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## WAYS TO DEEPEN THE DEMOCRATIZATION OF HIGHER EDUCATION: THE DEVELOPMENT OF FORMS OF STUDENT GOVERNMENT.

### **Abstract.**

*The article reveals the essence and content of democratization of the higher education system, reveals the content of the main aspects of forms of student self-government of students that promote social maturity and self-realization.*

**Keywords:** *student self-government, democratization, management, competence, educational process, social education.*

**Formulation of the problem.** Modern educational processes in higher education are characterized by significant transformations that are carried out in the direction of deepening democratization, in general, the entire education system of Ukraine [1]. One of the revelations of such tendencies is the establishment of decentralization processes, as a result of which students (graduates) are given more independence, which ultimately leads to an increase in the level and diversification of forms of student self-government in the educational process. Previously, these issues were also in the spotlight, but they were more related to forms outside of academic work. Much attention was paid to the issues of student self-government in the areas of: public, scientific, cultural and mass, sports work. The initiative of students in the organization and conduct of student research (Olympiads, student scientific conferences, Science Days) was especially encouraged. Of course, the issue of student self-government extended to the organization of the educational process. This is confirmed by the content and structure of curricula, in which the selective (variable) part contained a section "Academic disciplines of students' choice." Indeed, students in this section of the curriculum were given the right to choose the subjects they would like to study. But, frankly, students were given such a right, but the student himself was passive. And, in fact, this whole procedure of choosing a discipline took place purely formally (and, even, in some cases, in the absence of the student). Here the decisive word belonged to the department, which offered the student's choice of academic discipline. And the department, finally determining the discipline, as a rule, was guided not by the desire and the right to choose the student, and so this discipline is provided (or not provided) with educational and methodical material. Therefore, in fact, formally, as if student self-government reached the level of organization of the educational process (its key link - the formation of curricula). However, in reality, the passivity of students dominated. And the real formal procedure that took place was carried out purely for reporting, rather than to intensify forms of student self-government. At the same time (and here it is especially necessary to emphasize

this circumstance) and the student was put in rather difficult position. Having received the right to choose the discipline, the student was completely disoriented (he simply did not know which discipline to choose). After all, if such a right was given to him, then it would be necessary to acquaint him with the criteria by which to choose (specialist model: integration of competencies). But he was not given such criteria, but was told to choose. That is why, in the beginning, a seemingly fully democratic educational procedure, the student's right to choose a discipline in the formation of curricula due to the lack of sufficient organizational measures at the exit becomes a purely formal (bureaucratic) measure.

Quite often young scientists experience certain difficulties in the first stages of independent creative activity - in choosing the topic of the experiment, formulating a hypothesis, setting a goal, defining the object and subject of research, organizing the stages of scientific work. A competent specialist in the field of pedagogy must be able to skillfully select and use a range of tools and technologies in the process of scientific research, but can not always summarize how he does it [3].

The question arises, in fact, why a student's right to choose a discipline applies only to a selective part of the curriculum. Here, as they say, student government at a distance allowed to the most non-existent "holy" educational organizations (ie, curricula). And why not extend this right to choose a student beyond the selective and extend it to the normative (compulsory) part? This would, in fact, achieve a higher level of student self-government. In the future, we will return to these issues. However, without delay, we will immediately clearly define our positions: student government must also determine all components of the curriculum (both regulatory and selective). Moreover, not only the curriculum, but also, to some extent, students should be involved in the development of educational standards - educational and professional programs (OPP), which is the legal basis of educational activities, and which, in fact, forms the very model of the specialist. curricula are being developed. However, we will return to these issues later.

Therefore, as of today, as we see, questions of student's self-government leave on their introduction to forms and the maintenance of the main links of educational work. It is clear that such processes occur not so operatively and dynamically. The educational process is an objective process, and therefore any subjective intervention can bring negative results along with positive moments. Therefore, in matters of activation and acceleration of student government (especially in relation to the management of the educational process) should be guided by the principle of expediency, taking into account the realities of the educational process. At the same time, realizing all this, it is necessary to point out that the tendencies to increase and intensify the forms of student self-government in the organization of the educational process are gaining strength.

