

THE STRUCTURE AND FORMS OF ORGANIZING EDUCATIONAL ACTIVITIES AT THE UNIVERSITY

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Abstract. In the article, the authors describe the structure of the organization of educational activities at the university; its main components, such as motivation, learning goal and objectives, the content of learning activities, etc., are briefly described. The main types and forms of educational activity at the university are given, and are briefly characterized. It is concluded that well-organized university educational activities contribute to the personal and professional formation and development of students.

Key words: educational activity at the university, educational motivation, purpose and objectives of training, implementation and control of educational activities, lecture, seminar, students’ self-study.

СТРУКТУРА И ФОРМЫ ОРГАНИЗАЦИИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В ВЫСШЕЙ ШКОЛЕ

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Аннотация. В статье авторы приводят описание структуры организации учебной деятельности в вузе; кратко описаны ее основные компоненты: мотивация, учебная цель и задачи, содержание учебной деятельности, и т.д. Приведены и кратко охарактеризованы основные виды и формы учебной деятельности в вузе. Сделан вывод о том, что грамотно организованная вузовская учебная деятельность способствует личностному и профессиональному становлению и развитию студентов.

Ключевые слова: учебная деятельность в вузе, учебная мотивация, цель и задачи обучения, реализация и контроль учебной деятельности, лекция, семинар, самостоятельная работа студентов.

The upbringing and formation of a person who has the experience and knowledge of previous generations, and uses them in his / her daily and professional activities, as well as who is aware of the cultural values, requires the use of a special type of pedagogical activity, that is *educational* or *learning activity*. Learning activity consists of two components: *teaching* and *learning*. In the learning process, the educational and cognitive activity of trainees associated with the mastery of scientific knowledge, skills and abilities, is purposefully organized and stimulated. In addition, educational activities stimulate the development of students’ creative abilities, form their moral and volitional qualities, and contribute to the definition of their world outlook [1]. The activity dyad “knowledge transfer – knowledge acquisition” is considered the heart of any type of learning.

The transfer of scientific knowledge to students involves the correct organization of educational and cognitive activities by the teacher, the provision of assistance to students if they encounter difficulties in the

learning process, the formation of students' desire for independent educational and research work, as well as monitoring the development of educational and scientific materials by students, and assessing their learning outcomes.

The acquisition of knowledge is an educational activity of students aimed at mastering educational and scientific materials, and the ability to apply them in practice. This should also include students' independent search for solutions to educational problems, and their awareness of the processes and phenomena of the surrounding world [3, p. 29]. Therefore, learning activity can be called an active process of interaction between a teacher and a student, the purpose of which is to transfer certain knowledge, develop skills, gain initial experience in professional activity, and improve the students' personal characteristics.

Learning activity has a united and integral structure that systematizes the important qualities necessary for the learning regulation and implementation. Learning activity is a joint activity of a teacher and a student; using it the teacher creates and implements the most favorable conditions for the transfer of knowledge and scientific experience, and the student acquires them by means of various components of their development. Being an intellectual activity by its nature, educational activity is characterized by the same components as any other intellectual activity: motivation, the use of a plan (execution algorithm), execution (implementation), and control. The structure of educational activity is formed by the following most important categories of educational qualities: 1) personal motivation; 2) awareness of the learning task; 3) an idea of the content and methods of carrying out educational activities; 4) the information basis of educational activities; 5) management and implementation of educational activities.

Learning motivation is a special kind of personal motivation that determines the success of learning activities. The formation of learning motivation is influenced by many factors: 1) the student's personal characteristics (his / her age, sex, self-esteem, level of aspirations, ability for interpersonal communication, etc.); 2) personal characteristics of the teacher (his / her relationship with students, attitude to his / her subject, etc.); 3) the specifics of the subject being studied; 4) the specifics of the national educational system; 5) the specifics of the educational institution carrying out educational activities; 6) the effectiveness of the organization of the educational process [5, p. 217]. In order to interest the student in learning activities, it is important for the teacher to give him / her opportunity to show his / her own initiative and mental independence in learning. In addition, the teacher should use active and modern methods of teaching students. The main means of cultivating a sustainable interest in learning is the use in teaching students of such questions and tasks, which solution requires from them active search activity. Interest in learning increases the creation of problem situations, facing students some problems and tasks that they cannot cope with using the knowledge they have already acquired; having the difficulty, they become convinced of the need to acquire new knowledge or apply previously acquired knowledge in a new situation.

Awareness of a learning task is a clear idea of how to complete a specific learning task. The learning task should have a clear goal, but in order to achieve this goal, it is important to take into account a number of conditions that contribute to the realization of this goal.

Learning activity can be interpreted as a set of learning tasks offered in certain learning situations. The implementation of educational activities implies the solution of these problems, for which it is necessary to perform certain educational actions. In this case, the learning task acts as a complex of information about some object or process, in which the only part of the information is clearly defined, and the rest is unknown. It is also required to find it, using the information bases of educational activities: putting into practice the existing knowledge and solution algorithms, combined with independent guesses, and the search for the most effective solutions.

