

## Principles of organization of educational process in the context of student autonomy development in educational activities

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Paper received 27.08.17; Accepted for publication 02.09.17.

**Abstract.** The article highlights the principles of organization of educational process in the context of student autonomy development in educational activities. Analyzing a set of principles. The system of principles, which has its own internal relationship and interdependence. When developing principles, we proceed from the premise that students' individual educational activity at higher educational institutions is an integral component of the general educational process designed to train a specialist who would correspond to the existing requirements of the state standard.

**Keywords:** *the principle, the principles of organization of educational process, a set of principles, autonomy development, educational activities.*

Comprehension and implementation of the principles of a certain educational process organization provides an opportunity to organize this process in accordance with its consistent patterns, to define its aims consciously and reasonably, and to come judiciously to its subject matter, selection of teaching forms and methods, which would be adequate for the set purposes.

Let us turn our attention to the general scientific definition of the "principle" category. Principle (lat. principium – basis, beginning) means a derived notion of any theory, teaching, etc.; a directing idea; a major rule of activity [9, p. 409].

In didactics a principle is an instrumental notion, presented in the categories of expression of a pedagogical concept, a methodic expression of laws and rules which have already been known; it is teaching about aims, essence, contents, structure of teaching which is expressed in a form allowing to use it as regulatory norms of practice [8, p. 444].

When developing principles, we proceed from the premise that students' individual educational activity at higher educational institutions is an integral component of the general educational process designed to train a specialist who would correspond to the existing requirements of the state standard.

Under conditions of influence of social progress and modern scientific achievements distinguishing new common factors of reaching, accumulating work experience of lecturers and analyzing students' results along with some principles of teaching are transforming and improving. Modern principles determine requirements for every component of educational process: aims and tasks, formation of contents, selection of forms and methods, stimulating, planning and analyzing achieved results. In past the majority of educational principles was derived from practice and practical experience, which meant their empiric grounding. The modern state of scientific development in general and of pedagogical science in particular allows us to apply theoretic groundings in our scientific inquiries. Some stages of this grounding were elaborated by V. V. Kraevski, who offered the following scheme [7]:

**practical task → scientific problem → idea how to solve it → hypothesis → ways to check it → theoretic rendering of the results → principle.**

We are trying to follow this scheme in determining principles of students' individual educational activity efficient organization at higher educational institutions. And if we take into consideration that "educational principles act in their organic unity and create a concept of a didactic process which can be presented as a system of its components" [3, p.

36], we shall also focus on the systematic understanding of the complex of educational principles which may serve as the basis of students' individual educational activity organization.

The system of principles always has its own inner interrelation and interdependence, and an important condition of existence and functioning of the system of principles is the existence of a core, leading, cornerstone principle. In view of the modern educational concept, at a secondary general school this principle lies in developmental and bringing-up education and concerning professional education – the principle of fundamentalism and professional orientation. Therefore all other principles derive from the major ones. The derivative principles concretize one or several of the cornerstone principles, reveal and clarify the conditions of their realization and implementation.

The system will be functional in case the principles, serving as components of this system, are interdependent and interpenetrative.

Modern didactics considers educational principles as certain recommendations, directing pedagogical activities and the whole educational process, as ways to achieve pedagogical aims accounting for common factors and conditions in which the educational and bringing-up process is occurring.

However, according to V. I. Zagviainski, this statement does not fully uncover the essence of principle as a didactic category. He thinks that in its substance a principle is a recommendation, a landmark of different ways to reach harmony, efficient interaction in combining opposite sides, fundamentals, trends of pedagogical process [3, p. 37].

Defining principles of individualism and professional-pedagogical orientation as the cornerstone ones gives us an opportunity to talk about a system of principles of organization of students' individual educational activity at higher educational institutions. Here we mean the following *principles: individualism; humanization and humanitarization; succession; scientific character; consciousness and activeness; systematicity, consistency and rationality; accessibility and sufficient level of complexity; connection between theory and practice.*

We define *the principle of individualism* as the major and cornerstone one since the implementation of this principle reflects the specifics of the researched type of educational activities.