And in resolving these issues, favorable conditions are created, thanks to the current other trend, which is already implemented at a higher level and applies not to students (graduates), but to higher education institutions (which, in fact, provide educational services), basic structures which is the university. The very issue of autonomy and independence of the universities themselves now acquires special relevance and opportunities for practical implementation [2]. In particular, this applies to the development and formation of state standards, such as educational and professional programs (OPP), which are one of the main legislative educational documents and which directly serve as the main regulator for the organization and conduct of the educational process in Ukrainian universities. And if earlier this state educational standard was developed centrally at the level of the Ministry of Education and Science, today this right is granted to the educational institutions themselves, namely the relevant graduating departments, which are legally responsible for training specialists in these specialties. Actually, this is what is happening now. Indeed, this approach is more constructive, providing more effective educational outcomes. Of course, the basic element of OPP is the section devoted to the formation of competencies, which lists the competencies that must be acquired by the applicant for higher education for the entire period of study (bachelor, master). And the need for such a list and the logic of the formation of competencies is clear. Actually, the results of the integration of all these competencies process of building a model of a specialist (bachelor, master), which is extremely important to ensure the purposefulness of, in general, the entire educational process. In general, the process of modeling and forecasting educational activities is the identification of the highest level of scientific approach to the organization of learning. Therefore, having formed such an educational model in the OPP, the process of forecasting is realized, when for each of these competencies is determined by a block of disciplines that should provide them. This approach is extremely important, especially if the proposed model of the specialist is formed on the basis of such competencies that directly reflect the needs of today's practice. And this is so necessary to ensure the competitiveness of the specialist in the labor market. Accordingly, at the highest level is the forecasting of the educational activity itself, when on the basis

of this distribution of OPP is the development of curricula as the main educational documents that directly implement and ensure the organization of education. And at this stage of such organization of training (formation of curricula) it is necessary to provide a responsible and highly professional level. And here it is necessary to be guided exclusively by the formed educational model (bachelor, master) on the corresponding specialty. And for the criterion of selection (and selection) of disciplines that will be included in the curriculum to take only the relevant competencies (which the selected disciplines must provide), and not guided by other motives. Why do we emphasize this, because as of today, there are some inconsistencies in the actual practice of curriculum development. And the main of such discrepancies is the insufficient level of adjustment and formation of curricula exclusively by the criterion of the specialist model (integration of competencies). And here, to some extent, the negative due to lack of organizational factors. Actually, organizational factors are present and they function. However, there are some points of inconsistency. And this happens along with the relations of such structural units as: the graduating department and the dean's office. Implied? Indeed, the main legal applicant for the training of specialists in the relevant specialties is the graduating department, which, in fact, develops and implements the social order, which is presented in the OPP. All other departments and their entire teaching staff are departments to meet this social need. Organizationally, this is supported by the deans of the faculties, which integrate and carry out the managerial educational function in several (or many) specialties at the same time. However, in what and where, in fact, there is an organizational inconsistency? And this happens there when the deans take over the function of developing and forming curricula. Rather, they continue to respond and directly shape curricula. They always did this in the previous period (earlier), when the OPP was developed at the level of the Ministry of Education and Science and had a vertical: the university - the graduate department. And traditionally, the dean's office (dean, deputy dean for educational work) was responsible for the formation and development of curricula. But now times have changed and the management structure of the educational process in higher education has acquired a different character. According to the results of decentralization processes, the main management unit of training is the graduating department. That is, the Ministry of Education and Science, as the main management structure, removed the function of the main regulator and coordinator of educational activities and transferred such a function to the field (graduating department). This means that as a result of such significant organizational changes, it is the graduating department that should not be limited to the development of OPP, but go further in organizational terms, and on the basis of developed OPP also take on the function of curriculum formation. After all, better than the working group of the graduating department will not be able to form and implement the adequacy of the specialist model (integration of competencies) and the curricula themselves.

