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INNOVATIONS IN EDUCATION: MODULE-TUTOR PROCESS OF EDUCATION

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FOREWORD

National system of education is experiencing nowadays the stage of critical revision of reality due to a deep transformations of the spheres of social life. Educational specialists, working in the domain of basic education, professors of higher schools of different grades of accreditation feel the need of renewing their professional tools and the search of new approaches to the process of teaching-one of the key instrument of pedagogics.

During centuries there have beenn established and has been operating the system of education that is based on the principle, presuming that the external forms the external directly. The one who learns is understood to be but an "object" to be controlled by means of external influence, universal standards and norms. Orientation on specified standards leads to such position, when a student becomes outwardly invisible, as if dissolved in teaching process of 'lectures-seminars' tuition system.

'Lectures-seminars' system of tuition does not fully meet the challenges of our time, requiring creative and efficient specialists, who should have sound theoretical and practical knowledge in chosen speciality, first, and , second, be cabaple of making own solutions, connected with professional activity and ,thus, capable of creating new values with his/herr own hands.

Modern humanity seems to be losing spriritual guiding lines and real life values despite outstanding achievements of science. Nowadays we can emphatically ascertain that students concentrate largerly on learning professional subjects only. At the same time the instructive function of philosophic and politological courses apeears to mean much less now for students of institutions.

Still, as practice and research show the bulk of students show their readiness to teach humanities in a creative way, especially philosophy. That is why we may speak of the existence of the so-called psychological hurdle among some students, which prevents them from efficeing learning of philosophy. Much difficulty experience students, who due to their natural way of thinking comprehend better the data, expressed in the form of diagrams, schedules, graphs, schemes or tables. Psychologists also maintain that a student conceives only the data he is capable and willing of conceiving, by passing educational influences through the prism of his/her individuality, i.e. acting like a subject. Today there are not enough methods, which can adequately reproduce relations of "subject-tosubject" type.

Amomh complex innovative approaches to organization of the activities of contemporary higher school, which lately have been implemented as a real alternative to lectures-seminars system the projects dealing with realization of the modularity principle seem, as we firmly believe, to be most original and promising.

Practical and experimental works of modular tuition were originated in 60-ies in the USA (J. Blife, 1960, R.Gardner, L. Brown, 1964), they quickly were distributed in English speaking countries. Nowadays they are widely used at many colleges of both Western and Eastern Europe, particularly in Bulgaria (I.Prokopenko, 1985), Great Britain (R.McDonald, R.Dodge, 1971, J.Garfield, 1987), Germany (H.Frank, 1973), Switzerland (R.Herst, 1971), Lithuania (L. Iovaisha, 1987, V.Pasvyanskene, 1989, M.Teresyavichene, 1989, Z.Youtsyavichene, 1989), Tatarstan (V.Gareev, S.Kulikov, E. Dourko, 1987), Russia (E. Skovin, 1992, M.Chonashev, 1997, I.Sennovskiy, 1998. The analysis of pedagogical publications and their historic aspect show the problem of modular tuition originated in the works of foreign scholars and is investigated by contemporary reserarchers . V.Lapchinskaya and N.Nikandrov investigated application of modules in the system of secondary education of Great Britain and Sweden during the times of the Soviet Union.

In the works of I.Martsinkovskiy, N.Nikandrov, L.Tolkacheva, modules and tuition are analyzed within the framework of comparative pedagogics. Special attention was paid to application of modules at teaching engineering subjects in research works by V.Gareev, S.Kulikov, E.Dourko.

Implementation of the module educational system for diploma projects at higher educational establishments was proposed by M.Teresyavichene, L.Granyuk and L.Prokopenko.

A.Furman and O.Goumenyuk analyzed the module system of schoolchildren teaching from the point of view of social psychology.

A.Verbitskiy, the author of the process of context teaching considers the unity of activity modules as a model for training of future specialists.

The efficiency of application of module teaching in the process of didactic subjects in the system of higher school was analyzed by V.Kozakov, V. Pasvyanskene, T. Stefanenko, N. Shyan, M.Gromova. Lately, application of modules in the system of secondary education has been considered by P.Tretyakov, I.Senovskiy, L. Globa, V.Zots, V.Melnik.

Such scholars, like V.Bodnar, M.Gromova, I.Tychina, M.Ryabova also contributed to the theory and practice of module education. L.Starovoyt and L.Prokopenko suggested application of modules for complilation of integrated courses in the system of vocational education. Module teching of the fundamentals of pedagogics of the higher school with application of computers was considered by L.Bondarev, A. Koucheryavyi, A. Roudenko. V.Zakoryukin, V.Panchenko, L. Tverdyi proposed application of the module approach for compilation of university textbooks. Application of modules in the system of higher and secondary education of the USA and great Britain has been analyzed and positively approved of by Y.Ustinyik, Y.Balashov, V.Ryzhov, I.kryikova, S.Artiukh, T.Vasulyeva.

Still, theoretic investigations,aimed at developing new pedagogical methods, created on the modular principle, clearly require diversification (this being true for such courses, like philosophy and politology, which are taught at higher educational establishments), the latter are practically missing.

The problem of developing new pedagogical methods and technologies has not been paid proper attention for quite a while. Only within the last decade there appeared some investigations, containing quite a profound analysis of the essence of pedagogical technologies and prospects of their development and practical implementation. The technologiocal approach to compilation of the process of teaching is an expression of engineering thought in pedagogics and a projection of technocratic scientific consiousness upon the sphere of education.The main orientation of this didactic approach is characterized by such values of rationalistic, technocratic and scientific and pedagocical consiuousness like ensuring its guaranteed efficiency of the tuition process and realization of its results. Specified results, expressed in identified actions of those who are taught are the foundadtions of the set objectives.

The technological approach determines creation of the process of teching as organization of students' reaching clearly fixed standards of learning and it is to modernize traditional teaching, which is based upon reproductive activities of students.

In XX century there were many attempts in the world pedagogics to make the teching process "technological". Later the notion, regarding the essence of the technological approach to the process of teching underwent some evolution: from creation of environment, or application of technologies in teaching to creation of "teachiong technologies", i.e. technologies of development of the process of teaching. For investigation of the technological approach as an innovative approach, we relied upon the works of domestic and foreign specialists in didactics (A.Aleksyuk, V.Bezpalko, V.Bondar, V.Bogolyubov, T.Ilyina, M.Klarin, N.Gronlund, P.Major, S.Pressie, T.Sakamoto, R.Horn, W. Schramm et al.).

The problem of developing pedagogical technologies reains largely in the stage of compilation in contemporary Ukrainian pedagogics. It is possible to single out seeral main trends of investigation of domestic philosophers and educational specialists in this particular branch of science.

Special attention is being paid to investigation of teaching technologies. The works of V.Bondar (dedicated to efficient technologies of students teching at higher educatiobal establishments), O.Kozlova, (regarding a technological component of innovational activities of teachers), N.Klyunina (innovational elements in modern methods of teaching of foreign languages), L.Kudoyar (psychologic correction work as an onnovative approach to organization of the process of teaching and education), Y.Bodnarchuk, G.Youzbashev, V.Khristenko, L.Balabanov (technologies in the process of teching), A.Nisimchuk, V.Bazilevich, M.Ponochyovnyi

(contemporary technologies in the processes of teching and education at higher educational establishments as the principal concept of training a future specialist), D.Kryukova (the problem of a search of the principles of compilation of innovative technologies), V.Marigodov, A. Slobodanyuk (the complex of innovative technologies in formation professional and creative personality of a specialist), N.Komarenko, L.Talanova, O.Tsokur (innovative technologies of formation professional skills of future teachers at teacher training higher educational establishments) are dedicated to this.

It is worthwhile mentioning here that the analysis of scientific and pedagogical literature as well as pedagogical experiens testifies to the afct that pedagogical technologies of the process of teaching at higher school have not been thouroughly investigated yet, it contributed to our choice of the subject of our investigation: "Pedagogical conditions of implementation of the module-tutor's technology of teaching (on the material of learning of philosophic and political subjects by students of engineering specialities)". Particularly, missing is implementation of new teaching technologies, built up on the modular principles for teaching of humanities, especially philosophy and political science, as models of the process of teaching which could promote it.

With due regard to the aforesaid the distinguished field of the problem of the process of implementation of the module-tutor process of teaching, the determined objective and the appropriate tasks the declared investigation consists of two parts[1]

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[1] The monograph includes the following author's works :

1. O.Popovich. Philosophic dudactics : history & modern times // Вісник Київ. нац. ун-ту ім. Тараса Шевченка: Series : "Philosophy, Political Science, Social Science, Psychology" : Зб. наук. праць – Kyiv, 1994. – P. 65-71.

2. O.Popovich. Pedagogical peculiarities of implementation of the module-tutoe teaching technology of higher institution engineering students (on the material of philosophy) // Pryazovskyi science messenger . – Mariupol Issue . 4. – Mariupol, 1997. – P. 156-163.

3. O.Popovich Implementation of the module-tutoe teaching technology into the system of higher school. // Socialization of personality: Зб. наук. праць Нац. педагог. ун-ту ім. М.П.Драгоманова. – Kyiv: Logos publishers, 2000. – Isue.1. – P. 144-154.

4. O.Popovich. Education: System formation and its historic development // Проблеми загальної і професійної педагогіки: Зб. наук. праць. / За ред. Г.Є.Гребенюка. – Kharkov: Caravella publishing house, 2000. – Issue 1. – P.144-154

5. O.Popovich. The problems of development of module-tutor syllabi // Педагогічні науки: Зб. наук. праць Kherson Pedagogical University Issue 11. – Khearson : Aylan publishers, 2000. –P. 164-170.

6. O.Popovich. The problems of development of module-tutor syllabi in political science at higher educational institutions // Socialization of personality : Зб. наук. праць Нац. педагог. ун-ту ім. М.П.Драгоманова. – Kyiv: Logos publishers, 2000. – P. 111-127.

7. O.Popovich On the principles of creation of new tehnologies of teaching of humanities at higher institutions (on the material of philosophy) // PSTU . – Mariupol , 1996. – 10pp. – Рос. – Деп. у ДНТБ України 09.04.96, №1327 – Ук96.

8. O.Popovich. Some aspects of implementation of new processes, built on modular principles, / PSTU – Mariupol , 1996. – 11pp. – Рос. – Деп. у ДНТБ України 09.04.96, №1328 – Ук96.

9. O.Popovich The module-tutor teaching technology of philosophy at higher engineering institutions: peculiarities of application / O. Popovich //Messenger of PSTU [Works collection .] Mariupol , 1997 – P.179-184.

10. O.Popovich, N. Belova. A systematic approach in the theory of education //Materials of the international scientific conference on the problemns of ancient Greek philosophy, Mariupol, September 5-7 1998 . – Mariupol, 1998. – P. 196-204.

11. O.Popovich On the problem of creation of new pedagogical technologies for teaching of philosophic disciplines at a higher educational institution (on example of engineering specialities) // Theses of the reports at the 5th regional research and practical conference ., Mariupol, April 20-23 1998. – Vol..6. – Mariupol , 1998. – P.18-19.

12. O.Popovich. On the problem of efficiency of new pedagogical technologies (on the material of mastering of political science by students of higher technical school // Materials of the second regional research and practical conference of the teaching staff of Mariupol University of Humanities, M. Mariupolol, February 5-8, 2000 . – Mariupol , MUH publishing office, 2000. – P. 264-267.

13. . O.Popovich A new technology of specialists training: from experiments and programs to practical implementation at higher educational institutions.

 // Materials of research and practical methodical conference: "New forms and pedagogical technologies at the process of tuition at PSTU" , Mariupol, September 11-13, 2000 . – Mariupol, PSTU issue, 2000. – P. 62-63.

The first part – 'Theoretical and methodological foundations of the module-tutor's technologies of teaching students of higher educational establishments" contains the analysis of scientific approaches to theoretical and methodological foundations of one of the aspects of module-tutor's teaching – trends, principles of compilation of module-tutor's teaching system (hereinafter MTTS)for teaching of philosophic and political subjects at higher schools, analyzed were methodological approaches by domestic and foreign authors of module teaching, described were the principles of compilation of typical MTT and the foundations of a systematic approach and opportunities of such type of learning, suggested was its methodological provision at engineering higher educational institutions.

The second part-"Experimental research of pedagogical peculiarities and the criteria of efficient implementation of module-tutor's technology of students' training at engineering higher educational institutions" –represents an attempt to find out complex forms of realization and optimization of the ways of guiding students; teaching with the objective of ensuring the conditions of improvement of its efficiency and potency.

The author of the book expresses her sincere gratitude to her respected colleagues at Pryazovskyi State Technical University and Mariupol State University for their most kind discussion of several issues of this work at theoretical conferences and round-table talks. We wish to express our gratitude to the reviewrs for their unbiased and objective evaluation of our work and to all those concerned with publishing of this monograph.

We do hope that our monograph will be of use for educational specialists, philosophers , specialists in politics and culture, student and post-graduate studenrs and all those who are interested in the problems of the theory and practice of pedagogics and the system of module-tutor's teaching.

14. O.Popovich. Educatoin: Formation of tendencies and development of pedagogical systems (module system of tuition and its kinds) / 13. . O.Popovich// Science and modern times. A collection of works of the National Pedagogical University, named after M.P. Dragomanov – K.: Logos publishers, 2003. – Volume XXXIX. – P. 119-133.

15.. O.Popovich. The problems of creation of module-tutor programs of translators disciplines at a higher educational institution / . O.Popovich // Materials of II International conference – (Mariupol, September 14-15, 2011) – Mariupol PSTU SHEI. – 2011. – P. 143-149.

16. Popovich O. Education: formation of the system and historical development from antiquity to our days / E. Popovich / PSTU Messenger: Humanities. Pedagogica Series, 2000. – P. 56-60.

PART ONE

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE MODULE-TUTOR TECHNOLOGY OF STUDENTS TEACHING

1.1. Methodological foundations of the module-tutor technology of teaching within the framework of new educational technologies

Contemporary pedagogics calls for ensuring efficient functioning of educational systems. For implementation of the module-tutor system of teaching into practice of higher education system of Ukraine it is necessary to substantiate it, primarily, from the point of view of methodology. That is why cognitive contradictions as driving force of development act as initial requirements for analysis of the module education.

With the objective of mastering theoretical fundamentals of module-tutor's technologies we chose application of the system approach , as a methodical base for consideration and evaluation of philosophic, pedagogical, psychological, linguistic and sociological concepts, within specified margins.

The analysis of methodological approaches of foreign scholars to the module education e.g. [B. Skinner, 1957.], [S. Postlethnaite, 1971.], [J. Russell, 1974p.], [A. Hucrynski, 1983.], [Y.prokopenko1985.] shows that they regard the theory of "free education" to be their methodological base of their theoretical positions. That is why its correct and critical evaluation of the latter is important for us. The requirement to give the right for free creativity for students and educational specialist seems to be quite valuable. However, it's difficult to agree with the ideas of the theory of free education in the part, where they throw away the controllability of pedagogical systems, diminishing the value of the principle of system character and continuity of education. So, in pedagogics, the trend in which the essence and the method of teaching are subjugated by "the momentary desire", i.e. the so-calle dprogressive educatuin" can be considered as leading to unmethodical education. It is worthwhile sharing M.Nikandrov's point of view, who thought that under the influence of progressive education in USA and Great Britain there appeared a trend of "informal education", that denies a necessity of presenting clear educational programmes. According to that concept, which propagates "the society without schooling" everything is to be based upon the interests of the subject of education, so every student is free to chose a programme of his/her own, it leading to absence of the required control over knowledge, whatsoever. Life itself cast away the princioples of "informal" education, based on the momentary students' interests [M.Nikandrov, 1989].

In 1983 a special commission of the USA Congress, analyzing the state of education in the USA, revealed poor quality of theoretical training of students and schoolchildren , caused by excessive influence of the trend of "informal" education upon the USA educational system [124, pp..57]. In this aspect, according to A.Aleksyuk [4] and V. Bondar [23], new educational technologies for students of humanities create more preferable teaching conditions for more flexible choice of thye contents of education, that differes essencially from the principles of formal education. [A.Aleksyuk, 1991., V. Bondar, 1993.].

For development of module-tutor's teaching it is also required to critically revaluate the ideas of another theory –pragmatism. Modern adepts of John Dewey's ideas consider the teaching process not as activation of cognitive activities at mastering of a certain system of scientific knowledge, but only as student's mastering separate fragments of utilitarian knowledge. Undermining of the role of objective scientific knowledge, leads, according to Y.Babanskiy to "dismissal of the logics of a certain science, damaging its system links and propagating teaching within the logics of random experience, solving current problems, rather than deep cognition of the system of scientific notions, laws and phenomena [Y.Babanskiy, 1985].

Under conditions of technological progress in western countries technocratic philosophy has an obvious influence upon pedagogics, it leading to formation of the trend of "technocratic pedagogics". Z.Malkova points out that for that trend it is typical to develop a system of

requirements, which is outwardly free from ideology and possess technological orientation. For an initial stage of developing principles,(ideas, notions) of this trend, asolutization of implementation of means of teaching (TMT) into the process of education is typical. However, nowadays, at the contemporary stage, attention of the pundits of 'technocratic pedagogics" is concentrated now on investigation of the problems, connected with planning and organization of the process of teaching and development of new teaching methods, its activization, it, certainly, bringing some positive results. So, it is necessary to single out positive sides of this trend, especially the aspect of purposefulness in education. "Technocratic pedagogics" calls for singling out some concrete objectives for every particular stage of teaching with the objective of activating of cognitive skills of those who study, in other words, activating at a preliminary stage their desired abilities and organization of the studying process in such a way, so that their skills should be developed. So, we have to agree with the idea of Y.Balashov, according to which theoretical acquisition of students with the skills, which they have to master as the result of the process of teaching, promotes actually formation of a degree of activity and conciousness.[Y.Balashov, 1987]. That is why such approach can be implemented into the module-tutor teaching, we are quite confident of that.

Gradual rejection of the theory of "informal education: in the 80-th of the previous century paved the way, especially in the US sphere of education for sociological approach in pedagogics, which is based primarily of the ideas of structural functionalism. This trend propagates the force of organizational and structural origin. A new dyad comes as a replacement for good old educational scheme of interaction- "personality"-"personality"- that is "personality"-"group" scheme.

Control over cognitive activity of those who study "outside" is replaced with teacher's influence from "the middle". An educationalist, thus, becomes an equal participant of the process of studying, enjoying the same rights, as the members of a particular studying group. That is why, according to P.Youtsyavichene, while compiling the theory of module education it is necessary to rely on the positive in the sociologic trend, that promotes realization of relationship of "subject-subject" type in the process of studying, but on the other hand it is necessary to give up everything that hampers realization of educational functions [108].

If sociological tendencies in foreign pedagogics treat the role of social environment as paramount, biological tendencies, as a rule, treat inborn capabilities as an absolute. Behavourism, that appeared at the beginning of the XX century, makes use of theoretical fundamentals of biological tendencies. E.Thorndyke, the founder of behaviourim, maintains that education of all living creatures is restricted to creating links between stimulus and reaction to this stimulus [E. Thorndyke, 1903]. Behaviourists, denying cognition of regularities of education propagate the wrong idea, regarding naximum monitoring of the activity of those being tayght. According to them if an educationalist has his/her behaviour "acts" clearly planned and set beforehand, they are bound to lead to formation of the appropriate students' "acts". Recognizing the necessity of foreseeing alternative pedagogical actions and, thus, the necessity of the function of planning in educational process it is not possible to take the behaviourists approach to static planning of educationalist's activity. We believe that true are the words of A.Makarenko that:" …pedagogic is most didactic, mobile and most complicated diversified science"[55, pp. 128] [A. Makarenko, 1936].

Regarding behaviourism as a fundamental theory, that essentially paved the way to a set of tendencies in educational science 9technocratic pedagogics, mathematic theory of studying, programmed teaching) it is worthwhile mentioning that one of its weak points is the absence of the concepy of inner acts of data processing during the teching process. So, that is why dialectical and materialistic approach to cognition lawfully considers studying not as mechanic reflection of the real world, but as an active process of cognitive activity.

Since appearance of behavourists variant of programmed teaching eeven American scholars pointed out its unproductiveness of its application in teaching process. R. Goldback and L.Briggs [1968] stressed that "stimulus-reaction" formula is quite rough for the analysis of the process of teaching , J.Miller, E.Galanter, and K.Pribram criticized severely projection of the results, obtained at teaching of animals upon the process of teaching of humans[63] [J.Miller, E.Galanter, K.Pribram, 1968]. Reasonable doubts of researchers [33] formulated programming principles as such, that not always ensure development of the process of thinking.

N. Crowder suggested the so-called "branched programming"[63]. Though he did not use sequentially inhis programmes a certain teaching system, he actually implemented behaviourists approach, based upon the same principle: "stimulus-back up reaction". The programs, developed by N. Crowder suggest such tasks, that mostly require thinking, giving those, who are taught greater freedom (space for activity) and setting for themobjectively high demands, ascertaining not only the rate of teaching, but, to some extent, its content, opening greateropportunities for uncontrolled application of the means of mental activity [N. Crowder, 1930].

The desire to improve the efficiency of programmed teaching led to amalgamation of branched programmes with linear programmes, it leading to the so-called "mixed programming" by British psychologists [124,pp. 14] at Sheffield university (Sheffield programme).

Also known is associative- reflexive theory of education, developed by Y.Samarin, in which the process of learning is considered, by developing it into four stages. The first stage- formation of local associations, in the form of isolated knowledge, the first step towards mastering skills and knowledge. At the second stage isolated systematic associations are developed, it being the system of associations, restricted by "a paragraph or a section of a textbook" [78, pp.14]. These associations already play an important part in mental acts. The third stage is formation of inner system and inner object associations, ensuring for students proper mobility of knowledge, skills, abilities in a particular subject. The fourth stage is characterized with development of inter-system and inter-subject associations. According to Y.Samarin "inter-system associations, generalizing experience of various types of activity develop the method of mental and physical work" [78, pp. 15] [Y.Samarin, 1962].Associative-reflexive theory, according to some researchers [28, pp.11] has some drawbacks. Still, according to A Aleksyuk [13, pp.242] despite the controversial character of this thesis, it is of value for the module-tutor education, because, if nothing else it analyzes a certain cognitive method, as being based upon the system of corresponding knowledge. Psychological peculiarities of the process of mastering knowledge are also revealed in the theory of step-by-step formation of metal deeds, developed by P.Galperin, Z.Reshetova, N.Galyzina [28] [P.Galperin, Z.Reshetova, N.Galyzina, 1966]. Fundamental principles of psychology, activity approach to the subject of psychology, confirmation of unity of mentality and outward practical activities, understanding of social nature of human mental activities are the core of this theory.P.Galperin's concept differs in principle from behaviourists, firstly, because it is centered on the analysis of the process of mastering cognitive activities of students, rather than confirmation of dependence of the results of such activities upon the influence of the one who teaches. According to this concept action treated as a unit of analysis of cognitive action and as a central part of control over the process of formation, being structured at that. All actions possess oriented (actually oriented and controlled) and executive parts. So, any human action can be considered as a peculiar micro-system of control, that has a controlling part" (oriented part of action), a"working organ" (an executive part of action) and a "mechanism of following and comparing" (a control part of action)[29, pp.58].

N.Talyzina singled out eight types of action of oriented type .[87, pp. 172], that cause application of control over different types of action in educational process. Having combined the psychological and cybernetic approaches N.Talyzina developed the theory of control over the process of gaining knowledge , that opened a new way to programmed teaching and extended opportunities for controlling it as process [87, pp.127] [N.Talyzina , 1966].

According to I.Lerner, in cybernetics control is understood as an object (process), chosen among endless possible influences with regard to the target, state of the object (process), its characteristics, it leading to improved functioning or developing of this object, thus approximating it to realization of the set target [50] [I. Lerner, 1981.]. L. Iovaisha justly stresses that "control is the core of educational control. To monitor means setting targets for an individual or for a group, planning and organizing work" [42, pp.7] [L. Iovaisha, 1982]. V.Bezpalko singles out three periods in development of pedagogics, according to the meaning of the cybernetic approach [22] [V.Bezpalko, 1970]. The first period is the period prior to I.A. Komenskiy. This period preceeds scientific educational creative activities, the period of empiric pedagogical practice, formation of methods and principkes of teaching, on the basis of "life experience". The second period lasted until the appearance of cybernetics. It is classified by active development of classical pedagogical theory,

"built only upon the factor of direct communication contact of a teacher and a big group of students and application of devices for intensification of teacher's work [21, pp.8]. Appearance and development of cybernetics as a science opened entirely new opportunities for optimization of the educational process, so we can speak about the origin of a new stage of development of pedagogics, which is characterized by appearance and development of such approaches to studying that are singled out by application of means of teaching and vivid activation of students' mental activity. The works of the scholars, belonging to S. Archangelskiy's school made a serious contribution into this trend [S. Archangelskiy, 1980., V.Glushkov, 1977, V.Bezpalko, 1977., N.Talyzina, 1979].

Correct adaptation of the funda,metals of cybernetics to social systems is very important for successful development of pedagogics. According to N.Talyzina [87, pp.45]," to monitor does not mean to restrict, it does not mean to impose the course of the process, that contradicts its nature, on the contrary, it means to take into account the nature of the process, as much as possible…". Really, pedagogical process is a deep social process, so it is vital to single out an object of control. Activity of an individual, who develops himself/herself and not an individual himself/herself is understood to be an object of control in pedagogics. The object of control is development of particular traits of personality. Specialists of history of pedagogics are unanimous in the idea that general objectives are set under the influence of social demands of the society and are specified in separate educational systems. However, their views differ concerning the question who executes the control over a particular process of individual's development. Some give the preference to such means of control, like tuition programmes [87; 22], others single out the teacher's leading role.

 Lately, there have appeared works, in which relationship of the subject-the subject type are singled out in the process of education i.e. the leading role of the teacher is expressed and the function of self-control of the one who studies are singled out [12, c.3]. We have to agree with A.Aleksyuk, because the module system of teaching must have such set or organizational means for the process of teaching at higher school, that could be a condition for real shift of the student;s place in the process of studying (i.e. hi/her transition from being an object to a subject of this process). He truly believes that for development of the theory of the module-tutor's teaching such subject-to subject approach is justified and it corresponds to humanitarian and democratic ideals of social development. It expresses complete refusal from the ideas of the so-called "pure" cybernatism. With this regard Y.Babanskiy is right, asserting that the process of teaching functions most efficiently when there is an optimal measure of relationship between the means of control and self-control. "Too firm control of the activity of those who study devods them of initiative and ability to take spontaneous actions, lowering the role of the process of individual studying, while diminishing of the role of teache in the process of education also diminishes the results of studying" [18, pp.92]. There it is necessary to originate from such peculiarity of controlling complicated dynamic systems (as pedagogical system belong to them) like hierarchy, i.e. guiding according to step-by-step principle. The principle of hierarchy of design demnds that most important essential system functions should be executed by its highest parts, while inferior actions are to be ececuted by the its lower parts. [Y.Babanskiy, 1985].

To understand the essence of the module-tutor teaching it is also important to mention the idea of S.Archangelskiy that "teacher is the most important link in the hierarchy of contol over the process of teaching , whike the lower places are occupied by teaching and controlling devices, designayed for students", while "subordination" within the system of the teaching process is arranged with due regard to the leading teacher's role in the system's control" [S.Archangelskiy, 1980].

It is required to mention in practice of functioning of educational systems the leading teacher's role unfortunately is often diminished (at secondary schools, at higher school), as big administrative-command apparatus still reveals tendencies for occupyimg the guiding role in educational activities. The author of this work is not at all willing to deny the existing functions of administrative organs of educational systems , such as compilation of didactic startyegy, that is considered to be a system of leadership and control over the process of teaching, its main general direction, issuing from the targets and objectives of the process of teaching. However the methodical tactics, that embraces the choice of ways (and, hence, means), optimal conducting every

particular teaching act, with due regard to actual situation and substitution of means, organizational forms and methods by other ones, more suitable is a direct teacher's function.

Thus, the author of the monograph belives that as far as the compilation of methodical system is concerned they are useful only when the function of methodical tactics is chosen by the educational specialist and his/her guidance is flexible, as the character of links depends on numerous factors, especially the age of those who are taught taught. The transition from direct form of teaching pupils or students to more mediate forms can be clearly seen from earlier to later courses.

Algorithmic approach to compilation of the teaching process promotes the solution of the problem of guidance of educational process. [93, pp.7], its origin lying in the theory of programmed teaching [21; 122]. This approach was established with appearance of works by J. Piage, the Swiss psychologist and educationalist [J. Piage, 1970p.], while the origin of the theory of gradual formation of mental actions [93, pp.259] boosted its development. A system of conditions and rules of executing a series of actions is understood to be an algorithm. As I. Marev noticed a peculiarity of an algorithm is its being information and means of its processing at the same time. [I. Marev , 1987.].

The results of H. Frank's investigations proved [118] that algorithmic approach can successfully function as a methodological foundation for developing other theories approaches to the process of teaching. According to H. Frank's theory those, who are taught are considered as a system that could acquire different states. Transition of the system that teaches (a teacher, or a machine) from one state to another most likely happens due to external influence exerted upon [H. Frank, 1973.]. So, the process of teaching consists of a series of such transitions, which in the long run will take a pupil to the state of readiness, which means that he/she has successfully completed a certain stage in the entire process of teaching. H.Frank treats the process of teaching as an oriented graph, its top denoting pupil's state and the joint lines denoting pupil's transitions under the influence of the system that teaches and gives information. He compiled two variants of his theory, the first variant is based on guidance in the form of "a black box" (i.e. teaching without feedback), the second, more efficient one considers tuition with feedback ("white box guidance").

Not denying the role of the concept of application of algorithmic approach in cybernetic didactics it should b noted that "the deeper we penetrate into complicated problems of human teaching the less satisfactory practical results we can get from abstract and formal approaches" [54, pp.34]. This is what actually happened to practical application of H.Frank's concept : describing "Geromat-1", a teaching machine of his own design he almost never resorted to description of the formal diagram and theories of some other authors [123, 125, 127].

V.Bespalko [21, c.255] made a new step in developing an algorithmic approach to teaching, when he treated the didactic process as a sum of two main algorithm types −an algorithm of functioning and an algorithm of guidance. The functioning algorithm is treated as a system of consecutive actions and operations to be executed by the one , who is taught, while the guidance algorithm as collecting and treating the necessary data, decisions taking and passing necessary instructions, by means of which the algorithm of functioning is changed. V.Bespalko investigated experimentally the relationship between the algorithms of functioning and guidance. The experiments conducted by him showed [22] that for the period of initial formation of experience, requiring active teacher's participation in pupil's activities K is within $0 < K < 0.7$ interval. When the value of K coefficient exceeds 0.7 it becomes more stable and gradually it is increased to 1.

According to V.Bespalko the teaching period, characterized by $0.7<K<1$ interval is called the period of self-organization of experience [22, pp.30]. At that period there is no need for a teacher to participate constantly in the teaching process. At that stage a pupil himself exerts some guided influence −watches the actions, performs control and correction.

I. Marev, a famous Russian scholar evaluates V. Bespalko's investigations as fruitful , saying, however, that the statements regarding development of didactic guidance in self-organization in several subjects still need checking of their universality [57, c.47; 21, pp. 12].

Investigations of H. Frank[118] and V. Bespalko[21] are important for compilation of the theory of module-tutor teaching. Here, it should be born in mind that according to I. Marev

"pedagogical algorithms go beyond the frames of traditional understanding of algorithms, as they are restricted by the limits of possible approach and because of that reason it is not always possible to predict their efficiency" [57, pp.46]. As an example an educational activity of research type can be mentioned, in which oriented actions and individual search of creative solutions prevail. In that case activities of the one, who is taught cannot be described as a unified system with clearly determined transitions from one state to another. This is clearly seen at tutors' classes, during euristic discussions. Attempts of algorithmization of different levels of teaching activities (including even creative activities) possess some unquestionable value. Still, such algorithmic approach should not be treated as an absolute, rejecting other teaching methods; they must be combined into one single unity, expecting greater efficiency of teaching work.

Such important issue as the quality of gaining experience by those, who are taught also cannot be put aside. Here, the theory of the levels of learnt experience, proposed by V.Bespalko seems to be of great importance, especially his statement, regarding the consequence of accumulation of experience-from reproductive to productive activity [21, pp.12]. These statements seem to be advisable to rely on for formulating didactic objectives in module-tutor tuition and for compilatoin of modules' content.

V.Bespalko is right to maintain that any pedagogical process should be considered as a process that is executed in the pedagogical system. V.Bespalko singled out the following components: education objectives, pupils, teachers or means of teaching that determine their activities, the content of teaching, organizational forms of pedagogical activities and didactic processes or ways of executing the pedagogical process [22, pp.8].The structure of pedagogical activity cab be seen in Figure 1.1. .

For analyzing the teaching process as a system it should be considered from the point of view of its integrity. V.Kagan and I.Sychenikov understood the system's integrity as its capability of ensuring high training level of all those, who study. It is universally accepted to single out two closely interconnected sides of integrity: organization and order of all elements of the system [44, pp.13].

System's organization is determined by regulation, guidance and links of the entire systems elements with the environment. The system's order is characterized by prevailing of essential links over random links. V.Kagan and I.Sychenikov are certainly right thinking that "the more integral the system is the more efficiently it functions and more results it brings" [44, pp.16]. Still it is quite easy to make a mistake when evaluating such dynamic systems as pedagogical systems
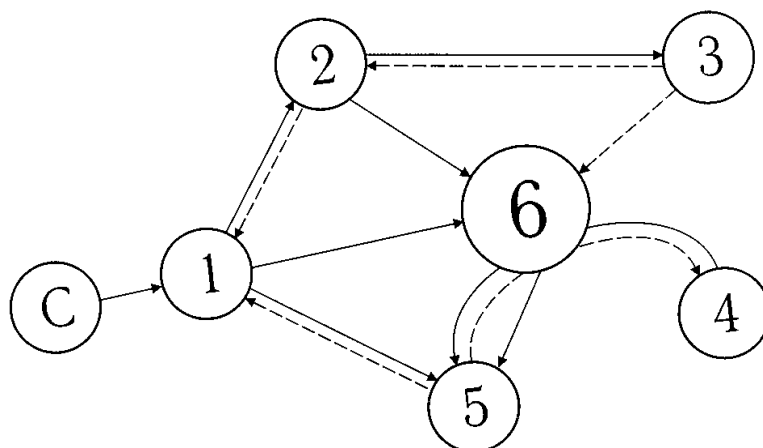
C - social demands;
1 - objective of teaching;
2 - content of teaching ;
3 - forms of teaching organization;
4 - teachers or their teaching activities through means of teaching;
5 - students ;

6   - didactic processes.

/Acc. To V.Bespalko /

Figure 1.1.The structure of pedagogical system

If the system's organization is considered to be absolute, i.e. in the aspect of centralized control and guidance over fulfillment both general and special objectives, as well as minor objectives it can lead to formation of a "centralized monster" it having a negative impact upon the dynamic systems (it can also be seen on the negative experience of our economics and education, that require restructuring). Guidance should not deprive independence of separate functional elements of the system and its subsystems.

At the same time organization, as a peculiarity of the pedagogical system is to be analyzed, taking into account the fact that such pedagogical system is constantly under the influence of the social environment, acting as one of its subsystems. Depending on which element of the pedagogical system at a given moment is being directly influenced by the social environment the system is restructured. Adapted is not only the given element of the system, but also other elements of the system. As V.Bespalko rightfully notices, typical errors of teachers and numerous failures in implementing some or other methods, optimizing the pedagogical system (for example, the so-called Lipetsk method of programmed teaching et al.) can be explained by non-systematic and local approaches to elements transition [22, c.9].

It is very important to consider the other side of the system's integrity –its order very profoundly, rather than superficially. The order of such dynamic system, like pedagogical system, that is characterized by prevailing of its essential links over random links must presume a flexible reaction of the system to the conditions that are altered. The integrity of the pedagogical system can be analyzed only at such understanding. "What should be the logics of a pedagogical process?"-A.Makarenko asked. Then he himself gives the answer: » First of all it must be quite applicable, so no stereotypes are allowed. There are no absolutely sinless ways, just like necessarily faulty ones. Depending upon the circumstances, time and peculiarities of the group, talent and training of workers and the specific aim the range of application of one or another way may be increased to the degree of full integrity or reduce to the state of complete negation " [55, pp.112].

Such approach to integrity of pedagogical system should be born in mind for creation of the system of module-tutor teaching. The teacher must be the highest link in the leadership hierarchy, while next links are to be self-organized actions of those, who are taught, as well as means of teaching and control. All the aforesaid gives us an opportunity to believe that for creation of module-tutor teaching all elements of the pedagogical system should be considered as those, requiring constant restructuring, interacting and mutual transitioning. That is why we will consider formation of tendencies and development of the module-tutor system of etching.

1.2.   Formation of the tendency and development of the module-tutor teaching

Within three previous decades higher school educationalists have exerted tremendous efforts to create prerequisites for individualization of the teaching process, raising activity and self-dependency of those, who study. Creation of programmed teaching [21] was, certainly, one of the first attempts of satisfying individual needs at teaching. The idea of programmed teaching, expressed in the principles of determining clear-cut teaching steps, its individualization, and intense confirmation of the mastered material is valuable indeed. Strange enough its practical implementation failed to produce anticipated pedagogical effect.

In the sixties of 20th century started the intense search for opportunities of optimizing the process of teaching [22]. At the same time the interest of different investigators of module teaching was explained by their desire to reach various targets. Some, like R.Hurst [R. Hurst, 1971], S. Postlethwaite [S. Postlethwaite, 1969]) tried to give those, who were taught an opportunity to work at convenient rate ; others, like I. Klingstedt [1977] to help them determine their possibilities in mastering knowledge, some e.g. V.Bodnar [1996], V.Zakoryukin, V.Panchenko, L.Tverdyi [1983]) tried to build up the content of teaching flexibly and some, like M.Chonashev [1997],

G.Owens [G. Owens, 1988] tried to integrate different types and forms of teaching and some I. Prokopenko [1985], P. Youtsyavichus [1989] wanted to reach a lofty level of professional activity.

The origin of the idea of module teaching dates back to period [128, c.14], when S. Postlethwaite proposed the concept of units of teaching content, according to which a small portion (unit) of teaching material can be considered to be an autonomous theme and could be integrated freely into the lessons programme [126, c.92]. At first S. Postlethwaite called such units "micro courses" and then "manicures". Their content and volume was determined by didactic tasks. First these manicures were implemented at Par dew university in 1969. Soon they gained vast popularity at US universities, where a lot of their variants sprang up.

When the gained pedagogic experience was generalized a general term "module" was formulated (Latin word-modulus means a functional unit) and accordingly-«modular instruction». According to G.Russel, one of its founders (1974.) the «module» is a package, embracing one concept unit of instruction material [3, pp.128].

Didactic systems on the basis of module teaching were elaborated first at the University of Quebec (AINVEQ system) in Canada. International Labour Organization of UNESCO elaborated "The Module system of raising master's qualification [120], tp is applied in various countries, including East European countries. Module systems, developed in Lithuania were designed for training of leaders of lower and medium ranks [70, 71, 91, 108, 109, 110, 111, 112, and 113]. The module instruction system for learning the course of fundamentals of pedagogics at Kyiv University was elaborated by A.Aleksuik [10].

It should be noted that the systems, mentioned above, being similar by some sign possess sufficient differences. As I.Martsinkovskyi rightfully observed the western scholars often mix module instruction with teaching with the help of tuition packages [59, pp.15]. In organization of module-tutor instruction, that is investigated in this monograph the packages method is but one of numerous elements of the structure of didactic systems, built upon the system of module instruction. We suppose that the western scholars treat the term "module» too narrowly and its implementation into module-tutor systems may lead to mastering only fragments of knowledge by learners. Such approach to presentation of the content of instruction hampers formation of the system of knowledge and abilities. However, despite the differences in actual approaches to module-tutor teaching , practical works in module instruction, belonging to B. Goldschmid, M. Goldschmid[119], , G.Russell [128] are certainly very valuable in dialectic aspect. These scientists determined very essential (from their point of view) traits of module teaching [B. Goldschmid, M. Goldschmid, 1972].

Depending upon the ways of application the module content may be specified for individual teaching of one student or a big group of students, with application of an individual methodical approach to each. Alternative modules may exist, in which different approaches to presentation the same material may b represented. G.Russell supposes that the existence of alternative modules gives an opportunity to every student to choose a corresponding module and study it at a convenient time, at therate, that corresponds fully with the student's personal abilities. In case of complicated material its mastering may be repeated several times, if necessary [128] and it became vital for the module-tutor instruction system.

G.Russell's thesis that everyone can master a module, if he/she is given freedom at selecting the rate seems somewhat problematic to our opinion. Supporting this idea we still believe that realization of the thesis regarding free choice of alternative modules creates favourable conditions for appearance of "informal instruction". At the same time we do not exclude a possibility of application at remote stages of teaching (in reality for the process of post-diploma education), in cases when a person, according to his/her thesaurus and motivation for learning is prepared for rational selection of the content of instruction, free selection of alternative modules by those, who study, as our working experience acc. to the new technology has shown.

G.Russell [128] does not stress the power of mastering some content that is determined by actual limits of possibilities of learning the material by a person. Such possibilities were most clearly determined in he theory of development of personality, created by L. Vygotskiy[1956]. Ac cording to it there are two levels of mastering-the actual and the potential. If studying is oriented on

the actual level of mastering, it means that tasks are given, that are very easy for the learner and for their solution knowledge and abilities that already exist and are not being formed, are necessary.

In case of orientation of the content of teaching on potential level of mastering very complicated tasks are given for the existing level of person's development and training, so in order to solve them a student has to work under a constant teacher's guidance, it not creating favourable conditions for development of student's personality. It let L. Vygotskiy make an important conclusion: learning has to be directed to the area of the nearest development of personality, which is located between the actual and the potential levels, while the tasks have to be so difficult that he/she will work exerting his/her mental forces and at the same time they have to be so easy that just light pedagogical guidance will be enough [27, pp.42].

. So, if the content of the module is oriented on the level of potential development of personality the time factor will not determine successful mastering like it happens under conditions of implementing the system of module-tutor teaching. G.Russell considers flexibility to be an importany peculiarity of module instruction, according to him it is required both for a syudent and for a teacher. Small units of the material may be grouped into different complexes. One and the same module may ne am answer for separate parts of requirements, set for different courses. The students are given an opportunity to choose, for instance, 10 modules out of 15 0r 20 to take "the entire course of study". According to G.Russell a student is free to choose the order of modules to be learnt. [119, pp.3]. We agree fully that flexibility is an important trait of the module-tutor teaching, but we do agree with the idea of the modules being the units of the material to be learnt for a corresponding theme, as courses, developed from such modules would lose such "flexibility" or even it would be replaced with fragmentariness.