Students' individual educational activity envisages their complete independence and freedom in mastering a certain scope of knowledge which is acquired by them within the process of individual work which is planned in curricula and educational programs of some disciplines. So where can we

see students' individualism here? Firstly, they have to learn how to individually distribute their time which is allocated for their individual educational activity. Students have to learn individually how to set interim goals of their own educational activities which would foster the successful achievement of the final goal; individually select the most efficient forms and methods of educational material mastering; work on the formation of their own cognitive individualism which would serve as a precondition for the development of skills and abilities of individual educational activity; analyze and adjust their individual educational activity accounting for revealed mistakes and drawbacks of the whole process organization; individually control the achieved results of individual educational activity and acquire the skills to independently compare one's own level of mastered knowledge with the requirements set for a specialist of the corresponding level of the certain discipline.

This principle bases upon the requirements set for modern higher schools which train professionals, who are able to individually and purposefully acquire professionally relevant information during their studies at a higher educational institution and also prepare them for further consistent individual improvement of already gained knowledge and constant accumulation of new data from different spheres which are important to support one's own professionalism throughout the whole life.

*The humanization and humanitarization principle* plays one of the key roles in the system of organization of individual educational process of students of higher educational institutions since today these principles reflect leading trends of education development in the modern world and emphasize the increasing role and significance of interpersonal relations, mutual understanding of the success of education by all the participants of the process.

The processes of humanization and humanitarization are practically inseparable. Thus, L. V. Kondrashova says that "Humanization is the basis of methods, peculiar for humanitarian sciences which are related to visual thinking, imagination, esthetic evaluations, searching for distant analogies and individual judgments. Humanitarization, she continues, - envisages not just the simple acquisition of humanitarian knowledge, but mastering a special way of thinking which allows to comprehend occurring situations, to be ready for cultural dialogue, self-education and self-fulfillment within the system of new relations "Person-World". L. V. Kondrashova sees the goal of humanitarian knowledge in the enrichment of personal inner world, attracting personalities to esthetic values, encouraging for moral perfection [6, p. 30].

Summarizing, we shall note that within the process of students' individual educational activity organization it means the following: a student's personality is the highest social value which determines the major aims of the individual educational activity organization; fullest exposure of their abilities and satisfaction of different cognitive needs through forms and methods of individual activity, prioritizing general human and social values in the contents of individual work; fostering educational activities, organization of these activities for both, lecturer and student on partnership principles; creation of opportunities for students' creativity, their free choice of the contents, forms and methods of individual educational activities.

*The succession principle* in the organization of individual educational activity has to secure gradual transition from school forms and methods of knowledge acquiring to active, rational and systematic, when students bare the major share

of tasks fulfillment burden. Indeed, along with special knowledge mastering it is required to perform work, which is aimed at the development of rational skills. It lies in resolving operational and adaptive tasks – or tasks which gradually prepare students for educational process at a higher educational institution by eliminating low level of students' operational training and their incomplete organizational and adaptive competence.

Combining theoretical material with tasks which may require the organization of different forms of educational process for their resolution makes first year students concretize, generalize and systematize corresponding ideas, secures links which can be figuratively defined as "lection-lection", "lection – practical task", "lection – home task"; "practical task – home task"; "lection – controlling measures, exams (credits)", etc.

Qualitative increase of this kind of goal-oriented and systematic individual educational activity of first year students at their in-class and out-of-class activities is possible in case students are ready for it.

The task of a lecturer is to stick to the succession principle when organizing students' individual educational activity and select tasks which will be gradually becoming more complicated, to assign them systematically, define which parts of a textbook are to be covered and to control the fulfillment. At the same time, judging from pedagogical experience, one of the reasons of low popularity of additional educational work among students is the absence of its evaluation from lecturers, and due to this lecturers shall support the priority of "accounted" activities of students when fulfilling different tasks, think of new forms of encouraging for individual work with additional sources of information.

*The scientific principle* in students' individual educational activities organization mainly means that only genuine scientific information, which is scientifically verified, shall be offered for individual mastering.