And, indeed, the key point here is the selection of academic disciplines and their logic of placement (structural and logical scheme) to provide a scientific causal nature of the formation of curricula. An employee of the dean's office will not be able to cope with this extremely important task. Therefore, the quality of curriculum development directly depends on whether they are re-developed by the dean's office (in the old way) or formed by the working group of the graduating department. Of course, the development of curricula is a difficult labor-intensive work that requires a high level of professionalism in matters of educational and methodological work and relevant pedagogical experience. Organizationally, these issues also become labor-intensive. Therefore, in the real practice of educational activities, in many universities, graduating departments faced with such a situation go the easiest way, and transfer the function of curriculum formation to the deans, that is, as has been done before. However, by and large, in this case, the graduating department seriously loses in ensuring the effectiveness of training.

The same, in fact, can be said when the graduating department does not deal with issues of tracking the form and content of academic disciplines of other departments of support, which are involved in the formation of these specialists. Actually, such work is carried out, but not formally and not by the graduating department, but by other management structures (dean's office, rector). Implied? Each teacher, developing a work program for the discipline he teaches, at the same time provides a list of those competencies that he provides the content of this discipline. And this issue is brought to a high level of responsibility, because it depends on this work program to be approved. However, there is again a formal approach to this issue. Because this list of competencies in the aspect of each academic discipline is presented only, as they say, "on paper". And whether in the real practice of teaching the teacher himself in the classroom introduces students to the competencies that provide the content of this discipline. And even if it indicates these competencies, then whether it further monitors their implementation and content (and whether it tells students) during training sessions. These issues are extremely important, namely, that the teacher himself, crossing the threshold of the audience not only clearly knew and understood the list of competencies, but also was able (and monitored at the same time) from lesson to lesson the process of implementing and filling the real content of each competence. And performing this difficult work, at the same time cleverly "interspersed" a block of "their" competencies in the overall model of a specialist in this specialty.

These questions are complicated by the fact that the teacher can read this discipline at the same time not in one, but even in many specialties, where the list of competencies (and their content) may differ.

Therefore, when implementing the control function, the examiner (dean's office, educational department) attending the teacher's classes should, first of all, focus on these issues. Although the test of this kind can only be formal, namely: whether the teacher has a work

program in the classroom and whether it reflects the competencies.

Only the graduating department (its representative), which forms and provides the model of this specialist, can fully determine the compliance of the content of a lecture or practical lesson conducted by a teacher with certain competencies. Therefore, in our opinion, taking into account those new tasks and responsibilities, the question of the need to increase, in general, the status of graduate departments and provide them with additional (including supervisory) functions is acute. Perhaps these issues need appropriate financial incentives. And this would be true, because the entire scope of work of the graduating department in the new conditions is much more complicated and increasing. And here you need to ensure a high level. Therefore, the graduating department must acquire and always implement the function of control in relation to other departments. As an example, it would be possible to introduce into practice the graduating department of joint meetings with other departments, interdepartmental methodical and theoretical seminars on topics proposed by the graduating department. And conducting such organizational activities, the graduating department shifts the emphasis, first of all, on the effectiveness of training in the context of the practical implementation of the model of the specialist (integration of competencies), which is presented in the OPP. It is such a continuous, painstaking work that will yield quality results.

Another issue that needs to be addressed. Actually, what approaches does the graduating department implement in the formation and development of OPP. The quality level of the presented OPP will depend on this responsible and very difficult work. In fairness, it should be noted (and this is a very serious negative) that a formal approach takes place here. The working group of the graduating department, which is represented by the most experienced specialists and here often goes the easiest way, copying (without making any changes and additions) projects OPP, proposed by scientific and methodological commissions at the Ministry of Education and Science in relevant areas (specialties). It is clear that the typical OPP, which are presented on the website of the Ministry of Education and Science are developed at a high professional level and they really need to be taken as a basis. However, taking into account the specializations, the factor of assessing the specifics of the region and other nature of the features of the typical OPP need significant additions from this graduating department.