According to A.Aleksyuk[7, pp.11] freedom, that is granted to those, who study for their independent learning of the material, is an important peculiarity of module instruction. He asserts that module teaching requires direct responsibility for training the one, who studies, as there are most favourable conditions for his/her learning. There an accent is made on student's activity, rather than the activity of the teacher. At the same time G.Russell justly notices that "freedom" at some cases may be a certain drawback, as giving too much independence at training may cause additional problems for guidance over a pedagogical process, particularly, it may lead to mistakes in activation of the process of formation of motivation under direct influence of the teacher. That is why the problem of motivation, as he believes, remains to be actual. At the same time B. Goldschmid and M. Goldschmid are sure that the freedom of individual choice boosts motivation in learning [119, pp.30]. So, the opinions differ. We are confident, that the problem can be solved by a complex analysis of the influence upon the person, who studies. Thus, the problem should be considered as special one for each particular case. Sides, a teacher and a student are responsible for its solution, it being typical for one variant of module teaching-module-tutor instruction.

According to the author efficiency of materials studying, due to the activity of those, who are taught, is a distinctive features of module-tutor system of teaching, so the accent, there, and is on subject-subject relations. So, the module-tutor system, objectively, has to create conditions for active cognitive actions, changing "passive text reading" or "listening to the teacher's voice" with active guidance of the process of teaching by the one, who studies, and also by the teacher. As the accent is made every time on student's independent, individual work within the module, classes require minimal teacher's efforts, so the efficiency of module-tutor instruction will no longer depend upon the number of students taking part in classes. However, there is an obligatory condition: a desire to study, interest for learning and mutual understanding. Moreover, treating independence as an absolute value diminishes the value of application of various methods of teaching activation. That is why we agree with B. Goldschmid and M. Goldschmid, who consider the importance of teacher's role to be an important peculiarity of module instruction [119, pp.32]. Our research produced the same results. Such menace vanishes if module-tutor training is understood to be a process of subject-to subject (a student and a teacher) interactions. Only jointly they will be able to analyze complicated issues, checking mutually their knowledge.

The first attempt of large-scale implementation of students training according to the modular-tutor instruction system at higher institutions of Ukraine was made by professor

A.Aleksyuk (Kyiv Taras Shevchenko University) in 1989-1990. At the same time a technology of module instruction of students for "Pedagogics of higher school" discipline was published. The author based it on the principles of individual students work and individual rate of material learning, freedom of choice, competitive spirit and variability of the level o mastering, introduction of tutor's classes with due regard to history of development of Ukrainian higher school.

The developed technology took into account the peculiarities and the specificity of etching humanities at a higher education institution it promoting practical realization of intellectual potential at relatively high level of tuition.

First of all, we should mention Y.Ustinyuk's report that eventually laid the foundation of a series of publications by the same author: at "Higher school messenger" (1988, № 2), "Chemistry and life" journal (1988, № 8, 9). These articles at the end of the eighties of the previous century made an actual breakthrough in pedagogical awareness, regarding the issues of implementation of the system of module teaching into the higher school. Some interesting attempts to implement module teaching were made in Lithuania (Institute of raising qualification of leading employees) and also at the University of Vilnius and Kaunas Polytechnic Institute. At the same time investigations were conducted that gave P. Yutsyavichene a chance to compile her monograph:"The theory and practice of module instruction", which eventually gave made it possible to perform a more wide and thorough analysis of module teaching. P. Yutsyavichene's monograph was the first fundamental work in the domain of experience of module education in Lithuania. Combining the ideas of cybernetic pedagogic with module teaching the author justly stresses that for module teaching flexible control over the process of teaching is possible and it eventually may pass to self-tuition, it being very important. Other evaluations are possible and after all, it is regularity. For instance, the opinion that modal instruction is a contemporary system, that has as its main objective "the change of organizational postulates of the pedagogical process of higher school" and also ensures its essential democratization and conditions for actual change of student's place in teaching (his/her transition from an object of the process into the subject of the process) can bring some flexibility into the process of tuition and education, implementing the principle of individualization of education. There potential opportunities of intensification of the process of training at higher school, where future specialists for the new young country are trained, can be sought "[110, pp.55].

Concert division and interrelated tracing of distinctions with other types of module instruction have an important role in formation of one of the origins of modal tuition:

- V.Bodnar, L.Globa, M.Gromova, E.Skovin investigated module-rating instruction;
- A.Furman, O.Gumenuik, V.Melnik, N.Tereschenko dealt with module-development training;
- P.Tretyakov, I.Senbievskiy, M.Conashev, L.Fedoryak investigated module-problematic teaching;

And G.Edelman, V.Mountcastle, G.Tsentagozay dealt with module-quantum teaching.

As a result of investigations such type as module-tutor teaching was developed.

Pedagogical experience of module-tutor teaching, gained, at Mariupol State University made it possible to perform the analysis of the traditional didactic system in comparison with nodule-tutor training. Such analysis seems to be of interest, although some of its statements are quite problematic.

So, analyzing the analysis of scientific research of the problem set we arrived at the following important conclusion: и дійшли такого важливого висновку:

1) the module-tutor system of teaching is genetically connected with theories of teaching and education, that were known earlier and is based to a large extent upon their strong sides;

2) the module-tutor system of teaching was developed as an alternative type of teaching, as an active, activating, flexible approach to the pedagogical process-in contrast to traditional education, where petty reglamentation of teachers prevails, leading as a result to passive learning of knowledge by students, without awareness of their opportunities of practical application of knowledge gained, decelerated by static standards of the content of instruction:

The pprinciple distinctions of the module-tutor system of teaching from other systems are the following:

a) the content of tuition is presented in finished, independent complex modules, that are at the same time data banks and methodic leadership means of their mastering;

b) Interactions between a teacher and those, who study are fulfilled on a principally new basis-by means of the modules students reach a certain level of their preliminary readiness to each pedagogical encounter;

c) The essence of the module-tutor system of teaching requires necessary observation of subject-to subject relations between a teacher and students in the process of tuition;

4) the analyzed the module-tutor system of teaching possesses the following peculiarities:

a) it allows reaching of active, independent and purposeful studying of students;

b) It realizes subject-to subject relations between students and their teachers;

c) It ensures reaching of a minimal level of knowledge in specified time span by practically all students;

d) The essence of the module-tutor system of teaching requires active application of the tutorial –a series of tutor classes;

e) It creates real opportunities for mastering the specified program at the highest possible level;

f) It realizes the educational function of teaching;

5) the module-tutor system of teaching is used in different countries at different educational levels (secondary, higher and post-graduate);

6) nowadays the universal, all-embracing research of the module-tutor system of teaching in its functional and cognitive aspects is still to be commenced;

7) the module-tutor system of teaching is applied at different education systems, under different titles and its results boost substantially educational work, this making the problem of is scientific and pedagogical research topical

So, the module-tutor system of teaching is a complicated subject for theoretical and methodological search, requiring some methodological work for justification of its existence.

1.3. A systematic approach and the principals of development of module-tutor technology of the process of instruction at a higher education institution

Human social practice at the contemporary level of social relations presumes systematization of knowledge regarding the object of activity as its prerequisite. However, the object itself can't be represented as being "on the other side "of activity, it has to be represented as real human sensible activity. So, systematized knowledge expresses, first if all, a systematic character of human activity, the world being cognized in such universal and necessary forms.

In gynecological sense teaching is carried out both as cognition and a practical activity. Systematized knowledge, formed on the pole of the subject of cognition and being its characteristic of actions in cognitive process cannot be anything arbitrary, accidental or subjective in character. It has its roots in logical organization of knowledge, in its internal sequence and arrangement expressing the object of activities. The way and the form of the object are realized by practice.

Such situation is known and fixed in the contemporary philosophic literature, particularly for developing orientation for a systematic approach to cognition. One of the most important fundamentals of the latter is the treatment of relationship between the whole and its parts. In general, the systematic approach is a method of investigating the objects as a part of the whole, i.e. in their mutual relations. So, the whole has to satisfy a series of peculiarities:

a) all components of the whole are historic products of development of the whole;

b) All components that make up the whole have a distinct cause-effect relation;

в) each particular whole undergoes different stages during its development.

Such situation has to be recognized and fixed in contemporary pedagogical literature as well. Judging by the hypothesis of our investigation, that formulates a systematic principles

(particularly for the process of teaching) and its organization that is based upon the principles of histories, determinism and structural-functional approach. We firmly believe that this problem requires further (and constant!) development as the existing theories of tuition are always based upon the corresponding methodology. Now let us consider the principles in detail.

According the structural-functional principle the content of what is studied should be divided into parts. Simple division of an object is often used for such purpose in modern instruction theories. For example, the technological approach is realized in pedagogics through the system of requirements, containing purposefulness, planning of the process of teaching and its atomization, by means of application of means of teaching. The accent is made here on distinguishing all parts that comprises the system of teaching. However, the process of distinguishing parts cannot be mechanical. It has to be regulated, so the parts, necessary for preserving the system, by fulfilling some function could be singled out. In other words, we have to get elements of the actual structure of the system as a result, i.e. module-tutor technologies of instruction.

According to the principle of determinism it is necessary to reveal cause-effect links between the elements of the system's structure. Then, changes in one element may be understood as causes and conditions of changes in another element bas well. The cause-effect links between the system's elements will have a consecutive character. For example, such actions are represented in P.Galperin's theory of formation of sensible actions [29, pp.58] as a system of six elements, each of them being a prerequisite for the origin of the next one. There are: motivation basis of action, orientation basis of action, formation of action in a materialized form, formation of action in "external language about itself" and exteriorization-being the elements of any sensible action, element occupying some place in its origin and development.

According to the principle of historism the system should be considered in its development, singling out its stages in the appropriate time periods. One of gynecological prerequisites of a systematic analysis of a problem is its abstracting from the outer frontier (environment) of the object, representing the system. A scientific method of reflection has also to take into consideration the systems development, as environment is a universal property of gynecological systems. Pedagogical systems are under the influence of the social medium. Depending on what elements exert the direct influence of the social medium, other elements are restructured, as well as the entire system.

It is important to single out the laments of the structure of the pedagogical system as a system of interaction of a teacher and a student. Such interaction is carried out in two main aspects: information and mental, it presuming designation of the educational paradigm. Once the paradigm has been determined objectives of teaching and education are set and tasks are formulated. After that adequate methods for the determined objectives are chosen and ways of solving the tasks, as well as types and forms of instruction within the framework of the specified methods, in our case a taxonomy of tasks in the module-tutor teaching technology (hereinafter MTTT) is made.

Training information has also to be a system of knowledge. According to the structural-functional principle it has to be broken into elements, i.e. tuition courses and within the courses into problems and questions (information blocks, cacti the topics. Effect links are to be observed between the courses, as a result the volume of knowledge in similar problems will be enlarged and the material will not be duplicated. So, theoretical and practical significance of revelation of such links and their application in the process of teaching becomes evident.

The process of tuition, so to say, consists of teaching and learning.

V. Bespalko rightfully considered the process of teaching as dialectic and described it with two algorithms: the algorithm of functioning and the algorithm of control [22, pp.48].He understood the algorithm of functioning as a complicated system of operation instructions, that logically are enlarged and their fulfillment gradually leads to training at the specified level. The following stages are singled out in the general scheme of the functioning algorithm:

First – specifying the initial level of the quality of students' knowledge and determination of the objectives of teaching and education;

Second – determination of person's motivation and its strengthening;

Third – introduction of the plan (diagram) of training actions to the students;

Fourth – teaching it;

fifth-generalization of the material learnt, the action taking place not according to the diagram, as in case with the third stage, but according to the analysis of the material learnt and its synthesis at a higher level;

sixth-determination of the resulting quality of knowledge and taking a decision, regarding further studies, it is vital for module-tutor teaching as one of the numerous types of module training.

The algorithm of control specifies consecutive external impact on the system of training with the objective of supporting or replacing the algorithm of functioning. Control can be disconnected, if the task of determining intermediate states of the controlled object is not set. (It is understood that the system reaches its aim if mutual claims are missing and all requirements of the functioning algorithm are observed. Control tasks of cyclic character are possible, carried out at constant feedback, analysis of the output characteristics of the system and correction of its functioning in case of deviation from the specified functioning algorithm. Also possible is application of mixed control, at which at certain stages of one and the same process the control according to the disconnected scheme is carried put and at others it is done according to the cyclic scheme.

Control over training is closely connected with providing information to those, who are taught. In this aspect the developer of programme training must be able to make distinction between general and directed information processes. In the directed information processes the material is supplied directly to the one, who's taught with due regard to his/her abilities and personal traits. Classification of didactic systems, performed on the basis of P.Galperin's theory of guidance of cognitive action [29, pp.68].deserves the appropriate attention for consideration of the problem of provision systematic character of teaching. V.Bespalko advises here a concept of consecutive formation of personal experience and the unity of the algorithms of functioning and control, it being essential for determination of the fundamentals of the module-tutor instruction as a type of module training. [21].

The appearance of the module-tutor training is, as it already has been mentioned here, historically connected with the module instruction system, that sprang up in the seventies of the previous century in the USA The appearance of the module-tutor education was historically connected, as it has been already mentioned, with the module tuition that had appeared in the uSA in the Seventies of the previous century (B. Goldschmid ,M. Goldschmidt, R. Hurst, R. McDonald). The following principles were formulated in their works and later works by R. Guchinskiy, G. Gorefield, and I.Prokopenko in 80-is and in 90-is in the works by A.Aleksyuik, V.Bondar, V.Ognevyuk, A. Furman, P.Yutsyavichene:

The module-tutor system realizes the construct of the nine principles: module character of tuition, structural division of the content of tuition into separate elements, dynamic character, active character of teaching methods, flexibility, individualization of the process of etching, awareness of the perspective, variability of methodical consulting, parity and adequacy.

In those and subsequent works in the beginning of the 80-ies [120; 124; 127] the main principle of module-tutor instruction was formulated-the modular principle. Eventually, with the help of its main principle an applied plan was developed, it allowing to reach much improved efficiency of teaching, as compared to other didactic systems, first of all as compared to the traditional system of lectures and seminars. P.Yutsyavichene was the first in the former USSR to formulate the new principles of the module instruction in 1987-1989 [111]. As far as formation of the principles is concerned, it would be wise to maintain that the list of didactic principles available nowadays is far from being complete, because the system of module-tutor tuition, which is a relatively new approach to teaching will develop and new ideas will eventually appear that could be materialized in the form of new principles, as is shown in Diagram 1.1.

This paragraph is devoted to consideration of the principles, upon which the module-tutor technology is built. These principles were designed by such scholars like A.Aleksyuik [13], V.Bondar 23], V.Ognevyuk, A. Furman [67] et al. A thorough analysis of each of them will give us an opportunity to determine those, which will lay the foundation our module-tutor system, making it

possible to take into account, as thoroughly as possible, the peculiarities of humanities and professional orientation of students studying at higher institutions1.

1. The modular principle means a modular approach to instruction, expressed through the content, organization forms and methods of teaching. According to this principle the instruction is carried out according to separate "functional units", designated for reaching specifies didactic aims. However different authors interpret this principle in different ways. At the initial stage of development of module instruction (1986), as L. Tolkacheva notices in the USA and Great Britain it was considered as requiring a set of different materials, that could be the foundation of individual education for everybody[92, pp.14]. It seems to us that such approach is close to the so-called "package instruction". A.Guchinskiy, had defined three years before (1983) this principle as the one requiring expressing of an independent group of ideas (knowledge) to be passed through didactic channels of the corresponding natural knowledge [119; 120]. B. Goldschmid and M. Goldschmidt consider the modular principle (1972) wider, understanding its realization as formation of an individual unit of teaching activity, it being planned and helping those who study to reach a certain task[119, pp.15]. A.Aleksyuk[13, pp.4; 14, pp.10], V.Gareev, S.Kulikov and E.Dourko are close to this thought as they stress "integration of different types and forms of tuition, governed by certain theme of the tuition course or a vital scientific and engineering problem" [31]. Other authors, like G.Russell [128],V.Zakoruykin, V,Panchenko, L.Tverdyi [40] pay maximal attention to realization of the modular principle through compilation of autonomous portions (modules) of the materials to be studied. M.Owens sees the opportunities for realization of the modular principle in training of future teachers in the modular type of organization of instruction, i.e. in formation of autonomous students' groups (consisting of 60-70 persons). They include 5-6 permanent teachers (or tutors and their assistants, who are nominated from senior students that make good progress) [125, pp.20].

The authors of this work share the point of view of A.Aleksyuk [13] that realization of the modular principle is also vital for module-tutor instruction and is to be ensured through a series of pedagogical rules, particularly:

- the material to be taught has to be organized in such a way, so that it in the form of the module-tutor programme and then in the form of a module will ensure completely reaching the didactic targets, by those, who study;

- the material, that a module embraces must be a completed block, so that there will be an opportunity of compiling unified content of teaching to correspond a complex didactic task, consisting of separate modules;

- as far as as the tuition material is concerned it is to be integrated into different types and forms of organization of teaching with due regard to the tasks set.

The following meaning of module may be presumed as a result of the analysis of literature in pedagogics, psychology, history and pedagogical psychology: module is a complete information block, containing a program of actions and methodical guidance, ensuring reaching of the set didactic targets.

2. The principle of stucturalization of the content of tuition requires considereatoin of the instruction material not only as a single unity, aimed at reaching the specified didactic target, but also as having certain structure, consisting of separate elements. This principle is somehow similar to the principle of distribution of the tuition material into parts (portions, steps), used in programmed instruction, however there is some difference. This principle requires in programmed instruction distribution of the material into small, closely connected portions, necessarily arranged according to their consecutive complication, but in module-tutor instruction a specific didactic target is specified for each element and the content of tuition is served in the volume, capable of its reaching.

At the same time it is important to mention here that point of view on structuring of the content of module instruction are drastically different. I. Prokopenko [127, pp.12] considers its finished part, irrespective of its volume-whether some (essential, though) lines or a whole page, or even more to be a unit of content of module instruction. G.Russell considers such unit to be a smaller structural part, corresponding to a specific active didactic target and calls it an element. According to him a module is built of separate elements of one integrated didactic target [128,

pp.152], it coinciding with the points of view of the scholars, mentioned above. This principle becomes quite essential for the module-tutor instruction, as well as those, which are analyzed later.

The principle of modularity	Principle of structuring learning	Principle of dynamism	Principle of an active approach	Principle of flexibility	Principle of a conscious outlook	Principle of versatility of methodical counseling	Principle of parity	Principle of adequacy
implementation rules:	implementation rules:	implementation rules:	implementation rules:	implementation rules:	implementation rules:	implementation rules:	implementation rules:	implementation rules:
● The training material must be designed in such a way that it is in the form of a program or module that fully ensures the achievement of those who learn the set of didactic objectives.	● In the integrated didactical goal, the structure of specific goals should be distinguished; ● Achievement of each specific goal should be fully ensured by the teaching material of each element of the content; ● a set of elements to achieve individual sub-goals (specific goals) of one integrated didactical goal must be one module.	● Provides free modification of the contents of the module, taking into account the dynamics of the order; ● the content of each element in the module can be replaced or filled with other content; ● building each module element can create new modules. new modules.	● The goals of MTT should be formulated in the construct of methods (practical, cognitive, and mental); ● To accomplish the objectives, interdisciplinary content modules are possible; ● learning should provide conditions for creative learning; ● It is important to show the possibilities of transferring the content of knowledge from one activity to another..	●Individualization of learning content is provided by incoming diagnosis of knowledge of the learner; ● it is necessary to provide an individual rate of assimilation; ● the methodological part of the module should ensure the individualization of assimilation; ● Individual control and self-control should be provided.	● Each student at the beginning of the training had to submit a MT course program; ● providing each student with a didactic material; ● The module should allow the learner to have a concrete idea of the entire program of training activities.	● The modules offer different methods of learning the content of training; ● Students can freely choose materials for assimilating material; ● modules provide methodological counseling for the teacher.	● MTT should provide an opportunity for self-assimilation of the material being studied; ● MTT has to create the conditions for the emergence of consultative-coordinating functions; ● the teacher should delegate some of the management functions that are transformed into self-management functions; ● MTT should create the conditions for the choice of the teacher and the learner, the best ways to study.	● The content of the discipline material should reproduce the appropriate changes: - social and cultural experience; - in the system of knowledge; - norms; -values.

Scheme 1.1. Logical system of principles, on which the module-tutu technology of training was built

For realization of the principle of structuralization of the tuition content into separate elements in the model-tutor instruction it is important to observe the following rules

1) the structure of actual targets must be detached in the integrated didactic target;

2) reaching of each specified target must be completely secured by the tuition material of every segment;

3) all elements, specified for reaching separate sub-targets (concrete targets) of one integrated didactic target should comprise one module.

The author of this work for developing module-tutor programs in philosophy and political science tried to divide them into steps, but succeeded only if actual targets had been prepared, which were in accordance with general didactic targets. The elements of the program were both independent and interconnected.

3.   The dynamic principle ensures free alternations in the module content, with due regard to the dynamics of social demand.

F.Coumbe, the English scholar, analyzing the reasons of the crisis of world's education in the seventies of the previous century connected it with the gap between education and living standards of the society [50]. He formulated four reasons, which had caused that gap, mentioning inertia, typical of educational systems, as one of them. As life witness's inertia is typical of the tuition content, first and foremost. This circumstance has some negative influence on the quality of training of younger generation, as the high rates of the progress of science and engineering cause quick obsolescence of special knowledge, even causing, at times, the need to pay attention to general scientific knowledge. So, the material of all pedagogical schemes has to be reconsidered and updated almost every year. A Furman [103] and   V.Zakoruykin, V,Panchenko, L.Tverdyi maintain that " the teaching material of each section should be arranged in such a way, so that its parts could be independent and could be quickly altered, added or undergo further development thought" [40, pp.73], it being one of the ways of solving that problem. The dynamic principle of the module-tutor instruction facilitates that idea, and its observation is expressed by the following pedagogical rules: the content of each element, hence, of each module can be easily changed or added to, while compiling elements of separate modules it is possible to develop new modules, a module is shaped in such a way, so that its elements could be easily changed, as shown in addendum A.

Module-tutor programs in philosophy and political science that are analyzed in our monograph were structured into functional units (see Fig.1.2.), designated for training of future specialists, bachelors and masters, it allowing to carry out in quite an efficient way the dynamic principle not only in such programs, but also for possible transformations, which eventually might be necessary.

4.   The principle of active approach to evaluation of instruction methods requires that the students' mastering the methods of acting on the basis of the system of strong and active knowledge, first. The attention of the society and the researchers in the field of p [pedagogic has lately been concentrated on the fact that there is the problem of insufficient formation of active knowledge at higher education institutions [112, pp.60]. This circumstance has had some negative on the level of professional training of specialists. V.Kagan and I.Sychenikov were right to consider the list of certain types of activity, which the one, who is taught, has to perform as the method of formation of targets [43, pp.88].

V. Kozakov developed the idea regarding the necessity of "reorientation of instruction from" searching of result on to the method of activity" for formation of an individual, creative approach [46, pp.32]. V.Prokopenko also paid attention to an active approach to module-tutor instruction [127, pp.19], though, unfortunately he considered it to be just a recipe. We quite agree with the authors, who insist on the necessity of mastering not only the types of activity but also the methods of activity and believe that this approach to instruction still needs to be extended with due regard to the necessity of formation both effective and operational knowledge and abilities, it becoming possible only due to systematic evaluation of classification constructions of the teaching methods [6; 21; 44; 116; 123; 124].

As T.Kupisevich stresses the process of instruction would be unilateral if it ensured only passive knowledge for those, who study, it being expressed in ability of reproducing or acquiring motoric agility in certain types of activity, specified beforehand. [49,pp.47].Operational knowledge is gained only when those, who study display initiative, resourcefulness and ability of applying their knowledge in situations, different from those, at which it was gained (see Fig. 1.5.). it is possible to speak of the system of efficient and operational knowledge only in case of its inseparable unity with abilities, as M. Teresyavichene points out [91, pp.97].

So, we can single out orientation of the principle of active approach to evaluation of the methods of module-tutor instruction. Aimed teaching benefits efficient formation of motivation that is why this principle is oriented on motivational domain of instruction, thus:

- aims in the module-tutor instruction have to be formulated through the terms of methods, types of cognitive or practical activity and ways of action;

- it is important to show a possibility of knowledge transforming from one domain into another.

- for reaching of the targets set both disciplinary and inter-disciplinary construction of the modules content is possible;

- teaching must be organized on the basis of the problematic approach to mastering of knowledge, in order to ensure creative approach to learning.

5. The principle of flexibility requires developing of module-tutor programs and separate modules in such a way, so that an opportunity of adapting the content and methods of instruction, ways of its mastering to individual needs of those, who study can be ensured. As it is known from the experience of advanced schooling and innovative-teachers, like S. Amonashvili, G. Kravtsov, R.Khodos, V. Shatalov, S. Shevchenko and also from the works of I.Zyazyun [66], V.Mayboroda[58], V.Kazmirenko [44], N.Nichkalo [65] those who study experience quite essential difference in knowledge mastering, rate of formation of mental operations and their transfer. The necessity of individualization of the process of instruction is can be stipulated only because of that.

Individualization of instruction and educational processes is understood in the narrow sense as an individual approach of a teacher to those, who study. In a wider sense individualization must embrace all elements of the pedagogical system, not excluding at times the targets and content of teaching.

The module-tutor tuition of philosophic and political subjects gives an opportunity of of individualization of the instruction content and the tuition process, as well, from the point of view of rationalization, without the necessity to reduce the number of students in groups and without raising the level of pedagogical labour consumption. While developing the module-tutor programs in philosophy and political science we took into consideration the peculiarities of mentality of students of higher education institutions, peculiarities of their perception of the material, so we tried to make our programs laconic and strict, as they could be.

For realization of the principle of flexibility in module-tutor tuition the following pedagogical rules must be conserved:

1) For individualization of the content of tuition, according to the criterion of basic training a preliminary diagnosis of knowledge has to be made;

2) such preliminary diagnosis of knowledge must be performed in such a way, so that its result could promote creation of individual structure of each module;

3) for individualization of the content of tuition a complex criterion of its development can also be applied, it includes basic preparation and individualized targets of tuition, in this case individualization must be performed in two stages, commencing from the preliminary diagnosis of knowledge and finishing with analysis of teaching requirements;

4) it is necessary to provide an individual rate of knowledge mastering;

5) the methodical part of a module must be developed in such a way, so that it could provide individualization of instruction technology;

6) it is necessary to provide individual control and self-control after some teaching target has been reached. A curse of philosophy, which we prepared according to the modular principle gave us a chance of individualizing the content of the course, to be taught, without the necessity to reduce

the number of students in students groups , at the same time the level of pedagogical labour consumption was not increased (unlike the traditional lecture-seminars tuition).

6. The principle of perception of perspectives requires deep understanding of proximal, medium and remote tasks of teaching by those, who are taught. Traditional instruction presumes such teacher's guidance, reminds, according to Professor Y. Vooglide, fish stuffing, when fish though being well stuffed, is unable of swimming [26, pp 133].

Any educational process begins with formation of an objective. Thus, there is some opportunity of self-organization in a pedagogical process of these, who study and atomization of the process of teaching is aimed at that, so the students must be able to understand and perceive clearly the objectives of instruction (intermediate and ultimate). We have already found out that objectives act as important results in the module-tutor instruction that is why they are perceived as prospects of cognitive and practical activities, by those, who study. Relying upon the pedagogical law of perspective lines in the theory, put forward by A.Makarenko [55, pp. 111] and also on the results of pedagogical experiments , carried out in module-tutor instruction, we may declare that perception of activity brings positive motivation of learning, developing cognitive interests in future specialists.

The process of module-tutor instruction, proposed by the author of this work is built on these principles: modular character, structured content, divided into separate segments, dynamic and active character of teaching methods, the principle of awareness of perspectives, variability of methodical consulting, parity and adaptivity, as shown in 1.1 diagram.

Under conditions of realization of the principle of awareness of perspectives in the process of module-tutor instruction we tried to observe the following pedagogical rules:

1) every person, who study must be supplied at the beginning of his/her studies with the entire module-tutor program of the course of philosophy or political science (a term, a year, or the entire stage of learning);

2) we mentioned a complex didactic objective in our module-tutor program for the students to understand and perceive as a significant, anticipated result;

3) module-tutor program contained the program of learning actions for reaching the specified objective and the one , who studies was provided with didactic material for reaching proximate, intermediate and distant perspectives;

4) at the beginning of every module integrating objectives of learning, as the results of activity were described, as well as concrete targets, as it shown in Fig.1.4.;

7. The principle of variability of methodical consulting requires ensuring professional orientation of those, who study and also teacher's pedagogical creativity.

For preparation of bachelors

Social Philosophy

Philosophy of Economics

Production and Economics

Philosophy of history

- The life of people and their history (The general significance of history)
- Features of the history of class societies
- Interruption is the continuity of history
- Patterns of history

Philosophy of production

The concept of material production as the basis of life

Philosophy of society

- Manufacturing and society
- Classes and society
- Man and society
- Spiritual life of society
- Holistic concept of society

The logic of the formation of philosophy as a science

Formation of philosophy at the level of scientific and theoretical

- Science and philosophy of the XVII-XVIII centuries
- Philosophy of the Renaissance
- Classical German philosophy in solving the problems of theoretical knowledge

The main stages of the development of philosophy on the path to science

- The statement of the main problems in the philosophy of the ancient
- Features of setting and solving problems in medieval philosophy
- Philosophy of the Renaissance

Загальна характеристика філософського вчення

The most important features of philosophy

Educational subjects; the peculiarities of development and the significance of

Philosophy in the system of theoretical knowledge of the present

Contemporary Philosophy

Fig. 1.2. Logical system of the modular-tutor program of teaching philosophy at a higher education institution

Module 6
- INTERNATIONAL POLICY AND SYSTEM OF INTERNATIONAL
- POLICY AND PECULIARITIES OF MODERN CIVILIZATION
- POLITICAL GOVERNANCE AND POLITICAL MODERNIZATION
- WORLD POLITICAL AND IDEOLOGICAL DOCTRINES

Module 5
- NATIONAL SECURITY AND NATIONAL INTERESTS OF UKRAINE
- UKRAINE IN THE MODERN GEOPOLITICAL SPACE
- POLITICAL MODE OF UKRAINE (1991 - 1997)

Module 4
- POLITICAL PARTIES AND PUBLIC ASSOCIATIONS
- POLITICAL MODES
- STATE IN POLITICAL SYSTEM OF SOCIETY
- POLITICAL SYSTEM OF SOCIETY

Module 3
- ETHNIC RELATIONS AND NATIONAL POLICY
- POLITICAL CONNECTION AND POLITICAL CULTURE
- POLITICAL ELITE AND POLITICAL LEADERSHIP
- HUMAN AND POLITICS

Module 2
- POLITICAL MANAGEMENT AND ITS SOCIO-ENGINEERING
- POLITICAL CONFLICTS
- DEMOCRACY IN THE POLITICAL LIFE OF THE MODERN WORLD
- POLITICAL LIFE OF SOCIETY

Module 1
- BASIC CHARACTERISTICS OF UKRAINIAN POLITICAL OPINION
- DEVELOPMENT AND APPROVAL OF POLITOLOGY AS AN OPINION
- EXPLOITATION AND DEVELOPMENT OF THE WORLD POLITICAL
- POLITICS AND POLITICAL OPINION

Fig. 1.3. Logical system of the module-tutor program on the course of political science

Fig. 1.4. The logical structure of the module-tutor program, designed to systematize knowledge and skills within the philosophy as a subject in the preparation of bachelors in higher education.

Module-tutorial program of systematization knowledge of philosophy and the formation of the beginnings scientific worldview when preparing bachelors

I — Systematization of knowledge about the general characteristics of the process of cognition

II — Systematization of knowledge about the logic of the formation of philosophy as a science

III — Systematization of knowledge and skills on the course of social philosophy coursekôrs course варианты

IV — Systematization of knowledge and skills from the section of the philosophy of cognition

V — Systematization of knowledge and skills in the history of philosophy

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┌─────────────────────────┐
│  Realization of the purpose of  │
│  the purpose of informational   │
│         material         │
└─────────────────────────┘
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┌──────────────────────────┐        ┌──────────────────────────┐
│  Cognitive approach of the   │        │  Activity approach of the   │
│  modular-tutor program of    │        │  modular-tutorial program of │
│      cognitive type       │        │      operational type      │
└──────────────────────────┘        └──────────────────────────┘
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┌──────────────────────────┐        ┌──────────────────────────┐
│   Reception-activity      │        │    System-activity        │
│      approach            │        │      Approach            │
│                          │        │                          │
│  Module-tutor programs of    │        │  Module-tuple programs of   │
│  receptive-operating type    │        │  system-operating type      │
└──────────────────────────┘        └──────────────────────────┘
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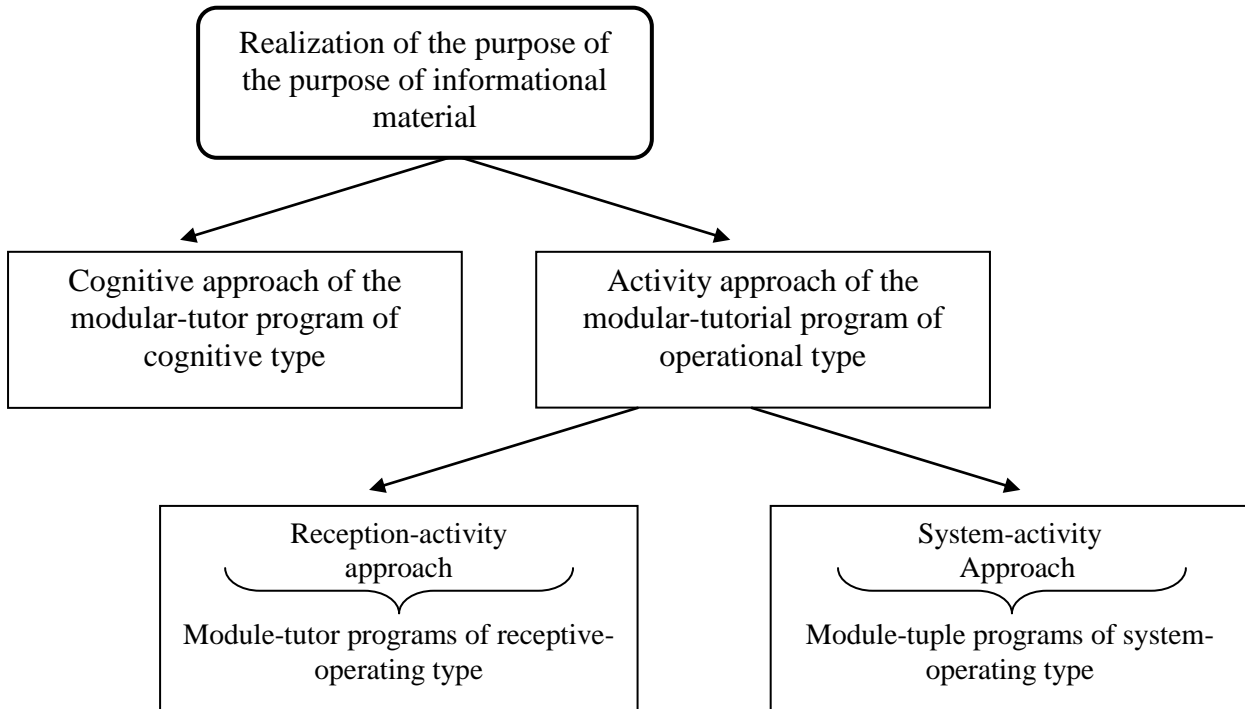
Fig. 1.5. Different approaches to developing of the information bank and the corresponding types of module-tutor programs.

As our experience of MTTT implementation has shown many factors influence efficiency of training. Without a doubt its main prerequisite is the correspondence of the content to abilities of those, who study [77]. However a lot of problems are likely to happen at observing this fundamental condition. The most important is inability of the students to select optimal ways of mastering the required material and the shortage of skills of individual cognitive activity. There exist problems of teachers' activities, as teachers often lack pedagogical skills, which are often revealed in their inability of applying the entire spectrum of methods of active teaching and making appropriate choice in various combinations. Selecting

The ways of solving these problems reveal the pedagogical rules of realization of the variability of methodical guidance, particularly within the framework of MTTT:

1) the material for learning must be reasonably presented in modules , with application of teacher's;

2) different methods of mastering the tuition context are to be suggested in the modules;

3) the ones, who study may either choose them freely, or develop their individual way of mastering of their own, based upon personal experience;

4) teacher's guidance is performed in such modules;

5) as alternative solutions different methods and organization schemes of etching, most suitable for mastering of the particular content can be presented;

6) a teacher can select freely the existing methods and organization schemes of teaching, or he is free to apply original methods and organization schemes of teaching of his/her own;

7) in cases when a teacher develops his/her own module it is desired its content should include the teaching methods, applied by him/her, as it creates conditions for exchange of experience between teachers, who compile similar courses or subjects.

Creating didactic modules in political science the author of this monograph took into account the fact that students of higher school institutions perceive the information that is supplied "in portions" and in strict logical sequence much better. Dosing of the material foresaw creation of the appropriate tasks for each "portion" of the teaching material. With the objective of boosting students' attention, working in accordance with the text of the module-tutor program in philosophy and also in political science notate conventions were introduced for provision of specific portions of

information (such notate conventions are marked to the left of the line of a particular section of the text).

8.   The principle of parity in the module-tutor teaching requires interactions between a teacher and students of subject-to-subject type.

Special attention has been recently paid to atomization of students' mental activities in the teaching process. The attempts to reach it are mostly often oriented on application of various methods of activation, it, certainly, leading to some results and co-work is sometimes happens to be performed in the pedagogical process [1, 11]. At the same time, irrespective of the necessity of the seniority system in relations of a teacher and those whom he/she teaches attention should be paid to creation of basic conditions for realization of subject-to-subject interactions, it being the level of preparation of such students. Successful guidance of the teaching process depends first and foremost on formation of instruction actions [77, 110].

A lot of scholars (V.Bondar [23], V.Melnik[60], V.Rubtsov [77], V.Semichenko [79], P.Stefanenko [85]) probed that an educational process acquires greater efficiency in case a person, who's taught will be maximally active and the teacher will execute his/her coordinating function to be realized on the basis of individual approach to everyone, who studies. To do it, it is necessary top provide those, who study with efficient ways of learning.

A new approach to teaching humanities, particularly philosophy and political science at a university helped to reveal, due to the modular principles the necessity of developing a package of didactic materials for students. Applying this efficient information method the students were able to perform their individual mastering of new material and they were prepared for interactions of subject-to-subject type in the process of solving the problematic issues and organizing of research work of the problems, specified in modules, studied both in the course of philosophy and political science .

Using this efficient method the students had an opportunity to organize independent mastering of a the material and were prepared for subject0to subject relationship in the process of solving various problematic issues and organization of investigations of problematic modules that are studied both in the course of philosophy and political science.

Thus, in the basis of MTTT there is a parity interaction between the teacher and his/her students, who study on subject – to-subject relationship. The principle [le of parity in module-tutor instruction requires observation of the following rules:

1) the module-tutor program must ensure a possibility of individual mastering of the specified material up to certain level;

2) the module-tutor program is to free a teacher from fulfilling purely informative functions and create conditions for a brighter revelation of consultative-coordinating functions;

3) In the process of module-tutor instruction a teacher has to delegate some functions of guidance over the module-tutor program in which these functions are transformed into the functions of self-control [112, pp. 58].

9.   The principle of adequacy, developed by A.Furman [102, pp.8], specifies that the content of any subject reproduces a system of knowledge, adequate to science, as well as the methods of cognition. So, a tuition course reproduces adequate changes in the social-cultural experience, system of knowledge, standards and values. Political science, for example, was included into higher school programs only during this decade. Now it's no longer an exotic subject, as it used to be, but an obligatory component. We are paving the way to the society, in which a citizen is not only an object, but a valuable subject of politics. And a citizen will be unable of fulfilling this part, without fundamental philosophic knowledge regarding the essence of politics, regulations and peculiarities of functioning of political subjects and dynamics of processes and tendencies of the nowadays world.

Today's changes in the structure and content of higher school disciplines envisage a search of new, with due regard to experience of the past, it enabling to adopt the material, that already undergone practical testing for creation of new pedagogical technologies [114].

Today, we have to analyze the courses of disciplines that acquire great difficulties in the process of their mastering by higher school students.

Tuition programs will be compiled by concentration and correlation of the material. The courses of philosophy and political science have become an organic component of these products.

The principles of module-tutor instruction, mentioned above are closely inter-related. Nearly all of them reproduce peculiarities of compilation of the content of knowledge, while th principle of parity characterizes relations between a teacher and a student in new conditions, that emerge at realization of the modular principles, structuring of the content of tuition into separate elements, th principles of dynamics, activity, flexibility, awareness of the perspective and variability of methodical guidance and adequacy. The ways of interactions between students and teachers are also determined by the principle of variability of methodical guidance. Without doubt further research of the module-tutor instruction will make it possible to extend and deepen the system of these principles. The comparative analysis of the modular principles that we have done in our investigation provides the author with an opportunity to affirm that module-tutor instruction technology is a combination of forms, methods and ways of students' cognitive activity, the guidance being carried out through algorithms, modules, graph-diagrams, ensuring relations of subject-to-subject type between those, who study and those, who teach.

The level of the performed analysis of the principles on which the module-tutor technology was built allows arriving at the following conclusions:

-      module-tutor tuition is characterized by a system of specific principles of its own;

-      the modular principle is determinant for evaluation of peculiarities of compilation of the content and arranging of the process of instruction;

-      the system of the principles of the module-tutor tuition characterizes it as a flexible, dynamic system, oriented at effective final outcome of the process;

-      module-tutor tuition is in good agreement with the entire pedagogical process and corresponds to its regularities, it providing this new technology with a chance to exist

1. 4. Development of typical module-tutor tuition programs and their methodical provision within the context of humanities cycle subjects for students of higher schools

As research and higher school experience of A. Aleksyuk [9], M.Babyak and R. Stetsiv [19], V.Bondar[23], V. Gareev, S. Kulikov, E.Durko [31], L.Globa [38], O.Evdokimov [39], V.Kozakov [61], V. Pansvyanskene [81], P.Tretyakov and I. Sennovskiy [93], A. Furman [102], P.Yutsyavichene [112] testify the efficiency of module-tutor instruction directly depends on high quality of modules, that comprise the modular program. This also becomes vital for the analysis the analysis of the structure of module-tutor programs, where the modules are primarily information banks. For that very reason the authors of module-tutor tuition programs of humanities for higher schools had to determine the structure of the programs, like we did for our programs in philosophy and political science.

The process of compilation of module-tutor program in philosophy begins with (like any other educational subject) determination of the didactic targets. If reaching cognitive targets is desirable then an information bank is developed according to its gynecologic signs. Such modules of cognitive type are very often compiled for the targets of basic, fundamental education. [111, pp.27]. The subject of "philosophy" is known to a bright example of fundamental science. According to I.Prokopenko [127, pp.56] the modules of operational type are formed when activity targets are to be reached (Fig. 1.5.).

Now, let us consider the process of compilation of a module-tutor program of philosophy course at a education institution. The scheme of this process may have the following view: 1) a complex didactic target of a module-tutor program is determined;

2) integrating objectives, content and names of the corresponding modules are compiled;

3) the structure of a module-tutor program is built;

4) the structure of actual objectives is determined in every integrating didactic target;

5) On the basis of the structure of actual objectives the structure of the module is built.

