

Gorchynsky S.V., Candidate of Pedagogical science

**THE PLACE OF METHODOLOGICAL ACTIVITY IN THE STRUCTURE
OF PEDAGOGICAL ACTIVITY OF LECTURERS IN THE HIGHER
EDUCATIONAL ESTABLISHMENTS**

The article deals with the methodological place of educational activities within the teachers of the university; different approaches and views on this educational category are revealed. Educational activity is by the author conditionally divided into the following components: training activities, methodical activities, researching activities, organizational, educational and social activities. According to the author, methodic activity is an independent type of vocational and educational activities, which includes general theoretical framework implementation, a single structure of this type of lecturer professional general outlines procedures for implementation of teaching materials.

Keywords: *educational activities, methodological activities, lecturer*

Stating of the problem. The modern period of Ukrainian society is in the process of reforming all spheres of its life, placing increased demands on human and his personal and professional qualities. Ensuring that goal depends largely on the ability of human to realize their inner potential in activities adequately to the needs of individual abilities. As a kind of such activities for teaching field can be methodological activities of the teacher (lecturer). Methodological activity takes one of the main areas of personal and professional formation of teachers in educational institutions at various levels.

First, we determine who of a wide range of educational workers relates to educational establishments of different levels. According to the Law of Ukraine On Higher Education [10], participants in educational and training process are:

- pedagogical and scientific-pedagogical staff;
- persons who study at higher education institutions;

– employees of institutions of higher education (categorical specialists, senior technicians, managers of Educational Laboratories, Methodists, etc.).

Only educational and scientific-pedagogical personnel relate to university teachers from three categories. Pedagogical workers are persons who have the main job in the higher educational establishments of the first and second accreditation professionally and are engaged in teaching and researching staff and persons with their primary work at higher educational institutions of the third and fourth levels of accreditation professionally are engaged in teaching combined with scientific and technical activities.

So, for teachers and teaching staff, we can collectively name the lecturers, the principal is the educational activity.

Analysis of recent research and publications. Let us analyze the nature of the concept of teaching activities of the lecturers.

V.S Bezrukova mentions that educational activity is the work for education and training of people, which is based on the training of special teachers to comply with the rules and his personal conduct in the course of this work. The output of educational activities are more advanced, educated and moral development of people [1, p. 569-570].

According to S.M. Vishnyakova, teaching activities are activities carried out by specially trained professionals in educational institutions to achieve the results provided by one or more training programs and other tasks of education and its social objectives (economic, political, ethical, aesthetic) [12].

To the opinion of L.P. Kryvshenko, educational activity is a kind of professional activity that focuses on the transmission of social and cultural experience through training and education [4].

M.V. Hamezo mentions that educational activity is a special kind of socially useful activity of adults, deliberately aimed at training of the younger generation to self-employment in accordance with economic, political, moral and aesthetic purposes [2].

The main material. Generalizing of the analysis of the concept of teaching

activities and considering the components of this social phenomenon:

- subjects of educational activities (society, group, teacher);
- functions of teaching activities (training, education, management, development and psychological training);
- components of educational activities (projecting, organizational, cognitive, communicative and research);
- objects of educational activities (group, person (of child, student, students, graduate students, etc.));
- types of vocational and educational activities (educational, methodical, scientific, organizational, educative) we can present teaching activity as a social phenomenon schematically in Fig. 1.