In fact, typical OPP should acquire relatively different content and forms, even if they are developed by graduate departments in the same specialties at the local level, but different profile universities (agricultural, technical, economic, etc.). And it is in the matter of finalizing the typical OPP graduating department (its working group) must identify and ensure a high creative and professional level. In particular, this applies to work on the study of experience at the national level, as well as the need to take into account world (European) experience and the inclusion of some of its constructive

elements in their own educational model. This approach will significantly increase the efficiency of training and the level of competitiveness of graduates.

Considering these issues, we emphasize another extremely important circumstance, namely: the attitude of students to the developed and proposed by the graduating departments to the professional training of OPP. In our opinion, it is on this issue that the unconventional and fundamentally different emphasis should be placed. Implied. It is traditionally believed that students should not be related to the OPP or other educational and methodological documentation that regulates the educational process. This seems to be exclusively the function of research and teaching staff and representatives of the relevant management educational structures (dean's office, educational department, etc.). The student is simply waiting for the educational material that the teacher will provide him in the classroom. And if the teacher provides program material in the classroom, the student, in fact, mastering this knowledge does not need anything else. This (again) is traditionally considered so, and therefore students are essentially a passive subject of learning. However, the question arises, how to bring students to the level of an active subject of study? How to make the student interested in attending classes, rather than looking for any reasons not to go to them. Moreover, having attended classes, he worked on them effectively, that is, he knew and worked in the direction of what he needs to know and what practical skills and abilities he must have in each discipline to achieve the main goal - to achieve a high professional level. In turn, provides a high level of its competitiveness in the labor market.

And this can be achieved by carrying out some significant organizational nature of the transformation, ie by making some significant adjustments to the organization of the educational process [4]. In general, this means: to provide the student for acquaintance and serious mastering of the content of the OPP, in particular, the section "Competences". In other words, let the student get acquainted with the model of a specialist (bachelor, master) in terms of a specialty (developed and predicted by the graduating department) and, in particular, let it be clearly defined what and how many competencies (and they form this model) provides each academic discipline that will be read to them (provided by the curriculum). That is, to give him the opportunity from the very beginning of study and in its process on different courses and after its completion to clearly navigate and determine (attending classes in various disciplines) how successfully defined educational model is implemented by him. And the main thing that is achieved is the student's awareness that he is shaping himself as a specialist. And, accordingly, how seriously and responsibly he treats it, the level of his professionalism depends on this direction. And realizing all this, the student himself will be interested in visiting (classroom or extracurricular work with the teacher) and even require from the teacher exactly the educational material that allows you to form the competencies that are provided OPP, in terms of this discipline (and he already knows them).

How to achieve all this in the real learning process. And here you need a little. We would like to make some suggestions for making some additions to the organization of the educational process and include in the curriculum of specialists in all specialties two disciplines: first, in the 1st year in the 1st semester discipline "Introduction to the specialty", which was read earlier at many faculties, but in this discipline significantly change the content accents, translating them into a plane of general acquaintance of the freshman with the proposed graduation department model and, in particular, the definition of the whole block of competencies that provide them. But, at the same time, the most important thing is to give the freshman the opportunity from the very beginning of training to clearly see and record what competencies are provided by the disciplines that will be taught in different courses. He does not need to detail these competencies (their content). Just at the beginning of training you need to formally get acquainted with them. It is already in the learning process, studying a particular discipline (each of them), he will fill and clearly track, providing these competencies.

Secondly, in the final course, to include the discipline conditionally calling it "General professional competencies". It is the graduate, completing the last course of study (on the eve of state certification) must clearly monitor and determine (each student individually) how successfully he worked to form himself as a specialist (comparing their own competencies with the model itself).