The following principles, proposed by. Pansvyanskene and P.Yutsyavichene [112] were assumed to be leading for compilation of module programs for students of higher school:

1) the principle of aimed specification of the information material;

2) the principle of combining complex, integrating and actual didactic objectives;

3) the principle of completeness of the learning material of the module and its optimal "delivery";

4) the principle of relative independence of module's elements;

5) the principle of realization of the feedback.

The principle of aimed specification of the information material points at the fact that the content of the information bank should be built on the basis of didactic objectives. If reaching cognitive targets is desirable then an information bank is developed according to its gynecologic signs. The module-tutor program in philosophy and political science that are analyzed in this monograph comprise the modules of cognitive type. It is stipulated, primarily, by the fact that both philosophy and political science belong to the branch of fundamental humanity within the structure of tuition plans of contemporary higher education institutions. The structure of the module-tutor program is shown in Fig. 1.3.

The principle of combining complex, integrating and actual didactic objectives is carried out by us at defining the structure of a module-tutor program and separate modules.

The complex didactic target is a summit of the pyramid of targets and is realized by the entire module-tutor program. It combines integrating didactic targets; realization of each of them is by the module. Hence, the modules are responsible for all integrating didactic targets that comprise the complex didactic target, are combined by module-tutor program of tested pedagogical program (see Fig. 1.6.).

Each of the complex didactic targets consists of actual didactic targets that are responsible for one of teaching elements of the module.

The structure of the developed module-tutor program is designated for systematization of knowledge and corresponds fully to the complex didactic target that can be formulated in the following way: formation of students' scientific outlook and theoretical mentality. The module-tutor program of political science at higher education institution, analyzed here, includes 6 modules (see Fig.1.3.). All of them belong to the structure of the program of formation of notions and conceptions of philosophy, as well as formation of abilities and capabilities, required for preparation for examinations in philosophy and political science for bachelor and master students and specialists. After definition of the structure of module-tutor program in philosophy for students the stage of determination of the module's general structure follows (see Fig. 1.6)

- comprehensive didactic purpose

- integrating didactic purpose

- specific didactic purpose

1, 2, ..., n
1.1, 1.2, ..., 1.m
2.1, 2.2, ..., 2.u
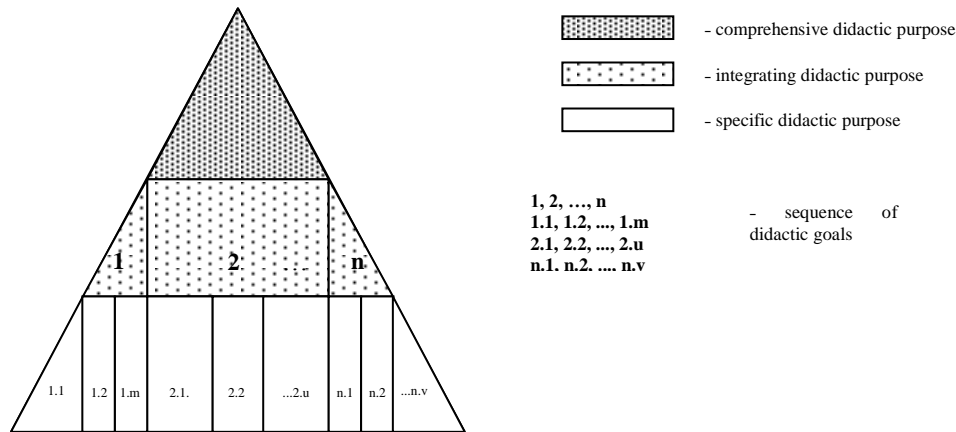**n.1. n.2. .... n.v**

- sequence of didactic goals

Fig. 1.6. Systematization of didactic knowledge

The title of the complex program corresponds to the complex target. The program of the module-tutor program of philosophy for students of higher institutions, developed at the department of philosophy of Mariupol State University also contains an integrating didactic target: to give students the notion, regarding the general characteristic of philosophic knowledge. In the compiled program the module-tutor technologies and actual targets (those comprising the integrating target) of teaching philosophy are closely connected, it providing us with an opportunity to display the connected actual target, as shown in Fig.1.6.

The analyzed module-tutor program was developed on principles that in Ukraine were formulated By A.Aleksyuk [12], V.Ognevyuk and A.Furman [67]. One of the principles of problematic instruction under contemporary conditions, recommended by the latter-the principle of completeness of the tuition material, supported by the rules of its realization. We developed the content of the module of formation of philoshophic notions and conceptions for higher school students with due regard to these rules. While formulating such content both for the course of philosophy and for the course of political science the author tried to make the material of the module ensure reaching of the didactic target, set for every student. Under such conditions the course of philosophy was divided into functional units, specified for training of bachelors, specialists and masters. Each of the functional units was subdivided into modular units. In the module completeness of the tuition material corresponds to the specified didactic target [98, pp.4]. The main moments of the tuition material, its essence and its logical structure are detached in the substance of each target (addendum A). Appropriate explanations are given in the module (sometimes on several levels, whenever necessary).The modules authors foresaw the possibility of additional deepening into the material of philosophic text, or its expended learning, aided by other teaching methods (means of instruction, computer provision). Also recommended are literary sources, in the form of monographs, rextbooks, encyclopedias, reference books and supplementary literature on the problems that are studied. Elements of control were added with the aim of compiling the integral structure of the module [97, pp.18].

Y.Ustinyuk was right, mentioning that essential difference of the module instruction from the traditional lection and seminars practice lies in the fact that it is structured on the basis of the system analysis of the structure of the integrating didactic target [95, pp.19]. Before creating the module-tutor program the course of philosophy underwent a systematic analysis. It allowed us to reduce the course volume by 30%, without any damage to complexness of teaching and depth of learning. The authors of the module-tutor program in the course of philosophy used the experience of educational practice of compiling module programs in other subjects, particularly "Pedagogics of higher school", developed by A Aleksyuk [12], V.Bondar [23], V. Semichenko[79], and V.Kozakov [61].

The actual objectives, comprising the integrating target specify, according to our experience [98;99]: first clear understanding of the learning targets and objectives, second –concrete formation of the content of tuition, third- guidance of learning actions and fourth-provision of the feedback.

Realizing the principle of completeness of information of the tuition material in the module and its optimal "delivery" the following target is carried out: to ensure with the help of the course of philosophy at higher school its most efficient mastering by students at a specified time unit, envisaged by limited dimensions of the program at higher school (in our case).
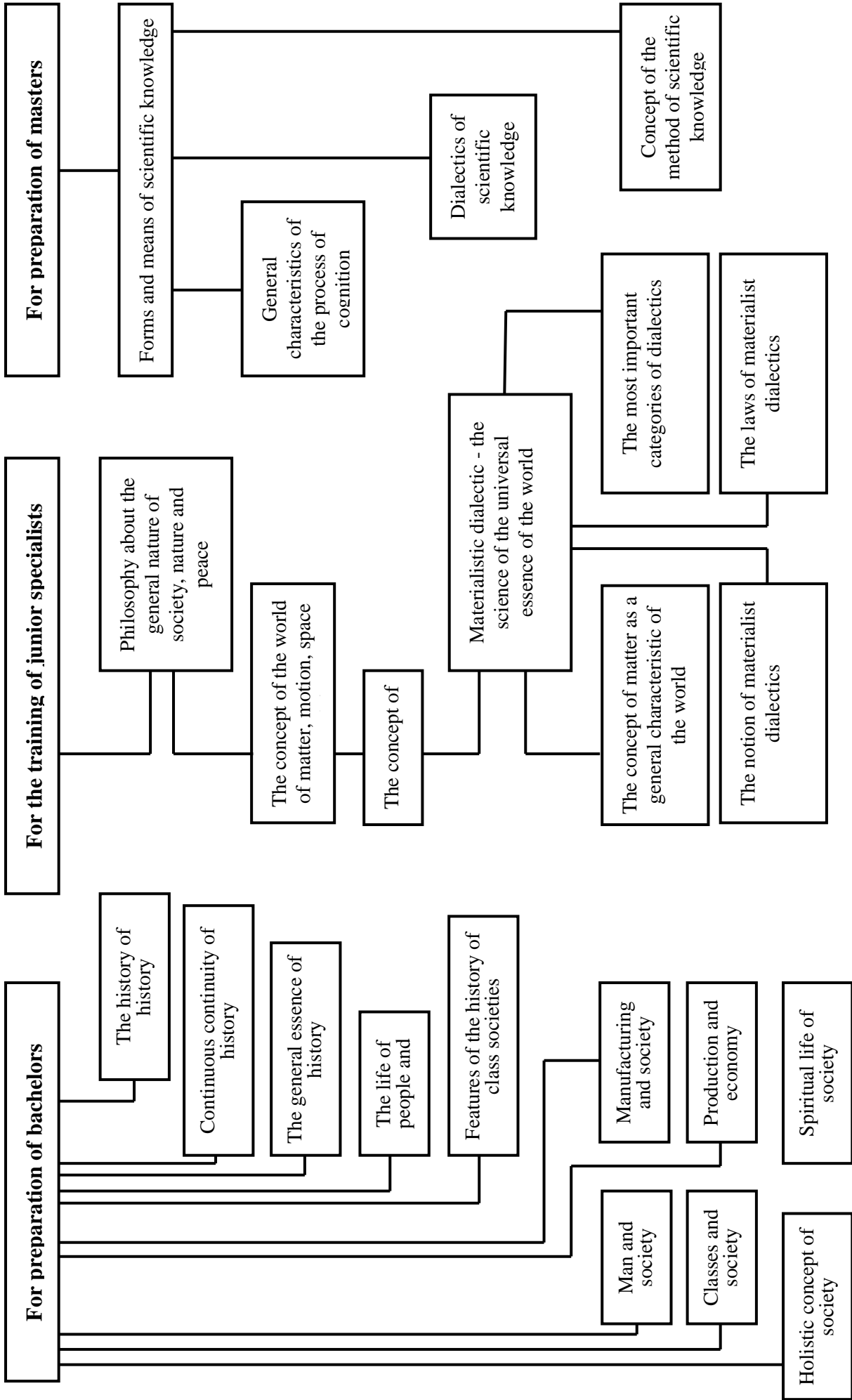
For preparation of masters

Forms and means of scientific knowledge

General characteristics of the process of cognition

Dialectics of scientific knowledge

Concept of the method of scientific knowledge

For the training of junior specialists

Philosophy about the general nature of society, nature and peace

The concept of the world of matter, motion, space

The concept of

Materialistic dialectic - the science of the universal essence of the world

The most important categories of dialectics

The laws of materialist dialectics

The concept of matter as a general characteristic of the world

The notion of materialist dialectics

For preparation of bachelors

The history of history

Continuous continuity of history

The general essence of history

The life of people and

Features of the history of class societies

Manufacturing and society

Production and economy

Spiritual life of society

Man and society

Classes and society

Holistic concept of society

Fig. 1.7. Logical structure of the modular-tutor program of studying the course of philology in higher education institution.

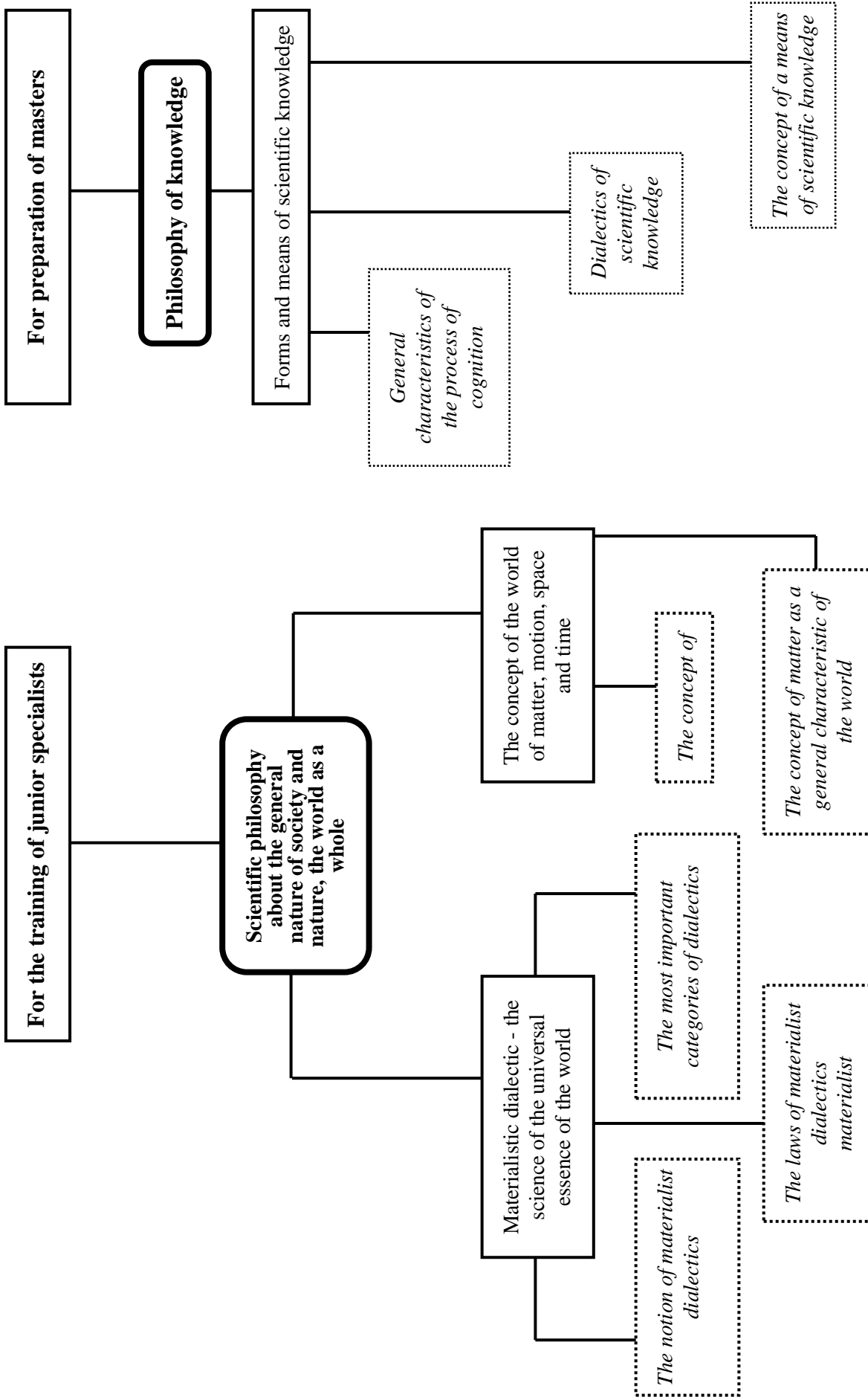**For preparation of masters**

Philosophy of knowledge

Forms and means of scientific knowledge

General characteristics of the process of cognition

Dialectics of scientific knowledge

The concept of a means of scientific knowledge

For the training of junior specialists

Scientific philosophy about the general nature of society and nature, the world as a whole

The concept of the world of matter, motion, space and time

The concept of

The concept of matter as a general characteristic of the world

Materialistic dialectic - the science of the universal essence of the world

The most important categories of dialectics

The laws of materialist dialectics materialist

The notion of materialist dialectics

Fig. 1.8. Logical system of the modular-tutor program of teaching philosophy at a higher education institution.

The developed the module-tutor program for the course of philosophy consists of 11 modules of cognitive type. It is worthwhile mentioning here that other the module-tutor programs, pursuing different didactic targets (addendum A) can be compiled on example of this program. Owing to the algorithm of compilation of teethe module-tutor program, that we elaborated a module-tutor program for the course of p [political science was created and the program for the course of the study of religion. It also should be noted here, that it is possible to create the module-tutor programs, specified for one term for training of bachelor students, specialists and master students (Fig.1.7. 1.8.) and in our work we created the module-tutor programs for special courses and special problems of philosophy for post-graduate students and refresher courses.

One more example. Let us consider the structure of the module-tutor program of teaching of philosophy that pursues a complex didactic target of systematization of knowledge and skills in philosophy within the limits of the curriculum of higher school for training specialists. Three integrated targets may be singled out in the structure of the complex didactic target:

I.   Systematization of knowledge (notions, conceptions) and skills of general characteristic of philosophic knowledge;

II.   Systematization of knowledge and skills in logics of establishing of philosophy, as science;

III.   Systematization of knowledge and skills in social philosophy, philosophy of history and cognitive philosophy.

There is an opinion, according to which [15] the principle of the feedback requires for the process of learning should be guided and there should be an n opportunity to control the mastered material. To carry out the Principe of feedback in this case it is important to specify in the module's structure the initial element, envisaged for generalizing control of the learnt notions and concepts. It is a unit of control questions that sums up every module. Such example will help to illustrate that the feedback may be efficiently realized when it is presumed to carry out current, intermediate and generalizing control at the end of each element and intermediate control at the end of every generalizing element -summarizing control is presumed –an outgoing testing at the end of the module, current and intermediate control-in the form of self-control, current and intermediate control promote timely revelation of drawbacks in mastering concepts and notions and in case the material is not mastered fully what sections of the initial element a student has to repeat and learn, the outgoing testing witnesses the level of mastering of the module, that consists of a complex of elements. It is important that one and the same module can be used by students with different level of training, abilities, habits and skills of individual work, although the experience of traditional teaching process shows evident orientation on the medium students in students' groups [94, pp.11], (addendum B).

To promote realization of self-control over student's learning activities some methodical provision for the process of learning is required:

1) illustrative material, allowing to understand the information that is studied better (in the form of diagrams);

2) specifying theoretical material of the source;

3) information, extending and deepening the process of mastering (additional literary sources, in the form of textbooks, reference books, monographs and the like).

The humanities are learnt at higher institutions mainly in the form of science abstractions. Word- Is the main source of knowledge and the main way of presentation of tuition information –is a verbal and logical method, allowing expressing the essence of knowledge in a generalized form. Concrete and sensual images play there a minor part. According to C. Kupisevitch [49] the form of realization of the principle of visualization depends on the peculiarities of psychological and physical intelligence, the degree and measure of their experience and on the method of teaching.

The authors of the module-tutor program in philosophy focused on the corresponding methodology. It presumed, particularly, that in the process of formation of mastering the notions

and concepts of philosophy there emerges a situation, when the guidance over the notions and conceptions of philosophy that the students acquired becomes important for formation of new ones.

It is necessary to rely on the so-called inner indirect visualization. The back-up signals, invented by V.Shatalov [106], the well know Ukrainian educationalist is based on this aspect. These signals reflect in vivid and symbolic (schematic) form the most important meaning of a fact or a phenomenon. Pictures, made of back-up signals are so simple that a learner can memorize them, and they help to preserve the meaning of the new material in his/her memory. Their biggest virtue is in convolution of the data.

In the traditional control system of education in pedagogics detaches the generalization control as the main type, th module-tutor instruction system stipulates everyday students' work and the competitive character of their learning, it solving a number of problems of the generalizing control, differentiation of students' knowledge, creating conditions for largely productive contacts between these, who study and those, who learn.

Transition to compilation of questions-tasks for control and self-control of students' knowledge plays an important part in organization of the rating-list form evaluation. The tasks, suggested to students correspond to three levels of difficulty: for reproduction or reflection of theoretical knowledge, mastered at lectures and practical classes or during individual work two points are scored, an ability to apply the mastered knowledge is evaluated with three points, for transformations, or knowledge application in complicated situations (creative tasks) five points are given. Questions for answering are of creative, active character and provide an opportunity to evaluate students' ability to apply the knowledge gained in practice, reveal their ability of thinking creatively and ability to use the knowledge gained from other branches of science for solving the tasks of individual work, which they are facing (Addendum B).

A written test paper after completion of every module includes tasks and questions of different classes of difficulties. A wrong answer is evaluated with "0" points. Accordingly, the number of points scored in every module is calculated.

Compilation of the evaluation scale is of great importance. We specified the following approach to the rating scale of evaluating, with regard to the character of subjects. If student's rating after completion of the course is within 84-100% of maximum possible points it means that this students deserves an excellent mark. Those, who get excellent marks, enjoy the right to be excused from taking an examination, for 67-83% a good mark is allocated, 51-66% means "satisfactory". For students, whose rating is 51-66% taking an exam is obligatory, as it gives the students an opportunity to score additional points. The rating below 50% is an evidence of a failure to learn the program. The students, having such rating may be allowed to take examination only after some extra-individual work and scoring some additional points.

A card for current control and final summary of mastering knowledge and skills is made for every student.

Various aspects of rating allegation , mentioned in this work were determined on the basis of the research and practical approbation at M. Dragomanov University, under the guidance of V.Bondar [23].In the analyzed technology the following criteria for evaluation of test papers were developed.

Every task is evaluated with three indices of quality: 1-sty, 3-nod, and 3-rd.

1 point is allocated for the 1-sty, critical level of actualization and application of knowledge (it corresponds to satisfactory mark), for he second level 2 points are given (equal to a good mark), for the third optimal level 3 points (excellent mark). Absence of the answer or a wrong answer is evaluated as zero (''0'') points.

The critical level: the task was fulfilled correctly, but not fully. Some elements of the task were ignored or were supplied with incorrect answers. The number of such answers or missed elements should not exceed 30% of the total volume of the task. Enough level: the task was fully fulfilled, but with some minor errors, or it contains solutions without the necessary theoretical foundations, the optimal level: the task was fully fulfilled with enough theoretical foundation.

Elements of creativity can be revealed. The general evaluation of a work is the average sum of the points scored divided by three. For example, for the first task "0" was allocated, for the second task 2 points were given and for the third one 3 points were gained. The average score will be (0+2+3): 3 = 1.7 (the mark "satisfactory", or on the boundary of the critical level).

For the feedback under conditions of the nodule-tutor instruction of philosophy for student's packages of control questions for every module were used (the questions were not only of reproductive character, but were also of problematic and exploring character).

Application of algorithms for the process of module-tutor teaching is widely spread, especially in Great Britain, the USA and also in Bulgaria [119; 122; 125; 127].

In every particular case the best variant is understood to be the one that creates most favourable conditions for reaching the didactic target. It is worthwhile agreeing with S.Arkhangelskiy that algorithms form a clear style of thinking, skills of fulfilling instructions, rules, recommendations, recipes etc. They train objectiveness of estimation and self-estimation, showing the method of solving problems in the best possible way [16, pp.125; 15, c.4].

Algorithms may be used even for showing the ways of solution of problematic issues. Other methods seem to be quite applicable at that. That is why the authors specified application of other types of visual aids.

Adepts of the module-tutor instruction [32; 34; 35; 36; 38; 41; 60; 62; 70; 76; 79; 80] pay much attention to methodical provision of this new teaching technology. However, even at the module-tutor instruction the student's action, as a controlled side, represents, largely, self-organization, it being the lowest rank in the hierarchy of guidance. Self-guidance is fulfilled through the module that contains the guidance over the teaching matters. According to the creators of the module-tutor instruction in Ukraine-A.Aleksyuk [8], V.Bondar [23], A.Furman [102], and P. Yutsyavichene in Lithuania [113], a teacher in the module-tutor instruction, just like in the module instruction delegates a part of his control functions to the module-tutor program and these functions are transformed into the functions of self-guidance through the program. Thus, the instruction guidance in self-guidance is developed. It is principal that the objectives, formed for teaching of the course of philosophy are transformed into the objectives of instruction. Flexible control in the module-tutor instruction is thus realized and it is adapted to the ever changing conditions, depending upon the listeners, or their speciality.

Just like in our case realization of the system of the module-tutor instruction requires application of a spectrum of teaching methods, including the classical methods, which have been in use since the time of Y.A. Komensky and modern methods.

Judging by the concept of integrity of activity and methods Y.Babanskiy classified the didactic methods from the point of view of educational teaching [18, pp.15]. His classification possesses quite full systematization of the methods of organization of cognitive activity. At the same time the system of evaluation of those methods, from the point of view of opportunities of atomization of the process of teaching is missing, though it is especially important for organization of the module-tutor instruction.

Acc. to the degree of cognitive activity of students. Acc.to the sources of knowledge			
Verbal Visual Practical	Reproductive	Partially exploring	Research

Figure 1.10. Classification of learning methods, according to the source of knowledge and measure of students' cognitive activity.

1.   The exploring methods (analysis of particular situations, "talking to Socrates", business games, business basket, dispute, undertone discussions, forum, "think and listen" game,

labyrinth of actions, the method of apperception-interaction, brainstorm, the program of self=development, progressive seminars, projecting, lecture room recipe, the studio of active case, learning activity).

2. The methods of individual learning (listening, reading and learning following the text). This classification, according to Aleksyuk [4; 6] and I.Klegeris [45] seems to be more beneficial for systematization of the methods that are developed in module-tutor teaching of philosophy, as at a higher educational institution the character of interrelations between teachers and students is of paramount importance, especially in the aspect of organization their independent work.

Major groups of teaching methods	Basic subgroups of teaching methods	Methods of training
1. Methods of stimulation and motivation of learning	1.1. Methods of formation of interest to learning, sense of duty and responsibility	Cognitive game, learning discussion, methods of emotional stimulation etc.
2.Methods of organization and performing of learning actions and operations	2.1. perceptive methods (transfer and perception of tuition information through the senses):	Methods of educational stimulation, condemnation, educational requirements etc. Lecture, narration, talking and the like.
	verbal methods visual methods audio and visual methods	Methods of illustrations, demonstrations, films showing. Combination of verbal and visual methods
	Practical methods	Methods of exercises, investigations, labour tasks. Inductive and deductive methods, analogue methods etc.
	2.2. Logical methods (organization and realization of logical operations) 2.3. Gnostic methods (organization and realization of mental operations)	Problem-exploring (problematic teaching, euristic methods et al.), reproductive (commentary, instructions, explanations, clarification, practical training et al.)
	2.4. Self-organization methods	Individual work with books, devices, objects and the like.
3.Methods of control and self-control	3.1.Control methods	Methods of verbal, written, laboratory or machine control.
	3.2.Self-control methods	Self-control methods

Figure 1.11.Classification of the methods of learning

/ Acc. to Y.Babanskiy/

L. Iovaysha [42] and V.Kozakov [68] detached the tuition methods into a separate group, proposing the following classification:

1. Methods of investigation of information sources:
1.1. Perceptive teaching methods (listening, reading);
1.2. Mnemonic methods of teaching (with textbooks);

1.3. Mental teaching methods (planning, working with books).

2. Practical and operational teaching methods:

2.1. Methods of exercises fulfillment;

2.1 methods of fulfillment of practical works;

2.3. Methods of fulfillment of laboratory works.

3. Methods of creativity teaching:

3.1. Methods of cognition and evaluation of creative activities;

3.2. Methods of organization of creative process.

The methods of teaching, that are used for ensuring the process of mastering philosophic and political disciplines are learnt by the students of higher institutions in accordance with the following scheme:

1. Information methods of teaching (talking, team classes, demonstration (including audio tapes), consulting, lectures, narration, questionnaire, expertise.

2. Methods of individual learning (listening, reading and learning on texts).

In general information methods of teaching are directed at teacher's delivering and learners' mastering some new knowledge and formation of links between himself/herself and the existing thesaurus of those, who study. Application of these methods in the process of module-tutor teaching of philosophy and political science strengthens the informative function of the module.

Lecture. Lecture is one of verbal methods of teaching, presuming verbal delivery of the tuition material, differing from narration of the material by greater word capacity and application of complicated logical constructions, images, proofs and generalizations for teaching of philosophic and political courses. Lectures, as a rule, embrace the entire class time span, while narration occupies only its part. "Classical lectures" have lately been often ignored [30], as A. Aleksyuk[12] and V.Kozakov [46] maintain. For clarification and interpretation of all difficulties, which students may face educationalists suggests to apply problematic lectures, in which all problematic issues will be discussed. W. Hutch, the American professor [20] was the first to propose the idea of "problematic Socratean lectures". He suggested to commence lectures with the issues prepared beforehand and pursue the lecture with due regard to students' answers. The author believes that application of module-tutor teaching of humanities has discovered new opportunities for lectures, as a method and an organizational form of teaching. Preliminary work of students with modules gives great opportunities for raising the efficiency of lectures. In module-tutor teaching, lectures occupy, as a rule, a part of a class and pursue the objective of generalizing of the learnt material, improving and deepening of separate parts of the material, or addition of the content of the module with some interesting material for those, who study, or with the material for individual training of students. In this case lectures not only can be planned by teachers, but can be ordered by students, according to their cognitive demands.

Efficiency of lectures, delivered by that method is obviously raised if every student is provided with a back-up synopsis to be used during the lecture. This method was elaborated and the results of its elaboration were published by professor V.Ragozin [97; 98]. The synopsis is very carefully prepared and arranged. Paragraphs, subtitles, words written with capital letters, it all expressed the interlinks of the main ideas of the tuition material, that was provided to the students, according to the new technology.

The back-up synopsis had some space for entering additions and corrections, that students made during the lectures, sometimes such synopses were replaced with maps or "semi-finished" diagrams, to be completed by the students, while in proportion to their mastering the new material. Experience showed that such back-up synopses (as compared to the lectures that were delivered within the framework of traditional teaching methods) make it possible to reduce time, allocated for lectures, aimed at information delivery by some 15-20%. Implementation of the module-tutor teaching technology saves precious time for methodical and organizational aspects of preparation of students for individual work.

The experiment, carried out at the basic department of philosophy specified application of written lectures. As experience showed logical structure of philosophic texts appeared to be "blurred" for students. They were not prepared to use the logical graph of the theme they were suggested. In accordance with the new technology the lectures began with introduction in the first half of the "programmed" material and in the second half the elaborated theoretical material was commented and added by the teacher, so that it would be possible to start discussions on some issues. At the end of the lecture the most important material was generalized and directions for students' individual work were drafted in the process of their preparation for tutor's classes.

Consultations were carried out between the lectures; their objective was clarification of some issues and problems, as well as for further modification of the student's plan of individual work, it being of great importance. Consulting was carried out in groups, or individual consultations were performed during preparation for tutor's classes.

Individual consultations proved to be of special importance in the process of experimental teaching of philosophy and political science, when the content was learnt by the students individually. A student prepared questions for uncertain issues at home (better in a Witten form). There was practice to discuss such issues with the teacher prior to consultations, though it was possible to do it at consultations. If such problems happened to beyond the scope of teacher's professional duties it was possible to invite an advisor, or to prepare him/her beforehand.

Examination. This method of teaching, bearing the title of "examination" differs from "examination" in traditional; sense, under modern conditions this method of knowledge control is understood to be exclusively independent, consecutive (without any "rush" work) learning of the specified material during the process of getting acquainted to the course of philosophy, or political science , as a basic subject. To prove it, for example, students' overcoming of traditional psychological strain, while expecting "an unexpected question" was observed.

The second part of every tutor's class was devoted to an open defense, when students compared and clarified complicated problems and owing to the psychological barrier, which is often met at traditional teaching of philosophy, when students were afraid of the looming exam was absent. The final result of work-is a list of 10 questions to be compiled by every student. A teacher selects 3 obligatory questions out of every and in this way the final list of examination questions was made. For the students it was an exceptionally pleasant fact for overcoming their "examination" fears. In the process of selecting (as we observed) a mark, discussing or clarifying the issues the students constantly experienced the need to revise the material of the entire course of philosophy, as a result they acquired a real need in constant learning, individual systematization of their knowledge and it's very important.

This method was also used in the process of module-tutor instruction of the course of political science, because it also was to be finished with examination. The peculiarities of the module-tutor instruction, especially availability of presence of the necessary modules for every student allowed resorting to compilation and solving such questions from the very first classes. This "examining" method was successfully used by us for training of higher school students and post-graduates as well. Such instruction not only helped us to reach the specified level of knowledge, but also "lifted" psychological discomfort of anticipating the examination.

"Talking to Socrates" When the training level was high enough the students could take part in talks, where they, under the teacher's guidance, could themselves find the answers for various problematic questions. Such talks were of heuristic character. The teacher resorted to "Socrates questions" technique, i.e. gave the students a series of aimed questions, supplied with preliminary answers, so they were able to find a correct answer and solve the problem set, without noticing the teacher's help. We also used "Socrates questions" with another objective, trying to lead them into "a: dead end", showing them that they were wrong and thus causing a desire to acquire new necessary information for the solution of the problem. The experience shows that on philosophic material the method of "talking to Socrates" opened and continues to open unique opportunities for attraction of students to formation of skills of making conclusions and developing their mental

logics. Application of "talking to Socrates" method is applicable in groups, consisting of 12-15 students, in case the problematic character of the material prevails over the amount of information that has to be learnt.

Business games. Application of this method helped develop the students' ability to solve the problems, arising in their practical activities, as well as creative mentality and ability to evaluate the reality. A business game (hereinafter-BG) is a simulation game in which actual activity of the students, participating in the game is simulated. We divided BG into the following stages-preparatory stage, introduction, the game and the final stage.

During the preparatory stage the students studied the opportunities of application of general methods of solving the situation tasks in a business game in political science; they got acquainted with the object of the game situation, the participants' functions, the rules and methods of the game and the system of finalizing and evaluation. At the end of this stage they were given recommendations regarding checking of participants' readiness in the form of rehearsal for the game. Groups of the participants were formed at the introductory stage and leaders were selected, who helped the teacher to divide parts between the participants.

The central part of the BG –the game itself- was mainly exciting. The game was different for each group, especially when the situation was simulated, that touched the just learnt material and required taking some actions, acts or deeds, or application of skills for correction of the interpersonal relations of the students in the group. We tried not to pay much attention of the students that they are participating in the game.

At the final stage the results were analyzed and the summing up was done. The artistic capabilities of the participants were not discussed there, especially in cases, when the actors acted not too well. The winners were announced, the reasons of their victory were analyzed, as well as the causes of the losers' failure. Weak points in students' theoretical and practical training in the course of philosophy were discovered.

Now, we are going to give an actual example of the algorithm of one of the BG, which was conducted in TM-96 group, by O.V. Popovich in the course of political science.

1.	We informed the entire group of the forthcoming game on the following subject:" Human rights from Rousseau-to nowadays" one week before the game.

2.	Then we nominated a group of experts (2-3 students), that will get acquainted with the literature before the game starts.

3.	At designated time the group was informed about the participants' roles in the game: experts, spectators, leaders (in case they are not teachers).

4.	Tasks were set before all participants. They were passed in a written form

5.	During the game each sub-group, one after one, delivered its report.

6.	Having heard the reports the sub-groups chose a potential partner and passed the results of the choice to the experts.

7.	at that time the experts made their choice and evaluated the subgroups work.

8.	The experts announced the results.

9.	The leader of the game was the last to make conclusions, regarding if problem, to which the game was devoted had been solved.

Application the method of business games in the process of implementation of the new technology in the module-tutor teaching both for the course of philosophy and political science made the educational process active, stimulating students' desire for better preparation for future games. The experience showed that the students enjoyed that method of teaching.

«Business basket». Its objective is to orient students on individual solving of various problems of the stimulated activity.

"The business basket" (it can be a small casket) contains tasks, written on sheets of paper. In most cases they were addressed to one participant, for example, a newly nominated "teacher", chosen the students, who conducted the tutor's class in the course of philosophy, such student was selected beforehand (most often best students were chosen.

The students took the tasks from "the basket", one after one, and fulfilled them individually. The teacher and the group watched their actions, when some students refused to play their parts, other students, or their teacher came to their rescue. For that class the students had to do a lot of preparatory work and consulted the teacher before the class. Then they jointly fulfilled all tasks, it leading to deeper analysis of the content of the module.

For example, the work of the students of ЕП-98-2 (teacher-G.Korotich) at the following tasks happened to be quite interesting:

1.   "The world history-G.Hegel wrote-is the progress in perceiving freedom, executed in the following stages: Oriental world (just one free); Greek and Roman world (some are free).

What is the difference between Hegel's and Marxist concepts of understanding of the progress criteria.?

2.   Whet contradictions of the society's progress are expressed and absolutized by K.Jaspers, the German philosopher: "The being of humanity, its epos, wisdom and kindness make no progress. That is why progress exists just in engineering, in prerequisites for new opportunities of mankind, but not in the substance of human being.

Discussion. Discussion is talking about a problematic question and exchange of thoughts and ideas between two, or more persons. We became confident that the tasks of discussion in our investigation are of lively, productive character. The central task represented discovering of differences in a friendly dispute, finding out the truth and coming to a common point of view. For example one of the subjects was:"Ancient Greek Sophists" in our parliament. Discussions were free and guided. The first step in each discussion was to specify the desired outcome. The next step was to understand the point of view of the other side. In order to make a guided discussion successful it was necessary to prepare for it quite well, taking into account peculiarities and interests of its participants. The process of discussion presumes clear definition of the outcome, prediction of the opponents' positions and reactions, planning of behaviour for every participant, selection of the items, listening and understanding of other participants' positions, generalization and positive conclusion... The main task of the presenter of the discussion is to create the atmosphere, in which free thoughts could develop, ensure understanding and support of the tasks by the group, stimulate expression of the objectives and thoughts, it is also necessary to be sure that all have a chance to take a floor and maintain the discussion in the right direction, explaining the complicated issues and supplying the participants with necessary data. In the end conclusions should be made. We tried to create the atmosphere of respect for the opposite opinions and tried to develop skills, tried to control the discussion, to teach to formulate questions and answers clearly, laconically and concisely, sticking to the subject of discussion, doing it logically and consistently. Students' attention was concentrated on the idea that most useful "open" questions that start with the words "why», » what" or "how» for which you cannot answer "yes", or "no". It is more useful to ask questions, for which any group member can find an answer, than to ask individual questions. It was quite democratic. Individual questions were useful only incase when it was needed to make a student, who keeps silent participate, or vice versa make silent a "chatter-box". Besides, it promotes the support of discussion, when it starts to» quench". Application of individual questions, whenever it was necessary to find out a particular, individual experience proved to be beneficial. It was necessary, as was shown to avoid individual questions in some order (e.g. in turns, in clockwise direction). Our experience in conducting discussions showed that it was useful to transform general questions into individual, that is having set a question before the group it's necessary to pause for thinking it over and then address it a concrete person.   .

. "The presenter had to encourage the participants to exchange their thoughts, rather than pursue the discussion according to "presenter-participant scheme". The presenter's task was to "deliver" a problem idea and then observe the way it goes.

During the discussion it was useful to sum up its intermediate results, from time to time, as it allowed to concentrate on the main issues, witness the progress, gained in the course of discussion, keep it in the right direction and provide the participants with an opportunity of making remarks,

which they could not make earlier and motivate the students strive for further progress. It was especially important to pay attention to the moments, when a wrong or doubtful idea was expressed. The best tactics, as experience testifies in case of any discord is setting the problem for general discussion. If several next sayings lead to the same conclusion, the presenter must never point the participants at their mistakes. The weak point is already known and measures may ne taken to formulate the correct understanding. If the discussion has dodged the subject the presenter should generalize such dodge, showing how and when that discussion of that issue may be continued and than return to the main problem.

It is very important, as our experience shows to make an effective generalization at the end of the discussion and stress all productive ideas.

It was noticed in our experiment that discussions are more efficient in small groups, i.e. in sub-groups of academic groups

"Undertone discussion". This method is a kind of a micro-discussion. To conduct it a group of students, present at a colloquium was divided into small sub-groups. Each sub-group received task from the teacher, its fulfillment had to bring some material (concrete) outcome. Depending upon the difficulty of the work the number of students in a group was to be reduced to 4 persons, as further reduction proved to be ineffective. Time was strictly limited. Traditionally, the results of the "undertone discussion" were like that: compilation of the list of interesting ideas, that originated during fulfillment of the task, reports of one or two group members, in whom the ways of analyzing of the ways to solve the problem were reported and preparation of the action plan for fulfillment of the task by other sub-groups. There were two variants of discussing, the so-called "open" and "closed" variants. The "closed" task was, for instance like that: to prove that the problem exists in a concrete environment, like, for example, an "open task" and compile the list of tasks to be solved with the objective of elimination of the menace of ecological catastrophe. Discussion was arranged in a double way: either both groups analyze one and the same problem, or some big theme is divided into sub-themes-separate tasks

"Brainstorm. The essence was in discussing of the question in a group of students, divided into two sub-groups : generators of ideas and critics. Generators of ideas expressed all possible variants of solving that problem. The main directions of the "brainstorm" that were used in our experiment:

1) you should not criticize, any thought can be expressed, without fearing that it might be not appropriate;

2) any initiative can be stimulated, the stranger the thought looks, the better;

3) it is desirable to try to express as many ideas, as possible;

4) it is possible to change your mind, make combination and improve the proposed ideas (both your own and someone else's).

Once the sub-group of "generators" finishes its work the group of "critics" starts working. It analyzes, evaluates, synthesizes and picks up the ideas that ensure the solution of the problem. The experience confirmed that the brainstorm had to be done according to the following scheme:

1-st stage –preparation for the problem solving. The leader's (teacher's) task is to inform the group members of the subject of investigation, such preparation will help discover additional means, required for registering of the ideas and their visual reflection.

2-nd stage –free expression of ideas. The leader's task is to get acquainted with the rules that give oral perception and display the unilateral problem, trying to formulate the problem in such a way, so that all members of the group could unanimously agree with it, then the leader has to make the work of the group more active (it can be done by setting up questions, proposing his/her own ideas, new approaches etc.). The rules prohibit any disputes, criticisms or evaluations, the number of ideas expressed is more important than their quality, somebody else's ideas may be mentioned, anything unusual, strange or unexpected should be appreciated. The ideas have to be expressed concisely.

3-rd stage-development of the ideas. The leader's task is to present examples, look for combinations, compile the entire list of ideas, originated at the previous stages. At this stage the search of interconnections is carried out. The rules here are equal to those, for the previous stage...

4<th stage –criticizing of the ideas- The leader's task is to determine the content of the list of ideas, obtained during the previous stages, then it is necessary to classify them and ensure their discussion and criticism and inform on the problems, that remain unsolved. The participants have to discuss, criticize, and make a corresponding evaluation of every idea, according to th following criteria: relevance to the prerequisites and satisfaction of the requirements, possibility of its realization or its absence, realization after the concrete time period has expired, realization of the ideas, which do not correspond to the target set in other spheres, possibility of implementation without further investigation.

The module-tutor technology presumes (alongside with the module technology) a series of tutor's classes (tutorials), the word 'tutor' [tju: Te] – means leader, scientific; tutorial –meaning consultative, methodical, tutorial system – meaning the system of students drafting by tutors. .

The practice convinces us that theoretical description of the real lively process of tutorials is rather complicated. However, it is possible to say that tutor classes (tutorials) is a specific type of practical training classes of humanities. In Great Britain, where this system was born the students traditionally chose their tutors (professors). So, the number of listeners in groups is quite variable. This is the first difference from domestic tutorials. Every British student is provided beforehand with the copies of the list of the necessary sources of information and literature-this is the second difference during the class talking in Socratic manner goes on, under the professor's guidance in which positions of the participants of the discussion are revealed. The professor evaluates the best reports of the students –this is the third difference. The tutor completes the work when certain scientific problem is finished. From the organizational point of view (optional attendance, variability of the students' number, their diversified character) the British tutorial reminds the domestic research students society

The tutorials at higher education institution in Ukraine have the following characteristic features:

- the absence of tutorials subjects in the curricula, specified by state;
- constant composition o students' groups ;
- obligatory attendance;
- presence of methodical provision (texts of module lectures, visual aids, and tasks for assessment and self-assessment);
- professional and moral readiness of teachers for tutorials with due regard to great amount of their substantial pedagogical duties;
- special structure of tutorial classes.

