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PEDAGOGICAL PSYCHOLOGY: BEYOND THE 21ST CENTURY

Pedagogical psychology is the psychology of learning and teaching. Most of the educational psychologists spend their time studying ways to describe and improve learning and teaching. The article presents the *application of psychology and psychological methods to the study of motivation, development, learning, assessment, instruction and related matters that influence the interaction of teaching and learning.*
Key words: *pedagogical psychology, learning, teaching,* pedagogical theory.

Педагогічна психологія – це психологія навчання і викладання. Більшість педагогів-психологів витрачають свій час на вивчення способів опису та вдосконалення навчання і викладання. В статті наведено застосування психології та психологічних методів для вивчення мотивації, розвитку, навчання, оцінки і суміжних питань, що впливають на взаємодію викладання і навчання.
Ключові слова: *педагогічна психологія, навчання, викладання, педагогічна теорія.*

Pedagogical psychology is the branch of psychology concerned with the scientific study of human learning. The study of learning processes, from both cognitive and behavioral perspectives, allows researchers to understand individual differences in intelligence, cognitive development, affect, motivation, self-regulation, and self-concept, as well as their role in learning. The field of educational psychology relies heavily on quantitative methods, including testing and measurement, to enhance educational activities related to instructional design, classroom management, and assessment, which serve to facilitate learning processes in various educational settings across the lifespan.

The need of a society to educate its young in order to help them become valuable members of that society was likely recognized even before historical records began accumulating. The classic philosophers recognized this need even as they thought about other issues (Tweed and Lehman, 2002) [5].

However, it appears that pedagogical theory has remained relatively stagnant, focusing on the teaching-by-lecture model until well into the 20th century (Landrum, 2009; Berrett, 2014). As governments and citizenry began realizing that older methods of education were not optimally preparing students to become productive and self-fulfilling members of society, societies began examining older approaches to education and new, hopefully more effective methods have been developed [2].

Schmaltz and Lilienfeld discuss an engaging way to teach critical thinking. They suggest presenting pseudoscience claims in class (e.g., paranormal phenomena), and then require that students closely examine these claims. By comparing pseudoscience claims with claims derived from scientific methods, students sharpen their critical thinking skills. Universities or government agencies in many nations now recognize critical thinking as an essential learning outcome for high school or college graduates [e.g., in the United States (Association of American Colleges and Universities, 2005) and Canada (Premier's Technology Council, 2010)]. In a novel approach, Binnun and Tarrasch

describe a method for incorporating contemplative exercises, which they call "personal brain investigations" into a neuroscience course. They explain that some students in the humanities and social sciences have difficulty accepting some aspects of neuroscience, for instance, its reductionism; thus, adding an experiential component can enhance understanding and retention. The authors present survey results from students, revealing that many students reported satisfaction with the exercises, agreeing that the exercises produced benefits, such as discovery of new dimensions in relation to brain and mental processes [1].

Gernsbacher describes the benefits of online courses over face-to-face. For instance, online courses can readily be designed to produce distributed learning, which leads to better mastery of course material. Van Doorn and Van Doorn's review presents a somewhat different perspective. The authors conclude that, in many cases, hybrid (blended) courses (which combine features of face-to-face and online) may be the best platform for many students, particularly non-traditional students. The authors also present a typology of the differing learning styles and needs of traditional and non-traditional students. Gernsbacher's and the Van Doorns' discussions are highly relevant in the 21st century; in 2013, one-third of university students in the United States took at least one online course (Allen and Seaman, 2013). Schmaltz and Enstrom describe how to most effectively use PowerPoint in teaching, explaining that university instructors are rarely taught how to use PowerPoint prior to entering the classroom [6].

In an opinion piece, Calder Stegemann discusses 21st century goals of teaching as identified by government agencies in Canada (e.g., Premier's Technology Council, 2010), and explains that pedagogical approaches to courses can be modified in order to achieve these new goals. Calder Stegemann specifically describes an approach to teaching educational psychology students. For instance, since a primary goal of educators is to teach students how to learn rather than to teach students information, instructors should devote more time to teaching students how to acquire information and less time to the dissemination of information (i.e., lecturing) [4].

Research by Reevy and Deason discuss an issue which is affecting the ability of higher education institutions to produce the most effective teaching methods: the employment contracts and working conditions of non-tenure-track (NTT) faculty who comprise the majority of faculty in higher education in the United States and other countries. Their study investigated relationships among working conditions, demographic and psychological variables, and measures of well-being in NTT faculty. They found that faculty with lower incomes, higher organizational commitment, and who desired a permanent position experienced elevated levels of depression, stress and anxiety. Since the goal of higher education is to produce the next generations of productive citizens, any variable that negatively impacts pedagogy must be addressed [3].

A number of societal factors including increasing technology, globalization, and neoliberalism have impacted all primary institutions in societies across the world. These factors have created both challenges to and opportunities for society's goal of educating our citizenry. The ideas and findings presented here offer valuable contributions to the growing discussion about how we may best prepare the next generations of global citizens in the 21st century.

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УДК   81(07)

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КУЛЬТУРОЛОГІЧНИЙ ПІДХІД У НАВЧАННІ СТУДЕНТІВ ІНОЗЕМНОЇ МОВИ

Abstract. In the article the author emphasizes the necessity of teaching a foreign language in view of cultural aspects. It is noted that today the emphasis in the strategy of foreign education transfers from the study of a foreign language to the system "language and culture". As a result of studying the culture of a country which language studies it is formed in students not only respect for the cultural values of another country, but also a sense of love and pride for their native land.

Keywords: culturological approach, culturological competence, foreign language, professional communication.

Анотація. У статті автор наголошує на необхідності викладання іноземної мови з урахуванням культурологічних аспектів. Зазначає, що сьогодні акцент в стратегії іншомовної освіти зміщується з вивчення іноземної мови на систему «мова і культура». В результаті вивчення культури країни мови, що вивчається у студентів формується не тільки повага до культурних цінностей іншої країни, але й почуття любові і гордості за рідну землю.

Ключові слова: культурологічний підхід, культурологічна компетентність, іноземна мова, професійне спілкування.

На сучасному етапі державне відродження України залежить від стратегії національної системи освіти і виховання студентів , які усвідомлюють свою національну ідентичність і причетність до світової культури. Євроінтеграція,