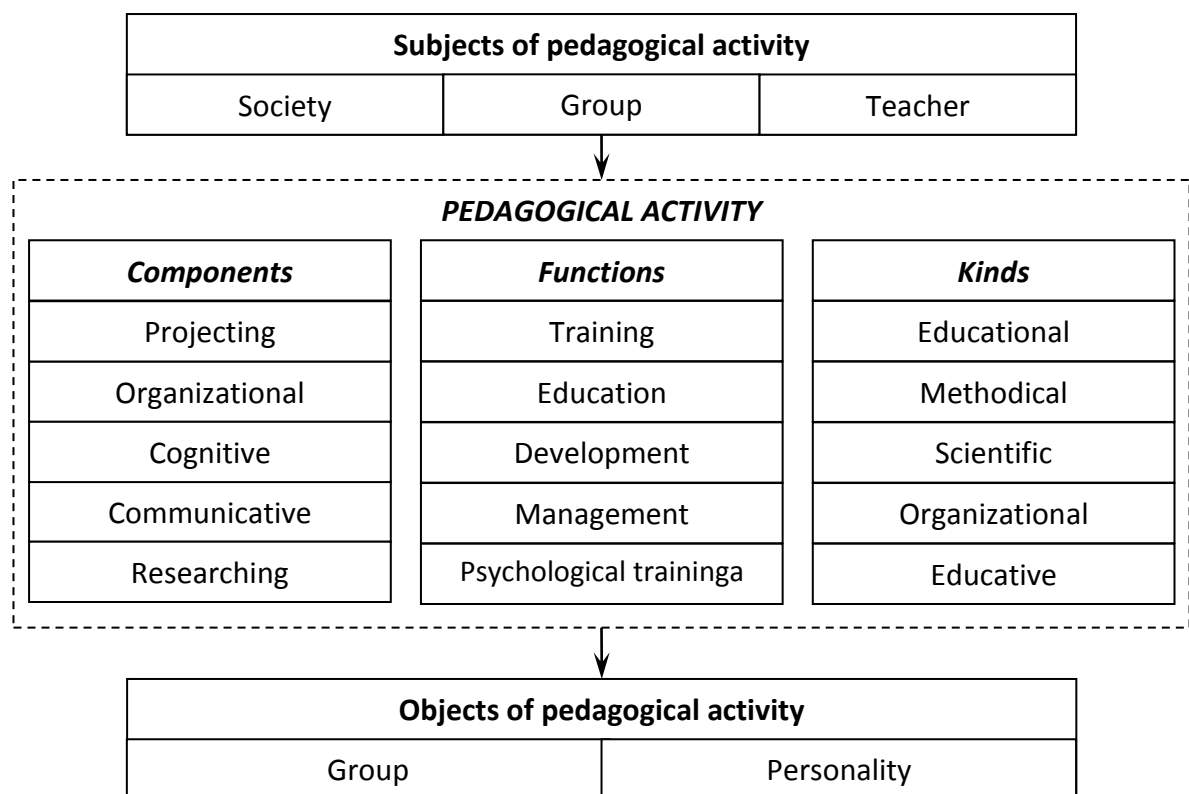


Fig. 1. Generalizing of the teaching activity as a social phenomenon.

Let's analyze trends and features of the educational activities of the lecturer and place and role of methodical activity.

In the judgment of V.L Ortynsky [7] scientific and pedagogical staff of

higher educational institution carries his teaching activity in the areas: academic, technical, researching and educational activities. Methodical activity involves the preparation of the learning process, its maintenance and improvement. It includes:

- preparation for lectures, laboratory practice, seminars, practical training;
- treatment and preparation of the lectures, collections of exercises and tasks, laboratory workshops, teaching materials projects and degree thesis;
- ongoing work to improve pedagogical skills (reading teaching and learning, research and instructional materials);
- studying of the best practices of reporting and reviewing lecture notes, collections and laboratory practical tasks;
- compilation of teaching materials, assignments, examination questions, coursework subjects;
- treatment of students' independent work schedules, etc.

T.I. Turkhov [11] points out that the main activities of lectures are: educational, scientific and methodological, researching, educational and advisory. Of course, scientific and methodological activities related to the preparation of the educational process, its provision and improvement. All described briefly functions of teachers have been expressed in unity.

In the opinion of L.D. Stolyarenko [9] the content of teacher's activity involves performing several functions: educational, organizational and researching. According to the author's opinion, they appear in unity, although by many teachers one function can dominate the other (approximately 40 % of the lecturers are total-oriented on the teaching activities, about 20% are tending to researching, about 33% combine teaching and researching activities).

V.M. Nagayev, considering the role of the Department in managing of the training process, divides the department lecturers' activity into [6, p.50-51]:

- training activities (lectures, workshops, coursework and degree thesis, guide students' independent work, etc.)
- teaching work (preparation of work programs, methods of teaching);
- researching work (researching, experiments, training of scientific

publications, presentations at scientific conferences);

- educational and social work (working curators, participation in public life of the department and faculty, and others.).

More detailed educational and methodical work of the department includes:

- comprehensive methodological support all disciplines: training programs, tutorials, workshops, manuals, providing the most efficient using of modern forms and methods of training;

- treatment of complex theses and assignments for profiling subjects of the department;

- preparation of teaching materials for independent work of students;

- the treatment and publication of guidelines to implement the course, degree and graduation activities for undergraduate and graduated students;

- selection of training for students under the profile of future work;

- cooperation with other educational institutions;

- study, synthesis and implementation in the educational process of progressive learning;

- participation of teachers in the department teaching conferences.

V.S. Bezrukova shared educational activities into the following types: educational, organizational, educational, researching, management. When performing specific functions (in case of taking office), these types of educational activities are intertwined, combined, synthesized [1, p. 569].

The order of MES of Ukraine № 384 from 29.03.2012 (as amended by Decree № 683 from MES 06.05.2013) “On approval of forms of training in higher educational institutions of I-IV accreditation levels“ [5] are shown the forms document for higher education. We are interested in form number H-4.04 “Individual teacher’s work plan and its records”, in this regard the work of the teacher is divided into: educational, methodical, scientific and organizational work.

