

PECULIARITIES OF INNOVATIVE EDUCATIONAL ACTIVITY OF STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS

Pankova T. V.

The Kyrgyz Republic, Bishkek, Arabaev Kyrgyz State University

Maksakova A. E.

The Kyrgyz Republic, Bishkek, International University of Central Asia

Summary. The article discusses the features of educational activity of students in the aspect of modern requirements in the system of higher education. The methodological foundations of this process are indicated; its specificity is shown. Particular attention is paid to innovative educational activity of students.

Key words: activity, educational activity, students, educational technologies, innovations in education, innovative activity of students

ОСОБЕННОСТИ ИННОВАЦИОННОЙ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ ВУЗОВ

Панкова Т. В.

Кыргызский Государственный университет им. Арабаева, г. Бишкек Кыргызская Республика

Максакова А. Е.

Международный университет в Центральной Азии, г. Бишкек, Кыргызская Республика

Резюме. В статье рассматриваются особенности учебной деятельности студентов в аспекте современных требований в системе высшего образования. Обозначены методологические основы данного процесса, показана его специфика. Особое внимание уделено инновационной учебной деятельности студентов.

Ключевые слова: деятельность, учебная деятельность, студенты, технологии обучения, инновации в образовании, инновационная деятельность студентов

The study of pedagogical processes and phenomena is closely related to the methodology that is the theoretical basis for research of this kind. The basis of students' educational activities, including innovative ones, is the theory of activity developed quite fully by Russian professors and psychologists. Thus, A. N. Leontiev's concept of activity considers an activity as a form of realization of the subject's relations to the world of objects, which allows us to distinguish different types of activity [1]. These are: practical, cognitive, aesthetic, etc. These types of human activity assume the presence of separate types of activity within each type, where educational activity is included.

The concept of “educational activity of students” is historically determined, sufficiently studied and structured.

Thus, even in the early historical periods, students’ educational activity was closely connected to the concept of “higher educational institution”, which was given a different meaning, sometimes not fitting into the modern era. The prototype of universities were the philosophical schools of the antiquity period, in which teaching was focused on the interpretation and understanding of the knowledge available at that time. Classes were held in the form of conversations, lectures, often in the form of discussions (for example, Socratic discussions). This form of education continued to exist in medieval universities in Western Europe. The principles of so-called "academic freedom" were laid down, allowing each student to independently develop a program for studying individual subjects, conduct research independently, etc. Students participated in self-government. The latest scientific data, which appeared in a later period, diversified the educational activities of students. They began to take part in laboratory experiments, became members of scientific expeditions, thus strengthening the practical component of educational activities. This tendency became even more obvious in France in the 18th century during the revolution of 1789. This trend continued to exist in the 19th century as well. In the twentieth century, the types of higher educational institutions varied, multi-disciplinary universities appeared, which led to a certain diversity in the educational activities of students [2].

Therefore, the educational activity of students began to take a variety of forms. We know that a student can take a position of a trainee, and then he is the object of educational activity. But he can also take a position of a student. In this case, he is the subject of the educational process. And this position trends to expand nowadays.

In order to make students’ educational activities effective, we believe that a number of conditions must be met. Our long-term teaching experience at the University shows that these conditions should be the following:

1. Identification of the level of students’ readiness for educational activity. It is necessary to know their level of motivation for educational activity, the level of formation of relevant competencies, etc. Determining the level of students’ readiness for educational activity leads to the need to determine the second condition.

2. Defining the goals and objectives of educational activity. According to Yu. Tatur, the goal is a system-forming element of the educational process [3]. An error in the definition of the goal can significantly devalue the educational activity of students. The motives of educational activity depend on goal setting, which increases its success.

3. The third condition is the optimal organization of students’ educational activity. The teacher must organize educational activity in accordance with the level of students’ development, their mental capabilities, level of motivation, etc. This depends on the content of the educational material, the educational technologies used, the form of organization of classes.