According to the theory and practice of tuition at higher education institutions of Ukraine the special architecture of a tutorial in Ukraine may look like that:

Виходячи з теорії та сьогоденної практики навчання у вищих навчальних закладах :introduction by the teacher, in which motivational, content and practical peculiarities are stressed, then goes a small test paper (different variants of tasks, answering simple one-sided questions, doing tests with traditional questions, interesting tasks with application of philosophic and political categories, tests with open and closed questions, scientific treatment of complicated situations), then goes an obligatory discussion on the specified subject and summing up.

We share the existing point of view, according to which the teaching tasks represent the controlled characteristics and should be varied in their form: Compilation of extended plan at answering questions, help to the fellow students in the form of consultation during the tutorial, generalization of the conclusions according to the theme of the class, fulfillment of control papers, compilation of a report and the like. The class may have the following structure:

Stage I – determination of the objectives, uniform understanding of the objectives specified.

Stage II – presentation of the content to the students.

Stage III – guidance of the actions and methodical provision of the process of teaching, based on the alternative guidance of students learning actions, when they master the required material.

Stage IV – ensuring the feedback, according to the elaborated diagnostics of instruction, evaluation of the degree of students' mastering of necessary skills, notions and capabilities to be specified according to the subject of classes. .

CONLUSIONS FOR PART ONE

So, the module-tutor instruction originated in the last quarter of the previous century as an autonomous direction of pedagogics of higher school. It had its own stages of birth, development, flourishing and transformation into different branches of science; as a result it became a respected method of teaching in different countries and at various types of universities. Despite its great variety of definitions the module-tutor instruction, depending on scientific school (the Baltic, Kyiv, Moscow) we stick to the concepts, that were developed and practically implemented at the end of the 80-ies –the beginning of the 90-ies at the department of pedagogy of secondary and higher school of Kyiv State Taras Shevchenko University (the head of the research project-professor A.Aleksyuk). Formation of that project was promoted by drawbacks of the traditional lecture-seminars system of instruction at our higher school [2].

The module-tutor instruction [1] is a method of instruction of students' cognitive activity, a totality of forms, methods, realized by means of algorithms, graphical schemes and modules that form the outlook component and ensure subject-to-subject relations between those who study and those, who teach.

The module-tutor instruction is one of contemporary types of instruction, which was separated from then module instruction and became quite widely spread at higher school institutions of some European countries and the countries of North America, primarily in the USA.

The module-tutor instruction is characterized by its modularity, it being its main instruction principle, presence of tutors' programs, and the corresponding creative work of tutors-teachers and greater independence of students. Among other principles, defining its essence, the structure and technological side of teaching we may mention the principle of modularity, the principle of structured content of instruction, the principle of active approach to evaluation of the methods of teaching, the principle of flexibility, the principle of awareness of the perspective, the principle of variability of methodical consulting and the principle of adequacy.

Modularity is understood to be the way of instruction organization, at which the content of tuition material is divided into some logically completed parts-portions. Teachers try, at that, to reach the didactic objectives of instructions (educational, development, pedagogical).

We firmly believe that the essence of the module-tutor instruction lies in the fact that in order to reach the desired level of students' competence the content of the teaching material is largely structured and adequate methods and ways of teaching are selected, that are aimed at independent choice of concise or advanced variants of learning by the students, according to graph-schemes and modules.

For compilation of the module-tutor instruction programs for the courses of philosophy and political science for higher school students we chose the following main principles: the principle of intentional selection of the information material, the principle of combining of complex, integrating and actual didactic targets, the principle of completeness of the teaching material in the module and its optimal "delivery", the principle of relative independence of module's elements, the principle of realization of the feedback.

For implementation of module-tutor instruction not only modularity is obligatory, but also tutorials (tutor's classes). In our case we understand tutorials as a specific form pedagogical form of practical training classes in humanities.

In Great Britain (the motherland of tutorials) students traditionally enroll in groups in this organizational form for professors. So, the listener's number in group is variable. This is the first difference from "our" tutorials. Each student is provided beforehand with enough quantity of Xerox copies of the required materials, taken from the list of the materials of all themes-it being its second sign. At classes, as a rule a talk of "Socratic" type goes on, under the teacher's guidance, at which positions of the participants in the discussion are revealed. The teacher evaluates the best students' reports –it being its third characteristics. The tutorial completes its work, having finished discussing some scientific problem. From the point of view of topicality of the classes content, selection of the

themes' urgency and their practical value and organization form (free attendance, variable number of students, and their flexible character) the English tutorial resembles very much our domestic scientific circle.   .

The tutorials, that we performed were characterized by the following signs: the subjects of our tutorials corresponded to the state curriculum, the number of students' group was constant and we practiced obligatory consulting of the students with the objective of paying their attention to specific character of that new form of teaching and the problems of the methodology of classes, as compared to traditional seminars, organization of students' individual work and provision of the students with texts of the " modular lectures", the corresponding bases of visual aids, texts of control questions and tasks for checking and self-checking, the problem of "joint" successes of a student at tutorials and the examination session, traditional for Ukrainian education institutions, moral and professional readiness of a teacher for tutorials, special structure of classes building and conducting and some other things, typical of our traditions (system of evaluation of knowledge, obligatory classes conducting et al.). Graphically, it may be represented as follows below:
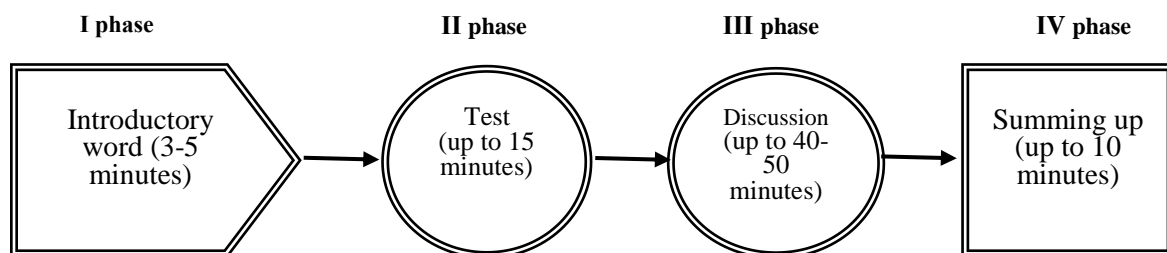
I phase	II phase	III phase	IV phase
Introductory word (3-5 minutes)	Test (up to 15 minutes)	Discussion (up to 40-50 minutes)	Summing up (up to 10 minutes)

Fig. 1.12. The design of a typical tutorial

The architectonics of a tutorial looks like that: an introductory report of a teacher with mentioning of all motivational, content and practical features of the class, a small control work (with different variants of tasks, answers for monosynaptic traditional questions and solving of some interesting tasks, application of philosophic categories, answering open and closed questions, scientific treatment of complicate situations and the like), then goes an obligatory discussion of the required theme and summing up. .

The peculiarity of the author's tutorials was also in the fact that at the end of the cycle of tutorials some classes phases (I, IV) are passed to well prepared students, who have some pedagogical capabilities. It is especially interesting to watch them work, when it is necessary to make an unbiased evaluation of participation of their fellow-students in discussion and give them well-reasoned marks. At that stage of development of tutorials an accelerated development of communicative abilities of nearly all students was observed. Finally, the task, paramount for all teachers of humanities is reached- the students should be able not only to know, but also to think, and formulate their thoughts, to support their position with well-grounded arguments and follow it in their everyday lives. So, from the point of view of psychology and pedagogic a much desired active approach is implemented. It creates conditions for teachers' creativity and raising students' self-dependence. The module-tutor instruction presumes not only modules but also tutorials, as it has already been said. The technology we have described will not work, without the latter.

We understand the module-tutor instruction as a set of methods and ways of cognitive activity of those, who study. For reaching a desired level of competence of students the structure of training is complicated and to do it adequate methods, ways and types of teaching are selected, targeted at individual choice and having done the students will have to follow either a concise of advanced variant of studying.

G. Kostyuk, defined pedagogical conditions as "acquisition of knowledge, mastering of skills and abilities, requiring some prerequisites that are compiled in the process of learning and pass some stages, the character of which depends upon then content. The difficulty of the material ,

the methods of teaching applied, and the level of students training" [47, pp. 62]. Here, three main conditions should be mentioned –the content and difficulty of the material, ways and methods of instruction and the level of students' training.

In our research the first pedagogical condition of efficient implementation of the module-tutor instruction technologies is the content of humanities (philosophic and political disciplines), on their material our research is carried out. The second pedagogical condition of formation of efficient implementation of this technology is methodical provision of the process of tuition. The third pedagogical condition of efficient implementation of this new process is intellectual level of training of both teachers and students.

PART TWO

**PEDAGOGICAL PECULIARITIES AND THE CRITERIA OF EFFICIENT IMPLEMENTATION OF THE MODULE-TUTOR INSTRUCTION TECHNOLOGY OF STUDENTS AT A HIGHER INSTITUTION
(EXPERIMENTAL RESEARCH)**

At the end of XX century the wave of scientific and engineering revolution, when Internet and other advanced communication means appeared proved once again that for nowadays specialist of any sphere it is important not only to get the required information (and retain it in memory), but the ability to find it and use it (analyze, systematize and classify it) is of even greater importance.

This problem may likewise be focused for training of students: the main objective of contemporary education is ability of applying the knowledge gained in practical professional activity, rather than gaining knowledge [3].

This problem is vital for humanities as well. In this connection the actual, content, scientific, methodological and educational functions of philosophical and political sciences retain their topicality.

At the modern stage of pedagogical development at the higher school there is enough number of various instruction methods of developing type (problematic, programmed, module-tutor, computer and other systems of tuition), alongside with the traditional lectures and seminars system. All of them promote, more or less, the development of student's personality.

. The module-tutor instruction technology happens to be in the leading ranks. We have performed an attempt to find complex forms of realization and optimization of ways of pedagogical guidance of students' instruction with the objective of establishing conditions of raising its efficiency and productivity.

According to the hypothesis of our experimental research module-tutor instruction technology modifies teaching, improves students independence, thus preparing them for application of philosophic knowledge gained in executing their professional functions.

Experimental testing of the investigated materials regarding module-tutor technologies was made on the basis of experimental tuition in the form of a natural pedagogical experiment at a real teaching process of iron and steel, welding and engineering and economic departments of Mariupol State University. It was the content and methods of the confirming and formulating experiments.

2.1. Peculiarities of implementation of the module-tutor instruction technology in the process of learning of philosophy by students at higher institution

For the attempt to simulate the process of training of specialists taking into account of contemporary requirements and continuous upgrading of objectives and conditions with the aim of raising the efficiency of training seem to be vital factors. The graduate's "model» is ensured due to the logics of the feedback from "exit" to "entrance" (Fig.2.1), while periodic analysis of distribution of time was the cardinal factor, influencing the creation of the module-tutor instruction technology.

Time is one of the crucial objective conditions of training of future specialists. It is universally acknowledged. That is why distribution of time can be considered to be one of the most important elements of the system, confirming the level of its organization, in our particular case – organization of the tuition process in the system of higher education [66].
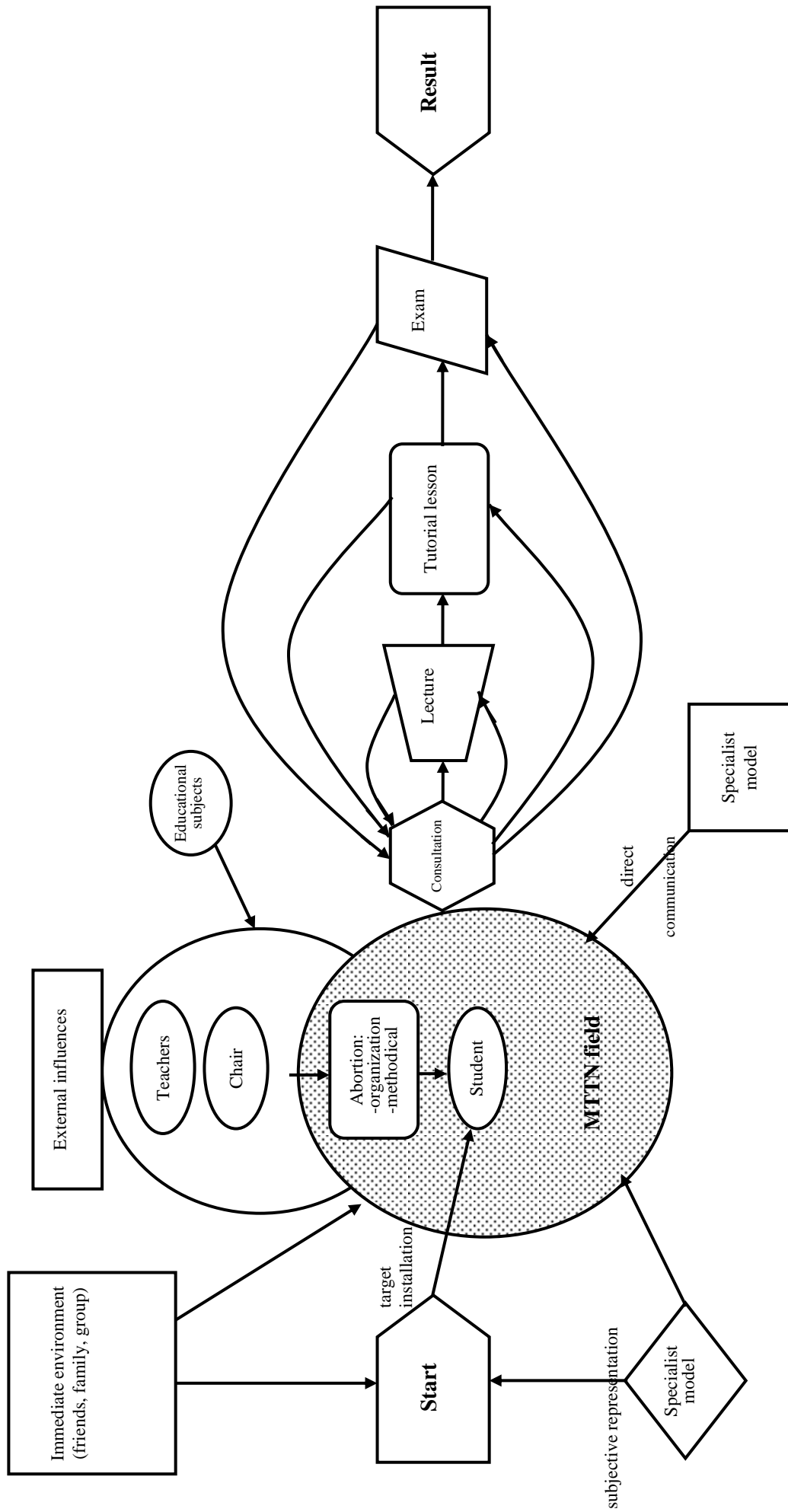
Fig. 2.1. Model of training of specialists for modular-tutor technology

Implementation of MTT boosts this level drastically and thus is much more effectively (from Latin [effektivus] – the one reaching something substantial, or the desired result, acting), діючий) both student and teachers commence to work. It our scientific choice to investigate only the peculiarities of implementation of MMT in the process of learning philosophy by engineering students.

The assignment of the research. The objective of our research was to compile the system of working for a course of philosophy for future bachelors with due regard to MTT, that was the first objective and the second objective was to evaluate the efficiency of the module-tutor teaching, as compared to the traditional teaching of philosophic disciplines.

Just because the state of control over students' cognitive activities, when they learnt philosophic disciplines, at implementation of MTT had not been previously investigated we had to make some conclusions, regarding the elements of the knowledge base (hereinafter EKB) in philosophy, that our students had, time distribution for the course, under conditions of MTT and also students' motivation for learning philosophy.

We also had to find out students' attitude to this new technology, determine shares of individual and group work for the process of mastering the course of philosophy under conditions of MTT, determine the influence of MTT upon formation of students' motivation for learning philosophy at higher institution.

The data of the confirming experiment testify that not all students of different specialities were psychologically prepared for active and creative learning of philosophy. As one of the most likely reasons of that is the presence of the so-called psychological obstacle in some of the students and it hindered effective mastering of philosophy. The psychological obstacle is understood to be negative social orientation of some students of higher educational institutions that can cause negative attitude to learning the course of philosophy. So, there appears the need to remove this obstacle and we determined possible elements of EKB of Philosophy to be mastered by students during learning the course of philosophy at bachelors' level.

Our task also included compilation of a module-tutor program for a course of philosophy at a higher school.

We compiled modules for a module-tutor program of a course of philosophy. We considered it to be expedient to trace, by means of a pedagogical experiment, the peculiarities of implementation of the module-tutor instruction technology during the process of learning of philosophy by engineering students of a higher school institution.

1. To determine efficiency of the module-tutor learning, as compared to traditional teaching in the process of mastering knowledge of the course of philosophy by engineering students of a higher school institution

2. To determine the shares of independent and group work in the process of the module-tutor instruction.

3. To find out students' attitude to the module-tutor instruction.

4 To find out the influence of the module-tutor instruction upon formation of motivation of engineering students of a higher educational institution.

Planning and prevarication of the experiment. On the basis of the analysis of special literature we carried out the analysis of psychological and educational process of reproduction-mastering of finished knowledge and formation of skills and practices of individual and creative acquisition of new data. Our experiment showed that within MTT different ways of organization of learning activities in the process of learning philosophy could be ensured.

The opinion, regarding the existence of three types of educational process: data-presenting, explanatory-illustrative and problematic-investigating [see M. Skatkin, 1980.; A.Aleksyuk, 1991.; V. Mayboroda, 1992. et al.].

They (i.e. these types of educational process) are formed in pedagogical practical work owing to relations and links, in which the aforementioned elements are and also owing to the way they continue and develop each other, depending, primarily, on the accents, made by the teacher

and the objectives, on achieving of which his/her efforts are directed, either directly or indirectly. It should be noted that the work we done, aimed at planning a preparing for the experiment testified the fact of students' have mastered the tuition material at different cognitive levels, to which different types of learning correspond (see Table табл. 2.1.).

Table 2.1.

Types of educational process

Structural elements of the process of learning	Data –presenting (historically known as dogmatic)	Explanatory-illustrative	Problematic-research	Module –tutor instruction technology
1. Presentation of knowledge	Data presentation	In a form of explanation	In a form of a problematic issue	Combination of traditional, classical representation of the content at the introductory lecture
2. Mastering	Learning without conscious understanding	Learning with preceding understanding or perception	Learning, based on creative thinking	Presentation of an obligatory extended plan of actions (algorithm) for a student for learning of a subject (instructing and consulting)
3. Reproduction	Verbal presentation	Free verbal presentation	Creative	A tutorial with obligatory elements of Socratic talk and discussion
4. Practical application	Reproductive character	Conscious character	Creative character	Ability to explain theoretical (in our case) philosophic (abstract) categories, an ability of structuring the content of humanities (an ability to create individually structural and logical diagrams with determination of variable conditions for practical application of the gained knowledge).

In some works by Ukrainian scholars – V. Danyuk, D. Lukyanenko, V. Petyukh, S.Stepanenko et al. [1997] – the aspects of defining the notion of EKB were described completely. Still, investigations in the theory of pedagogic connected with the search for new pedagogical technologies and their practical implementation into the system of higher educational institutions (on the material of humanities) is nearly absent.

While selecting the research criteria we assumed that such criteria, as a rule, had to be linked with two types of educational activity –reproductive and productive. Reproductive educational activity, being a copy of teacher's actions, can be of two types. The first type is reproduction, according to an example (activity at the lowest level of cognition), the second one-the productive type (reconstructive and variable) –of creative reproductive activity. Unlike the reproductive educational activity, the productive educational activity ensures creation of subjectively new information for a student, and at its highest examples –new information for the society. It is best contributed by students' research work (SRW) [74].

The productive work, in its turn, can be of two types: partially searching and investigating. In both cases the level of discovering new can be reached. Still to realize it an authentic creative research approach is required, transmitting the knowledge, previously gained to a new object.

The latter is most difficultly gained, as the individual way from abstract to concrete is no easier than the road from concrete to abstract. So, the processes of transmitting and familiarizing with the finished knowledge, its resting and evaluating, individual gaining new data correspond to different levels of its mastering. These complicated didactic processes also envisage educational activity, organized in various methods. Depending upon the level of mastering o knowledge, teachers find them, first, empirically and eventually, by means of the theory, recognizing methodically more rational forms and methods of lessons planning and conducting –both in lecture rooms and outside lecture rooms.

Having defined the essence of the types of learning activity of students it is quite worthwhile, mentioning one more postulate. In the process of experimental work there arises the problem of mastering the base of knowledge of the subject, or the module, in our case. The sample of mastering the knowledge bases of learning topics –is but a list of their elements with indication of the level of mastering of each element. In practice we detached three level of mastering: reproductive, algorithmic-acting and creative.

Mastering at the reproductive level is an ability to reproduce (repeat, retell, write) the element of the base of knowledge and solve the tasks, typical of a given subject (examples, exercises, analogous tasks, whatsoever). Algorithmic-acting mastering is an ability of applying the elements of the base of knowledge for solution of tasks typical of a given subject under new conditions. Creative mastering is an ability of applying the knowledge base for gaining new knowledge under new conditions and in non-standard situations (shortage of time, conflict or crisis). Our working experience and previous research made it possible to define three groups, comprising EKB.

The initial base of knowledge of a topic of the course of philosophy can be subdivided into three groups: group 1 –comprises the terms, notions, symbols and indices, group 2- theoretical knowledge, laws, regularities, formulae, dependences, phenomena, peculiarities, causes, theories, models, algorithms, group 3 comprises applied knowledge, facts, observations, examples or various pieces of advice.

Defining the elements of the base of knowledge of a certain topic and the levels of its mastering is an exceedingly creative process. The one who does this work acts as an expert of a certain branch of knowledge. "An expert" is to be aware of the importance of both the topic of the module for student's development and an opportunity of its mastering. Particularly, the model of mastering the base of knowledge may be represented in the form of a table:

Table 2.2.

The model of mastering the essence of knowledge of a learning topic

Topic knowledge bases	Mastering levels		
	Reproductive	Algorithmic-active	Creative
1. Terms and notions			
…………..	+	+	+
……………	+	+	+
…………….	+	+	+
2. Theoretical knowledge	+		
…………..	+	+	
……………	+	+	
…………….		+	+
3. Applied knowledge			
…………..	+	+	
……………	+	+	
…………….	+	+	

Earlier (before the epoch of universal computerization) the didacts were satisfied with such notions like education content, under which the main laws adapted to demands of a certain school

type of a certain science were primarily understood. Nowadays the satiation is entirely different. And if we do not wish to separate ourselves from the advanced engineering and scientific standards of the end of the previous century we have to use achievements of other branches as well, like, for example, theories of artificial intelligence, principles of modern programming and the like. We mean to say that in nowadays psychological and pedagogical literature there is a tendency of applying the notion of "elements of the knowledge base". Trying to explain to the students of humanities the essence of such terms we may compare it to the notion of "subject content" Actually since the time of "stagnation" in the USSR and up to now teachers have always been asked to compile the so-called structural and logical diagrams of classes (lessons, seminars). Moreover, it was not too easy to do for some subjects, especially social ones, as they contained too much politics and oversaturated with ideology. And emotions can' hardly be structured, as it is universally acknowledged. In the past it was typical of initial courses of scientific communism, theory of the world working movement, history of CPSU, i.e. social science, as they used to be called then. At that time they were separated from humanities. Only subjects, the content of which possesses certain elements, linked to each other in some hierarchy are really scientific. Not diminishing the value of other sciences we can ascertain that philosophy corresponds to that requirement, its criteria can be clearly structured, huarache and functionalized. The module-tutor instruction technology is oriented on that

Organization and conducting of experiment. The experimental work showed that the elaborated model of mastering the base of knowledge made it possible to commence preparations for compilation of the program (Addendum A).

We started preparation of the module-tutor program and separate modules with structuring of the initial material of the course of philosophy –compilation of actual objectives for each integrated task of the module.

Structuring of the material for learning is a prerequisite for MTT, the material is divided into "portions", according to the type of learning, i.e. the levels of such mastering, then qualitative signs were determined, i.e. certain elements were found out (key words, principal ideas, theories, categories, parts of the notions used), their links and mutual dependence (mutual influence, or hierarchy). We may recall that D.Mendellev's periodic system of elements, MTT "modernizes" old as the world philosophy and educational pedagogic. Structuring of the content of learning means its differentiation into "portions", according to the levels of mastering, it being innovative teaching, giving some new signs to the general amount of knowledge of the course of philosophy, designated for engineering students, who, usually, possess actual-imaginative way of thinking.   .Before the students were taught new initial courses of philosophy, the natural pedagogical experiment with MTT implementation had been conducted. It was carried out for the second-year students (four groups, each consisting of 25 students) of the faculty of metallurgy, during the autumn term of 1996-1997 academic year.

Statistic processing of experimental data. As questionnaires show the students of the control groups started their learning, having different initial and potential levels of knowledge and skills, including the ability of individual mastering of new knowledge. So, with the objective of reducing the influence of these individual traits (as they happened to be not informative for our investigation of the instruction process) upon the results of the experiment the students of the control groups had been subdivided, according to the discreet equal level of initial training , where j = 1,..., 5 – the number of specific level, particularly : the minimal – Ymin, the maximal – Ymax, the average Ymid = 1/2 (Ymin + Ymax) plus two intermediate levels. This subdivision was made by application of additional testing, with the use of students' school records, the results of entrance exams, interviews, zero test papers-and all prervious controls of current and overall controls over students' progress. Different levels of initial data from the lowest Ymin, though the average Ymid to the highest Ymax – were given specific value Bj = B(Yj). The value function B(Y) had the look of Gaussian curve, symmetrically arranged relative to the average level of knowledge and abilities -

Ymid та тієї, going through three points : Bмах = B (Ymid) = 1 and Bmin = B (Ymin) = B (Ymax) = 0,1 (see Fig.2.2).
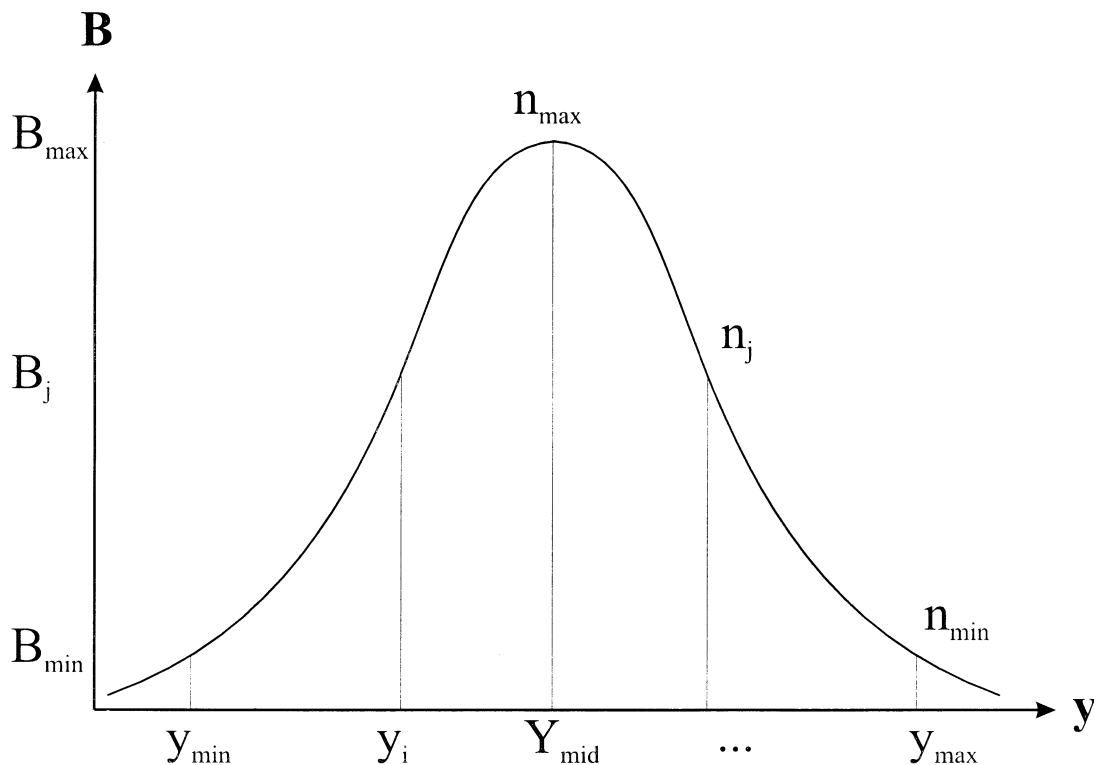
$$N(Yj) = nj\frac{\Delta n(Yj)}{N},$$

Where N –the number of students in the experimental group,
$\Delta n(Y)$ – the average statistic division n(Y).

Fig. 2.2. The average statistic division of students, according to the level of their initial knowledge

The fact that the average statistic division n(Y) part of the students who had j-th level of initial knowledge and abilities prior to the beginning of the experiments happened to be close to the actual one is a proof of the correctness of the Haussian function. The histogram is pictured as a dotted line. In Figure 2.2

Personal value (for Yj levels) Bj was later used for the search of average marks of levels efficiency and also for different values of the parameter of students' independence at Matthew experimental data within the limits of N-sample is equal to 25 individual marks, that are given as results of quantitative, their value being Bj. Application of much smaller values somehow led to reduction of dispersions, obtained from experimental data with small volume of samples (N = 25) of the average marks of knowledge 3 and (C i), where i = 1,2,3 – the number of groups and the level of independence.

Description of the experiment. The experiment consisted of: lectures, delivered for the entire stream, as it was impossible to divide all types of lecture room classes. Practical classes in the experimental and control groups were conducted by different methods. The entire stream. They corresponded to different levels of students' independence, adoring to MTT MTTH Ci (i = 1, 2, 3). The levels of independence, namely the values CI, C2 and C3, were taken judging by classes, as, first (at traditional teaching) by the usual level of independence CPC: CI ϵ ΔC 1=0 ... 0,24; second

by the estimated optimal levels of independence C2 ∈ ΔC опт = 0,25 ... 0,5 (25 ... 50%); and third by the values of independence, that are considered to be too high: C3 ∈ ΔC3 > 0,5.

The same material was given to both control and experimental groups. In two control groups classes were conducted in a traditional way. Particularly frontal control was mostly applied while at MTT the developed rating list for different types of students' works was used. Owing to the compiled module-tutor program for the course of philosophy each student of the experimental groups was provided with a package of didactic materials. The general tendency was that it was necessary to individualize fully the process of teaching philosophy under the conditions of this new pedagogic technology and reach at classes as much degree of students' independence as possible, providing the required labour intensification of both teaching and learning for the process of mutual acting of sides. A great number of methods and forms was used, as it is specified by the module-tutor program.

After each module there was a summing up control work. In each experimental group it contained the same complex of tasks. Each control work card contained at least 10 tasks. There were simple, average and difficult tasks as well as tasks, aimed at checking the level of mastering the taught material at afferent level, including the productive level of creativity. For each task some points were allocated. The test control work was specified to be done within two hours. The marks for that control work were given both according to the traditional 5 points system and acc. to 10-points system. The latter seems to be more suitable for evaluating the results of the complicated experiment. Test control works of smaller volume (1 hour work) were arranged regularly during the entire term, following the units or topics of traditional course of philosophy, their results being taken into account as intermediate ones, summed and included into student's rating.

Qualitative analysis of the results. At the end of the term (academic year) the results of the performed tests were processes separately for each control group. They were compared with the data of other types of control, gained both by us and other lecturers (experts' evaluations). The average statistic marks were compiled on the basis of processing and analyzing the tables of all numerical results, obtained during the term and yearly forming experiment on MTT philosophy. Such marks characterize both the levels of aggregate knowledge of the students of experimental groups in the course of philosophy and the level of training by the traditional system of teaching of philosophy. Generalized data of students' progress in learning the phenomena and notions of the course of philosophy (EKB) (abilities and skills in specific points) of the first and the second groups, that fulfilled the functions of control and experimental groups are summarized in the table. According to the data, presented in the Table 2.3. The diagram of growth of the averaged data in EKB groups is shown in Figure 2.2.

Table 2.3.

The dynamics of division of students into groups, according to their level of preparation for independent work

Groups	Relative number of students, %											
	1 control			1 experimental			2 control			2 experimental		
Levels	1	2	3	1	2	3	1	2	3	1	2	3
Experiment stages	Reproductive	Reconstructiv	Creative	Reproductive	Reconstructiv	Creative	Reproductive.	Reconstructiv	Creative	Reproductive	Reconstructiv	Creartive
Initial level (at the												

beginning)(beginning of the year)	60	28	12	60	32	8	56	36	8	58	34	8
Initial term (1^{sty} term)	60	28	12	48	40	12	56	36	8	52	38	10
Final term (the end of academic year)	56	32	12	32	52	16	48	40	12	40	46	14

As can be seen in table 2.3 and in Fig. 2.2., the choice of the control and experimental groups was not at all random. For the control groups the groups with average level of preparation and knowledge for learning at higher school were selected. As "too independent" the groups with the highest level of preparation were selected. During the first term of instruction different growth of both quantity and quality of EBK of these groups was observed.

Fixation of the experimental results. Registering the quality of knowledge at evaluating the results of learning means transition from the traditional generalized amount of knowledge to aggregate amount of knowledge. The additives, like abilities, skills, their priorities and coefficients reflect the level, requiring in its turn, a certain level of mastering, determined by the customer and on the whole, by the society. This level comes to the "entrance" (Fig.2.1.) through the graduate's model (qualification characteristics) in the form of a target. While the weight (the value, i.e. the number of EBKs, their mutual connections et al.) may appear different for the same knowledge, depending on speciality (faculties of humanities or engineering faculties, philosophers-not philosophers). It also has to be different from the type of learning [31].Thus, we understand the total sum of acquired skills, abilities and knowledge, gained in accordance with their weight (value) coefficients to be the results of graduate's learning or his/her level of training. We will call this aggregate sum the "level of knowledge" and will designate it with the Russian letter «З».The level of knowledge of a graduate will be born in mind at introduction of the share of lecture room individual work for both traditional and module methods of teaching. We'll take the highest result of learning at the "exit" from the system as the criterion of optimization-i.e. the maximum of student's knowledge (З).
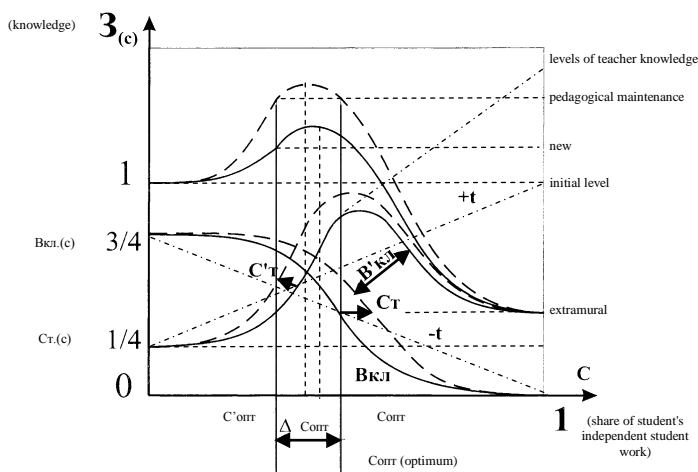
Fig. 2.3. dependence of the average level of student's knowledge upon his/her individual lecture room work

The anticipated dependence of average values of graduate's level of knowledge З(С) and its components – passé by the tutor Вкл(С) and gained by the student independentlyСт (С) – upon the level of his/her individual lecture room work at traditional and MTT teaching (З'(С), Вкл'(С), Ст'(С)) is shown in Fig.2.3. It is estimated that knowledge, given by the tutor-– Вкл (С) –

comprises approximately 3/4 of the aggregate and the knowledge, gained by individual work Ст (C) – comprise about 1/4. The aggregate level of knowledge at that is understood to be equal to initial; With fixed value of the unit : (З (O) = В кл (O) + Ст (O) = 1).

As can be seen in figure 2.3., the volume of passed knowledge will reduce (curve B). This id an objective tendency and so it has to be restrained by a very accurate selection of the material and changes in the character it is taught, it being largely ensured by MTT, as compared to the traditional system. The knowledge that is passed with an increase of its informative volume acquires the character of supporting information. Reduction in its volume has to be compensated by raising the volume of knowledge, acquired individually-the curve Ст. (C).

Dependence of Вкл.(C) and Ст. (C) in case of intensification of labour and activity of both mutually dependent sides of the tuition process should have a non-linear character, I.e. be different from the linear redistribution of the lecture room time of "+t" and "-t" straight lines (Fig.2.3.). This is caused by the fact that at small value of independence (C = 0) the character of teaching process is not practically changed and the levels of knowledge Вкл (C) i Ст (C) remain close to their initial positions, at both traditional scheme and MTT. With the increase of independence C comes the moment of qualitative changes in the teaching process. Om the one hand growth on the degree of independence of tuition in the process of intense and productive lecture room students work together with their tutor leads to greater efficiency and productiveness of MTT, on the other hand it also leads to visible increase in independent knowledge gaining (see a sharp ascent of the curve Ст (C) (Fig..2.3.). If this tendency were maintained the curve would lead to the level of knowledge exceeding greatly one value, the dotted continuation leads nearly to a specific potential level Ст (1) пот = В кл (1). In reality it does not occur because when time allocated for giving main knowledge is reduced below the critical value any intensification of the process of information passing is unable of maintaining their sufficient "launching" level – we see a sharp descent of the curve Вкл (C))) (Fig..2.3.). When there exist the abovementioned factors the level of aggregate knowledge may have an extreme character: the curveЗ (C) may reach its maximum, it exceeding the current level of one at the full value of independence C опт. The value of C опт., more precisely the area of values of ΔC опт characterizes optimal maximum, according to the criterion, of the value of knowledge, with regard to the shares of "consultation" work and "individual" work, while the value of З (C опт) is but a "profit", which we gain by changing the character of learning from traditional to module –tutor instruction technology.

 It is quite understood that both C опт, and i Δ(C опт) depend on the threshold values – the points of the peak curvature of dependence of В кл (C) and Ст (C). The best parameters has the tuition process, in which the indicated threshold values are maximally pulled apart (dotted curves Вкл'(C), Ст'(C) and З'(C)), while the curve Вкл (C) itself, owing to application of MTT is shifted rightwards (shown with an arrow) and for Ст (C) curve earlier growth may occur. Owing to application of the module-tutor program in philosophy more gain in the level of the aggregate knowledge З (C опт) < З'(C'опт) is ensured at smaller distribution of lecture room hours (C'опт < C опт) and preservation, by that way, the leading role of more qualified side-the tutor.

Implementation of the new technology gives some advantage in the level of the maintained knowledge (it may also mean a possibility of reducing credits allocated for the subjects). The alternation of time in favor of MTT is expedient only in case labour intensification of both the tutor and students is provided, by means of possible intensification of their activities, provided by the new technology. Rightward and leftward shifts of the curves Вкл (C) and Ст (C) reflect the degree of reached intensification. The list of the factors promoting intensification of joint work includes an increase in information volume of the content, application of tutorials and other active types and methods of teaching, development of skills of independent and creative work and the module-tutor programs for the course of philosophy. These programs are specified for development of initiative and responsibility, ensuring of the accelerated rate of activity and detailed saving of time of both sides.

It should be noted that at approximation to this stage (what has just been mentioned) in our work we took some measures for increasing precision of evaluating of average statistic results ion limited volumes

Checking and processing o the results. The analysis of the work done allowed us to get some idea of the dynamics of EBK of the students belonging to the control and experimental groups.

Table 2.4.

Dynamics of EBK (elements of the base of knowledge) of the students belonging to the control and experimental groups

Groups	1 control work . $C_1 \in 0 \ldots 0,2$		2 control work . $C_2 \in 0,25 \ldots 0,5$		1 experiment . $C_3 > 0,5$		2 experiment. $C_1 \, 0 \ldots 0$	
Stages of the forming experiment	Absolute $31(C_1)$	Growth. $\Delta 31(C_1)$	Absolute $32(C_2)$	Growth. Приріст. $\Delta 32(C_2)$	Absolute $33(C_3)$	Growth. . $\Delta 33(C_3)$	Absolute . $(32+33)/2$	Growth. $(\Delta 32+\Delta 33)/2$
Initial(beginning of academic year)	496	-	477	-	503	-	493	-
Initial (first) term	534	38	541	64	543	34	542	49
Final term (results of academic year)	571	37	43	102	601	58	622	80

Different levels of complexity of the tasks of test control work allowed us to carry out gradual classifying of the students of the groups according to the quality levels of their knowledge at their initial and current reparation for individual work. This classification, carried out in accordance with the model, compiled in Section 1 demonstrates the dynamics of growth of self-educating creative abilities and skills during the first year of learning. The results of division of the students into groups, according to the level of training are summarized in Table 2.4.

From the comparison of indices in the control and experimental groups it appears that at this new educational technology students' independent work promotes not only an increase in EBK number but also it boosts its quality. The analysis of the growth of $\Delta 3i$ (C_i) of the level of knowledge $3i$ (C_i), illustrating the dynamics of their growth shows slow and close to linear growth of EBK in the control group, while in the experimental groups the dynamic of growth has a clear non-linear increasing character.

At the same time, the growth of growth for experimental groups with optimal pedagogical conditions of CPC is noticeably higher than for control groups. From the results of the forming experiment, we can draw conclusions that are not in doubt. Numerical data of some (especially the initial stages) of objective control had a significant divergence. However, gradually they are getting closer and at the end of the school year we clearly see such a picture: the minimum number of points scored by students of control groups, a little more - students of experimental groups.

Significantly higher, in comparison with others, the level of "digitized" in the scores of knowledge, skills and abilities was able to get students of the experimental group. It was these groups that practiced more than the first volume of the tutorial, and at the same time, its teaching was better than in the second experimental group (Appendix B.2, DZ, F).

At the same time, traditional learning retains self-taught skills in each new set at approximately the same level. Thus, the fundamental principle of the dependence of On (C), St (C) and C (C) is substantiated above in Table 2.4. (p.110), and the hypothesis of the successful formation of self-education and creative skills and skills acquired in the tutor of the modular-tutor program on the course of philosophy during the CPC, can be considered a confirmation of the forming experiment.