The notes to this form state that higher education institutions may change the form and content in the context of “Individual teacher’s work plan and its records”, depending on the specific profile and higher education.

Thus, summarizing the above studies we determine that educational activities of teachers of higher educational institution has five components:

- training activities;
- methodical work;
- researching;
- organizational;
- educational;
- social activities.

Let us analyze the nature of teacher guidance activities.

In the opinion of L. Semushynoyi and N.G. Yaroshenko [8], methodical work is one of the main responsibilities of a teacher who seeks to develop and improve methods of teaching. As the result is the creation of complex tasks and objectives of the subject, teaching materials, teaching and visual aids used in training sessions.

We believe that the most successful N.E. Erganova formulated the burden of entity methodical teacher. She notes that under methodological work should be understood independent type of teacher with professional design, treatment and construction, the study of learning tools that allow for the regulation of teaching and learning activities with a particular subject or series of subjects [3].

Conclusions. Thus, analyzing the different views of scholars on methodological activities we summarize their views in several directions:

1. Methodical activity is methodical work that is related to self-education teacher, working with didactic tools, training in the subject field.
2. This activity, which is associated with teaching of a particular subject. In this case, the authors did not consider the specific guidance and training of the teacher, and the terms “methodical activities”, “training activities” are used interchangeably.
3. Methodical activity is a set of relatively independent skills with a distinct specificity in the structure of vocational and educational activities.
4. Methodical activity is an independent type of vocational and educational

activities, which includes general theoretical framework implementation, a single structure of this type a teacher, professional general outlines procedures for implementation of teaching materials.

Prospects for further researching. Exploring pedagogical phenomenon of “methodical activities”, is to analyze theoretically the nature and content of guidance activities at all levels of higher education institutions: teacher, department, faculty, college and university administration. Also, the problem of methodical training of future teachers of higher education institutions and present young teachers is not enough highlighted.

References

1. Bezrukova V.S. Fundamentals of Theological Culture (Encyclopedic Dictionary teacher) / V.S. Bezrukova. – Ekaterinburg, 2000. – 937 p.
2. Dictionary-Handbook of age and pedagogical psychology / ed. M.V. Hamezo. возрастной Moscow: Russia pedagogical Society, 2001. – 127 p.
3. Erganova N.E. Methods of professional teaching: learning. manual for students of higher educational establishments / N.E. Erganova. – Moscow: Izdatelskiy tsentr “Academiya”, 2007. – 160 p.
4. Kryvshenko L.P. Pedagogy: Tutorial / L.P. Kryvshenko, M.E. Weindorf-Sysoyeva et al., ed. L.P.Kryvshenko. – Moscow: TC Velby , Izd. Prospekt, 2004. – 432 p.
5. Ministry of Education and Science, Youth and Sports of Ukraine On approval of forms of training in higher educational institutions of I-IV accreditation on March 29, 2012 № 384 , last amended on July 16, 2013 [electronic resource]: Legislation of Ukraine / Office the computerized systems of the Verkhovna Rada of Ukraine. – Mode of access: <http://zakon4.rada.gov.ua/laws/show/z0711-12>.
6. Nagayev V.M. Methods of teaching in higher educational school: teach. guide. – Kyiv: Centre of textbooks, 2007. – 232 p.
7. Ortynsky V.L. Pedagogy of higher education: teach. guidances. [for

students high. teach. bookmark] / V.L. Ortynsky – K. Centre textbooks, 2009. – 472 p.

8. Semushyna L.G. Content and technologies of learning in specialized secondary establishments: manual for the teach. of specialized secondary establishments. of prof. education / L. Semushyna, N.G. Yaroshenko. – Moscow: Masterstvo , 2001. – 272 p.

9. Stolyarenko L.D. Pedagogical psychology. Series “Textbooks and learning aids.” – 2nd ed., Rev. and add. / L. Stolyarenko. – Rostov on/D “Phoenix”, 2003. – 544 p.

10. The Law of Ukraine On Higher Education on January 17, 2002 № 2984 - III; latest edition of January 1, 2014 [electronic resource]: Legislation Ukraine / Computer Systems of the Verkhovna Rada of Ukraine. – Mode of access: [http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi? Page = 1 & nreg = 2984-14](http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?Page=1&nreg=2984-14).

11. Turkhot T.I. Pedagogy of higher education: teach. manual / T. Turkhot . – K.: Condor, 2011. – 628 p.

12. Vyshniakova S.M. Professional education. Dictionary. Key concepts, terms, a crucial vocabulary / S. Vyshniakova. – M. NMC ACT, 1999. – 538 p.