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Methodology and Teaching Methods of the Study Course: Theory of Cooperation in Education

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Abstract

Scientific methods that are part of knowledge – it is whole arsenal of accumulated research methods and stage of scientific activity (techniques, methods) used in the process of scientific activity in this particular cycle. In particular, problems and hypotheses is scientific knowledge also, but they are more significant than stages of scientific activity.

Scientific activity – intellectual creative activity aimed at obtaining and use of new knowledge. It comprises the steps of obtaining scientific production: 1) formulation (appearance) of the problem; 2) construction of hypotheses and using those that already exist; 3) creation and implementation of new methods of research aimed at proving the hypotheses; 4) summary the results of scientific activity.

It is necessary to mean that the main product that meets the objectives and problems which are resolved, science gets only at the end of the cycle in the form of laws and theories. In the intermediate stages the science gets a by-product a part of which is used in the same cycle, and part goes to replenish the knowledge and the formation of new cycles.

Scientific activity exists in various forms, such as: scientific and research activity; scientific and organizational activity; scientific and educational activity; scientific and information activity; scientific and support activity, etc. (*Розвиток науки…*).

Keywords: methodology, teaching methods, methods of professions, learning theory, theory of cooperation in education

Introduction

The organization of scientific researches is a gradual transition from one of some relatively isolated branch of knowledge to a comprehensive review of scientific issues, including integration of related disciplines. In the modern era dominated the intensive development of applied knowledge, based on its technological applications and not extensive. However, both of these options make single process of developing science: each successive level of our ideas allows to more clearly defining the scope of application of certain research regulations, and the process of clarification of the scope of the truth in many cases leads to

deepening of content of our knowledge (Nagorniuk, 2013, p. 284–289). Science, approving more and more as a direct productive force, becomes a form of social consciousness. Science is part of the spiritual culture of mankind. As a system of knowledge it covers not only the actual data about subjects of the environing world, human thought and actions, not only the laws and principles of studying objects but certain forms and ways of understanding. Therefore science appears as a form of social consciousness.

In the modern era, the era of transition of society to a new level of development when maturing new historical systems occurs in conditions of entropic state of some uncertainty, changes in values, norms, goals, principles, establishment of so-called information society, exactly science serves not only a real productive force, but and significant "social system" regulating the human activity. Exactly education and science direct society to a constant search for ways out of permanent crisis, active and productive development, and acting mostly as guarantor of the preservation of mankind.

However, despite all efforts, the most vulnerable place in the problem field of interaction of education and society are non-obvious subjects to its long-term interests of social development and objectively caused by them strategic lines of development of the education.

Therefore as a society, and the education need specialized reflective subsystem that can detect these interests and offer relevant to them ideas and bring them into public consciousness and the consciousness of pedagogical community (Слюсаревський, 2011, р. 12–20).

Such reflexive subsystem is called to be educational science that determines the its special place in the interaction between society and education. As accented famous Russian methodologies and theoretical psychology Alexander Yurevich "ideologies that are prevalent in society generally produced in science and initially serve as its own scientific ideas, then spread in the community in the form of social ideology, and then returned to science in transformed by «social treatment» form" (Слюсаревський, 2011, р. 12–20).

Unfortunately, the educational science has not yet fully serves as the reflexive subsystem capable of ensuring such circulation of ideas because focused, so to speak, on serve paradigm. Traditionally, from the Soviet times, it sees its main task in the scientific and methodological support of those changes in the educational process that directive way descend from above and often perceived by educational and public community, as voluntaristic obtrude, cut off from life, orand favorable just for bureaucratic structures.

The most that can educational science, this fully influences the decisions of the authorities on education. But this channel of influence is very unreliable, because government is changing, and with the change of government often fade into nothingness and "sanctified" by it approaches to the development of educa-

tion, reform. Much more reliable channel, albeit one that requires much more effort, is rooting the scientific ideas in the educational environment and public consciousness in general.

