

PEDAGOGICAL SCIENCES

APPLICATION OF PEDAGOGY OF COOPERATION AS A COMPONENT OF PERSON-CENTERED APPROACH IN THE MODERN HIGHER EDUCATION OF UKRAINE

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DOI: <https://doi.org/10.30525/978-9934-588-39-6-1>

Pedagogical activity is a complex, multi-faceted process, the results of which are not immediately noticeable. The profession of a teacher requires not only in-depth knowledge in various fields of science, but a number of human qualities (patience, kindness, love, reasonableness, wisdom, etc.), as well as the desire to learn throughout life. To a large extent, the success of a teacher depends on how he is able to choose methods, forms, technologies to reveal the knowledge of students and to help them absorb them.

The pedagogy of the 21st century gives more and more preference to the person-centered approach, since it allows revealing the personality of a student from different sides. The development of a person-centered approach is a rather complicated and time-consuming issue, because the very concept of «personality» includes a wide range of qualities that a person must possess in order to be such one [6, p. 93]. A significant component of the person-centered approach is considered to be the pedagogy of cooperation.

The problems with which the pedagogy of cooperation deals with attract the attention of a large number of scientists. Among them should be mentioned such ones: Ye. Baklazhenko [1], N. Burban [2], M. Zuyeva [3], V. Kaloshin [4], N. Kuzmenko [5], I. Mazaikina [6], N. Stolyarova [7], L. Chernysh [8], V. Yanova [9].

The pedagogy of cooperation began to be studied in the ancient world. The famous Roman educator and speaker Quintilian is considered to be the first classic of humane pedagogy. The ideas developed by Quintilian echoed in humanistic psychology, which was extensively investigated in the pedagogical theoretical heritage of the early XXth century [4, p. 9].

Theoretical and practical experience on the issues of cooperation is summarized in the studies of foreign scientists of different generations such

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as: J. Russo, J. Korczak, K. Rogers, E. Berne, D. Johnson, R. Slavin and others [1, p. 164].

Western pedagogy of cooperation is characterized by cooperative relationship between a teacher and a student to achieve a common goal, providing maximum independence to a student, applying effective incentives for self-motivation of a student, emphasis on the individual characteristics of a young person, the use of the latest technical teaching aids, creating comfortable learning environment and maintaining the student's health [9].

Ukrainian pedagogy of cooperation is characterized by a teacher's respect to a student's personality, learning without coercion, freedom of choice when choosing a task, work etc., collective creative education, cooperation with parents, learner-centered approach and the idea of cooperation between teachers [9].

In the context of pedagogy of cooperation, it is worth considering the principles taught by V. Sukhomlinsky. This is the principle of exactingness and respect toward the individual. It is embodied in trust to students, in benevolence and in the desire to see something positive even in negative manifestations [4, p. 9].

No less significant both for the past and for the modern pedagogical process is the principle of student's self-government, which was considered by A. Blonsky, S. Shatsky in their studies. They believed that the head of the educational institution «should not be a conventionalist, suppress students' creative independence, as this leads to micromanaging, provokes a rebellion, and reduces their activity and independence» [4, p. 9].

Adopted in the 20-30s of the XXth century understanding of the influence of the personality of a teacher on the students, his authority is also in sync with modern pedagogical ideas. A. Makarenko was convinced that the authority is achieved not through the formal status of a teacher, but through his tolerance, understanding of students and his extensive knowledge [4, p. 9].

Ukrainian scientists consider that the process of introduction and improvement of pedagogical technologies in Ukraine is essential, since the development of education is taking place under new conditions, but it requires «a whole range of prerequisites: Firstly, the necessity to introduce a system-active approach in pedagogy. Secondly, the need to implement person-centered learning. Thirdly, the possibility to exclude from teaching ineffective verbal ways of knowledge transfer. And finally, to motivate the designing of a number of procedures, techniques, forms of interaction between a teacher and students, which guarantee educational results and reduce the consequences of work of low-skilled educators» [Cit.: 2, p. 156].

Researchers I. Tsikra and I. Kulida argue that the pedagogy of cooperation skillfully changes the authoritarian atmosphere to the environment of

optimism and humanism. M. Zuyeva claims that «teacher effectiveness is determined by the productivity of a student» [Cit. By: 8, p.108].

The analysis of scientific works of L. Grosheva, V. Shirokova confirms the opinion of the equal position of participants in the pedagogical process aimed at the holistic development and self-development of an individual; the combination of an individual and group work of students; mutual learning based on the exchange and assimilation of experiences [1, p. 165].

In the work of N. Stolyarova «The pedagogy of cooperation is the open program in working with foreign students in a higher educational institution» one can see the idea that the focus of pedagogy of cooperation is on the generation of new ideas, forms and methods. And this is the main task of higher education in Ukraine – training of highly qualified specialists [7, p. 168].

According to N. Kuzmenko, the application of the principles of pedagogy of cooperation is necessary so that a student could gain knowledge and certain field experience, as well as communication and social activity experience [5].

For N. Burbán the priority features of pedagogy of cooperation are humanism, child-centered approach and democracy [2, p. 158]. The utmost importance is placed on communication, since for fruitful cooperation and in order to achieve great results, it is necessary to create the atmosphere of partnership and authority in the classroom. This idea can be found in the works of V. Gerasymchuk, Yu. Palekha, O. Shiyan and others [2, p. 158].

The contemporary model of education involves pedagogical interaction, the ability to conduct a dialogue that develops not only the qualities of a student, but also significantly expands teacher competence.

Establishing productive interaction between a teacher and students on the basis of dialogue using the technology of cooperation helps to increase the effectiveness of the educational process in higher education, to create conditions for self-realization, self-determination of the student's personality, the disclosure of the individual's creative potential, the formation of value-based orientations and moral qualities with their subsequent realization in professional activities and, of course, reduce the likelihood of conflict between a teacher and a student» [3, p. 162].

The studies analyzed above make it possible to talk about giving priority to the pedagogy of cooperation among other modern technologies, because thanks to its multi-faceted nature, it deeply reveals the personality of a student. The use of pedagogy of cooperation contributes to building partnerships between a teacher and a student, that is, there is a departure from the authoritarian model of learning in the past to building a democratic one today.

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