Given the limitations of the experiment base (small N = 25) and the sampling interval of the optimized parameter C (small number of groups and = 3), the interval defined by us for optimal values of the CPC particle is currently ΔC opt = 0.25. . 0.5
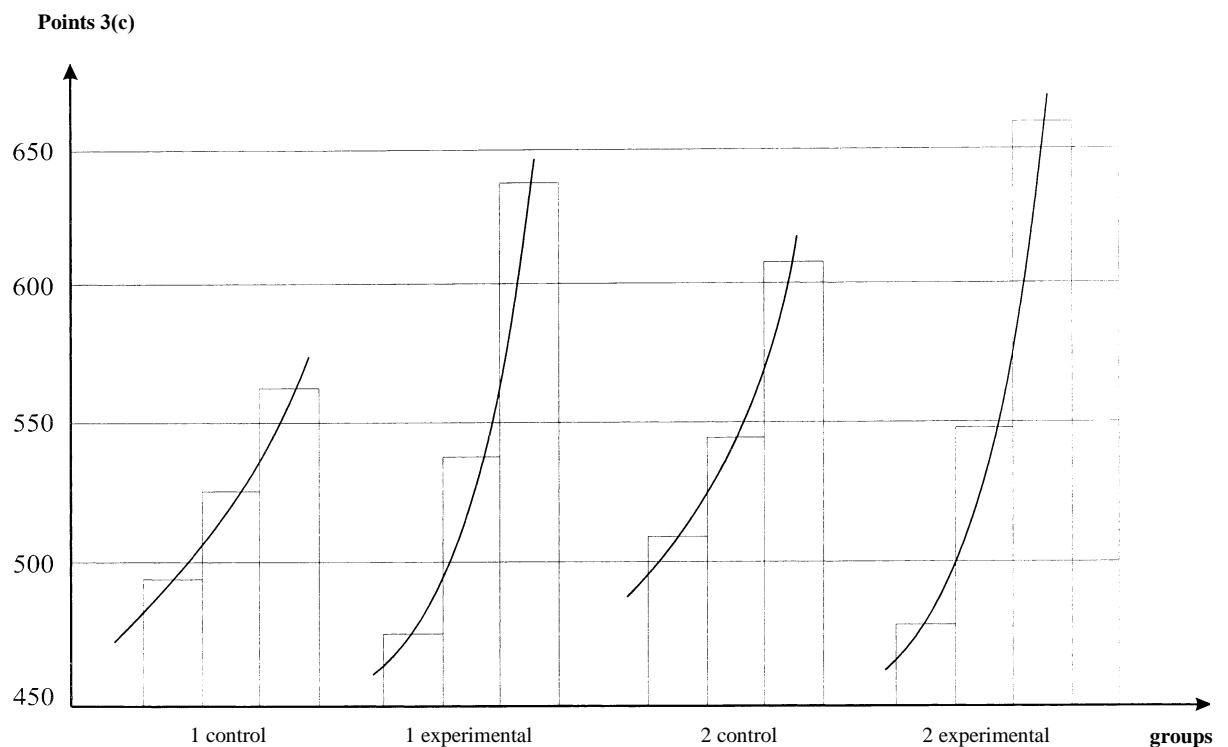
Points 3(c)

Fig 2.4 the Diagram of growth of elements of the knowledge base

The conducted qualitative analysis allows us to draw the following conclusions:

1. Dialectically contradictory processes of a decline in the quality of knowledge transmitted to on. (C), and increasing self-reliance with the new quality of knowledge acquired by V (C), provide for overcoming the contradictions between them by finding the optimal field (C) wholesale. The criterion used for the maximum level of knowledge may vary, for example, depending on the variation of the weight factors of the components of knowledge, skills and abilities. Learning outcomes essentially depend not only on the set of knowledge and their weighty vector (graduate model), but also on a specific higher education institution in the conditions of real pedagogical support of the MTT.

2. The introduction of the new technology brings the benefits of the level of knowledge gained (or the ability to reduce hours on discipline). The very change in the distribution of classroom hours in favor of MTT is only feasible with the intensification of the work of both the teacher and students at the expense of all possible means of activating the technology.

3. Analyzing the level of training and possible means of activating the technology, we determine: the dual purpose of students in the conditions of MTTN (as a means of obtaining "knowledge luggage" and as a means of forming an independent, creative thinking) is reflected in the quantitative and qualitative components of the criteria for the effectiveness of independent work of students.

4. The material of certain conclusions is based, first of all, on the study and obtaining of the data of the forming experiment, where the account of knowledge qualities in the evaluation of the results of learning means the transition from the traditionally common amount of knowledge to the total amount of knowledge. The components of skills, skills, knowledge, their priority and significant coefficients reflect the level that requires, in turn, a certain level of assimilation, which is given by the customer and society as a whole. This level through the graduating model

(qualification) in the form of the target setup enters the "input" of the system (Fig. 2.1.). And the weight (the number of EBZs, the complexity of their interconnections, etc.) (Fig. 2.2.) May be different for the same knowledge depending on the specialty (humanitarian-non-humanitarian faculties, students-philosophers - non-philosophical students) .

5. Teachers who participated in the experiment, in general, positively evaluated the methodology of organization MTT. They noted improvements in the concentration and discipline of many students during the preparation of "each portion of the course material on the philosophy during the semester in the mode of using the latest technology, compared with the work of students of control groups who studied under the traditional system.

The qualitative and quantitative definition given here, in the form of personal experience, is intended to facilitate teacher optimization of the "own and unique" educational process. To this end, we will add to its accumulated experience in identifying effective forms and methods of conducting classes.

2.2. Complex forms of organization of training and methodology of classroom classes with an increased volume of independent work of students

This section covers an attempt to find comprehensive forms of implementation and optimization of the ways of managing students' learning in order to provide conditions for improving its efficiency and effectiveness, which became the content of the second experiment.

Objectives of the study. All types of classroom activities (lectures, practical, seminars and tutors) envisage the independent work of students (hereinafter - CPCs) at different levels of learning and in various forms of its organization. The experience of the best teachers convinces that different pedagogical technologies contribute to the achievement of the same educational goal [Yu. Voglade, 1986; N. Kryukova; S. Artyukh, 1987; I. Zyazun, 1989; T. Levchenko, 1995; M. Chonashov, 1997]. This is a pedagogical truth. However, for a conscious and reproducible with a guaranteed positive result of managing an intensive teaching process, the teacher must adhere to a number of conditions, in particular: to have knowledge of the ways and conditions for the implementation of various learning technologies, and to master the skills of constructing different types of lessons within the MTT. Without diminishing the value of the findings of the best practices of creative teachers, it is desirable to avoid conjugal or unconscious copying them. Fruitful is only a creative appeal to the latest arsenal of achievements of pedagogical science (additional F). It is also important to note that the possibility of a decisive increase in the role of SIW CPS in the process of studying the higher school was due to the expansion of the rights of higher education institutions in the field of creative design of the educational process in the conditions of independent Ukraine, including the creation of new educational technologies, including foreign ones. In this regard, we distinguish three provisions for the organization of SIW in the experiment.

First, SIW must be managed. Experience in this regard convinces that the MTT provides for such a system of purposeful tasks that would initiate and stimulate the SIW. The teacher creatively determines the content, forms and means of self-education of students. It is this SRS that differs significantly from the traditional, already routine lecture system, which weakly directs students' independent work and is guided mainly by discrete control, first of all on the exam. This experience dates back to the Middle Ages. However, during the test or the exam, it is too late to correct anything in the SIW methodology, but there is a wide scope for the teachers to criticize the administration as morals. Unanswered questions remained, in particular: what the student was having, where he had made mistakes in the study of discipline, which did not pay enough attention, finally, what kind of miscalculations had a teacher. All these are the disadvantages of traditional learning.

Hence, secondly, the need for individualization of the study and concrete methodological assistance to each student in the organization of his own independent work in the form of a specific program of discipline, in our case, within the framework of the MTT. It is desirable to take into

account the psychological and pedagogical features of this type of training. They are clearly manifested in the process of live communication between a teacher and a student during ongoing training, and in particular counseling, becoming a norm, not an accident. Thus, the teacher today is perhaps the only one who is called to realistically realize the need for individual student learning through independent work. After all, ignoring this condition of successful training leads to low efficiency of numerous (albeit formally and correct, but impersonal) instructions of the traditional system of teaching. Other scholars of technology in higher education come to this conclusion [F. Cumbe, 1970; N. Talizina, 1979; F. Tarasenko, 1984; P.Yutzaviciene; V. Pasvyanskene, 1987; V. Kozakov, 1993; V. Bondar, 1995; I. Stefanenko, 1995.]. Studying the budget of time and problems of independent work of students during the semester convinces in the non-systematic nature of the CPC under the conditions of the traditional system of learning. This non-systemic nature leads to significant damage to working time. The weak efforts in the study at the beginning and the train of the semester turn into a notorious "assault rifle" before the examinations. This causes great harm to the quality of learning.

Therefore, thirdly, there is an objective need to form students' skills in conscious, systematic and systematic independent educational work. In our opinion, new pedagogical technologies are needed (in comparison with the existing traditional system of high school education with its "assault territory" during the examination sessions), which extend the responsibility of students for their actions and decisions, develop the initiative, and also develop courage and creative approaches in the formation of their own the choice of concrete ways of realization of educational tasks.

The optimization of the MTT-based system (Fig. 2.1.) Is one of the stages of continuous improvement of the curriculum structure, in particular, because the student knows in advance his main tasks and can plan his own academic work. Improving the planning of student and non-tutor work by students is by reviewing the scope of mandatory tasks in order to identify the reserves of a more flexible learning organization compared to the traditional lecture and seminar system. In this regard, the study was to:

1) to find out the complex forms of organization of training in the conditions of MTT;

2) To determine the methodology of conducting classroom sessions with an increased volume of CIW in terms of MTT compared with traditional training;

3) To identify the economic effect of the application of new technology in the conditions of the system of higher education.

Preparing and planning an experiment. Based on the data of the analysis of psychological and pedagogical and methical literature, the results of the establishing experiment, we have developed a model of the system of work for the MTT; the number of educational hours allocated to lectures and seminars was redistributed, our experiment foresaw a new correlation - for one lecture hour, one hour of practical training was assigned.

The data of anecdotal experiment conducted in 1996-1997 in 4 groups of the Faculty of Engineering and Economics of the Mariupol State University attest that a significant part of the second year students admitted in the absence of skills of independent work. Every seventh evaluated their conditions for self-education as bad, and the majority of students (about 80%) considered insufficient provision of CIW training aids, as shown by a series of questionnaires among students (Appendix D.1).

As a result, the need to introduce MTTN in the educational process was obvious.

Experimental material used in the study was modules. As research and academic practice in high school show [A. Aleksey, 1993,; V. Kozakova, 1994; T. Levchenko, 1995; V. Bondar, 1996]. The effectiveness of modular training directly depends on the high quality of modules that make up the module-tutor program.

Experiment progress. In the experiment, all conditions for holding classes in the experimental and control groups remained the same. Given the different composition of students in academic groups, their selection became roughly the same. Moreover, so that the difference in

academic performance between them does not significantly affect the results of the study, we are weaker in composition, the group of students accepted for the experimental, stronger - for the control. At the same time, we practiced in a pilot study a cross-over experiment, that is, where experimental and control groups changed places: experimental became control and, conversely, control experimental. This is fundamentally important in leveling the learning environment.

Statistical processing of the experiment. Before the students began to read new courses for them in philosophy, the statistical method determined the level of knowledge and skills of students of experimental and control groups (Fig. 2.2.).

In order to implement MTT in the Mariupol State University, as well as in other universities, from time to time review curricula and work programs of disciplines [98; 97]. In the form of an experiment on the second year of the engineering-economic faculty of the named university in 1995/96 n.r. the number of hours spent on lectures and seminars was redistributed. By that time, according to the curriculum, the weekly ratio between the number of hours allocated to these classes was 4: 2. It was supposed that the main study of the new material occurs during lectures, which were given 2/3 of the academic time, and only 1/3 of the academic time was intended for seminars. Our experiment foresaw a new relationship, namely 3: 3, that is, for each lecture hour, one hour of practical training took place. At the same time, the themes of philosophy for independent study were distinguished in the work programs (as in the traditional system). The presentation of this material at the lectures was substantially reduced. In addition, during lectures, the lecturer focused mainly on key issues that, in his opinion, had an important scientific and methodological significance, were difficult in content, and another, less complex part, students had to study on their own. At the same time, before the lecturer, the goal was to maximize the independent educational and cognitive activity of students. After receiving positive results that were reflected in the sustained improvement of students' current and final success, the experiment was expanded. The experience of conducting the educational process with the ratio of academic hours per week between lectures and practical classes 3: 3 was distributed throughout the Faculty of Engineering and Economics.

Department of Philosophy in 1997/98. conducted an experiment on the introduction of MTT into the philosophy course at the Welding Faculty. According to his results, a new curriculum was developed, which included reducing the hours of the lecture (1 hour per week) and tutorial lessons (1 hour per week). The working week of students of the second year of this faculty then comprised 28 hours of classroom training (taking into account courses from other disciplines). The introduction of experimental technology foresaw a change in the curriculum, which led to a number of activities in the organization of non-audited SIW baccalaureate program. Experimental material in the study served as a standardized task for each week of study, indicating the topics of tutor's classes and types of tasks, types of control; Educational literature has been defined according to modules in the course of philosophy, given forms and time (week) of control. A qualitative improvement was envisaged by a lecture, which had undergone significant changes in its structure, methodology of conducting. The peculiarity of the implemented technology has an impact on the quality of the formation of the CRS, the fact that each student during the lecture and at seminars "on their hands" had "modules" as a guide for their independent work, it became possible to depart from the stencils of the monotonous traditional educational programs of social sciences of the previous decades, focused on explanatory and illustrative study (additional A; J.2).

Changing the curriculum also led to changes in the organization of non-auditing independent work of students under the bachelor's program. In it students offered the standardized tasks for each week of study with the indication of the topics of tutor's classes and types of tasks, types of control; Educational literature has been defined according to modules in the course of philosophy, given forms and time (week) of control. The themes of the module for independent study, plans of tutor lessons for them, types of reporting and means of control are separately offered. Under the new training technology, the volume of SIWhas been increased (Appendix B.2).

This change in the role of the CDS conceptually led to the fact that the lecture, remaining the main form of organization of academic work in a higher educational institution, has undergone significant changes in its structure, methodology of conducting. Before the lecturer (a more qualified teacher), an important task was to teach the audience to think (to analyze, to doubt and to be convinced of the correctness of one or another hypothesis, the theoretical position or practical conclusion). Previously, lectures required the teacher not only to select a content that would contain informative material, but also the placement of specific tasks of the CPC. Due to the fact that each student during the lecture and seminar sessions "on their hands" had "modules" as a guide for their independent work, it became possible to depart from the stencils of the monotonous traditional curricula of social sciences of the previous decades, focused on explanatory and illustrative study, and namely: a lecture - a textbook - his transfer to the seminar (in addition, an outdated training fund). The updated textbooks on philosophy in the system of higher education in Ukraine are not enough for every student now. The only way out is to create methodological recommendations by teachers, and from the course of philosophy - lectures and consultations of teachers, methodical innovations within the traditional lecture-seminar system, that is, the creation of a modular-tutor program.

In the development of the modular-tutor program in the philosophy of philosophy, the results of researches of teachers, especially the didactics of the previous period of J. Russell [128], J. Prokopenko [127], P.Yuetzaviciene [110] and V. Bondar's Ukrainian experience [23], the textbook from the modular study of A. Aleksyuk [13]. As a result, in recent years, the method of reading lectures on the flows of welding and engineering and economics departments has undergone significant changes: it was conducted by the module-tutor program for bachelors from the course "Philosophy of Social Dimensions of Human Being" (Appendix A).

The proposed systematic study of philosophical and political science disciplines in a higher education institution has a fundamental ideological and methodological significance. She intensified the students' independent work, expanded their discussions in class, and thus fundamentally trained them in such disciplines as philosophy and political science. The selection of material was oriented on the main problems of the day and the near future. In this way, the deductive construction of the teaching has been increased as being more consistent with the modern goals of higher education. The use of MTT in the teaching of philosophical and political science disciplines in a higher educational institution contributed to the process of subject-subject interaction between teacher and students, which not only does not threaten the dehumanization of the pedagogical process (which is quite possible under the conditions of the traditional education system), but raises the student the teacher for a qualitatively new level in terms of adapting the pedagogical process to the personality of the learner, especially to the effective realization of human relations between the student and the teacher in the process of the trainees.

In order to increase the attention of students working with the text of the module-tutor program on the courses of philosophy and political science, conditional marks were introduced for the submission of specific portions of information (symbols of the symbols are placed to the left of the line of a specific section of the text (additional A.3):

◠	think about it;
◗	practical task;
⋮	answers to questions;
?	control questions (or questions for self-control);
!	special attention! it is important!
⊙	significant goal, learning objectives.

Practiced the showing of incomplete decisions, which was followed by a block diagram of educational and cognitive tasks, which students themselves evaluated at the end of the tutoring classes. Well-designed in new textbooks, monographs, manuals, similar tasks were assigned to

independent work. Before that, the lectures were based on the latest directions of work, the starting positions for studying the material were determined and the most complex issues were allocated. Investigation of the reference material was included, and not only its existence was reported. An analysis of literary sources with specific recommendations for working with them was conducted as an integral part of the tasks of independent work of students.

Along with the basic knowledge, which assimilation was relatively easy to control by means already known to students, the lectures intensified the outlook function, methodological side of them. It was aimed at the intellectual development of students and needed additional forms of control and operational feedback students with a lecturer. Therefore, dialogical communication, questionnaires of various kinds and individual tasks and control cards at the end of lectures were used. At the end of the lectures, along with a brief summary, the questions were put forward on independent work within the module. The problems of the next lecture in connection with this and previous ones were reported.

Freed lecture hours were used to communicate with a lecturer or assistant with students. In the process of communication, interviews, individual and limited-group counseling, combined with informal ongoing control, were conducted. At the same time, the main task was not to control the work of the students (this took place automatically in the process of communicating them in the group), but in order to initiate and, accordingly, to direct independent cognitive activity of students, to warn them from mistakes, unreasonable time expenditures. This was achieved by various methods of intensifying the mental activity of students, the main among which remained problematic situations. It was considered expedient that after the interview or consultation the student proceeded from the teacher's deliberate, rather than overloaded information.

In addition to answering questions that arose during individual consultations, the tutor also in groups conducted interviews with each of the students on the work module. As a result of the interviews, the points, which were subsequently taken into account on the score or the exam, were usually presented (Appendix J.2). If necessary, for all those present, a brief analysis of typical mistakes of answers and comments on the correct decisions of the best students (Appendix B.2).

To ensure the practical implementation of MTT bachelors, the obligatory participation of all faculty members in the study of the specifics of the new methodology of teaching philosophy at the faculty was provided (thanks to the exchange of experience).

In the role of structural elements of the classes introduced "business games" and scientific discussions with the appointment of opponents. Justified also the discussion of abstracts from the course of philosophy at the tutorial lessons. Students independently chose themes from the proposed list, independently compiled a plan, selected literature. Most of the abstracts passed a mutual review along with the conclusions of the teacher. The best abstracts were selected for a student scientific conference, in which, in addition to the speaker, opponents were assigned with the subject of the report.

Traditional forms of the CPD, both frontal and individual, are widely used in training experiences in seminars. They need a logical combination. But with traditional education, the frontal and individual forms of work gradually ceased to fulfill their creative functions. They above all ceased to be reliable stimulators of the hard work of all students. As a result of the weakening of the motivational side of the CDS and the decrease in its intensity, a significant part of students, alas, independent solves these problems and remains indifferent to them. As the number of inert students grew, the teacher's response was usually delayed, and his authoritarian impact, as a rule, did not bring about significant changes in the educational atmosphere, had little effect on the process and outcomes of the classes. If the number of adherents of traditional education reaches critical significance, student inertia pours into a kind of pedagogical sabotage of tense scheduled volumes of their load, and ultimately - their implementation. The traditional reaction of teachers to this was the indifference, first of all, to raising the prestige of a regular intensive, initiative and, if possible, creative CDS, to instill interest and taste in it for the entire period of education and its self-education. According to the new methodology of MTT, the organizational basis for control remains

the schedule of control of the learning process, which in our practice was developed at the beginning of each semester. The graph has only the main guidelines and the limits of summing up the training (Appendix 2).

In the conditions of introduction of the latest technology is not only a more dynamic combination of many forms of control, but also a significant fragmentation of it and minimization of control measures, insignificant of which, by the way, is an examination session ... However, there is no doubt that this total total control in the form of an exam necessarily bears great overload, above all, moral and psychological. The tragic nature of modern traditional exam sessions for most thorough students entails many negative effects on the educational side.

Moreover, the data of modern examinations, as part of the chain of feedback in the conditions of traditional training, hopelessly late. In addition, as practice shows, there are clear contradictions between the training function of exams and the constant aspirations of deans to reduce the session in time. All of this forced us to carefully elaborate the rating scale in terms of modular-tutor assimilation of the course of philosophy (Appendix J.2).

The presence of a tutor, as experience shows, helps to eliminate formal training overloads of students, and teachers deprive of the need to worry about the number of classes and the presence of students. In the case of the tutorial in one and the other there is time for meaningful initiative work (with elements of creativity), which testifies the advantages compared with the usual system.

Firstly, the almost inertial feedback of different aspects of the learning process provides systematic and uniformity of the SIWthroughout the training period, eliminating the usual "assault" on the eve of the final control. Hence, significant and mutual savings of time, which, above all, translates into a significantly higher level of acquired knowledge for the same calendar time.

Secondly, systematic and informal, business-like communication of the parties leads to greater trust in each other, increasing the reliability of control information in general. It excludes the emergence of mutual claims and conflicts, which are often observed in the practice of "traditional" control within the limits of "5", "4", "3", "2".

Thirdly, the objectivity and equity of self-esteem and mutual evaluations of both students and teachers are higher than during episodic and occasional control, which, in particular, increases the motivational control function. With the motivation of students' educational activity, the emphasis shifts from the ordering towards the socially determined interest and prestige of obtaining valuable knowledge and skills. This gives rise to the active pursuit of learning tasks and the acquisition of independent work skills, which was clearly observed in our experiment. Thus, a new approach to the motivation of teaching and teaching leads to the replacement of the one-sided control, which prompts the sole responsibility of both parties (both teaching and learning) for the learning outcomes.

As a result, fourthly, the control over the independent work of students by the teachers naturally is complemented by back control from the students themselves (along with the internal control of the teachers by the teachers). The control of knowledge becomes thus two-way (Appendix J.2).

The practice of training included a questionnaire under the motto: "New technology through the eyes of students", which is the logical conclusion of identifying two-way control over the CPC. Indeed, in the course of the reverse control students' knowledge is already subjected to another, solely controlling party. Therefore, not only the motivation and training of students to study, but also the readiness and ability of the teacher to be taught at the proper level are checked again.

In recent years, the welding and engineering faculties of the Mariupol State University have gained considerable experience in back control in the use of MTT. Using it and periodically studying students' thoughts on the educational process has made more focused work for teachers in improving all types of CSR support. At the same time, the emphasis is placed on the role of chairs in the new conditions.

A series of questionnaire studies of students' thoughts on a new system of learning entitled "Educational Process in the Philosophy" was conducted. So, in the spring semester 1997/98 (immediately after the exam session), second-year students were interviewed using a combined questionnaire. Participation in the survey was taken by students of engineering and economics, welding faculties (Appendix D.1).

Additional targeted surveys were conducted to improve teaching and methodological work. For example, students of the first year of welding faculty (54 people participated in the experiment) offered to fill out the "Self-organizing time sheet" sheet. Students fixed all expenses of the day for seven days every day, except for scheduled classes. From the analysis of the obtained data, it followed that the physiological costs of training forces are close to the minimum level.

In addition, in our experimental teams, we filled out a diary of progress, which included ratings of the students' ratings that each of them had at present for the module already passed. On the basis of assessments formed an idea of the extent to which it is a "enriching" or "ballast" for their comrades.

A focused survey was conducted to determine students' extra-curriculum awareness. The diary was impressed by personal communication with each student. Thus, the characteristics of experimental groups developed, which allowed a fairly objective assessment of their individual psychological properties and academic readiness. This labor-consuming, but interesting and useful for teacher work has considerably reduced the time, which in control groups was traditionally used for credits and exams (Appendix D.1).

As a result of the experiment it was established that the optimal number of students in groups is in the range from 3 to 5. Small groups form the most favorable conditions for the activity of each of its members. We included students in all levels of extra-curriculum awareness and abilities. At the same time remunerated student autonomy in the formation of groups, but the composition of them, if necessary, was reasonably corrected by the experimenter. During the classes, the teacher strictly observed that none of the members of the group remained without work. We became convinced that in the practical and seminars objectively, the share of group SIW was moving from 10 to 50%.

The aspiration of the experimenters to realize the MTT helped to identify contradictions in the tasks of organizing group work of students. Firstly, there was a need for considerable efforts on the part of teachers to create such educational tasks that would really be problematic and would serve as an impetus to the development of students' creative thinking, to the search for new knowledge and new means of educational activity. Secondly, the training tasks must have sufficient complexity, but at the same time, be suitable for self-fulfillment by groups of a particular composition, that is, to be truly individualized. Thirdly, it was desirable to distribute interrelated educational material to more or less independent parts, which would allow in the training to organize the joint work of stronger students with the weaker, as well as interest in both sides as a supreme form of group work. It is probable that the fund of successful tasks of implementation of the module-tutor program is constantly updated and accumulated by the general efforts of teachers. It is one of the components of the methodical arsenal in teaching philosophical and political disciplines. Today, as in the Mariupol State University, as well as in most higher educational institutions, he is still at an initial stage. This impedes the wide introduction of the proposed pedagogical technology into the educational process of a higher education institution.

The experiment as a whole allowed us to establish that the MTT, which was worked out and implemented by us, aimed at participation in the work of students of different groups according to the level of their pedagogical training, provides a marked intensification of training. The proposed pedagogical technology is, of course, something fundamentally new in comparison with the traditional lecture-seminar system. In the experimental groups where the training was conducted under the conditions of the MTT, the students' success was higher by 25-50% compared to the control groups, where the training was conducted under the traditional system. Increased interest in classes, restoration of the "cult" of studying in student's classrooms, mastering of methodological

and organizational skills of independent mental work by almost all students who studied under the new technology - these are the final results of the experiment according to questionnaires.

Group work, under the guidance of tutors, intensified educational activities, which contributed to the increase of student success (which is already important in itself). At the same time, learning innovations have also allowed important educational tasks to be addressed. The students formed a true sense of collectivism, sociability, and mutual exactingness while maintaining a high level of competition between them. Students were trained in the art and culture of controversy, learned to see each other's mistakes and come to a common thought, in short, acquire the skills of business communication. They produced the ability to tell, comment on, independently express thoughts with varying degrees of detail of the materials studied, to prove the correctness of their point of view. This skill is particularly useful to future professionals. It is difficult to overestimate the value of the mentioned educational moment, because it is highly relevant in modern student life, especially in view of the formation of students as social individuals (Appendix D).

The above-described and tried-and-tested mechanism of the latest technology of group activity in tutoring lessons has not yet received widespread due to increased complexity, non-traditionality and certain risks of possible labor disorders. For its implementation, it is necessary not only to comprehend pedagogical conditions, but also intensive work on the lesson, the desire and patience of the teacher, the identification of at least the share of teaching talent, but also additional financial costs of the state. At the same time, where it is possible to organize and conduct an MTTP in a certain way, one can speak of an independent in essence (and in the form of a truly collective) educational work in the spirit of modern requirements. In turn, a new educational technology in the event of its implementation would be able to prepare the self-organization and the relationship of business cooperation in student groups of different levels.

The ability to self-government, acquired today in the system of higher education, will turn tomorrow into the independence and initiative of graduates as professionals, whose field of activity will be characteristic of truly collectivist work. Such a quality is required for a specialist in any profession.

The search engine for the module involves the formulation, and then the timely execution of tasks in a completely different form than is provided by traditional philosophy programs. Similar tasks were prepared and tested on classes in experimental groups. These classes were conducted in the same volume as practical classes in the traditional system of study. Of these, details were extracted and certain stages of the process of execution of works were issued. Students were given the opportunity to independently find the correct approach for solving problems as a whole and to independently justify the choice of literature for the abstract, to complete the task package, to compose the report and to protect it at the colloquium (Appendix B.2) independently.

Fixing the results of the study. We have detailed and carefully recorded the course of the experiment and monitor the activities of the teacher and the CPC. Just as it was observed in practical classes under the group CPC, the nature of the students' interrelationships with each other, with the teacher and tutors, changed markedly. Students worked in small groups - 3-5 people.

Limited number of sets of reference books, monographs in the library greatly complicated their preparatory work. As a result of these conditions, starting with the second lesson, as a rule, there were groups of students who were already ready to do a new job, while others just started it. There was an opportunity for mutual consultations, on which the students went quite willingly.

We considered the natural explanation of a comrade friend, as well as in what sequence it is better to do research, what to look for, what does not need to be done, to avoid a significant error, etc. The teacher tried to intervene in such dialogue as soon as possible, but to be present at it and, if necessary, to give advice. It was mandatory to check homework. It took place in groups where new technology was introduced. Under the traditional system of education, students usually prepare one question, which is distributed on the eve of the seminar. In the experimental conditions, unreasonable losses of time were not allowed.To reasonably save time, encouraging students'

initiative activities. The idea of pre-term performance of their works and a score on the results of systematic work, including the "pre-term execution of the entire curriculum in the philosophy of philosophy, was supported. It should be noted that the conditions for group co-operation for future specialists proved to be particularly useful. In the process of communication, they learn from the strict logic of explanations, reflections on responsible and controlled sequential actions: what should be, in what sequence, the tasks to be performed better, which can lead to complications that lead to errors. Professional skills of mutual explanation and organization of work are being acquired, discussions of new, but important problems for everyone at the moment.

Carrying out control works at a higher level of autonomy and creativity was provided with appropriate preparation for them.

As a result of our work, we received data confirming that the proposed ORT scheme of philosophical disciplines in the higher educational institution is an effective means in the course of which students use a variety of forms and methods of teaching; the most suitable for them in specific situations.

Thus, the experiment showed that in the practical and seminar classes objectively, the proportion of the group of CPs was moving from 10 to 50% in the control groups. As for the experimental groups, the group work under the direction of the tutors intensified the educational activity, which contributed to the increase of students' progress from 20 to 60%. Educational innovations also allowed to solve important educational tasks.

Checking and processing the results of the experiment. The obtained data on SIW suggest that the introduction of MTT into a higher education institution produces a high performance in the pedagogical process in comparison with the traditional system of study, which the students themselves pay attention to and which is proved by the experimental research dimensions. This is already evidence not only of the social effect of modular-tutor training, but also of an economic one, since the reduction in the number of hours allocated to classroom classes increases, so to speak, the "teacher's weight" of the teacher, because it saves money expended on salary, depreciation of fixed assets and working capital. The total economic effect (hereinafter - CEE) contains the economic effect of saving the teacher's salary (hereinafter - Ezp), the economic effect of depreciation of fixed assets (hereinafter - EOF) and the economic effect of working capital (hereinafter - Eco): $CEE = Ezp + EoF + Eck$

Only a partial economic effect of saving salaries (Ezp), calculated from the obtained modular-tutor technology of studying the philosophy of one group of students, depending on the saving time of study (hereinafter - En), without taking into account the unequal learning outcomes (with the introduction of the leveling factor Ezp quantitative significance becomes even higher) is:

$En = \Delta t * N$, where Δt is the difference in time allocated for training in control and experimental groups ($\Delta t = 140 - 106 = 34$);

H - standard hourly salary of a teacher who conducts practical classes in a higher education institution (H = 3.5 UAH / year): $En = 34 \times 3.5 = 119$ UAH.

Obtaining CEE from module-tutor training only in humanitarian disciplines (in our case, only philosophy) at a higher educational establishment does not mean that it is expedient to save these funds at higher education institutions. On the contrary, in our view, the economic effect may be a material condition that will ensure the dissemination and deepening of the goals of training future specialists in higher education.

Systematization of the results of experimental learning allows to make the following generalizations:

- module-tutorial study of philosophy allows to individualize the pedagogical process; while individualization of training is carried out not only through the intensification of pedagogical work, but also by rationalizing the pedagogical process, a well-built system;

- the module is an effective means of learning that stimulates cognitive activity of students;

- modular-tutor training with the new technology contributes to the formation of the motivation of mastering the skills of philosophical knowledge in comparison with the conditions of traditional lecture and seminar training;

- the proposed scheme of modular-tutor technology of teaching philosophy and political science in the higher educational institution is an effective means in the process of implementation of which students flexibly use various forms and methods of instruction that are most suitable for them in a particular situation;

- the use of MTT improves the quality of training through the formation of the outlook of future professionals;

- the application of MTT provides an opportunity to provide an economical effect;

- with the introduction of modular-tutor teaching technology in a higher education institution, the productivity of the pedagogical process is clearly increased in comparison with the traditional system of study, which the students themselves pay attention to and which is proved by experimental and experimental dimensions.

For the practical work of teachers in the conditions of new technology, built on the principles of modularity in the study of humanitarian disciplines in a higher education institution, the following recommendations are proposed and experimentally tested:

1. organization of modular-tutor training in a higher education institution should begin with the provision of a new pedagogical system by the module-tutor training program;

2. To implement a systematic approach in the construction of the content of training, the software material modules should be formed on the basis of analysis of its logical structure;

3. During the construction phase of the structure of the module, the stage of formation of the contents of the modules, which implementation is carried out in four directions, follows:

1) the definition of training goals;

2) the formation of the content of training;

3) leadership of educational activities and their methodological support by the teacher;

4. in the process of modular-tutor training of the philosophical and political science cycle of subjects for the acquisition of a particular module, it is necessary to select a whole set of methods used in a specific organizational scheme. In the process of such training, the student must act as the subject of the pedagogical process, and not only the object of influence on it. He should, along with the teachers, be aware of the possibilities of using different methods. From the competent selection and application of teaching methods, the effectiveness of MTT depends to a large extent;

5. in module-tutor training of philosophical and political science disciplines, as in any controlled process, it is necessary to closely follow the feedback, applying the most diverse types of control: current, intermediate, generalization.

2.3. Ensuring the continuity of education between the secondary school and the higher education institution (based on research on the introduction of modular-tutor technology of teaching philosophy)

This section highlights the results of the third experiment. Changes in the socio-economic development of Ukraine, which have gone through state independence, have objectively set the high school a serious task of radical improvement of professional training of specialists. It is important to solve the following tasks:

1) to radically improve the formation of future specialists of the effective system of fundamental and professional knowledge;

2) in the learning process, actively introduce innovative pedagogical technologies, which, of course, will improve the formation of such qualities of future professionals as activity, autonomy, creative attitude to the cause, proper level of culture;

3) to target the pedagogical process on the formation of continuity between all levels of education (secondary education - higher education - postgraduate education);

4) on the basis of the acquired general system of knowledge, skills and abilities to create the possibility of selective mastery of the content of education and training in a particular specialty in accordance with the future work of a specialist in a particular field of national economy, education and culture.

At the heart of a comprehensive solution to these issues lies the new type of training that was conducted during the experiment by educators, in particular - modular-tutor programs for the preparation of bachelors, specialists, masters. In our view, the creation of modular-tutor programs must be approached primarily from system positions. This requires the identification of links and contradictions between individual subsystems, identifying the possibilities of ensuring continuity and continuity of educational processes [80].

When considering issues of professional qualification training as a specialist, as a process of continuous education, there are problems of continuity of studying in high school, high school and postgraduate education system. This should be taken into account when introducing innovative technologies into the process of university education.

In order to determine the specific tasks of the study of this problem, it was necessary to monitor the teaching process in the conditions of the traditional lecture and seminar system of education, to analyze the conditions of the classes, the content of the educational material, the content of the teacher's questions, the students' answers, etc. Such an analysis of observations made it possible to formulate certain assumptions. In particular, our hypothesis was that the introduction of MTTP in the course of philosophy can positively affect the continuity of education between the school and the higher institution in terms of increasing the efficiency of the educational process.

Experiment planning. On the basis of the study of special literature on the topic of research, observations of classes of teachers, the study of advanced pedagogical experience, the author of this work at the first stage of his development of the preliminary synopsis of scientific work. It identified the main issues of the research component and, accordingly, the main stages of work. Among the research methods are observation, the study of advanced pedagogical experience, university documentation, pedagogical experiment, the interconnection of possible research methods at the level of eight specialties and, accordingly, eight academic groups (Table 2.5.).

Table 2.5.

The array of the experiment "Module-tutor training of philosophy"

Groups indices	Group type	Speciality Фах		Number of students
		Number	Title	
A experimental	Experimental	7.050107	Enterprise economics	18
A control	Control	7.050201	Production management	
			Machine-building technology	18
B experimental	Experimental	7.090202	Foundry practice of ferrous and	14
B control	Control	7.090405	non-ferrous metals	
			Metal study and heat treatment	14
C experimental	Experimental	7.090406	Welding technology and	18
C control	Control		equipment	
		7.092301	Welding metallurgy	18
D experimental	Experimental		Automation of production	18
		7.092302	processes	
D control	Control			16
		7.092501		
				16

The didactic experiment helped to take more fully into account the new tasks that emerged from the introduction of the teaching of the philosophy of the new pedagogical technology. At all subsequent stages of the work, the didactic experiment envisaged a close combination and

complement of other methods of research, and the results of experimental studies were constantly compared with the results of the work of the best teachers. This allowed us to avoid any universalisation of the experiment as a research method, at the same time, we regarded the experimental work as objectively necessary.

Formation experiment was conducted in 1998-99. in 4 groups of the Mariupol State University. In parallel, studies were conducted in 4 control groups (Table 2.5.).

Experimental training was carried out on the basis of a university: 8 academic groups of different specialties (Table 2.5.). According to a pre-designed program, 64 research classes were conducted in control and experimental groups;

The experiment covered more than 500 students, carried out more than 750 control and current writing work, including the implementation of a number of independent and control tasks. Observations, experimental lectures, tutorial lessons, as well as interviews with students were recorded, and protocols covered the seminar or tutorial lesson as a whole. Some lessons were recorded.

When selecting the experimental criteria, we proceeded from the fact that in our daily work we drew attention to the fact that students of the university from the school do not have the necessary stock of knowledge and skills from social disciplines.

Therefore, we created zero modules, the main task of which is to maintain continuity in education (school - higher education institution) and fill in the "white spots" in students' knowledge (additional BZ, Zh.4).

The data of the announcement of the experiment testify that not all students of different specialties are psychologically ready for an active creative study of philosophy. One of the most important reasons for this is the presence of some students, the so-called "white spots", on preparation for humanitarian disciplines, namely, as previously called, "social sciences." On their basis, three corresponding modules were constructed, provided with didactic texts, the content of each of them was based on the continuity, based on the knowledge of philosophy and social science, obtained in the secondary comprehensive school.

In our opinion, it is difficult to achieve the same composition of students. At the same time, it was possible to find groups that by composition would be approximately equal to the success of students' training. However, the difference between them was still. In order for this difference to not significantly affect the results of the study, we are weaker than the composition of the group of students accepted for the experimental, stronger than the control. In these conditions, the experiment showed positive effects. It inspired optimism. In addition, in the study, we practiced the so-called cross-examination experiment, when the experimental and control groups changed places: the experimental groups in the first case acted as control, in the second - on the contrary.

Fixing the results of the experiment. We have carefully and accurately recorded the course of experimental learning 1 to monitor the activities of the teacher and students. If the lesson was conducted by the researcher himself, then another teacher conducted the observation. The results of the observations were recorded in the form of a protocol.

The purpose of the study of philosophy has three interrelated tasks (we mean the limits of our study):

- mastering students by dialectical materialist methodology;
- Formation of philosophical foundations of students of scientific worldview;
- education of a harmonious person.

At the same time, if the first two objectives are directed at the implementation of the main function of higher education - the training of highly qualified specialists, then the third - directly related to the implementation of the common goal - the preparation of a person to life in society, the formation of its general culture.

In the experiment, three corresponding modules were equipped with didactic tests. Undoubtedly, the content of each of them was based on continuity, based on the knowledge of philosophy and social science, obtained in the secondary school. The ultimate results of studying

philosophy in a higher education institution are the acquisition of experience at the level of productive activity (application of knowledge in non-typical situations). their coefficient must be not less than 0.7. When organizing a pedagogical experiment we adhere to the following scheme:

- Implementation of two-level control, that is, verification by means of a didactic test of the basic basic training received in high school.

- In case of unsatisfactory results (coefficient less than 0.7) students study minus modules (intense repetition of the basis of the content of study in school). With satisfactory test results, the control of the experience is carried out using the didactic test in the module.

- If the coefficient of learning knowledge is less than 0.7 content mastering, the module must be individualized for each student.

The purpose of the forming experiment was to use the organizational scheme "Intensive activity" for the mastering of each module. The essence of this scheme is that, by varying the individual and group forms (in a pair, in a small group), to achieve the greatest number of individual contacts of the teacher with each student, as well as to implement group communication students on philosophical topics. In contacts it is necessary to adhere to the regime of the effectiveness of training, that is, each task in the learning process should be characterized by cognitive novelty, and the student must be prepared for its implementation. Students prepare for tutorial lessons, independently working with the module, consolidating the mastering of texts of the module by tape recording. Students can consult with each other. Individualization of the pace of education is assumed, although for the whole group it is planned to have the same schedule for the study of individual modules. Interim control is carried out after the assimilation of each module, during the individual contacts of the student with the teacher. Generalizing control is carried out with the help of the didactic test of a particular module (additional to Z. 3).

To increase the autonomy of those who are studying, a rating system for monitoring and evaluating academic success is directed. Her essence lies in the transfer of control from the hands of the teacher to the hands of students. This is achieved by the introduction of rules for the calculation of the marks of conditional units for the entire range of educational and cognitive activities of those who study: testing (compulsory and selective), independent work, participation in didactic games, homework assignment, writing abstracts, credit, examination, other Experimental research has shown that the rating system is an active stimulator of independent educational work of students of specialties (Appendix J.2).

Consistent study of modules. The experiment thus planned began in the groups EP-96-1 and EPP-96-2. According to the results of the didactic test, it was found that none of the students in these groups has a level of assimilation with a coefficient of more than 0.7 (the average value of the test results in the EP-96-1 group was a coefficient of knowledge absorption of 0.07; in the EPP-96-2 group - 0.589). Similar results were observed in control groups. Consequently, each student of experimental groups had to independently study the minus modules. After their study, the results of the didactic test showed that it is possible to begin the study of the module (for the group EP-96-1 the average value of the coefficient of knowledge acquisition was 0.832, for the group EPP-96-2 - 0.981). The results of the test by the didactic test (mean values of the coefficient of knowledge acquisition at different levels of learning experience in the group EP-96-1 were respectively 0.548, 0.242, 0.276; in the EPP-96-2 group - 0.583, 0.349, 0.226), indicated the need to study the module for all students Observations carried out in experimental groups during the experiment showed that the mastering of the content of the module requires students, in accordance with the basic level of their post-school preparation, significant efforts in assimilating EBZ-1, EBZ-2, EBZ-C, which turned out to be for them complicated

The group ЕП-96-1 estimated the complexity of the module on average 4.21 points, the group EPP-96-2 - 4.62 points (1 point - the content of training is very light, 2 - light, 3 - not very difficult, 4 - severe, 5 - very difficult). This suggests that the content of training turned out to be focused on the level of potential development of the individual. The errors in the formation of the contents of the module were shown by the results of the initial control: in the group EP-96-1 the

coefficient of knowledge acquisition was 0.4999; in the group EPP96-2 - 0.539. From this it was possible to draw a serious conclusion that the non-compliance with the principles of modular-tutor training (in this case, the principle of flexibility) in the formation of modular-tutor programs and individual modules may become the main reason not to achieve the desired result.

