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## Methodologies of teaching and training in higher educational institutions of the EU and Ukraine

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### **Introduction**

“Educate” for higher school is largely, in our opinion, means to build a system of relationships between people. In modern pedagogy (and even more clearly in psychology) countries of European Union (EU) begins to dominate the approach to education is not as purposeful formation of personality in accordance with the chosen ideal (whether Christian commandments), and how to create conditions for self-development of personality. A successful educational activity of students of higher educational institutions (HEI) depends not only on the degree of knowledge of methods of intellectual activity; it is also due to the personal settings of educational activity – stable system of relations of the student to the world and to itself.

The most important quality, which must purchase a student in a higher educational institution, is, actually, the ability to learn that a radical impact on his professional development, because determines its possibilities in University continuing education. Learning to learn is more important than to learn a specific set of knowledge, which in our time is quickly becoming obsolete. More important is the ability to self-knowledge, based on creative thinking. Especially rapidly in the period of University education is the development of special abilities. The student is first confronted with many activities, which are components of his future profession, so at the senior courses should be payed special attention to dialog forms of communication with students, in particular, in the process of implementation of their course and degree projects, training, etc. The transfer of “personal knowledge” can usually only in the dyad “teacher – student”.

In 1950, in the framework of the Council of Europe adopted the European Convention for the protection of human rights and fundamental freedoms. This is the first on the European continent international legal document containing a list of basic civil and political rights, the system of control over their implementation within each member country of the Council of Europe. By ratifying this document, Ukraine discovered mechanisms of protection of human rights, reaffirmed their determination to comply with the obligations undertaken while joining the Council of Europe [Журавська 2009].

In this regard, the university at the highest level should be carried out activities aimed at broadening and deepening the knowledge of the student youth

about civil and human rights. The main task of this work is to promote the formation of the legal world of the youth, which would include both a theoretical system of views on the human rights and fundamental freedoms, and the corresponding civil stance, moral and values, ideals, beliefs. To ensure harmonious development of education, socio-conscious person, active citizen without observing him with a historical and cultural heritage of his people, with global culture and contributions of our fellow citizens in its development impossible: with historical and architectural monuments of the city where they can study, museums, art galleries, concert halls and theaters.

The idea of equality, partnership and mutual respect for each other is the basis of so-called pedagogy of cooperation, the principles of which completely undeniable in learning at higher school [Амонашвили 1989: 144–177]. According to many scientists and educators, the founders of the largest scientific schools, the largest academic and educational effect is achieved in such situations, when a teacher and student together solve the problems, the answer to which does not know either [Журавська 2009; *Histoire...* 2007: 24–43; Kremer 2000: 12–200]. In this case, the phenomenon of partnership and cooperation expressed in most.

His ability to know and understand students adequately assess their personal qualities and status of teachers justly considered one of the greatest professional qualities and put it in second place after the knowledge of the discipline that they teach. But teachers are usually put very little effort to improve their training in this area, although constantly striving to update and enhance their customers (subject) knowledge. The reason for this paradox lies obviously in the fact that teachers generally overestimate (overstate) their level of knowledge and training in this area, although their self-esteem in terms of knowledge of the subject is close to the estimates given by experts [Журавська 2009].

Emphasize that during the evaluation and monitoring is one of the most flagrant pedagogical error: negative assessment of the results of mastering of the curriculum, the teacher takes on the assessment of the student's personality in General, allowing the student to know through facial expressions, gestures, and sometimes in a verbal form, that he is stupid, lazy, irresponsible, etc. Forcing the student to experience negative emotions, teacher affects the physical condition and health of the student.

The teacher should not forget that training in a higher educational institution requires a large investment of time and energy, which causes some delay social development of students in comparison with other groups of young people. This fact often generates false teachers understanding of students as about socially immature individual that need of constant care, condescending regard. Did not realize it, the teacher himself, in this case, as it raises lath, limiting the degree to which a student of his ideas can develop their personal qualities such as responsibility, initiative, independence. Student unconsciously perceives such a pro-

gram and, most annoyingly, internally takes it. It is human nature to adapt easily to the requirements of understated: in these conditions, the ability of students not only develop, but often degrade.

The attitude of the teacher to the student as to the socially Mature person, on the contrary, as though removes the bar opens new horizons, thereby limiting the possibility of personal development and strengthening them by their faith, internal support. As a rule, in the student age to peak in its development not only physical but also psychological and higher mental functions: perception, attention, memory, thinking, speech, emotions and feelings. This fact has allowed to B.G. Ananiev to conclude that this period of life most conducive to learning and training. During this period, there is an active formation of individual style of activity [*Histoire...* 2007: 24–43]. Predominant in cognitive activity begins to acquire abstract thinking, forming a generalized picture of the world, established deep relationships between different areas studied reality.

If the teacher does not develop these skills, the student can gain a foothold skill in semi mechanical memorization of test material that leads to an increase ostentatious erudition, but inhibits the development of intelligence. Research shows that for most students the level of development of such intellectual operations, as a comparison, classification, definitions, is quite low [Бернс 1986: 56–78]. The teacher often has to exert much effort to overcome the scholastic approach to learning: orientation only on results of intellectual activity and indifference to the process of thought.