4. Analysis of the results of students’ educational activity. This is, first of all, the implementation of feedback. This allows the teachers to adjust their actions and project them on the students’ activity.

Students' educational activity is based on certain principles, which are based on general didactic principles developed by academic professors. According to I. Podlasyi, didactic principles are the main provisions that determine the content, organizational forms and methods of the educational process in accordance with its general goals and patterns [4]. Projecting general didactic principles on the educational activity of students, we can identify the following principles that contribute to its effectiveness:

1. The principle of integrity. It means that students' educational activity should represent a unity of goals, tasks, motives, results, etc.

2. The principle of independence in educational activity. In recent years, independent activity of students has become one of the foundations of the organization of the pedagogical process at the University. The effectiveness of students' educational activities depends on the level of independence of students in their educational activities.

3. The principle of electivity in education. The democratization of the higher education system in recent years involves giving the student the right to choose the purpose of education, its methods, means, as well as individual courses (elective courses).

4. The principle of reflection means that both the teacher and the student must be aware of their actions and be able to analyze them.

The effectiveness of students' educational activity depends largely on the degree of development of its regulatory framework. It is based on the state educational standards. A state educational standard is a normative act approved by the state bodies that establishes a set of requirements for the content of a certain level of education. The state standard not only defines the content of education in a particular direction, but also highlights the complex of skills and competencies that a modern student should master, including in their educational activity.

For instance, let us take the state educational standard of higher professional education of the Kyrgyz Republic, 531100 English Linguistics program, academic degree of bachelor. The standard clearly defines the competencies that a student learns during his studies at the University and that have a positive impact on his educational activity. Thus, in the field of scientific and methodological activities, a University graduate (and a student too) can effectively build the educational process by conducting pedagogical activities in educational institutions of preschool, general, primary and secondary vocational, as well as additional linguistic education in accordance with the objectives of a specific course and the conditions for teaching foreign languages.

Obviously, the competence given as an example should be formed in a University graduate; however, it is completely projected on the educational activity of students in the process of higher education. And, if we analyze all the competencies formulated in the state standard and which a graduate should master, they will all in one way or another contribute to improving the effectiveness of students' educational activity.

Students' educational activity will be more effective if it is innovative in nature, which corresponds to the modernization process that is taking place in higher education.

We believe that the innovation process in higher education is a set of procedures and means by which traditional educational activity of students is transformed into educational innovation. Innovative educational activity of students is a set of measures and technologies for ensuring the innovation process in educational activity, as well as the process itself. We can refer to the innovative educational activity of students the following: participation of students in the implementation of the goals and objectives of this activity, acceptance of the updated content of education undertaken by the teacher, participation in innovative forms of educational organization, etc. Students can participate in all components that form the basis of innovation; for example, in the scientific search for the creation of innovation, in the implementation of this innovation, or in the reflection of innovation. The main result is the innovative activity of students aimed at improving the quality of education.

Thus, the educational activity of students, which ensures the transformation of educational ideas into innovations, is the innovative educational activity of students.

Innovative changes in the educational activities of students go in the following directions: changing the goals and content of activities, bringing them in line with the requirements of time, participating in the implementation of new educational standards based on a competence-based approach, participating in the implementation of new educational technologies, especially information technologies, and participating in the performance of tasks for independent work.

The core point of innovative educational activity of students is participation in the implementation of modern educational technologies that are aimed at the activities of students themselves, and not just the teacher.

This includes game technologies, teamwork technologies, training technologies, training seminars, project training technologies, etc.

Therefore, the educational activity of students is an important segment of the modern higher education system and should be innovative in nature.

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Панкова Татьяна Витальевна – доктор педагогических наук, профессор кафедры педагогики Кыргызского Государственного Университета им. Арабаева, г. Бишкек, Кыргызстан, e-mail: pankovat@mail.ru

Максакова Алёна Евгеньевна – старший преподаватель Международного университета в Центральной Азии, аспирант кафедры педагогики КГУ им. Арабаева, г. Бишкек, Кыргызстан, e-mail: alyona_m2000@mail.ru