Based on the experience we acquired in the first pedagogical experiment, the modular-tutoring program (all 8 modules) has been redesigned in such a way that real basic student training can be taken into account, and each module focuses on one aspect of the content of the EBS training. Having found out the degree of real basic training of students, which is very low, in comparison with software requirements, the experimenters considered it reasonable to reorient the sequence of studying modules.

Table 2.6.

The balance of students' time in experimental groups

Allocated time ,	Units of measure ment	Group indices			
		Enterprise economics - 96-1	Economics of industrial enterprises - 96-1	Study of metals and heat treatment -96-1	Machine building technology 96-1
Entrance and final control (testing)	min	180	180	180	180
	%	8.1	9.7	7	8.2
Intermediate control (by means of individual contacts between students and the teacher)	%	33	52	34	35
	min	1.5	2.6	1.3	1.6
Partial control	%	173	247	132	113
	min	7.8	12.4	5.2	5.2
Students individual work at the classroom	%	302	351	369	364
	min	13.5	17.6	14.5	16.6
	%				
Group & individual work of students with participation of the teacher	min	657	514	629	732
	%	29.5	25.8	24.7	33.4
	min				
Independent work at home		885	648	1206	765
On aggregate:	%	39.7	32.5	47.3	34.9
	min	2230	1992	2550	2189
	%	100	100	100	100

Thus, a pedagogical experiment in groups of EP-96-1 and EPP-96-2, which lasted two semesters, began. It was repeated in the groups MZ-96-1, TM-96-2. In parallel, training was conducted in the groups PGS-96-1, TM-1, M3-96-2, EP-96-2, organized in the traditional way. The main difference in the style of cognitive activity of students in the experimental and control groups was that in experimental groups during the classroom there was an intensive educational activity on the course of philosophy with the new technology, which most often self-directed by the students themselves with the help of the module. In control groups there were cases when students refused to answer, were not "ready"; then the teacher was forced to work individually with other students who had been trained. From this it can be concluded that the module is a means of learning that effectively stimulates cognitive activity of students in the process of studying under the modular program for bachelors "Philosophy".

Those who studied in experimental groups worked at such a balance of time (Table 2.6.): About 10% of the time was spent on various forms of control, 10% on student counseling with a tutor, and also with each other, 30% on group and individual forms of work with the participation of a teacher, 15% - on independent individual work of students in the audience and 35% (in group B, even 47%) - to work independently at home. Student works without the participation of a teacher

with varying degrees and level of autonomy. Let's compare the results of modular-tutor training of philosophy with the results of traditional training, given in Table. 2.7.

As can be seen from Table. 2.7, the initial level of assimilation of experience before the beginning of training was approximately the same: on average in experimental groups - 0.395, in control - 0.380. After learning, the results are different: in experimental groups the value of the coefficient of knowledge acquisition is 0.914 (with a learning efficiency 0.579, an individual efficiency index of 0.942, a success rate of assimilation of 0.137), and in control groups it did not even achieve the desired result and less than 0.7 (with a learning efficiency coefficient of 0.782, an individual efficiency index of 0.565, a success rate of assimilation of 0.417).

Comparison of data shows that the effectiveness of teaching philosophy in experimental groups with the introduction of module-tutor training technology is 1.8 times higher than in the control (in traditional education), roughly also distributed in these groups and the value of the index of individual efficiency and success rate of assimilation.

Table 2.7.

Comparative results of modular-tutor and traditional training philosophy

Group indices	Mastering level				
	Initial knowledge level coefficient	Coefficient of mastering at the final control	Coefficient of success in learning	Index of individual efficiency	Coefficient of successful mastering
ЕП-961	0.427	0.726	0.559	0.893	0.611
ПГБ-96-1	0.418	0.796	0.418	0.659	0.696
ЕПП-96-2	0.318	0.892	0.544	0.919	0.685
ТМ-96-1	0.321	0.866	0.516	0.682	0.366
МЗ-96-1	0.351	0.878	0.717	0.516	0.494
МЗ-96-2	0.321	0.869	0.618	0.628	0.383
ТМ-96-2	0.444	0971	0.687	0.916	0.428
ЕП-96-2	0443	0.786	0.313	0.319	0.519
Average value in experimental groups	0.395	0.914	0.652	0.942	0.258
Average value in control group	0.380	0.782	0.579	0.565	0.417

Groups: EP - Enterprise Economy; PGB - industrial and civil construction; EPP - economy of industrial enterprises; TM - technology of machine building; MZ - material science and thermal treatment of metals.

It is important to determine that the effectiveness of training on these indicators is not directly proportional to the time allotted to students for mastering the module, and is approaching this ratio only in the time allocated to the independent work of students in the classrooms. Observations conducted during the experiment allow us to assert that students actively and intensively independently worked in the classroom "under the leadership" of the module, which grew into self-government.

In the implementation of other forms of learning (group work, individual work and teacher counseling, independent individual work at home, etc.), the continuous study of the activity of each student and the intensity of his work is too complicated, so we can only assume that in this case, on cognitive activity students can act on the following factors; in the classroom - obstacles from other students, which prevents them from concentrating during group work; at home - barriers to household order and others.

The obtained data allow to state that in the center of the process of module-tutor training in this case, it is expedient to have independent individual work of students in the audience. Other forms and methods of teaching may be additional to the basic form of education.

The same patterns of training effectiveness in experimental and control groups were observed at the introduction of MTT: the effectiveness of learning according to the criteria of the effectiveness of assimilation, the index of individual effectiveness and the rate of success in assimilation in experimental groups in 2.2 - 2.4 times higher than in the control.

These groups differ even more by their learning performance. If the control groups achieved the indicated results for two semesters (140 academic hours of classroom), then the experimental groups - within three semesters (106 academic hours of classroom training).

Checking and processing the results of the experiment. As a rule, we conducted an experiment on an expanded scale involving a study of 4-8 parallel groups of 30-40 students in each. In our case, the most effective test of the results of the experiment is a test. Among the requirements that are put forward for tests, are as follows: 1) adequacy (validity), 2) certainty, 3) simplicity, 4) unambiguousness, 5) reliability.

If the content of the task given by the test corresponds to the meaning and content of the controlled attribute, then such a test differs adequacy (or validity). The concept of "validity" V. Bespalko [21, p.55] expands to "functional validity", under which he understands the validity of the test, designed to test the level of assimilation activities. The test has a functional validity if the tasks offered in it are in line with the level of activity being monitored and are unsolved when using lower-level activities.

During the experiment, we were faced with the question: How to set the functional validity of the test, designed to test the quality of assimilation of a particular module or a certain part of it? An analysis of scientific sources has shown that it is possible to conduct a theoretical analysis of an expert assessment of the structure and content of each action or operation of the standard and to explore the possible way of its implementation by the student. If the main actions or operations of the test can be performed only by receiving the activity of this level, the test should be functionally valid for this level of activity. Theoretical validation analysis should be supplemented by an experimental analysis, in which the test compiler observes and records the student's execution of each test operation.

The experiment conducted showed that the test should also be valid from the content side, that is, to match the contents of the learned experience. The semantic validity of such a test is different, with the help of which tasks for the activity (in terms of its content and quality) must be fulfilled by students on the basis of the conducted training. The content of the test is checked by comparing the content of the test with the content of the educational elements, on the basis of which it is being built, and the required quality of assimilation by comparison with the didactic goals and objectives of training. In addition, the content of the test can be verified experimentally, comparing the results of the test with the results of other methods of determining the quality of assimilation, on which content validity has already been established (additional Z.3).

According to the (comprehensibility) test, V. Bezpalko claims that the quality of the test is understood, which allows the student to be well aware of what activity he must perform, what knowledge to demonstrate and in what volume. Conscientiousness of the tests is verified by conducting a series of experiments [21, p.76].

The ease of a test means clear and accessible task formulation. Consequently, one task must be limited to one issue. In terms of complexity tests were divided into three groups: 1) to solve the test of zero level it was necessary to complete up to three operations; 2) to solve the first level test it was necessary to perform from three to ten operations; 3) for solving the second and third level tests it was necessary to perform more than ten operations (additional to Z. 3).

Tests of the same level of assimilation offered to students for quality assessment were merged into one complex and were called a battery of tests. Several batteries submitted to the students were called test staircases.

The uniqueness of the test assumed in our case that the quality of its performance by students should be evaluated by different experts identically. In this regard, for benchmarks, standards should be developed to determine the system for measuring and assessing the quality of

the activity. In the standard it was necessary to allocate essential operations that reflect the purpose of the verification procedure.

Table 2.8

Correlation coefficient of knowledge acquisition with an appropriate estimate for five-point scale

Coefficient of mastering of knowledge	$0.9 - 1$	$0.8 - 0.9$	$0.7 - 0.8$	Less than 0.7
The mark obtained	5	4	3	2

To improve the reliability of the test B. Bezpalko [21, p.56] offers to use dynamic (adaptive) stack tests, in which the resolution of each subsequent test at each level depends on the solution of the previous test, and a battery of higher-level tests reflects the quality of the tests more low level. In our experiment, if the student answered correctly, he moved forward to the test stairs. In the case of a false answer, offered tests of the same level and the same subject to find out the degree of assimilation by its student. Only after such an investigation the experiment continued on the previously adopted structure of test-stairs. When constructing the test-climb it was necessary to strive as fully as possible to submit in the tests of the first level the basic elements of the educational content. Only then, with greater certainty, it will be possible to draw conclusions about the reliability of the indicators for the second and third levels (Addendum B).

Measurement and evaluation of the acquisition of knowledge and skills during testing.

The assimilation of knowledge and skills in our experiment was measured by the coefficient of knowledge acquisition. In the course of testing, this coefficient was normalized at intervals and correlated with the corresponding assessment on a five-point scale (Table 2.8.).

But the author did not satisfy such a relationship, since it did not solve the question of assessing the knowledge of assimilation at different levels. V. Bezpalko offers an interesting way: use the twelve-point scale of estimates to translate the values of the coefficient of learning knowledge gained from the use of test-stairs. The evaluation by the results of testing B. Bezpalko [21, p.67] proposes to hold as follows: by the number of correctly executed by the student essential operations in each battery tests to calculate the rates of assimilation. Applying the test-stairs, present the final score at the highest level achieved by the student.

Of particular importance is the final stage of the training of specialists, since it depends heavily on the continuity between the systems of high school and high school and postgraduate education. This is a must to ensure the continuity of education. The significance of the final stage of training specialists from this point of view, as well as in terms of improving the knowledge and skills of students in their preparation for professional activity, notes V. Kozakov [46, p.121].

The system of knowledge and skills of a specialist is considered as a system of general scientific, general and special knowledge and skills, professional activity that a specialist can freely and independently implement in practice. However, in a survey of 115 students, it turned out that 86% of them do not at all imagine what system of knowledge and skills should have a graduate higher education institution. But this is just one side of the problem. The key to solving the problem of building a system of knowledge and skills of future professionals is to ensure the effectiveness of this system (Addendum D).

For example, the real situation indicates that young specialists are not able to use their knowledge in practice during the initial period of their work: 24.7% of 568 surveyed engineers of the country's enterprises were agreed on their inability to use specialized knowledge, 15.5% - economic, 14.1% - knowledge of the organization , planning, guidance, 7.7% - knowledge of foreign language, 5.6% - knowledge of computer science, 49.6% - knowledge of pedagogy and

psychology (one of the lowest indicators). Calculated by the formula components of the knowledge and skills in the implementation of works on philosophy are shown in Table. 2.9. (p. 147).

The shares of the knowledge and skills necessary for performing philosophy

Type of work ï	The task of I difficulty	The task of II difficulty	3The task of III difficulty	The task of IV difficulty	Written report	Oral Report
The used part of the system	1.340	1.134	1.104	1.123	1.184	1.115

The creation of specific modules for the teaching of philosophy is based on analytical studies of the structures of individual subjects, which form specific parts of the system of knowledge and skills necessary to perform relevant works on philosophy and to establish interdisciplinary connections between them.

For the comparative analysis of the process of formation and development of the system of knowledge and skills, the generalized skills of students, which are formed on the basis of the existing system of knowledge, were investigated. For this purpose, the structure of generalized skills was used, which includes gnostic, constructive, organizational, communicative skills. The generalized skills were studied according to these criteria.

Gnostic: 1) the ability to highlight the main task, in scientific and information; 2) the ability to bring knowledge to the system; 3) the ability to independently make decisions-conclusions, on the material of the study of philosophical systems.

Organizational: 1) ability to organize time for scientific creativity, to prevent empty time expenditures; 2) the ability to organize their activities in such a way as to gain additional knowledge, skills and abilities to increase their professional activity; 3) the ability to transfer experience to colleagues.

Communicative: 1) the ability to share information; 2) the ability to express their attitude to the acquired information, facts, data, phenomena, abilities to argue; 3) the ability to formulate a question to an opponent or leader of a scientific and philosophical society.

The data of statistical verification allow to assert that during the pedagogical experiment of teaching philosophy the generalized skills in experimental groups changed with statistical significance, and in control groups the statistical significance was not taken into account in all cases.

The calculation of the differences in acquired skills among students of experimental and control groups showed the undoubted effectiveness of the pedagogical experiment, because during the implementation of works on the philosophy, the skills of students of experimental groups evolved significantly more than that of students in control groups. And since generalized knowledge develops on the basis of the existing system of knowledge, the lack of which was discovered in students before the work of philosophy, it can be argued that modular-tutor training helps to develop not only generalized skills, but also knowledge systems.

The introduction of MTT in the pedagogical process can significantly increase the quality of preparation of bachelors, specialists, masters in terms of forming an effective system of knowledge and skills in the course of philosophy, providing a holistic individual approach to the personality of each of them, creating conditions for the development of independence, namely: 1) executive autonomy; 2) autonomy of action in typical situations; 3) independence of action in non-typical situations; 4) creative independence. Formation of content autonomy in a particular area of activity.

Module-tutoring programs can be created by regional methodological centers, but this does not exclude the expediency of preparing each higher institution of education for its bank modules adapted to the conditions of specific higher educational institutions. The creation of a bank of

modules and the introduction of MTTP in the pedagogical process of a higher educational establishment frees a teacher from unproductive work and allows him to do more research and methodological work and individual work with each student.

2.4. Comparative analysis of the effectiveness of educational and cognitive autonomy of students in the conditions of traditional and modular-tutor training

The material of this section is based, first of all, on the results of the fourth experiment, which testify that in the process of learning the determining role plays the nature of the interaction of the teacher and the student in an indispensable condition for the development of the desire to study, stimulating the student's desire to study independently (in unity and mutual understanding on both sides) Under autonomy refers to the ability of a person to perform an action or complex of actions, guided only by his own experience without the help of another person or special means.

The work of E. Golant, 40 years old, is devoted to the study of the phenomenon of independent work; B. Yesipova, 60 years old; N. Lovolnikova, 1968 Comprehensive study of independent work of students in higher educational institutions P. Podkassisty, 1977; V. Kozakov, 1990; A. Aleksyuk, 1993

In the writings of these and other authors, the very approach to the concept of "autonomy" is considered, which inevitably leads to an effective result in learning.

Researchers I. Kleheris, 1973; A. Linda, 1978; A. Ayrzanyan, 1984 consider it expedient to allocate two types of independence; meaningful and organizational.

However, the problem of the formation of autonomy by its types in educational-cognitive (according to the traditional system of studying) remains incompletely studied; experimental research and research activity of students (for MTTN).

In selecting the experimental criteria, we proceeded from the fact that these concepts are inextricably linked. To speak of a student's real independence is possible only when he has both types of independence:

a) under the content autonomy we will further understand the ability of a person to take a certain level of the right decision without the help of others;

b) Organizational independence is expressed primarily in the ability of a person to plan his work in the process of implementation of the decision. These concepts are inextricably linked with each other. To speak of a student's real independence is possible only when he has both types of autonomy: both meaningful and organizational.

Independence as a personality quality is practically manifested in the student's activity and, above all, in his own independent work. Understanding the essence of independent work of students it is important to emphasize one more output tag.

Independence in the student's controlled activity is analyzed, in particular A. Aleksyuk, A. Ayurzanyan, P. Podkassisty [11] and V. Kozakov [46]. V. Bespalovo distinguishes the context of the scientific concept of "autonomy" and the context "itself carries out cognitive activity", explaining this by the fact that the student always "carries out cognitive activity" himself, but not always independently [21, p.70] V. Bezpalko recognizes the manifestation of independence in its absolute form, without any guidance from the side. With this view, in our opinion, one can agree only in the case when it comes to a higher level of content autonomy - creative independence. But since this quality is in the formation stage, it is advisable to highlight its other levels, within which it becomes possible to guide the actions of students. V. Kozakov [46, p.135] approaches the given problem in a similar way, distinguishing the types of independent work (reproducing, transforming, reproducing, and creative) according to the levels of activity (reproductive, partly searchable and creative) (Appendix B).

The allocation of levels of content autonomy helps and is developed by B. Bezpalkom [21, p.80] theory of step-by-step convergence in the levels of assimilation of experience: $@ = I$ (cognition), $@ = II$ (reproduction of knowledge in typical situations), $@ = III$ (application of

knowledge in atypical situations), @ = IV (creativity). Accordingly, there are four levels of content autonomy: the first is executive autonomy, the second is the autonomy of actions in typical situations, the third is the independence of actions in non-typical situations, the fourth is creative autonomy, independent action in unforeseen situations (additional B).

In our experiment, the allocation of levels of content autonomy based on the levels of learning experience is based on the concept of self-organization of experience. According to this concept, at each level of learning experience to some extent, need to guide the educational activities of the teacher. But, from a certain degree of assimilation to the full assimilation of experience (V. Bezpalko points out the interval from 0.7 to 1), at a concrete level does not require compulsory participation of the teacher in educational activities, that is, the student himself can manage his educational activities. Consequently, in addition to assimilating the experience of each level, content autonomy is formed. And we analyze each level of content autonomy; relying not only on the appropriate level of learning experience, but also on the indicative basis of action that characterizes the leadership of the student's actions.

The first level is executive autonomy, which characterizes the acquisition of experience at the level of cognition to the extent that allows the student to independently carry out a qualitative operation, action or series of actions, guided by the study instruction on their implementation. Acquisition of such autonomy usually relies on the second type of the indicative action basis (specific, complete, given by mouth). The first level of autonomy was demonstrated by such students who were able to reproduce the text of the module on political science, but had difficulties finding a response from photocopied sources to make independent inferences in our experiment.

The second level - the autonomy of action in typical situations. At this level, independence emerge as a result of learning experience at the level of reproduction of knowledge in typical situations. Student has found out the instruction on the method of concrete activity, independently performed the appropriate actions or their series in typical situations. Achievement of this level of autonomy is most often based on the fourth type of oriented basis of action (generalized, complete, given ready).

In our experiment, the second level of autonomy, as a rule, was demonstrated by those students who were able to perform such tasks in the course of political science, requiring them to master the modular-tutor program of the course in its entirety, able to draw inferences from the texts of the primary sources.

The third level - the autonomy of action in the atypical situations means that the student is so mastered by the method of activity that can perform it and atypical situations. Learning to achieve this level of autonomy is based on the third type of oriented basis of action, that is, the orientation basis of the complete composition, in which the landmarks are presented in a generalized form, are characteristic of a whole class of phenomena. In each case, the student independently makes an orientation based on the general method proposed to him. The third level of autonomy was mastered, as a rule, by those students who showed increased interest in. Problems of political science, speakers on Days of science with their small researches.

The fourth level - creative autonomy is achieved after the acquisition of experience to a certain extent (at the level of "creativity"). In the process of assimilation, you can rely on no third type of oriented basis of action. Only in this case, the student (most often on his own) does not just allocate a system of landmarks, using the proposed method, but also independently finds the method.

It should be noted that the formation of content autonomy in a particular area of ctivity., As well as the learning of experience, is characterized by a sequence, that is, content autonomy in a particular area of activity begins to form from the first condition, and ends - the fourth. In this case, clear boundaries between levels are not established, the approach to the completion of the formation of this quality at one level is accompanied by the beginning of its formation at the second level. According to the materials of the experiment, the creative independence (fourth level) was endowed with students who, despite the fact that they studied in a higher educational institution, chose

political science as their future profession, to a lesser extent, to do so by engaging in student scientific work.

Experiment planning. Based on the study of special literature on the topic of research, observations of teaching classes, the study of advanced pedagogical experience, we developed a prospectus of research. It identified the main issues and specific research questions that may be separate sections and subdivisions of work. In addition, each chapter identifies the specific research tasks and the methods of their solution - observation, study of pedagogical experience, study of university documentation, experiment, interconnection of 1 sequence of these research methods, suppose higher institutions, groups, subjects and teachers who were to be involved scientific research. The experimenter proceeded from the fact that it is quite possible to evaluate a student as working independently if he performs his own work at the same level of learning experience, which is characterized by his content autonomy, and the direction of the student's actions is at the next level of learning experience. At the same time, it is indisputable, in our opinion, that, along with the formation of content autonomy, the formation of skills and skills of organizational independence.

Objectives of the study. Determine the relationship between processes that lead to the formation of autonomy and are characterized by both content and organizational aspects. In the process of modular-tutor training most often there are the following modes of student's work:

a) work under the direction of the module. If the module is constructed in such a way that a rigorous guide to the student's educational activities is conducted at this level, such a mode of operation is not an independent work at this level; but if the leadership is at the next level, and the student learns experience at this level independently, then his work can be characterized as an independent one;

b) module work, in which the student is offered the choice of alternative variants of educational actions and even a purely independent organization of experience is allowed. Such work can be characterized as an independent with signs of leadership;

c) work in cooperation with the teacher. Student work can be characterized as independent at this level, if his questions to the teacher relate to the next level of assimilation;

d) work in the mode of activating teaching methods in parity interaction with the teacher and with other students most often in the collective decision of creative problems at the third or fourth levels of assimilation. In such cases, the independence of the student is completely revealed, but his work is not characterized as independent.

150 students of Mariupol State University participated in the pedagogical experiment on module-tutor training in political science.

Experiment progress. In the experiment, all conditions for conducting occupations in the experimental and control groups were kept the same, with the exception of one, which was changed in accordance with the objectives of the study. In the two groups, the same program material was studied in the course of political science for the same academic time with only one variable - in experimental groups the traditional lecture-seminar system was replaced by the modular-tutor training organization system, which is shown in Fig. 1.3 .: (additional A.2).

Given the different composition of students in academic groups, their selection was approximately equal. Moreover, so that the difference in academic performance between them does not significantly affect the results of the study, we are weaker in composition, the group of students accepted for the experimental, stronger - for the control. At the same time, we practiced in an experimental study a cross-sectional experiment, that is, where experimental and control groups changed places: experimental became control and, conversely, control - experimental. This is fundamentally important in leveling the learning environment.

It is well known that the experiment requires detailed and thorough track record of its progress and observations of the activities of teachers, as well as students [7]. This requirement was meticulously fulfilled. The results of the observations were recorded in the form of a protocol.

Table 2.10.

Level of content autonomy for students before starting a course in political science

The level of content independence	The number of students, corresponding to certain level, %			
	Experimental groups		Control groups	
	1997 .	1998 .	1997.	1998
I	0	0	5	6
II	55	51.5	48	41
III	35	30.5	37	41
IV	10	18	10	12

Statistical processing of the experiment. Before the students began to read new courses for them in political science, the method of testing determined the level of mastering the knowledge and skills of students of experimental and control groups (Table 2.10.).

It was assumed that with a coefficient of assimilation of more than 0.7 you can speak of the existence of content autonomy. The results of testing the experimental (E) and control (K) groups are shown in Table 2.10.

Before evaluating the obtained results, the hypothesis about the absence of a statistically significant difference between the degree of independence of students of individual experimental groups and separately control groups, who mastered political science according to the traditional system of study, as well as - modulo-tutor.

Table 2.11.

Dynamics of level of autonomy during students' performance various types of political science work

Types of work in the course of political science ï	Groups	Measurement of independence			The values obtained
		1	2	3	
I level of difficulty task i	Experimental	0.679	0.625	0.652	0.586
	Control	0.01777	0.26	0.1839	5.86
II level of difficulty task	Experimental	0.7	0.65	0.675	0.299
	Control	0.405	0.47	0.432	2.99
III level of difficulty task	Experimental	0.522	0.475	0.4985	
	Control	0.556	0.530	0.543	0.876
IV level of difficulty task	Experimental	0.294	0.26	0.272	
	Control	0.368	0.345	0.356	0.327
Report	Experimental	0.450	0.40	0.425	
	Control	0.450	0.42	0.435	0.9919
A report at a scientific conference	Experimental	0.732	0.70	0.716	
	Control	0.722	0.64	0.681	0.694

The obtained data on the level of content independence indicate that almost half of students have a second level of content autonomy, and most others are oriented to the third level (Table 2.10.). Work in the process of mastering knowledge of political science requires the discovery in them of the third-fourth levels of content autonomy. The contradiction between the existing provisions and the requirements for students' work over abstracts on political science, threatens the emergence of serious problems in the organization of independent work of students in the process of research activities in order to learn a course in political science.

Qualitative analysis of the results of the experiment. To calculate the average degree of independence, the formula used:

$$S = \frac{1}{m} \sum_{i-k}^{k} m_i \; s_i$$

where S – degree of independence;
m_i – number of students having a certain degree of independence;
m – total number of students in the group;
k – number of ranks.

Students of experimental groups were provided with a modular-tutor program, which contained modules designed to prepare them for the acquisition of political knowledge. Students of control groups trained in the traditional system of training. And our hypotheses were confirmed, the achievements of the first were more significant.

When calculating the average degree of independence (hereinafter - c) for control and experimental groups was taken with = 1, if a student solves problems independently - c = 1, if he worked in consultation with the teacher 10-20 times or more, and consultations had the nature of the instructions on the part of the latter (the student fulfilled the task of political science at the direction) - c = 0; c = 0.5, if the student worked independently and consulted less than 10 times, and the consultations were more creative with the advantage in them subject-subjective relationships.

The degree of independence in the performance of each part of the modules in the course of political science was determined taking into account the frequency of repeatability of assessments; the obtained data were grouped at a similar level of independence (Table 2.11.).

Here is a concrete example: at the Department of Sociology, such a prerequisite was the provision of the process of teaching political science modules, its computerization and equipping with other means of learning while conducting work under Module III "Political System of Society" (Addendum B).

The hypothesis is confirmed by checking its nonparametric criterion with the degree of independence - 1.00. From this it follows that the statistical information provides an examination of the average degree of independence separately in the experimental and control groups without the allocation of subgroups in them in 1997. and 1998. in the process of teaching political science in the modular-tutor teaching technology, as well as in the traditional system of training. It is obvious that the dynamics of the level of independence in control groups is typical for the acquisition of political science in the traditional learning process.

The results of the definition of the average degree of independence in the implementation of individual parts of the tasks of political science students experimental and control groups are presented in Table. 2.11., Graphic representation - in fig. 2.5.

It is well known that in the initial period of studying political science students can not independently solve problems that arise in the process of learning. This logically follows from the marked difference between the existing and necessary for the tasks (from the course of political science) levels of autonomy. It is clear that the main support of the student is the teacher (under the conditions of the traditional system of education) or tutor-teacher in the modular-tutor technology. This is confirmed by the data of experimental research. Thus, when solving problem situations in the course of political science, the degree of independence of students of control groups trained in the traditional system was and the average value - 0.083. At the same time, when performing tasks,

lei had a different level of complexity and search conditions in terms of modular-tutor training technology, the degree of autonomy increases (Addendum B).

Experimental groups received new tasks after several lectures, therefore, in the initial period of mastering the political knowledge base when solving problems of varying complexity, a high degree of autonomy was found in them - 0.62. A high degree of autonomy was observed in the performance of other tasks. So, when writing essays on the topics of political science, it was 0.675. The statistically significant difference between the level of independence in the experimental and control groups is observed when students perform other types of political science work, for example, the preparation of scientific reports.

Degree of independence

	experimental groups
------	control groups
-(M)-	To solve the problems of these types of work on the course, you could use the module
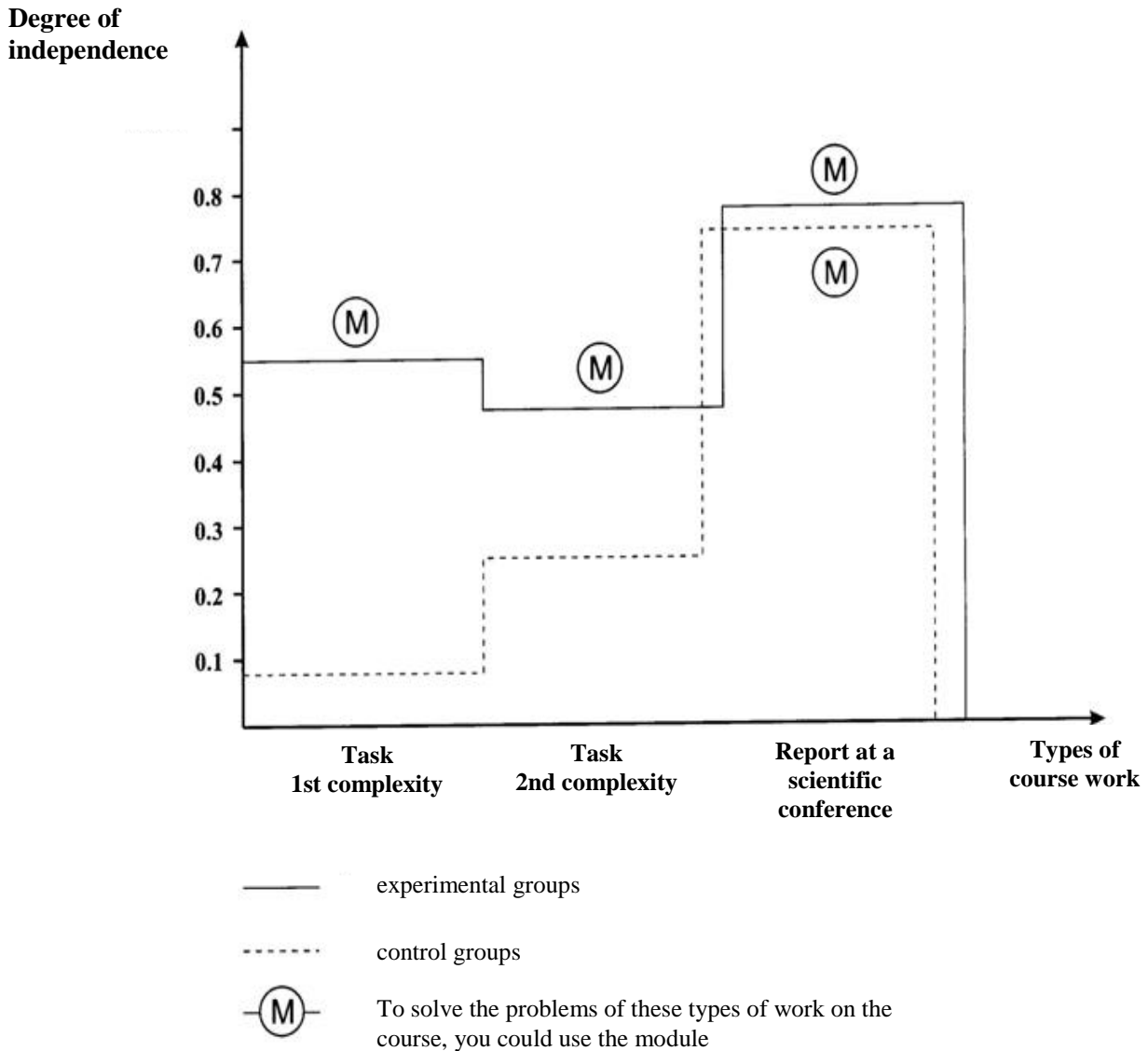
Fig. 2.5. Dynamics of the average degree of autonomy in mastering knowledge.

What matters is the qualitative aspect of the question: what exactly is happening due to the introduction of modules into the process of studying the course in political science? For this purpose, the problems that arose in students during the study of political science, in particular, the problem of consultation.

Table 2.12.

Consultations in the period of studying political science according to the traditional system of study and module-tutor training technology

Number of consultations	Average value for groups, %	
	Experimental	Control
10 and more	8.7	37.4
5-10	17.1	58.1
1-5	74.2	4.5

As can be seen from Table. 2.12, almost half of the students of experimental groups consulted nine or less times, while in control groups - these students were only 4.5%. 17-19% of students consulted 15-19 times

experimental groups and 58.1% - control groups. 87.4% of control group students (compared with 8.7% in experimental groups) consulted twenty or more times.

Consultations conducted with students of experimental and control groups are sharply different in content. If the teacher and student of the experimental group in the parity of interaction solved creative problems, then numerous counseling students of control groups was based on the instruction of the teacher, or not every step in the student's training.

Analysis of the assessments of students who studied under the module-tutor program, suggests that great importance for a sharp increase in the degree of independence had a high degree of systematization of knowledge and skills in the content of modules; problematic presentation of their teaching material and emphasis on the formation of methods of activity in the process of learning political science. All this enabled the students to intensively learn the teaching material and thus increase the level and extent of content autonomy, which greatly influenced the results of the study. It is also necessary to take into account the successful formation of skills and abilities of independent work, which, according to students, was influenced precisely by modular studies, which often bordered on self-education and self-study (Addendum B).

The results of pedagogical experiments in mastering the foundations of political knowledge of non-humanitarian higher educational institutions are also evidenced by the increase of independence in the process of module-tutor education [46; 79; 17]. When using MTT in the process of mastering the course of political science, students of experimental groups performed this work at the third or fourth level of content autonomy. At the same time, no student of control groups did not dare to start an adequate independent work. It follows that in the process of MTT there is an intensive formation of content autonomy of different levels, as well as organizational independence.

The effectiveness of the work led to the expediency of allocating specific features of the learning process, organized by the module-tutor technology. As a result of the highlighting of the technological approach to the learning process in the organizational aspect of the purposeful activity with the formation of independence in two types; the feature of experimental research approach - in the content aspect; characteristic features of the process of updating creative potential of the individual - in the target aspect and indicating the process of formation of organizational independence as a productive aspect, it turned out that it is possible to bring separate components of this process into a single holistic innovation model of the latest pedagogical technology.

This modular-tutor technology, practically embodied in the corresponding courses of philosophical and political disciplines, can be used to organize teaching of other disciplines of the humanitarian cycle in higher educational establishments of Ukraine.

CONCLUSIONS FOR THE SECOND PART

In the work on new technology it is important to structure the text of the educational material. According to this, the first step follows the second: the definition of elements of the knowledge base on the topic and levels of their assimilation. These moments are solved with additional tests. After each module, a final test test was carried out. At the end of the semester (year), these tests were processed for each student group individually and compared with the different types of controls according to existing curricula.

It was also possible to change the distribution of classroom hours, although this was done very carefully and substantiated. The use of active forms of educational work required careful preparation of classes with the wide use of photocopying materials of educational texts.

Instilling students the skills of conscious, systematic and systematic educational work is guaranteed by means of a concrete system of organizational forms and methods of classroom training. Complex-organizational forms included such moments as familiarizing students with curricula and compulsory assignments on the course of philosophy, the reduced teaching of certain topics of the course and the study of the less complex part of this material by students themselves, the implementation of the normalized classes for each week of modules. Offered topics of tutorial classes and specific training types of tasks, types of control tasks, educational literature by modules.

Also, significant changes occurred in the method of conducting major types of classes with an increased volume of independent work of students. Conceptually, the change in the role of independent work of the student led to the fact that the lecture, remaining the main form of organization of educational work in a higher education institution, has undergone significant changes in the content, methodology and throughout its structure. At the hands of students - modules, showing incomplete decisions and flowcharts of tasks, and the evaluation of the final results by the students themselves occurs at the end of the tutorial lesson. All this contributes to the feedback in the work of students with a lecturer. Dialogue communication was used, questionnaires of various kinds at the beginning of lectures, and individual tasks and control cards - at the end of them, when the questions, which were put forward on independent work, were specified.

The presence of the tutor in the educational process helps to eliminate the overload of students by study classes, and teachers deprive "school" habits of a "call". Classes with a significant part of the bulk work of students clearly activates the educational process: discussion, brain attack, criticism and self-criticism, studio of the active case, work in a pair, in a small group, in a large group, etc.

In the process of forming the students of the current system of knowledge and skills of providing a holistic, individual approach to the student's personality, conditions are created for the development of their independence.

Comparing the independent work of the student in the traditional system of training and in the conditions of modular-tutor technology, we conclude that there are significant advantages to the latter. The hypothesis that in the process of introducing a new technology student autonomy is more effective than the traditional system of teaching. This is clearly evidenced by the results of testing in order to calculate the average degree of independence for control and experimental groups.

The statistically significant difference between the level of independence in the experimental and control groups is observed when students perform different types of work.

An analysis of educational counseling suggests that there were fewer questions for students in experimental groups to explain something than students who have traditionally studied.

Here the discussions in the groups helped. In addition, consultations conducted with students of experimental and control groups, sharply differed in content. If the teacher and student of the experimental group in the parity of interaction solved creative problems, then numerous counseling students of control groups was based mainly on the instructions of the teacher on each step of the student's training.

AFTERWORD

Thus, systematization of the results of the study can confirm its hypothesis about the use of MT as a system of conditions, namely, that will ensure the effectiveness of learning, will stimulate cognitive activity of students and the formation of a system of effective knowledge and skills on the basis of an individual approach.

Thus, analyzing modular-tutor training as an autonomous trend in the pedagogy of higher education, which arose in the last quarter of the 20th century, it should be noted that it had its stages of origin, development, transfer to various branches of science, which as a result became an authoritative means of studying in a number countries and different types of educational institutions. With all the diversity of definitions of the concept of modular-tutor training, depending on the scientific schools (Baltic, Kiev, Moscow), we adhere to those provisions that were theoretically developed and practically implemented in the late 80's - early 90's. XX century. Department of Social Work and Pedagogy of Taras Shevchenko University of Kyiv. The formation of this project was stimulated by the disadvantages of the traditional lecture and seminar system of higher education.

On the basis of the generalization of the results of scientific research can be determined from the standpoint of a systematic approach that: developed and described in the study technology of module-tutor training is one of the subsystems of the pedagogical macrosystem, its features affect all system-creating elements: earning objectives, internalized learning objectives; content of training, built in original complexes - modules; forms, methods, teaching aids, which are applied in accordance with the various organizational schemes of module-tutor training; teachers in the aspect of the transformation of their functions in the pedagogical process from the informative-presenting to the coordination and advisory; those who study in the process of modular-tutor teaching technology are given a place of active, purposeful person, who will master the experience with a large degree of independence of the individual. Such a qualitatively new, complex, interrelated approach to all elements of the pedagogical system allows us to evaluate modular-tutor learning as a new achievement in didactics.

Also, theoretical and methodological analysis of modular-tutor training technology from the standpoint of a systematic approach based on the principles of historicism, determinism and on the structural and functional principle has been carried out, which showed that the essence of the technology of module-tutor training, in our opinion, is that to achieve the desired the level of students' competence is carried out by an integrated structuring of the content of the educational material, the choice of adequate methods, means and forms of training aimed at independent choice and passing the student entents of full, abbreviated or in-depth training options for graph-diagrams, modules, metaphors.

The conducted research makes it possible to conclude that in the process of modular-tutor training, the parity interaction between the teacher and the student is fully realized, thus embodying the ideas of cooperation pedagogy. The use of modules in the process of the subject - the subject interaction of the teacher and the student not only does not ensure the humanization of the pedagogical process, but also raises the student and teacher to a qualitatively new level in terms of adapting the entire pedagogical process to the individuality of the student, especially to the effective implementation of human relationships in the learning process. In addition, it should be noted that the research revealed the following: subject-subject interaction is not only the basis of parity relationship between a teacher and a student as a pedagogical activity style, but also creates the prerequisites for a more precise objecting of the purpose of the pedagogical process; Module-tutor training can be applied in the pedagogical process of schools of different types (general, higher); different accreditation.

Didactic searches in the field of building new pedagogical technologies in modern high school are based on the theory of modular learning, on the system of its principles, which correlate with the general-didactic. Determining the general direction of modular-tutor training, its goals,

content and methodology of organization, there are principles: modularity; structuring the content of training; dynamism; active approach to learning; Flexibility; perceived prospect; versatile methodological counseling; parity; adequacy.

The basic pedagogical conditions of modular-tutor teaching technology in the study of philosophical and political science disciplines in educational institutions can be considered as follows: modular structuring of the content of humanitarian disciplines, taking into account the modular principles on the basis of MTT; Technological provision of modular-tutor technology as a system of forms, methods, tools, operating on the appropriate principles; the level of preparedness of students and teachers for a democratic type of cooperation - subject-subject relations.

The conducted theoretical and practical research makes it possible to confirm that the main means of MTTP are modules and their complexes - the module-tutor program. The module is a complete block of information, which includes the target program of educational actions, methodical management and ensures achievement of the set didactic goals.

It is proved that the general principles of constructing typical modular-tutor programs are: the purpose of the information material of the combination of complex integrating and private didactic goals; completeness of the training material in the module, relative independence of the elements of the module; organization of feedback of the optimal transmission of informational and methodical material.

The foundations of the experimental research of MTT from the courses of political science and philosophy are based on the system of educational conditions of education, the dependence of the effectiveness of such training on the quality of the MT program, the competently constructed scheme of training and its implementation, and the competent selection and application of teaching methods in the tutorial that was worked out in research as an innovative model.

We have developed the provision of feedback in the context of the introduction of MTT in humanitarian disciplines on the basis of philosophy and political science, for this purpose, the following types of control should be used in the modular-tutor training: fluid, intermediate, and generalization.

Flow control is carried out in the process of mastering the content of the training element. By means of intermediate control, MTT determines the quality of achieving all learning goals, it is carried out at the end of each element and can perform the functions of control and self-control, due to didactic packages that have been developed for each module in the MT program.

Generalizing control is carried out in order to determine the quality of assimilating the content of the entire module from the course of philosophical and political disciplines.

In addition, it should be noted that the pedagogical process of modular-tutor technology consists of separate stages, its continuity is possible under conditions of continuity between them. Continuity becomes real if at the beginning of each stage of the study the diagnostics of preparedness for it is carried out and according to its results to each student the personally adapted content, forms, methods of training.

The MTT of philosophical and political science disciplines was created and described on the basis of the following principles and rules for the construction of educational modules:

1) the purpose of the information material;

2) a combination of complex, integrative and specific didactic
goals;

3) the completeness of the training material in the module;

4) relative independence of structural elements of the module;

5) implementation of feedback;

6) optimal transition of the data and methodical material;

7) expansion of the spectrum of judgments regarding the verification of students knowledge (compared with the 4-point traditional assessment of their knowledge).