In the general structure of educational activities, a significant place is given to their management and implementation, which are carried out by means of control and self-control, as well by means of assessment and self-assessment. This is due to the fact that any educational action is arbitrary, regulated only using monitoring and evaluation in the activity structure. Control implies the use of a model, or an image of the desired result of an action, and also requires the process of comparing this image with a real action.

Thus, any of the constituent elements of the educational activity structure, as well as each of its components, requires a special organization, special formation, and regulation. They are presented as complex tasks, the solution of which requires extensive experience, certain knowledge, as well as modern and creative approaches to their implementation.

University educational activities are aimed at developing students by acquiring knowledge, as well as teaching them how to act using the development of certain techniques and algorithms. Educational activities at the university have a number of tasks. Firstly, it contributes to the formation of scientific thinking in students. Secondly, it helps students to master a complex of modern professional knowledge, and also develops their creative abilities. These tasks are systematically solved in the learning process. Learning

is based on the content of education; learning is carried out by means of the educational and formative activities of the university teaching staff. Students' self-study is an important part in the learning process. Certain specialties provide for the implementation by students of a complex of various activities. These activities, along with the knowledge underlying their performance, are included in the content of training. The degree of mastery of a university graduate in fundamental and major sciences, along with the development of his / her cognitive abilities, and the ability to use various types of professional activities, makes it possible to determine his / her education level, and is also able to characterize the quality of education received at a university. Education in each particular university has its own specifics. However, in general, comparing education at a university with education at other educational institutions, it can be argued that university training of specialists differs significantly from both school education, and the education students receive in colleges or technical schools. The fundamental features inherent only in higher education are: 1. The study of the theory and history of science, the features of its formation and development. 2. Statement of scientific problems and tasks, as well as the search for ways to solve them. 3. Mastering the process of scientific knowledge formation. 4. Study and practical application of scientific methods. 5. Professional acquisition of scientific knowledge, and practical experience in their use. 6. Combination of educational, scientific and research processes.

The success of educational activities at the university is determined by many different factors. The main components of successful learning activities are: 1. Motivation for learning. The motives here are considered the conditions and reasons that encourage learning. 2. Interests and cognitive needs of students. 3. The personal attitude of trainees, and their readiness for educational activities, including the volitional qualities of the trainees [5, p. 327].

Educational activity in the university consists of various types and forms. The basis of any educational work is made up of closely interconnected theoretical and practical classes [2]. The educational process at the university can be viewed as a set of learning activities, which include: lectures; practical classes; laboratory classes; seminars; educational practice; internship; students' self-study [4, p. 138].

Lectures are given the most important role among the numerous types of educational work at the university. The lecture is necessary for the introduction into the trainees' minds of fundamental theoretical knowledge in the specialty of education. It is the most difficult type of academic work, and therefore is most often entrusted to professors or associate professors as the most qualified and experienced teachers. Seminars are aimed at systematizing this fundamental knowledge, expanding and detailing it, and are also aimed at developing and consolidating professional skills. The learning process in higher education provides for practical training. Practical classes contribute to a more detailed, in-depth study of disciplines in the specialty. They are necessary for the development of students' practical skills in the theoretical disciplines being studied. In practical classes, students, under the guidance of a teacher, work on the formation of skills for applying the acquired knowledge to solve practical problems. The forms of practical classes are varied: foreign language classes, workshops, laboratory work, etc. Laboratory works are aimed to generalize the theoretical and methodological knowledge, skills and abilities of students in the process of teaching and research. Preparations for practical classes, seminars or laboratory classes on each of the planned topics are not limited to attending lectures, but involve students doing self-study.

Students' self-study is the work planned by the curriculum, which is carried out by means of the teacher's instructions, and in accordance with the methodological developments of the teacher, but without his / her direct participation. The character of the future specialty determines the variety of types of the students' self-study performed by trainees. Like any other learning technique, students' self-study requires the trainees to put into practice the knowledge acquired.

In a number of disciplines, students perform tests during the semester; the tests' goal is to control the development of scientific disciplines content. Individual and frontal surveys, as well as colloquia, are considered to be widely used teaching and control techniques. At the end of the academic semester, students usually take final tests and exams. Upon completion of the full course of study, students applying for a bachelor's degree defend their theses in state examination boards, and master's students defend master's theses. Some areas of training (for example, with a five-year course of study) require students, along with the defense of theses, to pass a number of state exams.

To conclude, the correct and orderly use of university classes allows the teacher not only to transfer knowledge to students, but also to form the skills and abilities necessary for their further professional activities. Properly organized university educational activities contribute to the development of students' ability to actively think and express their own points of view. Such activity develops in them an interest in further scientific and cognitive activity. In addition, university education is an effective way to socially integrate the students in modern society, since the use of the up-to-date teaching techniques and methods in

educational activities allows them to transfer and receive large amounts of information. The use by a teacher of various technologies and methods of organizing and conducting training sessions has a significant impact on the formation of a student as a personal identity, contributes to the formation of his / her civic position, value system, moral and aesthetic attitudes.

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