Only those theories shall be submitted for individual mastering, which are well-balanced and unambiguously rendered, or are very close in renderings offered by different scientific schools which will ensure that their studying will not cause any unnecessary complications. Scientific data which is not properly covered in educational textbooks and manuals, or contain controversial statements and provisions without clear separation of the most important and practically significant information, shall be avoided.

The scientific principle in the organization of individual educational activity secures the correspondence of curricula and educational programs to the level of social, scientific and technical progress with regard to the contents of educational information which is submitted for individual mastering.

The realization of the scientific principle also fosters the implementation of modern achievements in pedagogy, psychology, methodic, leading pedagogical experience, explains the logics of different academic disciplines and the overall educational process.

*The consciousness and activeness principle* plays an important role in the organization of students' individual educational activity organization, because it expresses the essence of the activeness concept: it is impossible to teach someone who doesn't want to study. It is possible to acquire knowledge and develop only in case one is involved actively, takes goal-oriented efforts in order to achieve the planned result.

In the process of individual educational activity organization the mentioned principle is actualized due to the fact that the process of significant scope of knowledge acquiring is

happening without direct involvement of a lecturer and the final result of this activity depends upon the presence and formation of the corresponding level of consciousness and activeness of a student.

This principle is based upon the following scientific general rules:

- *the genuine essence of human education is based upon profound and individually comprehended knowledge which is acquired by means of intensive efforts of one's mental activity;*
- *conscious acquisition of knowledge by students depends upon certain conditions and factors: motives of learning, level and character of students' cognitive activeness and the level of their cognitive individualism formation which serves as a specific and important index of individual educational activity success.*

Students' cognitive activeness and their cognitive individualism are important factors of their educability and have a considerable impact upon the tempo, profoundness and endurance of the educational material mastering. In its turn, consciousness usually accompanies activeness and means conscious understanding of aims, motivated willing to achieve them. Activeness can be reproductive or productive, in other words, replicating or creative. [3, p. 44].

In the process of students' individual educational activity organization different levels of activeness may occur and this has to be taken into consideration by a lecturer who gives students tasks for individual performance. All the levels of students' activeness have to be stimulated in order to achieve the highest results of individual educational activity.

*The systematicity, consistency and rationality principle* of the organization of educational activity of students at higher educational institutions is based upon the following scientific statement: people possess true knowledge only when they have a correct and systemized image of the external world, which is a system of interconnected concepts, recorded in their mind. Traditionally, this principle contains requirements for logic, consistency and succession, when every next portion of knowledge or skill bases upon the previous ones and continues them.

The significance of this principle is motivated by the statement that a universal tool and major way of scientific knowledge system formation is properly organized teaching, in which the system of in-class work and students' individual educational activity are interconnected and united. Within the context of this research we shall pay special attention to the necessity of a balanced amalgamation and distribution of general educational material on each separate academic discipline into modules (relatively complete individual blocks of educational information), which are designed for in-class work and those which are submitted for individual mastering.

It is necessary to avoid submitting for individual work those portions of material which have to be covered in direct participation of a lecturer. Sometimes other violations of the succession principle may occur, when for individual mastering is offered material, which will be studied in class during one of the following semesters. Thus, individual and in-class works have to be in harmonic and correlational interrelation, so that the former could stimulate the latter and vice versa.

In the process of individual educational activity organization it is necessary to account for the balance of volumes of educational material which is submitted for individual mastering in different academic disciplines. Here we mean the cases of students' been overloaded and lacking time for proper individual educational activity. We think that there are two objective reasons for this state of things. Firstly, informational volumes which are envisaged for individual

mastering, don't correspond to the allocated and designed by curricula timeframe, which has a considerable negative impact upon the results of students' individual educational activity and final quality of a specialist's qualification. Secondly, students' preparation for in-class studies often requires considerable time resources which they are trying to compensate, sacrificing the time which was envisaged for individual educational activity in this discipline. And the worst thing here is that this state of things is explained by lecturers' non-competence in organizing work in class, their inability to rationally distribute students' time for education and their non-capacity to organize operative check of students' knowledge. As a result, students may skip the whole volume of individual educational activity and in the best case return to it when preparing for exams or tests which are a final form of knowledge control. Therefore, we are talking about the rationality of educational material distribution in time and contents, its correspondence to the timeframes set by the program.