It is clear that the purely technical inclusion in the curricula of these disciplines (even if they are presented at the highest level) will not achieve a certain educational goal. Other organizational and educational measures are needed. However, the main thing is that these issues require a qualified creative approach, and this work must be carried out purposefully.

Thus, summing up the general results, it is legitimate to say that this kind of innovation in the educational process will provide more effective educational outcomes. These innovations significantly activate students, increase the level of student self-government and expand it to the content and forms of the learning process. This achieves a higher educational goal when students reach a level of self-organization that allows them to obtain the status of an active subject of study. And this, ultimately, provides a solution to the strategic nature of educational problems.

**Conclusions.** Thus, in essence, the modern educational model in Ukraine is systemic-conservative. Today it is necessary to change the emphasis in determining the quality of democratic university education from assessing the success of learning specific information (this is only an intermediate task of education) to assess the level of characteristics such as ability to interact, tolerance, responsibility, willingness to choose, attitude to democratic values and more.

The entire educational system must meet the spirit, needs and goals of a democratic society, be focused on the formation of an active, autonomous, independent, empowered, which is felt and perceived by society as



an independent value, and its interests are recognized as a priority.

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### ИСПОЛЬЗОВАНИЕ АКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ С ЦЕЛЬЮ РАЗВИТИЯ НАВЫКОВ САМОРЕГУЛЯЦИИ МЛАДШИХ ШКОЛЬНИКОВ

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### THE USE OF ACTIVE TEACHING METHODS FOR THE DEVELOPMENT OF SELF-REGULATION SKILLS OF PRIMARY SCHOOL STUDENTS

#### Аннотация.

*Данная статья освещает возможности использования активных методов обучения с целью развития навыков саморегуляции младших школьников. Дается определение саморегуляции и активных методов обучения на основе анализа психолого-педагогической литературы. Объясняется выбор активных методов обучения как эффективного средства для решения описываемой проблемы. Подробно описаны активные методы обучения, которые могут сделать процесс развития навыков саморегуляции наиболее эффективным, а также даются некоторые методические рекомендации по их использованию.*

#### Abstract.

*This article highlights the possibilities of using active teaching methods to develop the self-regulation skills of primary school students. The definition of self-regulation and active teaching methods is given on the basis of the analysis of psychological and pedagogical literature. The choice of active learning methods as an effective tool for solving the described problem is explained. The active learning methods that can make the process of developing self-regulation skills most effective are described in detail, as well as some methodological recommendations for their use.*

**Ключевые слова:** младшие школьники, активные методы обучения, образовательный процесс, навыки саморегуляции, саморегуляция, методы обучения.

**Keywords:** primary school students, active teaching methods, educational process, self-regulation skills, self-regulation, teaching methods.

На современном этапе развития образования с приходом федерального государственного образовательного стандарта (ФГОС) второго поколения, одной из основных целей образовательного процесса становится формирование всесторонне развитой личности. Особое внимание при этом уделяется теперь не только достижению предметных результатов, но и метапредметных, а также личностных, что в целом позволяет ученику при переходе от одной ступени образования к другой, а также в своей повседневной жизни справляться со всеми трудностями и препятствиями, показывать свои интеллектуальные способности, находить нестандартные

подходы к решению различных проблем и т.п. [1, с. 75].

Крайне важным в младшем школьном возрасте является процесс развития навыков саморегуляции, поскольку на физиологическом уровне к 7 годам у детей уже начинают проявляться задатки произвольности познавательных психических процессов, то есть теперь обучающийся отчасти может их контролировать, как может начать контролировать свое поведение, высказывания, эмоции и т.д.

Нам кажется наиболее целесообразным для развития навыков саморегуляции использовать активные методы обучения (АМО), поскольку при их применении реализуются те принципы, без которых просто не может обходиться образовательный