. 212].

The identification of regularities of the process of

studying in higher education institutions is rather closely connected to the consideration of peculiarities of psychology of the student age (mostly 17 to 23 years). This age is characterized by B. Ananyev with a number of significant contradictory features. This is the heyday of physical and mental development of a human. But the heyday is not yet maturity.

With the approach to maturity, the continuous increase in capacity for work, dynamics of active activities and productivity takes place. At the same time, moments of acceleration of the dynamics of one function are replaced with moments of deceleration of other functions. At this age, verbal intelligence and dynamics of excitement are developed. Verbal-logical learning becomes more significant. The level of power of observation and the general culture of observation increase. A characteristic feature of modern students is a wide scientific and general cultural awareness, the desire for their creative expression and self-affirmation, an active interest in the field of the new and progressive.

Actions, deeds prevail over justification of them. At this age, manifestation of maximalism, the desire to quickly manifest himself/herself in difficult life situations without sufficient in-depth assessment of probable consequences, and egocentrism are inherent for a human. We can observe an indifferent attitude to experience of other people; advice, adults' comments are often perceived as an unjustified intrusion into the private life. The desire for independence and self-reliance, and enthusiasm for the new (not always progressive) are characteristic for this age.

Along with curiosity, striving for the new, revealing the interest in a certain activity and field of knowledge, there is a denial and skepticism as a consequence of superficial views. People at this age most often do not notice their imperfections or find numerous justifications for them.

The age of 17 to 23 years is the most fruitful time for gaining knowledge, skills, scientific and professional development, and improvement of the comprehensive intellectual culture. At this age, all mental qualities and peculiarities actively develop, creative talents are revealed.

Adult youth has large reserves of potential activity. Most students are highly trained, active, potentially gifted young people, energetic and able-bodied, who, however, need a psychologically directed, and sometimes guided, system of teaching and upbringing. For teachers of higher education institutions, it is not enough to focus only on teaching, they also need to know the psychology of students and the psychology of learning, be able to organize students' audiences into the right direction.

It is essential to use psychological justifications for managing cognitive activity of students through the organization of various types of LCA that makes influence on interests, motives, guidelines, active mental activity and the application of methods of reflective influence.

The interest in cognition, which arises on the basis of conscious motivation, is of great importance to the learning process in the context of our study of LCA of students of humanities as the basis for effective organization of their independent educational activities aimed at the development of subjectiveness of future specialists in the humanitarian sphere. Interest and motivation are inextricably connected with the physiological processes of higher nervous activity.

By perceiving the world as it is, by means of the signaling systems, complex connections and associations, a person develops the ability to determine the causality, motives for the emergence and development of phenomena, and gain interest in studying them, generalization and scientific abstractions. Motives and interests of the person are in close connection and interconnection. It is these didactic and psychological factors that determine the choice of didactic influences that can provide activation of LCA as the basis for efficient organization of independent educational activities aimed at maximizing the activation of processes that determine the development of the subjectness of the personality of a future specialist in the humanitarian sphere taking into consideration the specifics of humanitarian knowledge versus natural-mathematical or purely technical, namely: potentially maximally unlimited content for assimilation, which can take place on a differentiated basis, taking into consideration individual psychological peculiarities of the personality of a subject of the educational process, an integral part of which in modern conditions is independent educational activity. Thus, the system runs into a cyclic path. On the one hand, the activation of LCA of students of humanities turns out to be an effective mean for perfection of their independent educational activity and directly or indirectly influences the development of their subjectiveness; on the other hand, an independent educational activity of students – future specialists of the humanitarian sphere – is a productive mean of influencing the activation of LCA of students as central subjects in both processes, which in their integrative unity predetermine the formation of a strong didactic basis for the development of subjectivity of students of humanities, provided the above described specificity of humanities knowledge is taken into consideration.

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Активизация учебно-познавательной деятельности студентов гуманитарных специальностей как основа эффективной организации их самостоятельной образовательной деятельности

И. С. Гриценко

Аннотация. Успешность осуществления учебно-познавательной деятельности предопределяется наличием у студентов высокого уровня мотивации обучения, сформированностью на должном уровне самостоятельности и познавательной активности, а также сознательным развитием соответствующих информационно-технологических умений и тому подобное. Акцент в деятельности преподавателя смещается в организационную, координационную и консультативную плоскость. Именно таким путем можно достичь эффективности в организации самостоятельной образовательной деятельности студентов гуманитарных специальностей, поскольку именно гуманитарное знание специфически сказывается своей неограниченностью.

Ключевые слова: познавательная деятельность, учебно-познавательная деятельность, студенты гуманитарных специальностей, самостоятельная образовательная деятельность.