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## IMPROVEMENT OF THE METHODOLOGY OF DISCIPLINES TEACHING IN A HIGHER SCHOOL: EXPERIENCE OF THE WESTERN EUROPE COUNTRIES

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The ways of improving the methodology of disciplines teaching in higher educational institutions are revealed. The directions of development of the methodology as a science in the countries of Western Europe are described. Students' motivation for educational and cognitive activity is considered as one of the main problems of a modern high school. The use of different interactive forms and methods of work that will form positive motives for students to acquire knowledge, skills and intellectual interests depends on the mastery of the teacher, his pedagogical experience and psychological mood.

**Keywords:** methodology, motives, motivation, mastery, development.

**Problem statement.** Pedagogical science and practice prove that the most successful training is provided on the positive attitude of students to educational activities. Then they make a lot of effort to acquire knowledge, master skills and improve abilities. Therefore, the motives for learning should not be passive and contemplative; they at first have to be based on an active interest in what is being studied.

**Analysis of the last achievements and publications.** Many theories of motivation began to appear in the writings of ancient philosophers. In our time, there are dozens of such theories. D. McClelland, D. Atkinson, G. Hechhausen, G. Kelly, J. Rotter, C. Rogers, R. May. A. Leontiev and others researched the human motivation in their works.

**Statement of the unsolved aspects of the problem that the article deals with:** the main motives for learning are: personal development, interest, the result of activity, the desire to become a qualified specialist in the future, the need for new knowledge. Each of these motives can contribute to the overall motivation, both – positive and negative.

**The aim of the study** is to analyze the ways of improvement of the methodology of disciplines teaching in higher schools of the Western Europe, and the value of motivation particularly.

In order to achieve the aim of the study, the following research methods were used: analysis and generalization of the empirical and theoretical theses described in the scientific literature of various fields (pedagogy, psychology, sociology, teaching methods, etc.) in the works of Ukrainian and foreign researchers.

The main purpose of each teacher is in providing the study motivation for students, in particular, for future teachers of agrarian disciplines. Their goal is to correctly direct students to the learning process, to motivate them to acquire knowledge. Using some modern developments on the motivation of students, one can present new material in the form of games, discussions, complex tasks that will enable students to get interested in new material, motivate them to discussion of problem issues, and solve problems presented by the teacher [4, с. 79–80].

The most subtle springs from which the river of unity of education and training is filled, is the desire of the child to study. But how about discovering those springs, how to make them not mulled? How to prevent the phenomenon, with which, unfortunately, often face teachers: let's

say, the child has a desire for knowledge, but it quickly disappears, and the worst happens after – the worst enemy of education is born – indifference?» (V. Sukhomlinskyi) [5].

It should be noted, that H.-H. Kremer, P.F.E. Sloane (professors of the German University of Padéborn, focusing on the training of teachers of agrarian disciplines) say, that qualitative education on agrarian disciplines is ensured through the proper setting of goals and the development of relevant curricula (theoretical and methodological problems), the preparation of curricula and the organization of the educational process itself (practical implementation) [1, p. 9–11]. At the same time, the achievement of the main goals of the didactics on agrarian disciplines on the basis of the principle of continuity is possible under the conditions of proper consolidation and the concentration of educational material, elimination of duplication in its learning (economize) [3, p. 79–80].

It should be noted, that interdisciplinary training at the University of Wageningen (the Netherlands) within the Agro-food complex is associated not only with the integration between the content of related disciplines, but also with the integration between the content of natural and social sciences [2, p. 20–23].

According to European pedagogical theorists, the international aspects of the quality and relevance of education leave fewer opportunities for unregulated curricula with uncertain norms development. In particular, programs of teachers of agrarian disciplines training are subject to greater pressure, so appropriate changes or improvements are made, and mainly it is about the types of knowledge that is accentuated. There are also ungrounded concerns about the trends of deprofessionalization of teachers, since higher levels of effective education are applied, and it will be difficult to provide them without corresponding increase of professional competence levels.

It should be noted, that L. Ternier (Great Britain) emphasized: «The rapid development of science and technology makes narrow specialization unacceptable in some cases. Therefore, the training of highly skilled specialists often requires the introduction of special programs based on the interdisciplinary principle». As G. Kirk (Great Britain) says, the agrarian high school should pay attention to the problem of interaction between different types of enterprises of agricultural industry. Ac-

cording to this, they have to pay attention to the problems of preliminary and continuous training of specialists, especially the training of teachers of agricultural disciplines, that can teach a specialist in accordance with the modern requirements: the ability to create jobs for themselves and for others in order to solve employment problems; facilitate the development of projects for the new enterprises emergence, etc. [1, p. 9–11].

