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НАУКОВІ ПОЛОЖЕННЯ ТЕОРІЇ ДІЯЛЬНОСТІ В КОНТЕКСТІ МОВНОЇ ОСВІТИ У ВИЩІЙ ШКОЛІ

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академія» Харківської обласної ради*

У статті розглянуто концептуальні положення теорії діяльності як науково-теоретичного підґрунтя мовної освіти у вищій школі в контексті діалектико-матеріалістичної філософії та в психолого-педагогічному аспекті.

Ключові слова: теорія діяльності, діяльнісний підхід у навчанні, процес навчання, вища школа, мовна освіта.

НАУЧНЫЕ ПОЛОЖЕНИЯ ТЕОРИИ ДЕЯТЕЛЬНОСТИ В КОНТЕКСТЕ ЯЗЫКОВОГО ОБРАЗОВАНИЯ В ВЫСШЕЙ ШКОЛЕ

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В статье рассмотрены концептуальные положения теории деятельности как научно-теоретической основы языкового образования в высшей школе в контексте диалектико-материалистической философии и в психолого-педагогическом аспекте.

Ключевые слова: теория деятельности, деятельностный подход в обучении, процесс обучения, высшая школа, языковое образование.

SCIENTIFIC POSITIONS OF THEORY OF ACTIVITY IN THE CONTEXT OF LANGUAGE EDUCATION AT HIGHER SCHOOL

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The is article devoted to questions of conceptual positions of theory of activity as theoretical subsoil of language education at higher school at the level of pedagogics, psychology, philosophy and dialectics.

Key words: theory of activity, acting approach in teaching, teaching process, higher school, linguistic education.

Raising of the problem. Modern higher education is oriented on preparation of a highly skilled specialist with professional and speech competences. The educational process of preparation of specialists of different directions must be based on different development of students' speech, improvement of their abilities and skills to pass their opinions consistently and distinctly, to sort out additionally adequate language means for the achievement of predictable communicative influence on an addressee. A fact of close connection of speech and thinking is irrefutable. So strong knowledge of native, and foreign languages assist to the development of flexibility and creation of thinking, to the forming of the all-round developed personality, to the effective mastering of professional disciplines. In this connection the searches of new principles, approaches in the directions of teaching of linguistic disciplines at higher school acquire greater actuality. Prospects of modern linguistic didactics are closely connected with scientific positions of the theories of individual's activity. In fact exactly the

anthropocentric approach to understanding of process of mastering of language substance guarantees success of language education. So a modern comprehension of positions of theory of activity, their introduction into educational process, searches of new methodical ways of realization of tasks of specialists' preparation on the high level of language culture are actual for modern linguistic didactics.

Analysis of the last researches and publications in which the decision of this problem is founded. Activation of attention to acting approach in studies is defined in modern linguistics. The Ukrainian scientist G. Atanov considered the model of activity, did the attempts of systematization and structuring of educational activity in the context of unhumanitarian education. Theoretical positions of theory of activity are consonant to the educational aim of initial course of study of the mother tongue. Theoretical questions and methodical aspects of educational activity of junior schoolchildren in the context of developing studies were in the spotlight of such scientists, as V.Repkin, A. Dusavytskey, V. Davydov but others. Such scientists as O.Yaroshko, A.Furman and I. Kukharchuk touched the questions of acting approach in studies at consideration of other educational problems. However system comprehension of positions of theory of activity as subsoil of language education at higher school until now remained out of linguists' eyeshot.

Formulation of the aims of the article. Aim of the article – is to characterize conceptual positions of theory of activity as theoretical subsoil of language education at higher school.

Exposition of the basic material of research. The concept of activity needs a comprehension at the level of such sciences, as pedagogics, psychology, philosophy, logic and dialectics. The concept of human activity in the context of materialistic philosophy was written by Marx. Activity is a key concept that determines direction of evolution of humanity. Activity of a man always was predefined by public organization of his existence.

The family mode envisages productive life appropriately; the production of tools by an ancient man even for satisfaction of his own necessities came true on a background family relations [3: 93]. K. Marx underlines that the realization of the family belonging a man predetermined free and conscious activity: «Man does his vital functions the object of his will and

consciousness. His own life is for a man an object exactly because he is a family creature. Only because of this activity of a man is free activity» [3: 93]. A “man changes not only the form of that he is given to by nature ; in that is given by nature, he carries out the conscious aim that as a law determines a method and character of his actions and that he must conquer the will” at the same time [2: 189]. A man had to co-ordinate his own aim with public.

Vital functions of a man, his labour, are first of all the process of conscious influence on nature. K. Marx interprets labour as transformation of nature in the process of conscious production with the aim of creation of the subject world [2:188]. Activity is a mediator between a man and nature. This process is creative and mutual. Nature that is changed becomes a creation and reality of a man; at the same time a man is formed by his own activity. “Influencing on external nature changing it, he (man) changes his own nature simultaneously. It develops forces in him that until now were not woken up, and conquers the game of these forces to the will” [2: 189].

Being based on the materialistic understanding of activity, the psychologist S. Rubinstein describes the specific of its tasks and reasons. The necessity of concordance of man’s own interests and public necessities stipulated conscious character of activity. Thus activity conscious reason and aim are the basis. Public and personal interests and reasons, according to a psychologist, in concrete vital situations cannot present unity that results in divergence of reasons and aim of activity of individual, or gather, expressing an integral direction of human. Forming of integral human personality during activity is assisted by unity of the aim, which is the activity directed on, and reasons that are his motive force. “Even then in the process of activity a man has to decide different tasks unconnected as a part and a unit, activity of a man acquires unity and purposefulness, in fact there is a general aim in every action, though it allegedly goes out outside a solvable task by this action” [4: 41]. At the same time a scientist marks, that unity of primary reasons and ultimate goal is achieved at separate subjects differently. Circumstances influence on the degree of comprehension of integrity of activity, features of perception of realities by a concrete man, circle of tasks to the decision of those he is brought over, internal bar of personality [4: 41].

