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техногенного суспільства майбутнього залишається відкритою для критики і обговорення. Як наслідок, руйнується актуальність старого етичного імперативу Імануеля Канта: «Ти можеш, оскільки ти повинен». Новий етичний виклик говорить особистості: «Ти повинен, оскільки ти можеш».

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THE QUALITY OF ORGANIZATION OF LEARNING ACTIVITIES AS THE FACTOR OF THE COGNITIVE ACTIVITY DEVELOPMENT OF UNIVERSITY STUDENTS

The development of modern higher education system in Ukraine, deep Social crisis and globalization tendency demand new requirements to students professional preparation. The special importance obtains the quality improvement in qualified specialists preparation is a top priority trend of the higher education institutions work in social dynamic development conditions, high competition in the job market and the necessity of the information resources extensive use.

Modern higher education standards are based on skills approach directed to the transformation from procedural to effective philosophy of education. New reality makes definite demands to a specialist personality that should include professional skills, professional activity, initiative, creativity and pliancy, ability to make decisions, aspiration to self-cultivation and creativity growth.

Nowadays research focus on contradictions between high social demands to the graduates and their real grade. The most experts confess that professional skills among Ukrainian students has become much lower [1, p.19]. But as its known, the quality of learning mainly depends on definite conditions for the implementations and organization learning and cognitive activity of students. Recent researches show that the results of students' studying have been determined with their activity in educational process where they perform as active unsub of cognitive practice instead of being passive. According to that the teachers' task is increasing the interest for studying, cognition encouragement for a science, involving to getting knowledge and skills system, initiative providing assistance with self-development and the future qualified specialist evolution.

The aim of work is analyzing of the development abilities for the cognitive activity of higher education university students.

The latest researches analyzing and publications. The analyzing of the results of the scientific sources confirms that forming personal cognitive activity is not only a real psychological (L. Vyhotskyi, P. Halperin, V. Davydov, S. Rubinstein etc) and pedagogical problem (Y. Komenskyi, K. Ushynskyi, V. Sukhomlinskyi, M. Danilov, A. Verbytskyi; S. Kostyuk, V. Losovaya, H. Shchukina etc), it's also the main social demand of the present.

Having analyzed the most of the definition of the learning activity containing in the literature, it is possible to say that in the present in different fields knowledge (philosophy, psychology, pedagogies etc) there are different definitions of this conceptions, that often get apart in capacity and volume. We support the point of view of the researchers who consider that definitions of the consider activity doesn't consider with the consider work.

This definition should be determined as a mental condition in the learning process, from the other side as a personality education expressing the attitude to the learning process [2, 3].

So, this way as the learning activity we understand the developing, integrating quality of a personality the source of which is need. These phenomenon factors are definite external and internal forces and condition influencing the mentality. The learning activity includes intellectual tension, requirement in knowledge, pleasure of the process and results.

The cognitive activity includes the intellectual efforts, necessity in knowledge, aspiration for studying, will to think independently, getting knowledge, it's connected with personal purposes and enjoyment of the process and results in the cognitive activity.

Despite of the huge pedagogical and psychological experience in the students cognitive activity evolution and the activation of the educational activity among the students there is still a real problem because of available contradictions in this problem solution.

Based in the results of the interviewed students, listeners and teachers of Karazin National University and Kozhedub Air Force National University Kharkov, Ukraine we discovered some differences in key points. The reduction of students' knowledge, poor information of cognitive activity and poor motivation are explained by the teachers as a disability to learn the material 60% of which is for self studying. It has a bad influence at the quality of studying and decreases their cognitive motivation.

On the other hand, students are quite critical to the modern system of higher education. The survey among the students shows that 52% are satisfied with the educational quality, 29% aren't rather satisfied, 14,5% estimate the educational quality as an medium level, 4,5% refuse to answer. The survey through out Ukraine (1008 interviewed) shows that according to 41% of the respondents the modern Ukrainian education system supplies an medium level, 7,5% consider it low and very low, 40% rate the education system as quite high and 8% consider it very high [4].

As main reasons of unsatisfaction the students admitted a distant break between theory and practice and traditionally reproductive methods of lessons organization. The students wished to use novated information technology and to have a possibility to upgrade their practical skills. Another reason of negative attitude to learn is an uninteresting organization of work like writing notes and searching for reports (information) in the Internet. And the final reason of negative attitude to educational quality according to our survey is personal teachers' features, their style in tuition and attitude to the students. Sometimes the students don't feel the teacher is interested in the subject and that reflects a poor motivation and cognitive activity among the students [5].

As it's known, pedagogical art of tuition means the ability to make a friendly atmosphere and suitable educational space where the students can feel safe, satisfaction from educational process, confidence in their skills, have ability to experiment and express themselves.

The survey among students and teachers let discover the lack of use active and interactive methods of tuition. Only 28% of teachers constantly use them in their work, 46% use them time by time, 26% use only some elements.

The received results determine the difficulties of the transformation of personal tuition style according to the modern standards of educational process which determine upgrading the information infrastructure of the institutions.

At present time there are absolutely new requirements to teachers' knowledge and practical skills, their invention and realization innovative educational technologies, that demand high professional motivation of the professors and teachers staff. Surely, the invention of problematic lectures, gaming tasks, case-methods take the teachers significant time spending, particular preparation,

intellectual resource, suitable emotional mood, skills to set audience up, turn them on. To make these real it takes to be active, emotional, not indifferent to the problems for the discussion.

To our mind, the problem of cognitive activity activation can be solved with the implementation new and renovated available forms and methods of tuition. Also having made such psychological and pedagogical conditions in which interaction between scientific knowledge and practical skills would be traced, the curriculum would respond individual demands in a definite scientific field, takes the teacher to be active as well.

This confirms the necessity of professional teachers' upgrading, programme and training invention to motivate them to use active methods of tuition in their professional work.

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