The study found, that English education never had requirements for a single volume and level of knowledge for all, even after the abolition of tests for intellectual giftedness in the mid 70's of the XX century [2, p. 20–23]. We emphasize, that the brightest manifestation of the conservative ideological orientation of the English educational reforms in late 80's – mid 90's of the XX century, was the introduction of national curricula, that is actually nationally-oriented. There is a lot of common in the methodology of modular and integrated education; and therefore, in many universities of Great Britain they are used in a complex. In particular, when studying humanitarian specialties at Bachelor's level, compulsory disciplines make up, on average, up to 60% of the total amount of study time. More than 20% of the courses are elective, and about 20% are optional. Note that such a principle of curricula implementation makes it possible to relatively easily change the specialty chosen at the first and even the second year of study. P. Lacey (Great Britain) pays the attention, that courses that are compulsory for some specialties can be counted as elective ones for another. So the possibility of choosing disciplines from different units provides the flexibility in the system of specialists training in humanities.

It should be noted, that the training of teachers of agricultural disciplines in Great Britain is provided within the doctoral program at the Moray House School of Education of Edinburgh University, specializing in «Prospects of Professional Practice» (doctor of education degree). Note that the curriculum of the course «Interpretation and relation with educational literature» in the University of Edinburgh for the specific educational specialty (course organizer – Dr. Charles Anderson) [1, p. 9–11], contributes to the critical understanding of the ability of researchers to study in the field of «Education and Professional Development». This course does not investigate the skill of teachers of professionally oriented disciplines in the field of branch education, and their ability to apply specific methods of investigation; its purpose is to expand the expert assessment in interpreting (explaining) the opposite approaches in studies of the corresponding field.

We emphasize that, according to the purpose, we can trace the academic links in education, that are the channels and the forms through which the educational research is discussed and disseminated. The key to obtaining a certificate is the ability of students to substantiate the knowledge gained on theoretical concepts and in understanding the results of observation from the professional and social sectors: as far as the student's conclusion meets the requirements for the specific application of knowledge and skills outside the Aim (qualification work) within which the research took place. Written Ap-

pointment (4000–5000 words) is the analytical sociological research on the results of studies or courses on professionally oriented disciplines in an educational institution of professional specialization.

According to our research, they provide the training on agrarian disciplines on different specialties at the Moray House School of Education of Edinburgh University (Scotland) [2, p. 20–23]: «Ecology» (forest ecology, ecology); «Economics of Agriculture», «Veterinary Medicine» (veterinary science, zootechnics) within the program of a trained teacher (part-time employment) from the specialty «Professional development» with getting a master's degree (MTeach) after finishing. The program consists of four modules according to the curriculum.

Module 1 «Self-estimation». This compulsory module (15 credits) provides an opportunity for teachers to critically analyze professional concepts, values and standards; to explore the links between theory and practice; to link professional development, practice, and commitment. The module also provides the induction (training according to the principle «from partial to general») aimed to obtain the skills required in the educational standards for further professional development at the Masters level.

Note, that the assessment of the first module includes: a) an essay (2000–2500 words): a critical study about the concept of professional competence (with reference to literature) regarding the position of the teacher in education and the increase of terms of professional practice; b) action plan (current work – 2000–2500 words): participants should prepare explanations for their own study programs within the master's program.

We pay attention to the module 2 «Didactics on teaching: learning and teaching» (15 credits), which was approved as an initiative of a trained teacher.

It should be noted, that the assessment of the second module has several components. The key point is the student's self-reflection while studying and analyzing his/her own observations and their documentation. The practical part is combined with ideas' learning which students face when study this module (takes place in the classroom and in small groups). This form of assessment (a self-reflection) allows participants to provide an integrated calculation of how their learning in practice contributes to the study of information issues raised to the forefront within the standard of a certified teacher, noted in the competencies:

- an appropriate basis of knowledge, which leads to professional action and reflects the values that support this action. Participants are also required to develop a didactic test for their colleagues' work to assess their achievements;

- guide the purpose of the student and his actions – work on a project that will show the individuality of the purpose of a teacher-agrarian and will ensure the direction of the course. The purpose should obligatory have a superstructure: the understanding on how documentary and empirically the development of the knowledge of a specialist can be proved, and distribute it (4000–5000 words).

Note that module 3 «Education for All», as the main module (15 credited), aims to understand the

problem of equal social education opportunities for all students by the teachers of agricultural disciplines. This allows them to address the issue of educational inequality at different levels.

The forms of teaching of the third module are lectures, seminars (with participants who independently processed the material on the basis of research / action in educational institutions) and discussion in small groups. Semi structured classes include role play and discussion. References on extended topics: independent work of students without and under the direction of a teacher on the analysis of national laws and documentation of educational institutions on «discrimination in education».

It is important to emphasize the assessment of the third module, which includes the development of the project (about 4,000 words, without appendixes), and focuses on the demonstrating the corresponding aspects of the standard for a trained teacher.