It was established that the MTT of philosophical and political science disciplines allows to individualize the pedagogical process, in particular in the following aspects:

a) the content of training (the individualization of the content can be carried out for individualized learning objectives or basic factual training of the student);

b) the rate of assimilation (the specificity of constructing the content allows the student to work independently, giving the necessary amount of time to achieve the goals of education);

c) the ways (methods) of learning. Modules provide alternative ways of managing learning activities, so the student himself can easily choose the most appropriate, from his point of view, objects of action;

d) control and self-control (each module is provided by the feedback system, an important place which usually takes test control and self-control, which is individualized);

e) the direct influence of the teacher on each student (the transfer of part of their functions, different in each separate version of the module, allows the teacher to broaden, deeper realize the individual contacts).

It has been experimentally proved that the formation of specialists in the conditions of MTT makes it possible to achieve the most through the system of compulsory continuity between all educational circles (in this study it means a secondary school and a higher educational institution).

To this end, zero modules are proposed, the purpose of which is to eliminate "white spots" in the knowledge of those students of a institution who did not have proper training in humanitarian disciplines in high school.

It has also been proved that in the process of mastering the philosophy of philosophy based on the advocated technology of teaching students are formed a multilevel content autonomy, which comes from executive autonomy and goes to independence in typical situations. This process is continued by the transition to the autonomy of actions in non-typical situations and culminated in creative autonomy, which was traced under the conditions of modular-tutor training of philosophy and political science in the higher educational institution. It is established that the independence of students in the conditions of new pedagogical technology becomes effective.

The given work is the first attempt to study MTT on the material of the humanitarian cycle of disciplines (namely, the courses of philosophy and political science) as such a learning system, which will open the way for new studies of modular-tutor training. The monograph revealed a number of promising areas that require the attention of scientists. Among them there are:

- research of the subject's dynamics - subject relations between those who study and those who teach in the conditions of modular-problem, modular-rating, modular-development, modular-quantum training;

- research of the problem of structuring the disciplines of fundamental and professional character, taught in higher educational institutions for the MTT;

- research on formation of the motivation of cognitive activity in students in the process of MTT;

- studying the problems of computerization of modular-tutor training in the system of higher education.

Consequently, theoretical and experimental pedagogical problems have caused and will be of interest to themselves, while remaining at the same time, so to speak, open source material, where each new researcher will find an opportunity for self-realization.

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ADDENDUM

"Philosophy"

**Summary of lectures with regard to tutor training
for students of specialties**

CONTENT

SECTION I
GENERAL CHARACTERISTICS OF PHILOSOPHICAL KNOWLEDGE

Module № 1
Subject, method, peculiarities of development and importance of philosophy
Lecture 1
Subject and method of philosophy.
Lecture 2
Features of development and significance of philosophy.

SECTION II
PHILOSOPHY ABOUT SOCIAL MEASUREMENT OF HUMAN BEING
Production bases of people's lives
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Lecture 3
The notion of material production.
Lecture 4
Dialectical structure of production.
Lecture 5
Production and property.
Module number 3
Economic principles of human existence
Lecture 6
Production and economy.
Module № 4
The concept of society and the existence of people
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(Continuation of lecture 8).
Lecture 10
Man and society.
Lecture 11
Consciousness of man and spiritual life of society.
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General characteristics of the process of cognition.
Lecture 14
Dialectics of the process of cognition.
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Methods and forms of scientific knowledge.
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Lecture 21
The notion of matter - the ultimate reflection of the universe and the existence of man.
Module No. 8
Dialectics - the science of the universal essence of the world and the existence of man
Lecture 22
The subject of dialectics.
Lecture 23
The laws of dialectics.
Lecture 24
The most important categories of dialectics.

SECTION I
GENERAL CHARACTERISTICS OF PHILOSOPHICAL KNOWLEDGE
MODULE № 1

THEME 1
SUBJECT, METHOD, PECULIARITIES OF DEVELOPMENT AND VALUE OF PHILOSOPHY
1. The subject of philosophy, its objective and subjective principles.
2. The method of philosophy, its most important feature and structure.
3. Features, trends, directions and phases of development of philosophy.
4. Functions and practical significance of philosophy.

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CHAPTER 1
GENERAL CHARACTERISTICS OF PHILOSOPHICAL KNOWLEDGE MODULE № 1
Questions and variants of written control work for module number 1.

Option 1
1. The subject of philosophy, its objective and subjective principles.
2. The concept of the way of thinking as an element of the philosophical method.
3. Features and stages of the development of philosophy

Option 2
1. General characteristics and structure of the philosophical method.
2. Achievement of the private sciences as an element of the philosophical method.
3. Historical tendencies and directions of development of philosophy.

Option 3
1. The concept and necessity of philosophical categories as an element of the philosophical method.
2. Method of solving the basic question of philosophy as an element of the philosophical method.
3. Functions and meanings of philosophical knowledge.

LECTURE 1
Subject, method, peculiarities of development and importance of philosophy.
 1. The subject of philosophy.
 1.1. The presence in the literature of thought, as if philosophy "is not a strict science in the usual sense of these words."
 2. The prerequisites for such an opinion.
 2.1. The deciphering of the term "philosophy (from Greek philo - love and sofia - wisdom) as a love of wisdom.

 2.2. The position of everyday consciousness, as if every person himself is a sage, and as if philosophy is knowledge of the most important aspects of human life.
 2.3. The prevalence of positivism (one of the areas of modern philosophy), which seeks to justify that philosophy is not science.
 3. Objective basis of the subject of philosophy as a science.
 3.1. Interconnection of various branches of nature and society, their unity, subordination to general laws.
 3.2. The diversity of forms of productive activity of people and the growing need to take into account the integrity of nature and society, due to the growing threat of human death during the development of natural development of production and the destruction of nature.
 3.3. Growth, during the development of production, needs to use general laws of production and the world as a necessary technology moment.
 4. Subjective ambition of philosophy as a form of scientific knowledge.
 4.1. One-way approach to nature and society of private sciences, limited the truth of private-scientific knowledge about nature and society, about the world as a whole.
 4.2. The continuity of the consciousness of people with their outlook, the special philosophy of the world.
 4.2.1. Structure of the outlook as a combination of the ideal of social being, faith and conscience.

4.2.2. Disparities in the ideals and attitudes of people.

4.3. The presence in each historical episode of individuals whose ideals, faith and conscience are oriented towards the prospect of social development, and whose ideals seek to realize, guided by the awareness of the essence of human life, the place of man in the world and its relation to the world, that is, philosophizing.

5. The subject of philosophy - the world as a whole, its universal laws, the place of man in the world and its relation to the world.

6. Necessity of philosophical knowledge.

6.1. The need for a person to have a true knowledge of himself and the prospects of his development.

6.2. The need for people to have a coherent and more true knowledge of nature and society than that which is given by the developing private sciences is scattered.

6.3. The need of people to have production and the whole system of social life, which are based on the primary value of human life, its unity with nature.

II. Method of Philosophy.

1. Relationship, correlation of subjects and methods of science: the dependence of the method on the peculiarities, the degree of awareness of the subject of the science.

2. The orientation of the philosophical method to the world as a whole, its universal, non-derivation to private methods and methods of the private sciences.

3. Method of philosophy - a means of creating knowledge about the world as a whole through thinking.

4. The structure of the philosophical method.

4.1. The higher level of development "at each stage of history" - the category of philosophy.

4.2. Higher achievements of private sciences.

4.3. The way of thinking of mankind in a particular epoch.

4.4. Method of solving the basic question of philosophy.

5. The concept and necessity of the category as an element of the philosophical method.

5.1. Categories of philosophy are concepts in which the subject of philosophy is reflected from different sides.

5.2. The mastering of a higher level of philosophical categories determines the culture of thinking of the scientist, including the ability and culture of philosophizing; without such development it is impossible to think philosophically.

6. The need for higher achievements of the private sciences as an element of the philosophical method.

6.1. New facts as a prerequisite for the further development of each of the sciences.

6.2. Achievements of the private sciences - the initial facts of philosophical knowledge at every stage of its development.

6.3. The systematization of these movements is a necessary condition for the creation of a coherent picture of the world.

7. The concept of the way of thinking as an element of the philosophical method.

7.1. Dialectics and metaphysics are two types of thinking that are historically developed by mankind. Dialectics - a type of thinking, according to which things, different branches of nature and society are explored in mutual communication and development. Metaphysics is a type of thinking, according to which things, different branches of nature and society are explored beyond the mutual connection and development.

7.2. Classical foundations of dialectics and metaphysics.

7.2.1. The radical interest of the conservative class, which prevails economically and politically, is to preserve the existing system. The radical interest of the revolutionary class is to change the outdated order.

7.2.2. Formation of thinking representatives of the opposing classes of world explanations, according to which the world is given from the standpoint of inviolability of the existing system, that is unchanged, or from the standpoint of struggle for a new system, that is, as developing.

7.2.3. Using ideas about immutability or the development of the world as the principles of thinking in various fields of cognition.

7.3. Theoretical and cognitive foundations of dialectics and metaphysics: the dependence of thinking on the state of scientific knowledge; the priority development of a particular science, the particulars of research activity on one or another segment of history.

7.4. Historical forms of dialectics: the naive dialectic of the philosophy of the Ancient World, the idealist dialectic of classical German philosophy, the materialist dialectic of Marxist philosophy.

7.5. Forms of metaphysics: one-way approach to the study of a particular object; Exaggeration of the significance of any field of knowledge; consideration of scientific facts beyond their mutual communication.

7.6. Different state of dialectics and metaphysics on one or another segment of history and, at the same time, their use in unity in the course of cognitive activity.

7.7. A special relationship between dialectics and metaphysics in the course of cognition in concrete historical conditions is a way of thinking humanity that meets these conditions.

7.8. The way of thinking is an instrument for generalizing the higher achievements of the private sciences into a coherent picture of the world.

8. Method of solving the basic question of philosophy as an element of the philosophical method.

8.1. The main question of philosophy - the ratio of thinking to being, consciousness to matter *

8.2. The immanence of this question is only philosophy because of its study of the world as a whole, in which, in addition to the phenomena of material, there are phenomena ideal, spiritual.

8.3. Two sides of the main question of philosophy:

1) What is the primary - matter or consciousness?

2) Is the cognitive world?

8.4. First way solution:

1) Materialism - the substantiation of the primacy of matter on consciousness;

2) Idealism - the justification of the primacy of consciousness about matter.

8.5. Agnosticism "The justification of the non-cognition of the world" as one of the ways of solving the other side of the fundamental question of philosophy.

8.6. Materialism or idealism as the basic principles of creating a holistic knowledge of the world.

9. The essence of the application of the philosophical method, that is, philosophizing - the creation of knowledge about the world of individuals who had in one particular or another era the most advanced ideals of social existence and man, by summing up the highest achievements of science of nature and society with the help of a way of thinking that reigns in specific conditions , and on the basis of a materialistic or idealistic solution to the fundamental question of philosophy.

SECTION II
PHILOSOPHY ABOUT SOCIAL MEASUREMENT OF HUNAM BEING MODULE № 2
MANUFACTURING BASIS OF LIFE OF PEOPLE
THEME 2
CONCEPT OF MATERIAL PRODUCTION

1. The concept of labor, industry, social production.

2. The concept of the mode of production.

3. The general laws of production.

4. Dialectical structure of production.

5. Dialectics of production, distribution, exchange and consumption.

6. Dialectics of division of labor, organization and management.

7. Dialectics of experience and practice.

8. Dialectics of productive forces and industrial relations.

9. Production as a developing process on its own.

10. Production and property.

11. The concept of property.

12. Historical forms of property relations.

13. Value relations of ownership and concepts of ownership.

Literature:

1. E.GBorodin Public production as a subject of philosophical research. Moscow, 1989.

2. V.I. Knyazev. Man and technology (socio-philosophical analysis). K., 1990.

3. K.Markx "Das Kapital, // K.Marx, F. Engels, Soch. - 2nd ed. - t.23. - p.188-197.

4. K.Marx Introduction (From the Economic Manuscripts of 1857-1858) // Marx K., F.Engels Soch. - 2nd ed. - t.12. - p. 709-726.

5.K.Marx, F.Engels, German Ideology //K.Marks, F.Engels, Engels F. Soch. - 2nd ed. - t. 3. - P. 20-25.

Approximate topics for a scientific conference on general production problems. (Module No. 2).

1. Highlights and interconnection of labor, industry, social production.

2. Highlights of the mode of production, their dialectics.

3. The general laws of production, their features and unity.

4. Interconnection and mutual conditionality of production, distribution, exchange and consumption.

5. Forms and the relationship of division of labor, organization and management.

6. Dialectics of experience and practice.

7. Everyday, legal and industrial-economic concept of property.

8. Historical forms of ownership.

9. Value forms of ownership and concepts of ownership.

SECTION II
PHILOSOPHY ABOUT SOCIAL MEASUREMENT OF HUMAN BEING
MODULE № 2 MANUFACTURING BASIS OF PEOPLE'S LIVES
LECTURE 3

The notion of material production.

I. The concept of labor, industry, social production.

1. The concept of labor - the key to scientific understanding of the essence of man and his relationship to the world.

2. Initial definition of labor: "Labor is primarily a process that is carried out between man and nature, a process in which a person by his own activities mediates, regulates and controls the metabolism between themselves and nature. In order to assign the substance of nature in a form that is capable of its own life, it leads to the movement of the natural forces that belong to his body: hands and feet, head and fingers. By influencing this movement on the outside and changing it, at the same time it changes its own nature. He develops the forces that drown in it and subjugates these forces to their power "(K.Markx).

3. The disadvantages of the above definition of labor:

a) there is obscured social essence of labor and its concrete historical form;

b) it, through its abstractness, is accessible to common sense and, unfortunately, distorts it, reducing labor to work.

4. Positive value of the above definition: it allows to highlight the main moments of labor.

5. The main moments of work.

5.1. The subject of labor is a thing or complex of things taken directly from nature or pre-treated, to which human efforts are directed.

5.2. A means of labor is a thing or a set of things taken directly from nature or pre-processed, through which human effort is transmitted to the subject of labor.

5.3. It is advisable to work people or work itself as a realization of the ability of people to think, set goals and achieve them, combining the object and means of labor.

6. The decisive role of expedient activity of people in labor: during it, a person leads to the movement of objects and means of labor, combines them in a very certain way and produces in accordance with the target plants the product of consumption.

7. The theoretical significance of the allocation of the main points of the work: for its help, and in particular, on the basis of awareness of the decisive role of expedient activity in work, there is an opportunity to reflect on work in a less abstract way, to create the notion of labor as an individual's activity. Since each person is different from the other by age, skills, knowledge, inclination and abilities, as far as feasible activity is always carried out as the activity of a particular person, an individual.

8. The concept of labor as an individual's activity.

8.1. It is quite acceptable for the above initial definition of labor.

8.2. Work as an individual's activity has the above-mentioned highlights. However, they are reflected in the characteristics of each working individual. In an experienced, more knowledgeable and able to some kind of work of the worker, objects and means of labor other than less experienced and less knowledgeable, are used more effectively. An experienced and knowledgeable worker gives the product that is created, more perfect, more qualitative than inexperienced. Accordingly, and labor is carried out as a production of a product that is better able to satisfy a particular need.

8.3. Theoretical significance of the notion of labor as an individual's activity:

a) it becomes apparent that labor is the activity of many individuals capable of producing one or another product;

b) there is a possibility to go to the realization of work as an industry.

9. The concept of labor as an industry.

9.1. Interaction with the nature of individuals who have the ability and prepared for a particular kind of work, producing a product to meet any need, acts as the implementation of the field of labor.

9.2. Eligibility for the industry above the initial definition of labor.

9.3 Eligibility for the industry above the highlights of work. However, it is necessary to take into account the following.

9.4. Variety of branches.

9.5 Mutual dependence of industries: the fact that in one or another field is the product of labor, in other areas serves as an object or means of labor.

9.6. The unity of the branches of labor: the efficiency of functioning of each of them depends on the efficiency of the functioning of the other and vice versa.

9.7. The social nature of labor in the industry:

a) a necessary condition for the functioning of each and the entire set of industries is the public divisions and the organization of labor;

b) the necessary condition for the functioning of each and the whole set of industries is the unified social discipline of labor (especially the discipline of mutual supplies), which subordinates the discipline of the work of each individual;

c) for the implementation of a unified organization of the functioning of branches and general discipline of labor, a unified management of the whole set of branches is necessary;

d) the social nature of objects and means of labor: when working, individuals use objects and means of labor created not by them, but by many other individuals;

e) social character of expedient activity in the industry: it represents the realization of the plan, the necessary moments of which are: production of a product that is intended to meet certain needs; production of a given product in a certain quantity; accounting for the dependence of the industry on the links with other industries; accounting for the prospects of changing social and individual needs; accounting for the need to improve means of work.

9.8. The social nature of labor in the industry: because of the interdependence of branches and their subordination to social division, organization and management of labor, all of them in unity are such that develop specifically the social efficiency of labor. The essence of the latter is that it exceeds the arithmetical sum of the efficiency of the labor of all individuals employed in different fields, assuming that each of them operates separately from others.

10. Interconnection of industries, the social character of labor in each of them, and the social efficiency of labor. In their system, labor always means that social activity of individuals, social production.

11. Relations between labor and production: labor is the diversity of activities, and production is their general system.

12. The continuity of labor and production: the diversity of activities - the specific content of social production, and the latter - a set of general conditions of work.

13. The main features of social production. 13.1. Continuity: Unlike special activities, each of which offers rest, meals, entertainment and other methods of renewal of the forces of individuals, the production of "such a historical matter, such a basic condition of all kinds of history, which (now, as well as thousands of years ago) should to be performed daily and hourly only in order for people to live "(Marx K., Engels F.). 13.2. Highlights of social production.

13.2.1. Means of production: the continuity of production offers a permanent combination of means of labor and labor. Their dynamic unity is the functioning of social means of production or means of social production.

13.2.2. People who work are driving the means of production.

13.3 Concrete-historical form: through continuity, social production is constantly improved, acquiring each time more or less stable form.

14. The concrete historical form of social production means that it is always a certain means of production.

"Philosophy"

**Summary of lectures taking into account modular-tutor training
for students of economic specialties**

CONTENT

MODULE № 1
GENERAL CHARACTERISTICS OF PHILOSOPHICAL KNOWLEDGE

Lecture 1
Subject, method, peculiarities of development and importance of philosophy.
Lecture 2
(Continuation of lecture 1).

MODULE № 2
MAIN STAFF OF PHILOSOPHY ON THE WAY TO SCIENCE

Lecture with
The statement of the main problems in the philosophy of the Ancient World.
Lecture 4
(Continuation of lecture 3).
Lecture 5
Features of setting and solving problems in the philosophy of the Middle Ages.
Lecture 6
Philosophy of the Renaissance.

MODULE № 3
STATISTICS OF PHILOSOPHY SCIENTIFIC, THEORETICAL KNOWLEDGE

Lecture 7
Science and philosophy of XVVII-XVIII centuries.
Lecture 8
(Continuation of lecture 7)
Lecture 9
Philosophy of the Enlightenment.
Lecture 10
Classical German philosophy in solving the problems of theoretical knowledge.
Lecture 11
(Continuation of lecture 10).
Lecture 12
(Continuation of lecture 10.11)

MODULE № 4
PHILOSOPHY IN THE SYSTEM OF THE PRESENT THEORETICAL KNOWLEDGE

Lecture 13
Contemporary philosophy: a general characteristic.
Lecture 14

(Continuation of lecture 13).
Marxist philosophy.
Lecture 15
(Continuation of lectures 13, 14),
Scientist trend in modern philosophy.
Lecture 16
(Continuation of lectures 13, 14, 15).
Anthropological and religious orientation in modern philosophy.

MODULE 5
FEATURES OF THE STATUS OF PHILOSOPHY OF UKRAINE AND RUSSIA

Lecture 17
Formation and development of philosophy of Ukraine.
Lecture 18
Formation and development of Russia's philosophy.

CHAPTER 1
GENERAL CHARACTERISTICS OF PHILOSOPHICAL KNOWLEDGE

MODULE № 1
THEME 1
SUBJECT, METHOD, PECULIARITIES OF DEVELOPMENT AND VALUE OF PHILOSOPHY
1. The subject of philosophy, its objective and subjective principles.
2. The method of philosophy, its most important feature and structure.
3. Features, trends, directions and phases of development of philosophy.
4. Functions and practical significance of philosophy

Literature:
1. M.V. Zhelnov The subject of philosophy in the history of philosophy. M., 1981.
2. M. Mamardashvili How I understand philosophy. Moscow, 1992.
3. The World of Philosophy: The Book for Reading. - M, 1991. - Ch. 1. - p. 10-13.
4. Philosophy: Course of lectures. Tutorial. / Ed. I. V. Bychko et al. K .: Lybid, 199b - p. 16-29
5. A.N. Kanyshev The course of lectures on ancient philosophy. - M., 1981.

Questions and variants of written control work to module number 1.

OPTION 1.
1. Subject of philosophy, its objective and subjective principles.
2. The concept of the way of thinking as an element of the philosophical method.
3. Features and stages of the development of philosophy.
OPTION 2.
1. General characteristics and structure of the philosophical method.
2. Achievement of the private sciences as an element of the philosophical method.
3. Historical tendencies and directions of development of philosophy.

OPTION 3.
1. The concept and necessity of philosophical categories as an element of the philosophical method.
2. Method of solving the basic question of philosophy as an element of the philosophical method.
3. Functions and meanings of philosophical knowledge.

CHAPTER 1
GENERAL CHARACTERISTICS OF PHILOSOPHICAL KNOWLEDGE

MODULE № 1
LECTURE 1
Subject, method, peculiarities of development and importance of philosophy.

1. The subject of philosophy,

1.1. The presence in the literature of thought, as if philosophy "is not a strict science in the usual sense of these words."

2. The prerequisites for such an opinion.

2.1. The deciphering of the term "philosophy" (from the Greek .rhilio - I love sophia - wisdom) as a love of wisdom.

2.2. The position of everyday consciousness, as if every person himself is a sage, and as if philosophy is knowledge of the most important aspects of human life.

2.3. The prevalence of positivism (one of the areas of modern philosophy), which seeks to justify that philosophy is not science.

3. Objective basis of the subject of philosophy as a science.

3.1. Interconnection of various branches of nature and society, their unity, subordination to general laws.

3.2. The diversity of forms of productive activity of people and the growing need to take into account the integrity of nature and society, due to the growing threat of human death during the development of natural development of production and the destruction of nature.

3.3. Growth, during the development of production, needs to use general laws of production and the world as a necessary moment of technology.

4. Subjective ambition of philosophy as a form of scientific knowledge.

4.1. One-way approach to nature and society of private sciences, limited the truth of private-scientific knowledge about nature and society, about the world as a whole.

4.2. Continuity of consciousness of people with their outlook, a special philosophy worldview.

4.2.1. Structure of the outlook as a combination of the ideal of social being, faith and conscience.

4.2.2. Disparities in the ideals and attitudes of people.

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5. The subject of philosophy - the world as a whole, its universal laws, the place of man in the world and its relation to the world.

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6.1. The need for a person to have a true knowledge of himself and the prospects of his development.

6.2. The need for people to have a coherent and more true knowledge of nature and society than that which is given by the developing private sciences is scattered.

6.3. The need of people to have production and the whole system of social life, which are based on the primary value of human life, its unity with nature.

II. Method of Philosophy.

1. Relationship, correlation of subjects and methods of science: the dependence of the method on the peculiarities, the degree of awareness of the subject of the science.

2. The orientation of the philosophical method to the world as a whole, its universal, non-derivation to private methods and methods of the private sciences.

3. Method of philosophy - a means of creating knowledge about the world as a whole through thinking.

4. The structure of the philosophical method.

4.1. The higher level of development "at each stage of history" - the category of philosophy.

4.2. Higher achievements of private sciences. 4.3. The way of thinking of mankind in a particular epoch.

4.4. Method of solving the basic question of philosophy.

5. The concept and necessity of the category as an element of the philosophical method.

5.1. Categories of philosophy are concepts in which the subject of philosophy is reflected from different sides.

5.2. The mastering of a higher level of philosophical categories determines the culture of thinking of the scientist, including the ability and culture of philosophizing; without such development it is impossible to think philosophically.

6. The need for higher achievements of the private sciences as an element of the philosophical method.

6.1. New facts as a prerequisite for the further development of each of the sciences.

6.2. Achievements of the private sciences - the initial facts of philosophical knowledge at every stage of its development.

6.3. The systematization of these movements is a necessary condition for the creation of a coherent picture of the world.

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7.1. Dialectics and metaphysics are two types of thinking that are historically developed by mankind. Dialectics - a type of thinking, according to which things, different branches of nature and society are explored in mutual communication and development. Metaphysics is a type of thinking, according to which things, different branches of nature and society are explored beyond the mutual connection and development.

7.2. Classical foundations of dialectics and metaphysics.

7.2.1. The radical interest of the conservative class, which prevails economically and politically, is to preserve the existing system. The radical interest of the revolutionary class is to change the outdated order.

7.2.2. Formation of thinking representatives of the opposing classes of world explanations, according to which the world is given from the standpoint of inviolability of the existing system, that is unchanged, or from the standpoint of struggle for a new system, that is, as developing.

7.2.3. Application of ideas about immutability or the development of the world as the principles of thinking in various fields of cognition.

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7.4. Historical forms of dialectics: the naive dialectic of the philosophy of the Ancient World, the idealist dialectic of classical German philosophy, the materialist dialectic of Marxist philosophy.

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7.6. Different state of dialectics and metaphysics on one or another segment of history and, at the same time, their use in unity in the course of cognitive activity.

7.7. A special relationship between dialectics and metaphysics in the course of cognition in concrete historical conditions is a way of thinking humanity that meets these conditions.

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8.1. The main question of philosophy - the ratio of thinking to being, consciousness to matter.

8.2. The immanence of this question is only philosophy because of its study of the world as a whole, in which, in addition to the phenomena of material, there are phenomena ideal, spiritual.

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2) idealism - the justification of the primacy of consciousness about matter.

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8.6. Materialism or idealism as the basic principles of creating a holistic knowledge of the world.

9. The essence of the application of the philosophical method, that is, philosophizing - the creation of knowledge about the world of individuals who had in one particular or another era the most advanced ideals of social existence and man, by summing up the highest achievements of science of nature and society with the help of a way of thinking that reigns in specific conditions , and on the basis of a materialistic or idealistic solution to the fundamental question of philosophy

MODULE № 2
MAIN PECULIARITIES OF PHILOSOPHY ON THE WAY TO SCIENCE
THEME 2

1. Setting of the main problems in the philosophy of the Ancient World.
2. Historical conditions, periods and regions of origin of philosophy.
3. The main schools of ancient Greek philosophy and their representatives.
4. Setting of the main problems in ancient Greek philosophy.
5. The general genesis of ancient Greek philosophy. Its value.

Literature:

1. Philosophy. Textbook / In general, ed. Horlach M.I., Volovich V.I. Kremeny V.G. - Kharkiv: Consum, - 2000.

2. Ancient heritage and modern philosophy: Abstracts of speeches at the international conference on the problems of ancient Greek philosophy - "Aristotelian readings". Mariupol, 1996.

3. Antiquity. Democracy. Humanism: Abstracts of the speeches of the participants of the All-Union Conference on the Problems of Ancient Greek Philosophy - "Aristotle's Readings". Mariupol, 1991.

4. Ancient philosophers. Testimonies, fragments, texts. K., 1995.

5. Aristotle. Soch: In 4 t. - Moscow, 1973-1983.

6. V.F.Asmus Ancient Philosophy: A textbook - M., 1981.

7. Uniform Space. Uniform policy. Unique person: Abstracts of the speeches of the participants of the international conference on the problems of ancient Greek philosophy - VI Aristotle's Readings. Mariupol, 1993.

8. Brief history of philosophy. - M., 1975. - P. 60-70.

9. Marx K. The difference between the natural philosophy of Democritus and Epicurus's natural philosophy. // Marx K., Engels F. Soch. - 2nd ed. -T - 40

10. Plato Vol.3t. - M., 1968-1972.

11. A.N. Chanishev The course of lectures on ancient philosophy. M., 1981.

Approximate topics of speeches to a scientific conference on the problems of ancient Greek philosophy. (Module № 2)

1. Interconnection of philosophy and myth and their differences.
2. Ancient Greek natural philosophers about the beginning and the movement.
3. Differences between the natural philosophy of Democritus and Epicurus.
4. Aristotle about the beginning of things.
5. Zeno's apositions, their general essence.
6. Plato on the relationship between the world of ideas and the world of things.
Ancient Greek philosophers about the emergence of man.
8. The concept of soul in ancient Greek philosophy.
9. Plato about the state and form of government.
10. Aristotle about the state and the form of government.
11. Ancient Greek natural philosophers of cognition.
12. Solving the problem of cognition by Socrates, Plato and Aristotle.
13. Elements about the correlation of knowledge and thought.
14. The ethical ideal of man in ancient Greek philosophy.
Statement of the problem of freedom and necessity of Epicurus.

MODULE № 2
MAIN PECULIARITIES OF PHILOSOPHY ON THE WAY TO SCIENCE
LECTURE 3
The statement of the main problems in the philosophy of the Ancient World
I. Historical conditions, periods and regions of the origin of philosophy.
1. Economic conditions.
1.1. The destruction of tribal-tribal relations during the development of the exchange between tribes, the formation of slavery, the formation of an economic space, which had a significant superiority over the primitive-social system.
1.2. The advantage (at the beginning) of the work of free citizens in production.
1.3. The use of labor slaves in the most difficult and labor-intensive activities.
1.4. The beginning of the separation of mental labor from the physical.
2. Political conditions.
2.1. Formation with classes of nationalities.
2.2. Formation of states, emergence and development of interstate relations.
2.3. Developed democracy and political activity of free citizens.
2.4. The denial of slaves, the denial of their status as human beings.
3. Spiritual preconditions.
3.1. The mythical tradition of consciousness of people, which was to preserve the attempt made in tribal-tribal society, to understand what constitutes the world around; in figurative thinking as a means of implementing this attempt; in everyday relationships of people as a source of the content of their thinking activity; in cosmologizing and worship of everyday relationships of people and people themselves to explain the processes that occur in nature and society; in the representation of the gods, their relationships and activities as allegedly the cause of the emergence and existence of the world.
3.2. The emergence and exacerbation of the need for a general (not figurative, a), conceptual knowledge of the world and man during the development of peoples, states, interstate relations, expansion of living spaces and worldview of people.
3.3. Lack of effective means (basis, conceptual thinking) to meet this need.
3.4. Observation as a real means of cognition in the period under consideration.
3.5. Different possibilities of observing nature and society: nature could be observed during the work, observation of the same society could be carried, so to speak, in its pure form.
4. The general differences between the philosophy that emerged from the myth.
4.1. The desire to understand the world and man is not in images, but in concepts.

4.2. Awareness of the world and man through observation, oriented on the general essence of things.

4.3. The contradiction between strivings and opportunities (especially at the beginning) to create general knowledge about the world and man in the concepts through observation.

5. General principles of a single conceptual knowledge about nature and society, which developed during the formation of philosophy.

5.1. The conclusion on the substantiality, the general general real nature of nature (the primacy of matter), which is in constant motion, as a product of observation of nature in the course of labor activity.

5.2. Lack of opportunity to observe society as the integrity and orientation of knowledge on the essence of the individual.

5.3. Implementation of classroom prerequisites for awareness of the individual in the form of identification of him with the slaveowner and the presentation of his essence as the ability to mental, spiritual activity.

5.4. Conclusion on the indestructibility (primitive) of the soul, the ideal beginning as the primary result of social knowledge in the Old World.

5.5 The question of how the material and ideal belong, that of them eternal, will not be productive and indestructible (primitive), how the world arose, what is the essence of its existence - the general result of the initial knowledge of nature and society, and the main question of what is being formed, conceptual knowledge about the world, that is, philosophy.

6. Major periods and regions of emergence of philosophies

6.1. Prephilosophy (Egypt and Babylon - end of III-beginning of the second millennium BC, India - XV-VI centuries BC, China - IX-VI centuries BC).

6.2. Philosophy (India, China, Greece - VI century BC).

6.3. Ancient Greek philosophy - the highest degree of development of the philosophy of the Ancient World.

II. BASIC SCHOOLS OF PRESENTIAL PHILOSOPHY AND THEIR REPRESENTATIVES

1. Milesian (Thales, Anaximander, Anaximen) - the first half of the VI century. B.C.
2. Heraclitus - the same time.
3. Pythagorean - the second half of V century. B.C.
4. Eleusis (Xenophanes, Parmeny, Zenon) - the end of the VI-early V centuries. B.C.
5. Atomists (Leucippus, Democritus) - the second half of the V-beginning of the IV century.
6. Sophists (Protagoras, Gorgias) - the second half of the V-beginning of IV centuries. B.C.
7. Socrates (470-399 BC) and his school.
8. Plato (427-377 BC) and his school.
9. Aristotle (384-322 BC) and his school.
10. Stoics: Zeno (333-262 years BC), Paneusei of Rhodes (II century BC), Posidoniy (end II-I centuries BC). In addition to the Greeks, this school included the Romans Seneca (5-65 AD), Marcus Aurelius (121-180 AD).
11. Epicurus (341-270 BC) and his school.
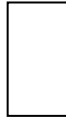
Addendum A.2

Taxonomy of the module-tutor program of a course of political science
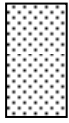
-complex didactic purpose; it can be defined as follows: the formation of students of the scientific world outlook and theoretical thinking; the formation of educational skills and skills in order to master the political science system.
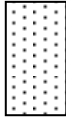
-integral didactic purpose; to form students' imagination, what is political activity, what it consists of and how it operates, the regularities of its functioning.

-accurate didactic purpose;
1,2, ..., n - the sequence of di dctic goals.

1. The term "political activity"

2. Occurrence of the phenomenon of "political activity"

3. Common opinion and political activity (in the ancient Greek world)

4. Theory of social contract (Era of Enlightenment)

5.Components of political activity

6. Interaction of these components

7.The nature of political activity

8. Content of political activity

9. Mechanism of political activity

10. Terms of operation of political ctivity, which are necessary for the decision to be well-grounded

11. Methods of preparing decision-making nya in various policy subjects

12.Making a decision by the state authorities

13. Decision-making by political parties

14. Dynamics of acceptance and criteria of social decision

Fig. A.2.1. Taxonomy, goals of training, which systematizes the knowledge of students in the course of political science.

**Pieces from the module-tutor program on the course of political science**

Didactic package to module number 3

Politics

1. Patterns and mechanism of political activity.

Political activity with all the law arose in connection with the need to guide general affairs in the Old World. Managing leaders, military leaders, using the overwhelming force. 3 the emergence of the state, this activity has become determined by the laws of the state and implemented by special bodies (the senate, parliament, police, army). In addition to force, with the development of human society, everything is more and more used in political activity by a leverage such as public opinion, which may not be taken into account by the powers.	
In the ancient Greek policy, a civilian idea of recognizing the right and duty of a member of the public to take part in solving general issues arose The theory of social contract (the epoch of Enlightenment) substantiates the view that politics, as a sphere of non-freedom of people, is the result of deliberate and deliberate efforts of free people, which thus prevent the devastating effects of spontaneous development.	
In modern conditions, political bodies of states, engaged in political activities, in one form or another count with the opinion and actions of all policy subjects - individuals, social and national communities, political movements and parties. Moreover, these actors of politics act as independent political forces, using the mechanism made by centuries.	

Political activity is a complex process, a whole complex consisting of:
  - beliefs on the basis of which they are deployed;
  - decisions aimed at the realization of beliefs;
  - the actions that make decision-making;
  - goals that cripple political action Graphically this can be
 	
represented as follows:
You need to explain how you understand it.
	!

2. The essence of political activity

When expanding the content of political activity, the following provisions should be highlighted:

- its starting point is certain views, beliefs, interests, that is, political consciousness, on the basis of which decisions are made and actions are performed;
- in its implementation necessarily take into account the objective processes of real life, acquired on the basis of scientific analysis of data;
- it is inherent not only rational, logical judgments in persons, events, but also expert mood, emotional feelings;
- Various methods are used in its conduct, including a method such as manipulating the masses in the interests of the ruling political forces;
- on its methods, the character is significantly influenced by the combination of relations of the leading political forces: whether cooperation, or - rivalry, struggle;
- its course and completion are influenced by: the economic sphere, the national and social structure of society, the ruling ideology, traditions, international asbestos;
- its ultimate goal is to master state power and use power to protect the vital interests of the ruling political group

Task

How, in your opinion, the so-called crisis situation, which took place in the Verkhovna Rada, is connected with such well-known categories of political science as: political consciousness; political forces; ideology; political groups; politics; state power; political action;

- Think about it;

- practical task;

- answers to questions;

? - control questions (or questions for self-control);

! - special attention! It is important!

- a significant goal, the goals of training.

Pieces from the module-tutorial program in the course of political science

Didactic package to module number 3

№	MODULE NUMBER	TRAINING ELEMENT	TRAINING TASKS
1.	Module 2 Subject: Political life. 1. The role, content and features of political life as a category. 2. Political behavior in the analysis of political activity regarding: a) its mechanism; b) structures; c) the achievement of goals; d) manifestations of political activity; 3. The role and place of political relations in society	1.1. Categories of political life. 1.2. Political behavior. 1.3. Interaction of political behavior and political activity. 1.4. Political behavior as a mechanism of political activity. 1.5. Political behavior as a component in the structure of political activity. 1.6. Political behavior is a way to achieve goals in politics. 1.7. Political behavior and policy participants 2. Categories of policy participants: 2.1. Leaders 2.2. Activists 2.3. Followers 2.4. Leaders of Thought	To read the literature 1. Biology T. Elements of the theory of politics / Ed. V. R. Makarenko / - Rostov-on-Don, 1991. 2. Weber M. Politics as vocation and profession / Selected. manuf. - M .., 1997. 3. Bebik VM Politology. Theory. Methodology. Practice. - K., 1997 4. Bregeda A. Yu. Fundamentals of Political Science. - K., 1997. 5. Political science: Encyclopedic dictionary. - Moscow, 1993. Potulnitsky V. Theory of Ukrainian Political Science. - K., 1993. Questions for independent work: 1) What is a policy? 2) Political behavior is .... 3) What categories of participants do you know? 4) What are the policy categories depending on political behavior? 5) Who is a leader? 6) Who is an activist? 7) The leader of thought is ..... 8) Who are the "followers"? 9) Make a plan for your answer to the question "man and politics"

Excerpt from the module-tutorial program in the course of political science

Didactic package to module number 3

Political system of society

The political system of society is an extensive set of different political institutions, socio-political communities, forms, norms and principles of interaction and interrelations between them, in which political power is realized.	
Signs of the political system of society: - within it the mechanism of political power is formed and improved; - claims to be a monopoly of legitimate physical violence; - is determined by the social, economic and spiritual structure of society; - has a relative autonomy.	

Excerpt from the module-tutorial program in the course of political science

Didactic package to module number 1

No. p.	MODULE NUMBER	TRAINING ELEMENT	TRAINING TASKS
10 44	Module 3 Formation of philosophy by scientific, theoretical knowledge. Topic 5 Science and philosophy of the XVII-XVIII centuries. 1. Socio-historical conditions and spiritual preconditions of XVII-XVIII centuries. 2. General features, trends of development and problems of philosophy of this period. 3. Methods of solving the main problems of representatives of different philosophical currents. The significance of the philosophy of the XVII-XVIII centuries.	1. Socio-historical and spiritual prerequisites of philosophy XVII-XVIII centuries. 1.1. The development of capitalist productive forces - from the manufactory to factory production. 1.2. Growth in requirements for raw materials, labor, new types of energy and vehicles. 1.3. The emergence of needs in national markets. 1.4. Formation and development of capitalist industrial relations, based on commodity-money relations, sales of labor. 1.5. Uneven economic development of European countries. 2. Political. 2.1. The emergence of a "new" nobility and the destruction of serfdom. the unemployed. 2.2. Emergence of needs and the destruction of serfdom. 2.3. The growth of the political activity of the bourgeoisie. 2.4. Bourgeois Revolutions in England (XVII cent.) And France (XVIII centuries). 2.5. The reasons for the inability of the bourgeoisie to create a holistic worldview. 2.6. The interest of the bourgeoisie in combining science with production, in the development of natural science. 2.7. Requirements for knowledge based not on speculation, but on experiment. 3. Spiritual	To read the literature 1. Bacon F. New Organon // Soch. in 2 t. - M., 1978. - T. 2. 2. Descartes R. Discourse on the Method // Soch. in 2 t. - M., 1989. - T. 1. 3. Philosophy. Tutorial / For general Ed. Horlach M.I., Kremeny V.G. and others. - Kharkiv: Consum, 2000. 4. Leibniz G. V. Monadology // Soch. in 4 th. - M., 1984. - T. 1. - P. 210-228, 239-277. 5. Sokolov VV European Philosophy XV-XVII centuries. - M., 1984. 6. Spinoza B. Ethics // Soch. in 2 t. - M., 1957. - T. 1. 7. Philosophy. Course of lectures. Teaching manual / ed. I. V. Bychko et al. - K.: Lybid, 1991. - P. 102-127. The question of independent work. 1. How would you define the relation between the concepts of "economy", "science", "philosophy", "spiritual life of society" and their interaction as components in the life of society in the framework of XVII-XVIII centuries? 2. Why can not we consider one reason for the formation of the philosophy of the XVII-XVIII centuries. both scientific and theoretical value? 3. Expand the socio-historical conditions of the formation of the philosophy of the XVII-XVIII centuries. theoretical knowledge. 4. Describe the spiritual preconditions for the formation of the philosophy of the XVII-XVIII centuries. scientific and theoretical knowledge. 5. What do you know about general features, trends, and philosophy problems of this period? 6. Expand the ways of solving basic problems by representatives of philosophical directions. 7. Your point of view on the meaning of the philosophy of this period. 8. Why the book of V.V. Leibniz "Monadology" (could not, could not) appear in another historical period of time? 9. Prepare a lecture (a report, a fixed statement), "How did you understand the formulation and solution of the problem of the method of Bacon and Descartes?" 10. Prepare a lecture (report, fixed performance) "Setting and solving the problem of scientific knowledge in the XVII-XVIII centuries.

Ancient Greece | **Middle Ages** | **XVII - XVIII** | **XIX century**

Naive materialism, spontaneous dialectic

Elements of materialism in hidden forms

Metaphysical materialism

Mechanistic character | Remains of a mechanistic character

Elements of dialectics

They approached closely with the dialectic materialism and stopped before historical materialism

Thales
Heraclitus
Democritus

The Church forbade materialistic ideas and science

Bacon
Hobbes
Locke
Spinoza

Diderot
Holbach
Helvetius
Lomonosov
Radishchev

Herzen
Belinsky
Chernyshevsky
Dobrolyubov

Metaphysical contemplative anthropological materialism

Feuerbach

DEMOCRITUS LINE

The struggle of materialism and idealism in pre-Marxist philosophy

Development of natural science and technology

Classical mechanics

Galileo,
Kepler
Newton

The development of physics th chemistry

Lomonosov
Lavoisier
Laplace

INDUSTRIAL revolution

Development of geology, physiology and embryology.
Three great discoveries:
1. Collect structure of organisms;
2. Account of energy storage;
3. Origin of species.