In the relation of concepts reason is an aim. S. Rubinstein considers the determining role of an aim. Reason is predefined by an aim and exposes attitude of personality toward it. Reason “as the realized push to the certain action, and is formed on the measure of that, how a man takes into account, estimates, weighs circumstances and realizes the aim that appears” before him [4: 42]. During public life of the man dialectics of reasons occurs. The greatest reason of human activity is conscious, according to S. Rubinstein, when activity comports with laws and principles of existence of society, its valued reference-points [4: 43].

Public estimation of human activity influences on a process of forming of reasons, and also a self-appraisal is predefined by public norms. Psychological dependence of a man on estimation can entail replacement of the aim; aspiration to be positively appraised takes the place of the primary aim and can convert an estimation into the end in itself. As an estimation determines activity largely, then an accent is important not on all sufficientness of estimation, but on an estimation as unit of level of achievements, results of activity [4: 43]. A sphere and context of evaluation, feature of perception of criticism a separate man, personality of that, who estimates, ground of estimation, can find (to produce) out correcting operating on reasons and aim of activity.

A powerful factor that influences on the process of activity, S. Rubinstein names as the psychological situation of success or failure. Accompanying a man on the stages of implementation of separate actions, success (failure) produces an unique psychological effect in different situations under different circumstances, determines character of further actions and also activity on the whole [4: 47].

For the deeper understanding of influence of the adopted phenomenon on activity of S. Rubinstein marks the necessity of differentiation of objective success and subjective perception of success, individual vision of mechanism of his achievement. Success is in direct dependence on the level of solicitations and level of achievements of individual. The dynamics of level of achievements predetermines the change of level of solicitations [4: 47-48].

Comprehending the theory of activity in a pedagogical aspect, L. Vygotsky said that the foundation of education is the own experience

of organism. Behavior of a man is folded by innate biological reactions and purchased in a social environment. Acknowledging the exceptional role of society on forming of the system of the purchased reactions, L.Vygotskey considered, however, that the most effective one is a self-education of personality: “Find out direct influence and carrying out changes in a stranger organism is impossible, it is possible to be only brought up, to change the innate reactions through own experience” [1: 82]. Thus, becoming of certain forms of behavior in the process of education must be the appropriate result of independent activity of person. The functions of a teacher consist in adjusting and control of this activity, in a correction through a social environment [1: 83].

Activity carries out an analogical role in the process of studies. Cultural and historical experience of society is passed to the child during his studies. This process must get organized so that a student instead of passive perception of the prepared information as a result of his own active searches and researches set causal copulas between facts independently, did an analysis, generalization and conclusions, consciously regulated his own experience which was purchased before. A key role in this process of L. Vygotskey took to thinking as higher form of behavior. By a starting point for thinking activity in the process of studies a psychologist named creation of plenty of problem tasks, difficult situations, contradictory questions, that will mobilize the psychical functions of a child, stimulate the searches of the truth. “In fact thinking means participation of all our previous experience in the decision of active job, and the feature of this form of behavior is taken to that it brings in a creative element in behavior, creating various combinations of elements in previous experience” [1: 208]. Raising types of connections in the system of scientific or vital categories, a child must consciously elect methods and facilities of understanding of concepts, decision of tasks too.

For forming of thinking as an important constituent of general development of a child in the process of his studies an account of position of L.Vygotskey’s position about correlation of studies and mental development in school age is important. A scientist set unity, but not equality of processes of studies and develop L.Vygotskey determined two levels of development of a child. The first one is a level of actual development – presented

by the formed psychological functions within the limits of the completed cycles of the development. The second level is the zone of the nearest development – outlines potential possibilities of intellection, realization of that is possible only by means of adults. A zone of the nearest development is “processes of development, that are now in the stage of becoming, ripening” [1: 385]. Thus, optimization of process of studies is related to the orientation not on the already completed cycles in development of a child, but on dynamic psychological structures that evolve. Studies, activating the zone of the nearest development and stimulating internal processes, appear motive force of the child’s development. According to L. Vygotsky, the mastered knowledge and got skills do not present the certain stages of the development, but they give the beginning to the row of the difficult internal converting into development of thinking of a child [1: 389].

One of L. Vygotsky’s positions there is priority of collective activity, exactly it forms the correlation collective activity is individual activity / consciousness.

A language is simultaneously means and environment of activity of a man. Practical and theoretical professional activity through mediation of language converts the facts of reality into a social and professional product. Activity is the necessary component of forming of both thinking and communicative abilities and skills. Thus, in forming of the professional speech and thinking of students the acting approach must become one of the priority approaches. Linguistic education must get organized in such a way, that in the process of activity students could polish language and speech skills that are the means of scientific cognition through development, self-realization, display of personality and social internals, becoming of the professional competences, forming of thinking creativity.

Conclusion and prospects of the further survey. Thus, on the modern stage the scientific linguistic didactics researches dedicated to the problems of higher school are impossible without conceptual positions of theory of activity as theoretical subsoil of language education. Support on theoretical principles of theory of activity in the process of language education will give an opportunity of various researches of features of connection and cross-coupling of language, thinking, scientific cognition, process of forming of personality. We see the prospects of further searches in direction of