These include the principles of relying on positive in man and his actions, the unity of the requirements of and respect for the personality of a pupil, ensat, nationality, environmental compliance, culture-compliance, the education of a team, democratization, education in labor, continuity in the educational work of curators, compliance of education to the individual needs of young people, integrationist, a combination of purposive and educational activities with students, humanization, communication education with life.

Educational disciplines studied in Universities, have an impact on the formation and development of not only scientific views, but also ethical ideals. Educational potential of science has long been known, but realized it very casually. Science needs not only for a single acquisition of information. It lies – sometimes deeply and therefore to a smattering unnoticed – another important element – upbringing.

University education is not abstracted separated from the previous. It is connected with it on which has laid a foundation of knowledge. Now at the highest stage of learning going on intellectualization of obtaining the knowledge, skills of self-study for continuous search for knowledge of the world, ways of self-improvement, get acquainted with the best achievements of the world of thought, exchange of ideas and experience. The student enters the different stages of in-

tellectual enrichment. Informative-analytical process covers issues related with the development of new scientific directions, improvement of management processes, new economic control both standard and nonstandard conditions, optimum ways multifaceted contacts between structures of different levels, etc.

One of the peculiarities of teaching in higher school is: at the time of presentation of the course focus on the ratio of students to academic discipline. This relationship is influenced by the following reflections: philosophical meaning of discipline (to the extent that it helps to understand laws of development of nature and society, to understand social phenomena); cognitive value disciplines (to the extent that it broadens the mind, gives interesting, necessary knowledge, reveals unknown); public value discipline, its role in scientific, social, cultural and economic life of the country; the practical importance of the discipline for the student (communications future profession, the possibility of mastering useful skills); the easy learning of this discipline, to which the student feels more capable; good teaching this discipline.

From the above motives for students the most significant practical motives (communication with people, the ability to obtain useful skills) and cognitive.

Lecture in the University is the main circuit didactic cycle of education. Its aim is to form an orientation framework for future students mastering the educational material. Teachers need during lectures as accurately and completely mastered the theoretical side of the question. It is desirable to use media visibility and give specific examples. It is necessary to give lectures on the list of reference literature [*Державна національна...* 1994: 4–5].

Practical sessions should deepen, broaden, to detail the knowledge gained in lectures in general form, and help to test the skills of professional activity. They develop abstract thinking and the language, allow you to check students' knowledge and act as instant feedback. Laboratory classes integrate theoretical and methodological knowledge and practical skills of students in the single process of activity of training and research character. Modern high school seminar means as developing student ' culture of scientific thinking.

Independent work we consider as an important factor of learning, as evidenced by our [Бех 1999: 13–16] studies.

The purpose of this independent work is the formation of independence of the student, his abilities, knowledge, skills, indirectly through the methods and content of all kinds of studies. Regardless of specialization and nature of the work, any beginner expert should have fundamental knowledge, professional skills of its profile, experience, creative and experimental work on solving new problems, experience of socio-assessment activities. The last two components of education is formed in the process of students ' independent work.

Higher school differs from the average specialization, but mainly – from methodology of teaching activities and the degree of independence learning. The

teacher only organizes cognitive activity of students. The student himself performs knowledge.

### Conclusion

Training to be educational, it must be convincing. To make it convincing, it is necessary not just to provide information, and prove it with facts, experiences (in the laboratory), compare with alternative approaches, to show strengths and weaknesses by the best possible scientific research Universities (one of the principles of organization of educational process in the countries of the European Union). From the perception of the educational information to its critical thinking and use in practice – this is an objective way of mastering the content of higher education.

Educational work is carried out in the University during the classroom and outside the classroom and to stimulate students' theoretical knowledge and directs them into practice, draws the attention of youth to the most acute social problems, forming their social maturity, is possible only under condition of presence of teacher education, in particular teachers of special disciplines and increase of their qualification every five years. So when the Professor of the University, doctor of biological and agricultural Sciences, etc., without having pedagogical education, conducts lessons, thereby violating moral norms and exposes himself and students at risk of ineffective learning. So unquestioningly University lecturer of the twenty-first century is a highly qualified expert, primarily in the field of pedagogy and – concrete science (discipline).

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**Abstract**

Why you need a teacher in high school, just as the carrier and transmitter of information? But it is in this capacity he is much inferior to many other sources of information such as books and computers. Higher education institution serves not only and may be not so much for the transfer specialized knowledge but for the development and reproduction of specific cultural group, the most important element of which is itself a specialist. He is characterized as a representative of a particular culture not only a specific set of knowledge and skills, but also a certain worldview, life attitudes and values, especially the of professional conduct and others. So the teacher not only sends the student knowledge and professional skills, and attaches it to a specific culture, and that this culture was developed and reproduced needed live people, live human communication. This truth more than a hundred years ago formulated by K. D. Ushinsky: “Only a person can act on the development and definition of personality, only nature can be used to form the character” [Ушинский 1984: 78–83].

**Key words:** methods of teaching, methods of education, personality, professional knowledge and skills, citizenship.