There is a radical increase the role of the educational science in the system of interaction between education and society at the time. For this purpose, according to Nicholas Slyusarevskyy, need:

– to initiate systematic elaboration of issues the interaction of education with society as a special section of educational theory;

– to reorient itself from service paradigm to designing paradigm. Priority should belong to design ideas in the educational process of "innovative person", creative personality, but not design of the routine problems of pedagogical activity. These designs, of course are necessary, nobody denies their importance, matter concerns the priorities, rather than of "gross" index of scientific activity;

– radically reinforce connections the educational science with the public, providing all the necessary conditions for its development including the establishment of relevant departments at The National Academy of Educational Sciences of Ukraine and subsequently its research institutions;

– together with representatives of other human science and social science to demand changes in state evaluation criteria of intellectual products that produce these sciences, including educational, and indexes of its implementation (Слюсаревський, 2011, р. 12–20).

It is necessary, finally, to prove that these criteria and indicators based on technocratic approach do not correspond to the specifics of socio-humanitarian knowledge which is fundamentally different from science and technology knowledge, including by another status of produced ideas. Unlike engineering sciences, where the idea is implemented not otherwise as a specific form of development work, socio-humanitarian science can implement their ideas directly to the human consciousness. And in this meaning people say that ideas take hold the masses. Therefore, the effectiveness of educational science should be assessed not only by the odious reference indicator of implementation, and perhaps primarily on the basis of whether the change in the desired direction of consciousness of teaching community and society as a whole (Слюсаревський, 2011, р. 12–20).

It becomes obvious that the acceleration of economic and social progress of society, strengthening the authority and the country's competitiveness in the world, will depend on future professionals, rather, from the quality of their professional training (Журавська, 2016, р. 79–84).

The mission of the modern university education is to train highly skilled, competitive, mobile-informed specialists with innovative thinking that can quickly, efficiently and responsibly respond to challenges of the time in a competitive oriented global world who seek self-improvement, self-perfection and

self-development; and professional legal and personal self-realization (Yash-chuk, 2013, p. 418–423).

All this can be rightfully attributed also to the teacher's personality – a key figure in modern educational process. In this regard, UNESCO Commission on education points to the crucial role of education in the XXI century, not only for personal development but also the entire society.

Modern social and cultural situation places new demands to personality and professional activity of the teacher. They are manifested, first of all, in the fact that teacher should be ready to do their work in a professional manner in conditions of constant selection, to act not only as a good performer, but also as a carrier of conceptual ideas of holistic education space. It actualizes the research orientation of professional pedagogical activity of the teacher (Журавська, 2016, p. 79–84).

In this regard, particularly acute, there is a problem of use such means and ways of professional pedagogical training that will ensure equal and full access for students of pedagogical universities to achievements of modern school, form in them mobile knowledge, flexible professional skills, critical thinking, capacity for effective educational work in schools. It is understandable the fact that all these requirements that apply to future teacher need gradual and consecutive renewal and reconstruction of educational process in higher educational institutions. However, the current organization system of work with students does not meet requirements of modern society.

Unfortunately, already it is traditional in the educational process of universities has become passive mastering the information by students, domination of subject-disciplinary model of interaction between participants of the educational process, and most acute arises the problem of entropy character of mastering the operations to obtaining, systematization and analysis of professional information, and also using of it for the implementation of applied tasks in future professional activity (Журавська, 2016, p. 79–84).

Conclusions

So co evolution of the content of teaching and research training will provide an opportunity not only to bring to students certain system of knowledge, but also teach them to independently acquire, transform, analyze scientific knowledge that are essential for future professional activity. This situation necessitates strengthening the scientific component of training future pedagogues and theoretical level of their professional competence. That is what will become a trigger mechanism and push to renewal their knowledge and practical skills, ensuring proper competitive not only in Europe but also on the global labor market, the possibility of professional and personal self-

-development and self-realization. Significant potential in solving aimed tasks belong to scientific and research work that can regarded as professionalism of future specialists.

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