Note that module 4 «Work together» as the main one (15 credits) is intended to provide the opportunity for development and critical review of inter-social interaction, which is central to the whole stage of the training of teachers of agricultural disciplines, including consulting and advisory roles during classes (for example, a guidance for graduate projects or support for students during their study on the didactics of professionally oriented disciplines). Therefore, for two years at the Moray House School of Education of Edinburgh University (Scotland), teachers of agrarian disciplines study four modules, obtaining a Master's degree.

Research has established, that the development of distance education in Europe began about ten years later than in the US, and this is mainly due to the activities of the so-called «open» Universities that get financial support from their governments [3, p. 355–359]. These universities provide numerous courses on use of telecommunications, radio and computer technology. Nowadays, in each European country the distance learning systems are interconnected. We emphasize, that in Spain this form of learning is actively developing by the National University of Distance (Universidad Nacional de Educación a Distancia, UNED). Today, distance education in France is governed by three centers: 1. Corporate web-site Center for Distance Education in the University of Franche-Comté (Centre de tele-enseignement de l'Université de Franche-Comte); 2. Corporate web-site of

Open Distance Education Center of the University of Burgundy (Centre de formation ouverte et a distance de l'universite de Bourgogne); 3. Corporate web-site of the French Ministry of Education (Centre National d'enseignement a distance (CNED). In general, European systems of distance learning cover more than 30 countries, including developing ones [3, p. 355–359].

The study found, that the deputy director of education strategy in scientific research, formation and development activities Gilbert Peskatori is responsible for the purchase by ENFA Toulouse candidates (France) of CD-Notebooks »Verhos» on didactics of professionally oriented disciplines (distance education). Note, that the methodical manual «Support for continuing education» (Appui à la prise de fonction Formation continue – c'est aussi l'affaire de l'EPL) ENFA Toulouse (France) includes obligatory online training [3, p. 355–359]. We emphasize, that the professional environment of training teachers for higher agricultural education is in clarifying, the provision of advice, coordination of the conditions for interaction of a teacher with professional environment of pupils/students and others.

**Conclusions and perspectives.** Thus, in recent years, scientists in Western European countries have identified the following main groups of approaches used to acquire practical skills for the future professional activity of the branch teacher in improving the methodology on teaching disciplines: 1) study the work of specialists; 2) analysis of real and simulated situations; 3) simulation: levels, forms; 4) practice (T. Lans, W. Hulsink, M. Mulder (The Netherlands) [1, p. 9–11]). We emphasize that there are three stages in the formation of professional skills: awareness of personal interests; comparison of their professional intentions with the needs of staff; the formation of a conscious desire to find the ways to meet the needs and realization of intentions. Scientists note that a person should receive education in vocational schools, which have: 1) socio-psychological foundations: you study when working, and work when studying; 2) socio-ethical foundations: theoretical and practical training and intellectual feelings, manifested in the understanding and cognitive activity of man.

Therefore, pedagogical skills of teachers, in particular, of agricultural disciplines, can be obtained at practical classes, colloquiums, seminars of the constantly functioning «School of Pedagogical Mastery».

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## **УДОСКОНАЛЕННЯ МЕТОДИКИ НАВЧАННЯ ДИСЦИПЛІН У ВИЩІЙ ШКОЛІ: ДОСВІД КРАЇН ЗАХІДНОЇ ЄВРОПИ**

### **Анотація**

Розкриваються шляхи удосконалення методики навчання дисциплін у вищих навчальних закладах. Подаються напрями розвитку методики як науки в країнах Західної Європи. Розглядається мотивація студентів до навчально-пізнавальної діяльності як одна з головних проблем сучасної вищої школи. Від майстерності викладача, його педагогічного досвіду і психологічного настрою залежить використання ним таких інтерактивних форм і методів роботи, які сформуєть у студентів сталі позитивні мотиви у здобутті знань, умінь, навичок, викличуть інтелектуальні інтереси.

**Ключові слова:** методика, мотиви, мотивація, майстерність, розвиток.

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## **СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ ОБУЧЕНИЯ ДИСЦИПЛИНАМ В ВЫСШЕЙ ШКОЛЕ: ОПЫТ СТРАН ЗАПАДНОЙ ЕВРОПЫ**

### **Аннотация**

Раскрываются пути совершенствования методики обучения дисциплинам в высших учебных заведениях. Указываются направления развития методики как науки в странах Западной Европы. Рассматривается мотивация студентов к учебно-познавательной деятельности как одна из главных проблем современной высшей школы. От мастерства преподавателя, его педагогического опыта и психологического настроения зависит использование им таких интерактивных форм и методов работы, которые сформируют у студентов устойчивые положительные мотивы в получении знаний, умений, навыков, вызовут интеллектуальные интересы.

**Ключевые слова:** методика, мотивы, мотивация, мастерство, развитие.