*The principle of accessibility and sufficient level of complexity* in the organization of individual educational activity of students at higher educational institutions arises from the necessity to account for the real capacities of students, going away from intellectual and emotional overloading which has negative impact upon students' physical and psychical state.

This principle also bases upon the Law of Thesaurus (lat. *thesaurus* – "treasure"). It is figuratively understood as the volume of accumulated knowledge, skills and ways of thinking. This principle becomes especially important at the initial stages of studies at a higher school, since at this time students' way of thinking does not yet completely correspond to the requirements of a higher school and is usually deprived of individualism.

In order to preclude additional complications it is necessary to avoid submitting for individual mastering controversial theories and statements, especially during the first year of studies when a recent schoolchild is adapting to the new conditions of educational process organization, at which special attention shall be paid not to the informational burden of individual educational activity, but to the organizational side of the process, aimed at the formation of skills and abilities which will later be instrumental in individual educational activity and could secure its successful fulfillment at following courses, when the amounts of educational material for individual mastering will be constantly growing.

But from another point of view the contents of individual educational activity can't be too easy, it shall cause a certain level of psychic tension which is necessary to support students' intellectual and energetic tonus, activeness and intensification of searches, related to overcoming difficulties in learning.

*The connection between theory and practice principle* in students' individual educational activity organization is based upon the key provision of classical philosophy and modern epistemology: the point of view of life, of practice – is the major cognitive point of view. The efficiency and quality of studies are checked, verified and guided by practice. Practice is the only criterion of the truth, a source of cognitive activity and the sphere where the results of studies can be applied.

Concerning the individual educational activity organization, this principle is implemented in rational balancing of methodological, theoretical and applied knowledge, in the reflection of the logics of pedagogical systems and their transformation, in securing the necessary correlation between

theoretical and practice material, in the most rational usage of theory when resolving practical tasks, in revealing the necessity to combine different theoretical and empiric methods in pedagogical search, in reflecting the leading experience of different schools as the source of pedagogical theory.

All the knowledge which students gain within their individual educational activity has to be presented in modern, understandable renderings; the history of science, modern theories and possible expectations, offered by science, especially those which concern the possible ways to reach harmony between nature and people, may all serve as the subjects of studies.

Scientific theories and not practice play the leading role in the organization of studies at a higher educational institution. But the theory, in order not to remain something abstract, should be built up on students' accumulated experience, further developing it. Having studied some theoretic provisions, it is necessary to find a practical application for them, to bring theory to the state of action, operation, procedures, and technologies; to form students' abilities and skills for practical application of the acquired knowledge. The process

of students' individual educational activity organization at a higher educational institution shall correspond to all the mentioned requirements of interrelation between theory and practice.

The conducted analysis of the paradigm of principles of individualism; humanization and humanitarization; succession; scientific character; consciousness and activeness; systematicity, consistency and rationality; accessibility and sufficient level of complexity; connection between theory and practice determines the requirements of the organization of students' individual educational activities system to lecturers, students, didactic system, links and interrelations among different components of education at a higher educational institution.

The implementation of the elaborated system of principles of organization of individual educational activity of students at higher educational institutions will provide the theoretical basis and practical implementation of pedagogical system as well of an integral pedagogical model of organization of individual educational activity of students at higher educational institutions.

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#### Принципы организации образовательного процесса в контексте развития автономности студента в образовательной деятельности

**Р. А. Попов**

**Аннотация.** В статье рассматриваются принципы организации образовательного процесса в контексте развития автономности студента в образовательной деятельности. Осуществляется анализ совокупности принципов. Рассматривается система принципов, которая имеет собственную внутреннюю взаимосвязь и взаимообусловленность. Подходя к разработке принципов мы исходим из того, что самостоятельная образовательная деятельность студентов в условиях высшего учебного заведения является неотъемлемой составляющей общего образовательного процесса подготовки специалиста адекватно к действующему Государственному стандарту.

**Ключевые слова:** принцип, принципы организации учебного процесса, набор принципов, развитие автономности, образовательная деятельность.