The world of ideas precedes the world of things

Idealism, scholasticism

Objective idealism | Subjective idealism | Objective idealism

Objective idealism

Plato is an objective idealist

Philosophy is a servant of theology

Leibniz

Berkeley
Hume, Kant

Hegel

Ideal dialectics

PLATO   LINE

Fig. B.2.1. logical system of directions in the history of philosophy

Appendix B.3

**Excerpt from the module-tutor program on the course of political science
(on the basis of ensuring continuity
between the general and high school)
Didactic package to module number 2**

No. p.	MODULE NUMBER	TRAINING ELEMENT	TRAINING TASKS
	№2 Production bases of human life. The notion of material production. 1. To form students knowledge about society. 2. To expand the concept of human communication, in particular in the process of producing the necessary for its existence values. 3. To form an appearance about the understanding of the direct and reciprocal influence that exists between man (society) and nature, as well as changes in the attitude of man to nature in the process of historical development.	Block of scientific knowledge about society. 1.1. In a broad sense, society is a collection of certain relationships that connect people in the process of production and reproduction of their material life. 1.2. An aggregate of forms of joint activity of people, which formed historically. 1.3. Society is a special, high level of development of living systems, which manifests itself in the functioning and development of social organizations, institutes, groups, etc. 2.1. The real basis of the human relation to nature is the activity that is carried out in nature and 3 given her material 2.2. Through the activity the society affects nature 2.3. The notion of "nature" is used to refer to not only natural but also material created by man for its existence. 3. Historically, society's attitude to nature was determined primarily by changing the direction and scale of human activity. 3.1. Initially, its leading motive was: to receive and process materials of nature, that is, consumption of nature; later - to thoroughly recycle materials of nature, to give them new, supernatural properties. In place of consumer formation the formation of development, exploitation of natural resources came.	To read the literature: 1. Philosophy. / In general, ed. The throat MI, Kremena VG Volovich VI - Kharkiv: Consum, 2000. 2. Ukrainian Encyclopedia. - 17 t. - T. 11.-K. 1981 3. Man, Society, Culture / Sost. P.S. Gurevich, V.I. Stolyarov. - M. 1991. 4. Brief psychological dictionary / Sost. L.A.Karpenko, By commonly. Ed. AV Petrovsky, MT Yaroshevsky. - M. - 1985. Questions for independent work: 1. How would you define the term "society"? 2. How has a set of forms of joint activities of people in society? 3. What is the activity of people in nature? 4. How does society influence the nature? 5. In what two notations are used the concept of nature? 6. What, in your opinion, determined the formation of society to nature in the course of history? How did it happen? 7. What was the leading motive in the process of assimilating the nature of society? 8. What has replaced the consumer formation of natural resources in society?

Gradual ascent by levels of assimilation

(According to V. Bezpalko)
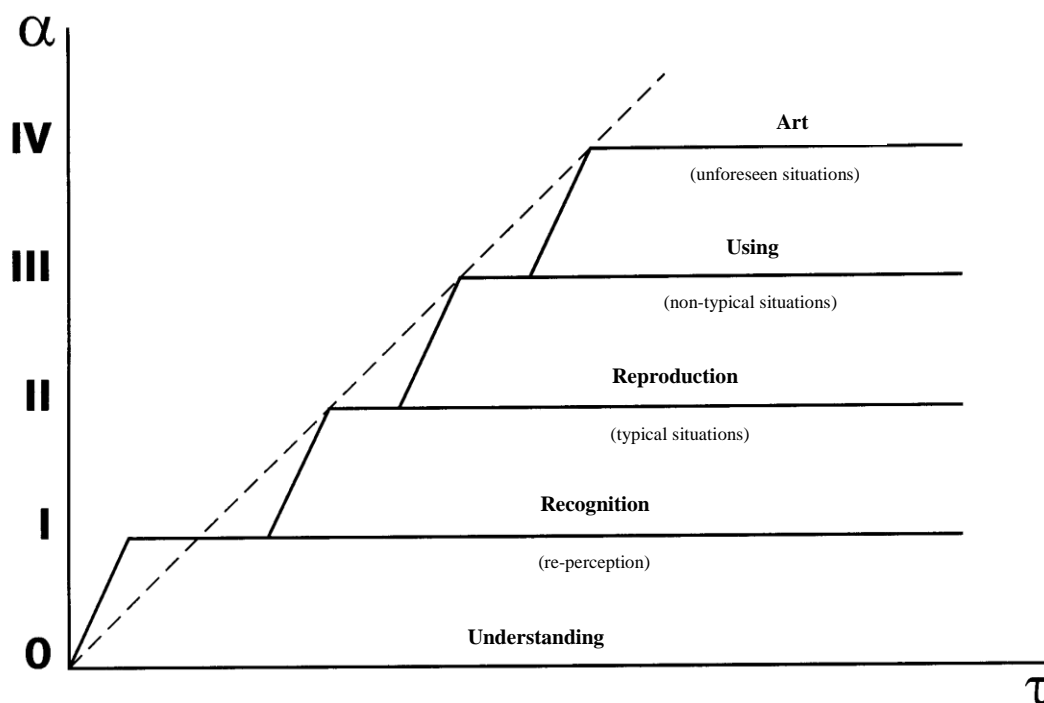
Fig. B. 1. Step-by-step ascent by the levels of assimilation
(VP Bezpalko)
(α - level of assimilation, τ - time of assimilation)

The interdependence of the general-didactic principles and principles of module-tutor training.
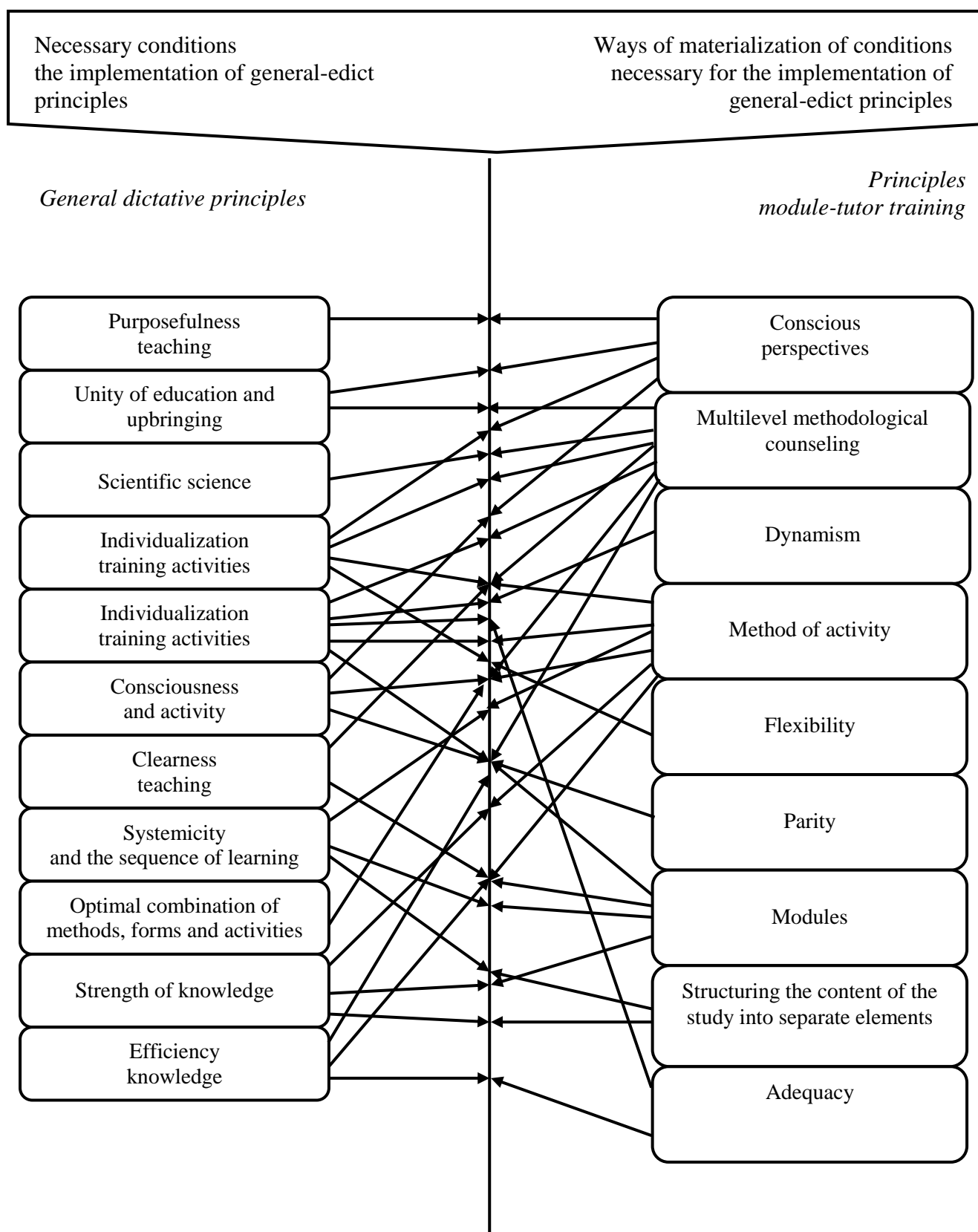

Fig. B. 1.1. Interdependence of the general-didactic principles and principles of modular-tutor training

Excerpt from the module-tutor program on the course of political science

Didactic package to module number 3

№ p.	MODULE NUMBER	TRAINING ELEMENT	TRAINING TASKS	RATING
1	**Module №3**	1. What is leadership? Actuality of the problem of leadership in general: a) the struggle for leadership in political circles of any state; b) the problem of dominance of authority in any team (from company to family). Social leadership is inherent in human nature. Initially, it appeared even in its original form, when the leaders in the person of leaders needed to survive and function the primitive groups. As the human society evolved, forms of leadership changed, but the principle remained. With the advent of classes, the stratification of society leads to political leadership. Leader (from English Leader - leader, leader). Leadership is informal in nature.	1. Express your point of view on the issue of leadership. Show your knowledge of the psychology course.	4 y. o.
		Who should be considered a political leader	Concept: political leader - the head of the party, public-political organization, movement. However, the official post is optional. It is any participant in the political process, which actively influences this	2. Find definitions for dictionaries (for self-study)	3 y. o.

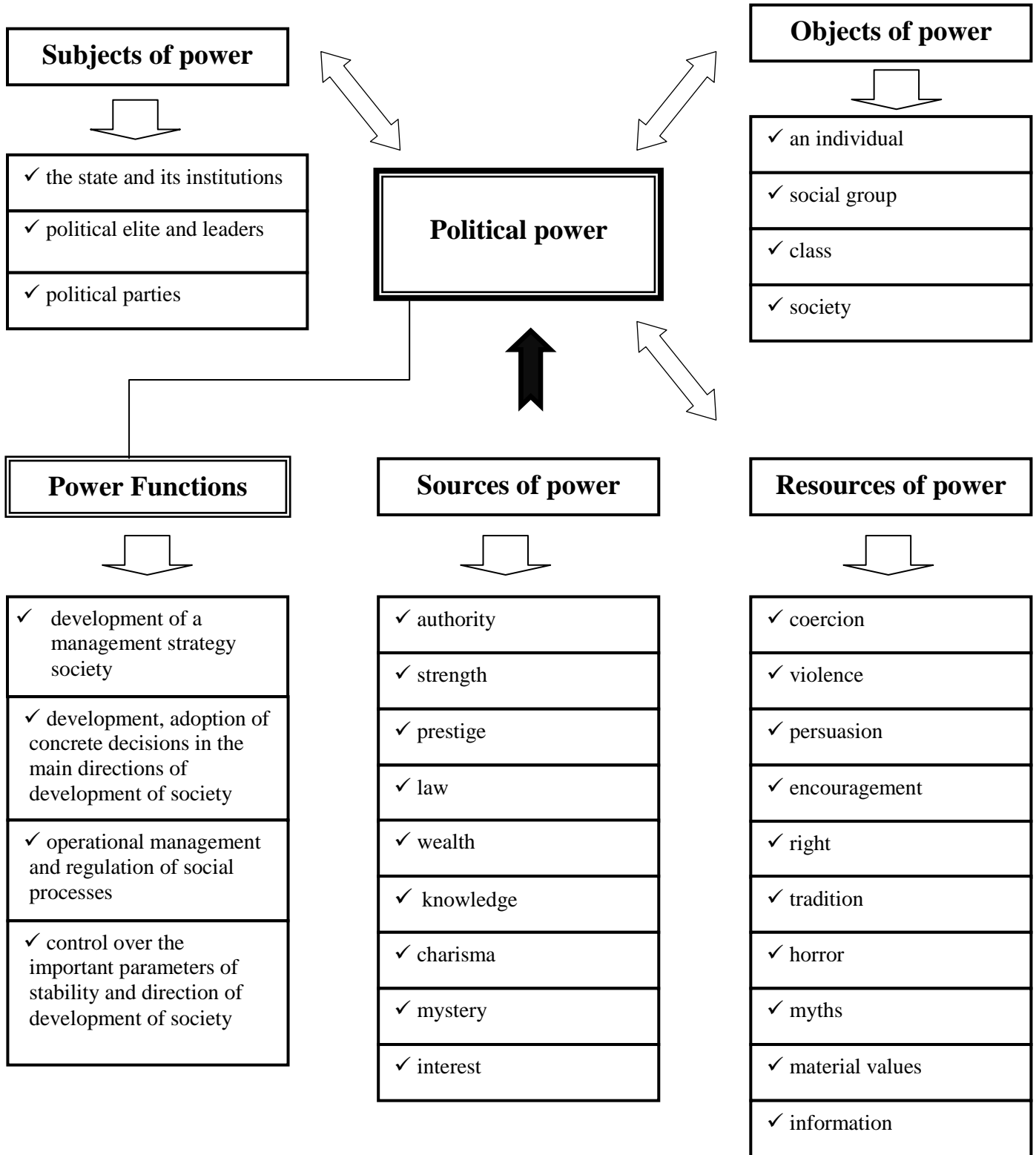| № p.	MODULE NUMBER	TRAINING ELEMENT		TRAINING TASKS	RATING
		Head	Appointed or elected person in a team; he does not necessarily have the authority of the leader; while the leader can not be the leader	Prepare the answer: close or identical concepts that are considered (for independent work)	4 y. o.
		Ringleader	The leader of the collective, which is completely dissolved in the mass; he is the spokesman for the most pressing interests, while the leader leads to him, forms a public opinion		
		Political leader and political process			
		SUBJECT	Because, in its unhealthy qualities, being at the helm of power, he becomes the head of a certain socio-political movement: - nominates the program; - gives an analysis of the situation; - directs the efforts of people -	Political leader as a subject or object of a political process (material for a business game)	4 y. o.
		OBJECT	Because he can not only show political power, he must have contact with people: - is experiencing the influence of society; - open to proposals; - ready for a compromise. -		

№ p.	MODULE NUMBER	TRAINING ELEMENT	TRAINING TASKS	RATING
		The political leader has its own characteristics		
		ACCOMMODATION — The ability to take into account the interests of many, having for this the mechanism of collecting reliable material, the ability to build a hierarchy of interest (which most worries people? It seemed housing. They carried out research and turned out: crime).	5. What are the hallmarks of a political leader (for a business game)?	3 y. o.
		INNOVATION — Ability to constantly update ideas; when repeating the same thing that people have already heard - no longer a leader (all the same, having given something to a person, then recall it after 3 years).		
		COMPETENCE — The presence of knowledge, experience, without which the leader has no authority (including knowledge of a foreign language, F. Engels, as the contemporaries testify, "stuttered in twenty languages").	6. Give the names of known political leaders who can illustrate one or another characteristic feature (for a business game)	5 y. o.
		ANALYTICITY — The ability to assess the situation faster than others, to propose the optimal solution (however, analyticity is interpreted only as the quality of the leader himself, the importance of taking into account the opinions of others, comparing different opinions).		

№ p.	MODULE NUMBER	TRAINING ELEMENT	TRAINING TASKS	RATING
		PUBLIC "STREAK"	The pronounced propensity to civic activity, the ability to communicate with people, the availability of organizational skills (this quality – both from nature and from the desire to develop it in itself)	7. List the features inherent in the political leader: a) one feature defines the style; b) a set of characteristic rice; c) all definitions of the features.	5 y. o.
		LIFE AFFIRM	Knowledge-based ability, the logic of expressing thoughts, and oratory to persuade people to their own side (without this, the leader remains the same, without the support of the masses).		
		AVAILABILITY PLATFORMS	It is contained in the public statements of the leader, in the documents that he issues; and here its three components are extremely important: content part (that is, presentation of the essence of views), personal motive (that is, clearly expressed belief in the legitimacy of views), the brightness of speech (that is, profitable and emotional design of thoughts)	8. Write a lecture on the problem: "The process of politicization of students in Ukraine: yesterday, today, tomorrow.	10 y. o.
		EFFICIENCY	This quality of the leader is associated with great physical and moral stress, the need to have time to do it (not by chance, the press, citizens give).	9. Prepare a fixed performance.	8 y. o.

№ p.	MODULE NUMBER	TRAINING ELEMENT	TRAINING TASKS	RATING
		OPTIMISM — Belief in the possibility of realizing the program, achieving the goal, which is necessarily transmitted to the masses (it is no accident that political leaders emphasize it with the words such as "confident", "believe" and a smile)		
		The process of politicization of students in Ukraine		5 y. o.
		The data of the sociological research conducted in the ten higher educational institutions of Ukraine showed that 90% of students are interested in politics, while they actually take part in political processes - 17.1 moreover: the press, parents and friends are most influenced by the political views of the students (in fact, 39, 20, 15% of respondents), and the influence of mentors-educators showed only 4%. But the press is different and the views it offers is not always progressive; at parents - a considerable load of outdated views; friends give, so to speak, random information, but the influence of those who are able to give scientific modern knowledge, is negligible. Conclusion: there is a need to politicize students with a meaningful, purposeful, scientific character.	10. Politicization of students in Ukraine. Compare the politicianship of students in Ukraine and other countries (rely on sociological research)	

Excerpt from the module-tutorial program in the course of political science

Didactic package to module number 3

Subjects of power		Objects of power

Political power

Subjects of power
- ✓ the state and its institutions
- ✓ political elite and leaders
- ✓ political parties

Objects of power
- ✓ an individual
- ✓ social group
- ✓ class
- ✓ society

Power Functions
- ✓ development of a management strategy society
- ✓ development, adoption of concrete decisions in the main directions of development of society
- ✓ operational management and regulation of social processes
- ✓ control over the important parameters of stability and direction of development of society

Sources of power
- ✓ authority
- ✓ strength
- ✓ prestige
- ✓ law
- ✓ wealth
- ✓ knowledge
- ✓ charisma
- ✓ mystery
- ✓ interest

Resources of power
- ✓ coercion
- ✓ violence
- ✓ persuasion
- ✓ encouragement
- ✓ right
- ✓ tradition
- ✓ horror
- ✓ myths
- ✓ material values
- ✓ information

Scheme. B.3.1. Structure, forms and functions of political power

The scheme of adaptation of the module-tutor program to specific conditions
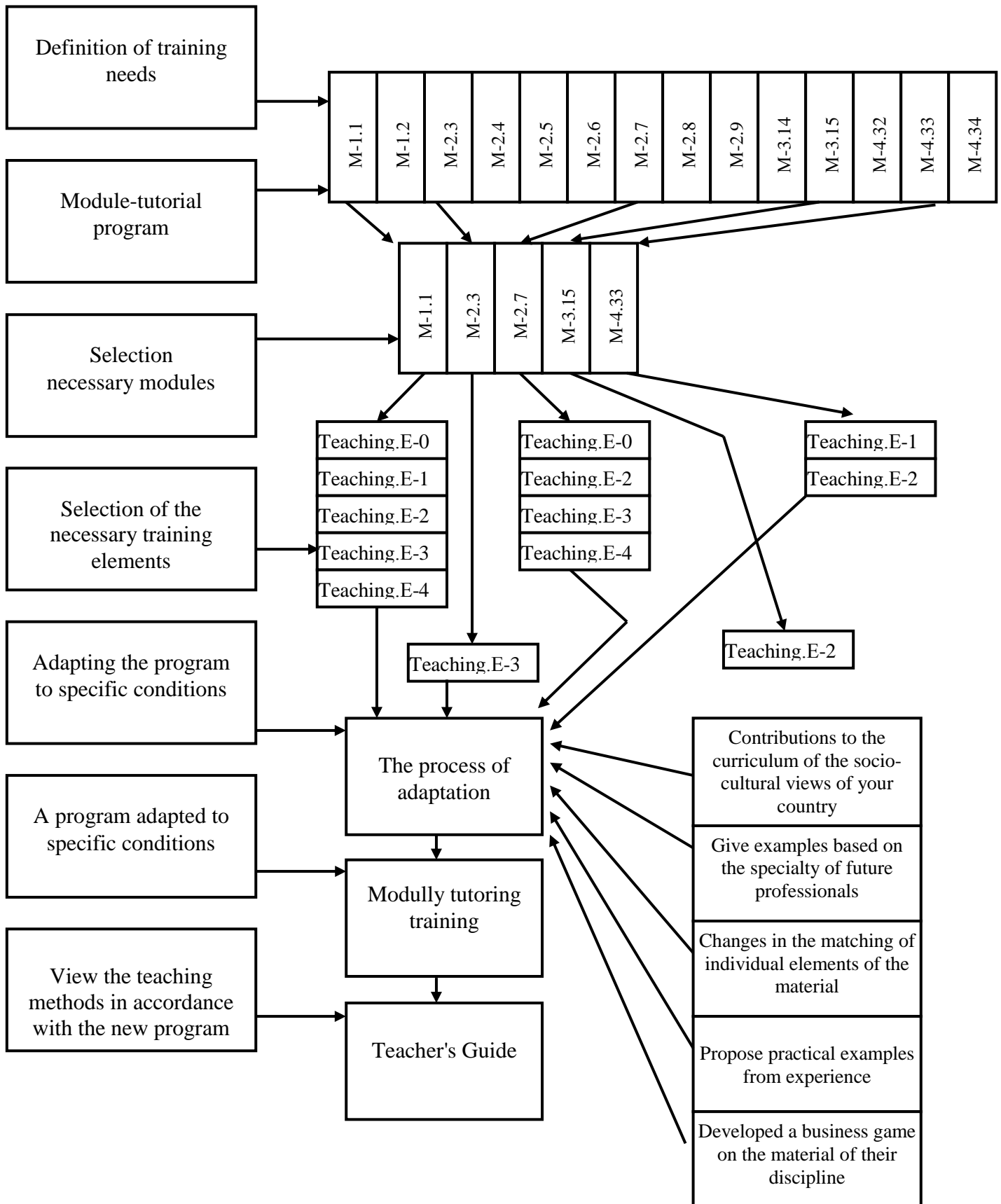

Diagram D. 1. Adaptations of the module-tutor program to the specific conditions of the higher educational institution M - Module, Tut.E - educational element

Questionnaire

Expertise of new technology
Questionnaire (anonymous)

QUESTIONNAIRE

Expertise of new technology
Questionnaire
"New technology by the eyes of students"

The purpose of conducting: the suitability of the new module-tuple technology for use in specific conditions.

Dear friend!
You have been working for three months on the philosophy (political science) course, which is built on the new technology of learning.
Try to sum up your impressions by responding to the question of this questionnaire.

1. What is the systematic nature of your academic work in philosophy (political science):
a) high;
b) average;
c) low.

2. How do you feel at the present stage of the experiment to learn from the new technology?
It's you:
a) fully satisfies;
b) satisfies mainly;
c) I am afraid to answer;
d) no longer satisfies, than satisfies;
e) does not satisfy.

3. In your opinion, the module-tutor training organization, in comparison with the traditional, affects its effectiveness: a) significantly increases; b) slightly increases; c) without significant changes.

4. Does the proposed material on philosophy (political science) fit in the form of modules, to your basic training? (argue your answer).

5. Does the module-tutor structure of your training fit in the process of mastering the course of philosophy (political science)?
(yes / no why)

6. Compare such training with traditional training in mastering the disciplines of the humanitarian cycle.

7. Does the new technology of teaching philosophy (political science) meet the new learning technology?
a) to your abilities;

b) your skills and abilities to work independently with the material being studied;
c) your professional orientation;
d) motivation for training (whether it is necessary for you and why?)

8. Do you think there are any disadvantages in organizing training in module-tutor technology? Specify what?

9. What would you propose to improve the modular-tutor training organization ?.
The appointees thank you for participating in the questionnaire.

Distribution of auditorium time assigned to study in control groups (on average, pera student)
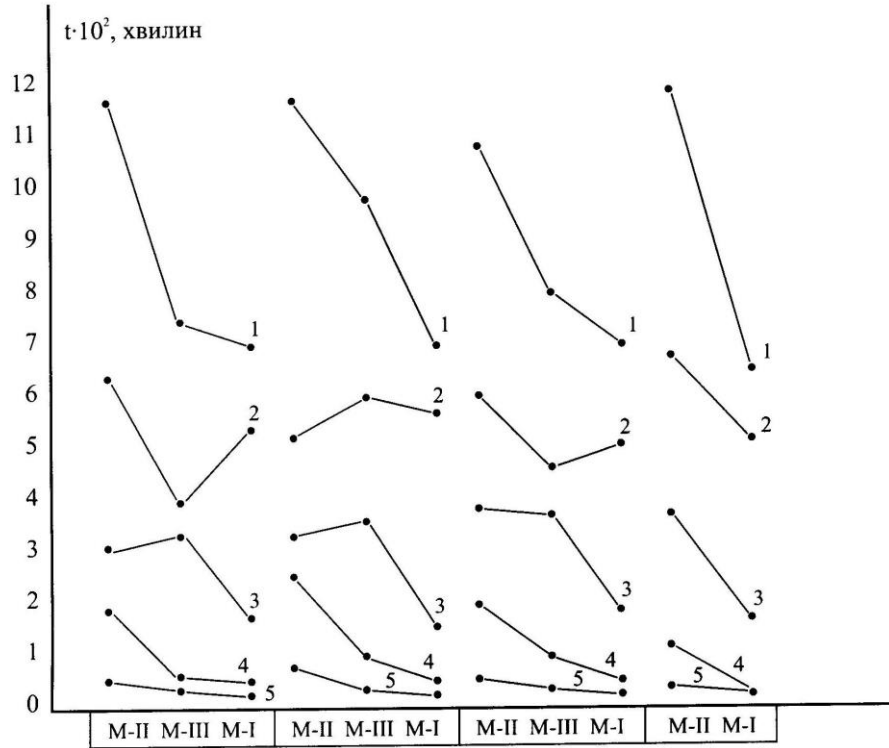
Fig. D.2 Distribution of classroom time allocated to modular-tutor training in control groups (on average, per unit) t - time of training, minutes

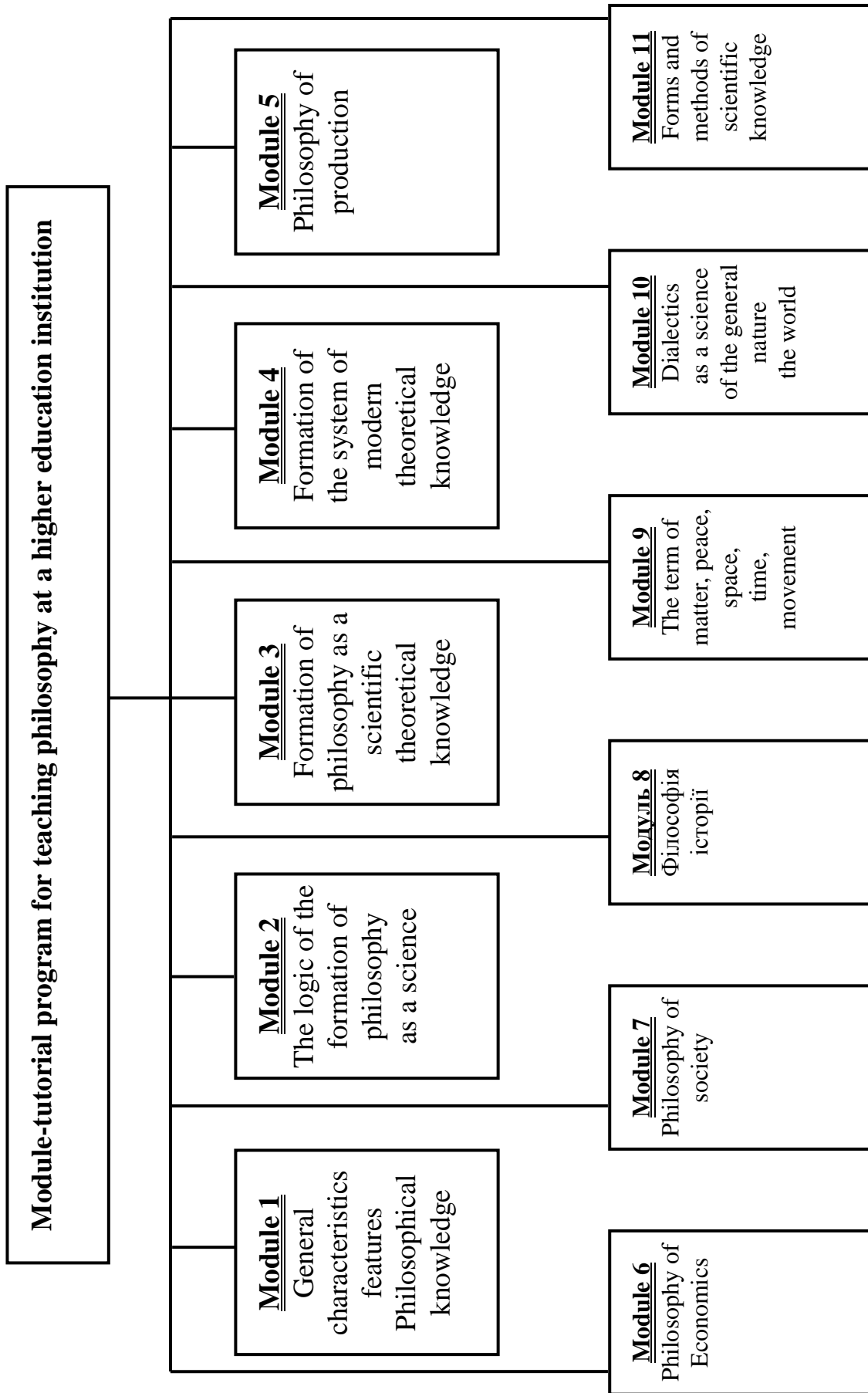**The module-tutor program of teaching philosophy at a higher engineering institution**

Fig. D.3.1. Logical structure of the module-tutor program on the course of philology in higher education institution

Opportunities of application of teaching methods for particular knowledge level
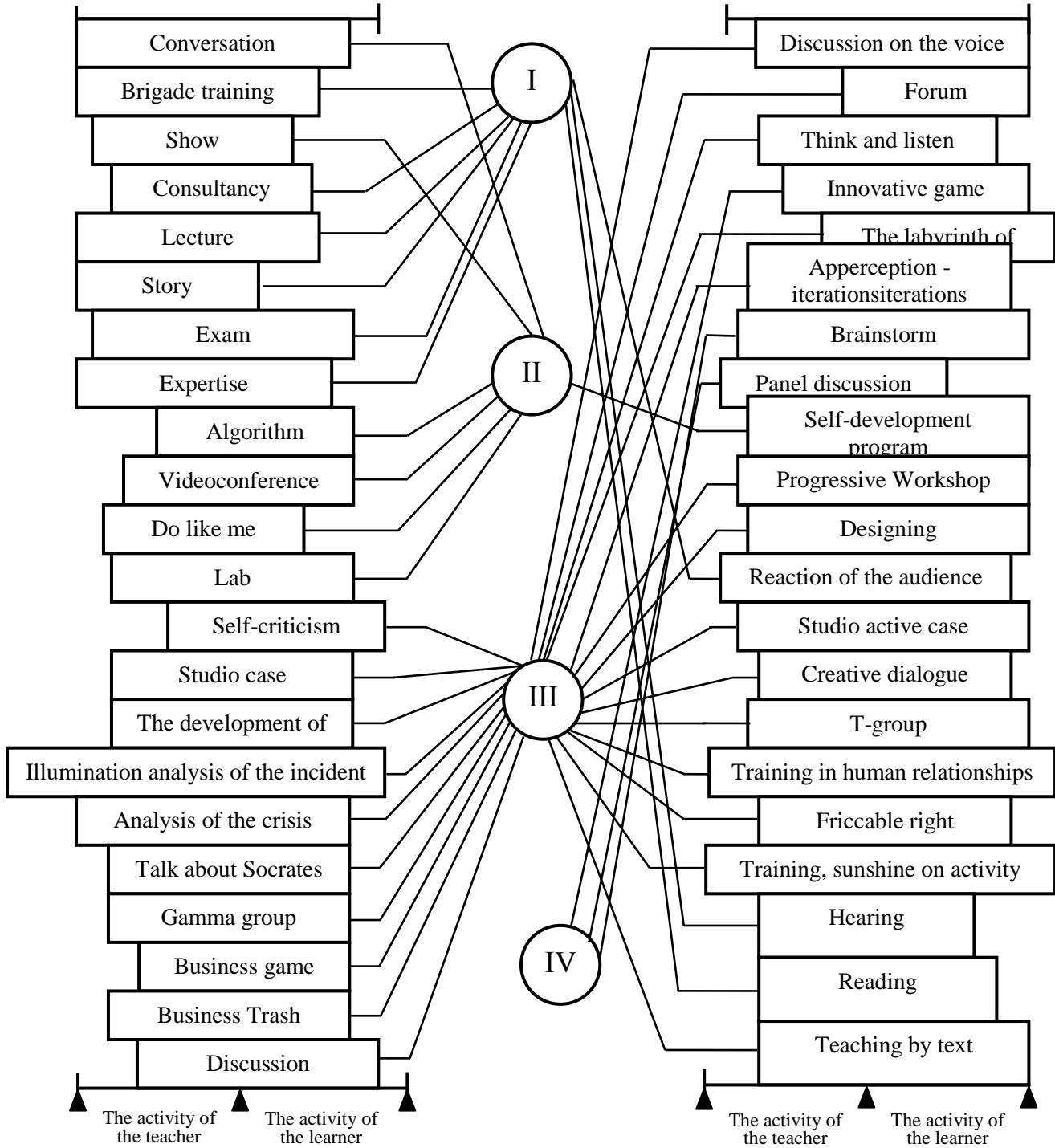

Figure F.2. Opportunities of application of teaching methods for particular knowledge level

Distribution of lectureroom time, specified for module-tutor instruction in groups
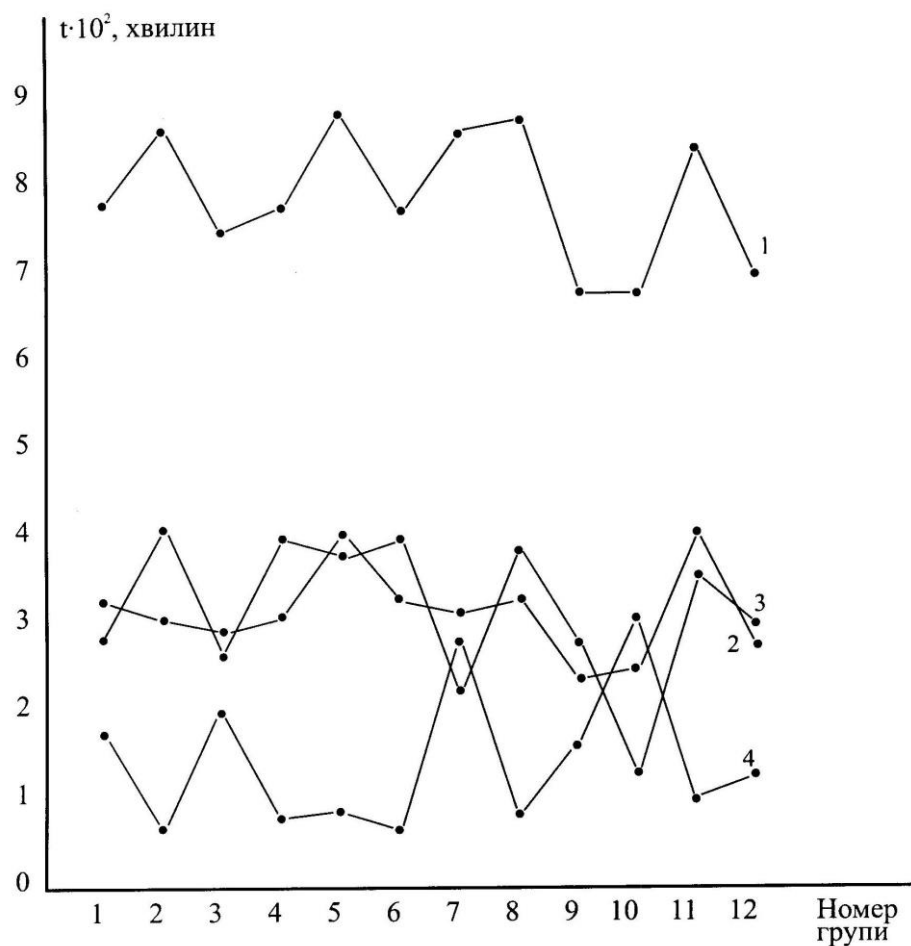
In average estiumation per one student

Fig. F.3 Distribution of lectureroom time, specified for module-tutor instruction in groups in average estiumation per one student 1-τ, 2-τс, 3-τμ, 4-τгр

Module-tutor control and criteria of knowledge evaluation for students of humanities.

According to the system of module-tutier control, the final assessment of student's knowledge is displayed in balls. Student rating is calculated as an amount:

R = A + D + C + D, where

R max examination - 100 points;

R maximum score - 65 points;

A - points for work with theoretical material (processing of compulsory literature, participation in educational activities at the lecture);

A max = 20 points;

B - work on tutor lessons, participation in theoretical discussions at the student's scientific conference.

In max = 30 points;

C - performance of tasks for independent work (referencing and comparative analysis of special literature on the relevant topics of the course, "review and abstract" of scientific literature on a topic, independent original study of a corresponding philosophical or political problem).

From max = 15 points;

D - answers to the written exam

Let's consider the technology of module-tutier control in detail in balls.

 A - points for working with theoretical materials;

1) keeping the abstract (systematic and meaningful abstract: from 0 to 5 points);

2) processing of compulsory literature (from 0 to 5 points);

3) Participation in lectures (depending on the number of lectures attended: from 0 to 10 points). A max = 20 points.

B - work on tutorial lessons:

1) answers to tutorial lessons depending on the number of visits (from 0 to 16 points);

2) participation in theoretical discussions on tutor lessons (from 0 to 11 points);

3) participation in the student's scientific conference (up to 3 points).

In max = 30 points.

C - performance of tasks for independent work:

1) referencing and comparative analysis of special literature on relevant topics of the training course (from 0 to 5 points);

2) "review-abstract" of scientific literature on a topic (from 0 to 5 points)

Tests compilation, according to levels
(Methods)

The methods of compilation of tests.

Zero level tests. At zero level for checking the level of mastering of information we nave to use the tests, that require application of activities at the level of understanding. At this level a student is capable of associating new information with nasic information and can afulfill its basis appropriate actions, like compilation (at presence of external signs of the notion) or inheritance (when post-operational rules of action are given).

Exampes of zero level taets:

1 .Philosophy is a science. Science is a form of social knowledge, that establishes laws. 2. Is mental outlook a philosophic category?

First level tests. These tests are used for checking the quality of learning at the first level- "the level of cognition". They comprise the tasks dedicated to cognition, detaching, classifying of objects, phenomena and notions.

The cognitive tests comprise one sufficient opeartoin: an alternative "yes", or "no" choice. Example 1: What is the difference between morality and moral character? Example 2: Do you agree with this statement ("Yes" or "No"): A)science reflects the world through abstract and logical images; B) art reflects the world in artistic images.

The differentiating tests have some obstacles, created by presence of a series of answer variants. An example: an individual expresses adaptation to mankind. What is the difference between these notions: "individual", "person", "man?

An example of a test on classifying: 1. Choose the correct definition of a formal-logical leap:

A) Leap-is an interval in a successioni. B) Leap- is a turning point in devlopmnet. C) Leap is mutual transition of quantitative changes into qualitative. D) Leap is the unity of transition of quantity into quality. E) Leap is revelation of quality in quantity.

2.   Choose the correct thought, that characterizes dialectic contradictions:

A) Contradictoin-is a unity of two opposite origins. B) A positive side takes the upper hand when contradictions are solved. C) It's a relation of two opposite sides, expressed in their constant unity and fighting.

Second level tests. These tests are used for checking the quality of mastering of acting, on the basis of which a student is capable of individual reproducing the knowledge gained and applying it for typical situations, that do not require creating new data (reproductive activity). For compilation of the tests of the first and second. level it is necessary to avoid definitions, taken directly from the module.The exact coincidence in the test and in the module may promote superficial mastering of the material by bstudents.

The second level tests include text builders (sentences in which one word, phrase, formula or some other important text element is deliberately omitted. Exapmles: Choose the correct answer from given below: 1. Philosophy –is a science about the world, that generalizes the data of all other sciences. 2. Philosophy-is a science about general cognitive methods. 3. Philosophy –is not a science, but an expression of a human being to the world. 4.Philosophy –is life, as it is.

The model for this test: 1) peculiarities; 2) sides; 3) methods; 4) characteristics The number of substantial operations here is four.

Constructive tests are another example of the second level tests. Example: What is dialectic contractictoin? Test model-dialectic contradiction: is it: (1) interaction; (2) mutually ecluding things; (3) mutual borrowing; of (4) sides; (5) objects; (6)phenomena. Solution of this test requires execution of four important op[eratoins.

Second level tests also include typical tasks.

Third level tests. These testsare created for diagnosing of mastering at the level of productive actions: discussion of the well-known objects of learning and producing new data for them, application of digested information for solving atypical situations. To these tests of the 3rd level atypical tasks , based on application of knowledge in real practical activities belong. These are examples of the tests of the third level:

Task 1. Choose correct statements: A) As contradictions are inevitable and one comes after another it is not worthwhile fighting against them. B) Contradictions –are the engine of development, so they are always useful. C) The objective of our lives is solution of all contradictions.

Task 2. In what way the term "absurd": can be used?

A) in mathematiocs and logics it is a statement, having no sence at all; B) within these theory it is a contradictory notion; C) in everyday vocabularly it means nonsence; D) in philosophy it denotes philosophy of absurd; E) in art-it is a theatre or cinema of absurd.

What is the difference between the second and third level tests? Doing the second level test a student uses a well-known method in useful environment, while for the third level a student has to do it in a new, atypical situation. So, the student, who's taking the third level test has to adapt the well-known method to a new situation, that happens to be.

The tests of the 4th level. These tests are specified for revealing student's ability to take decisions in unforeseen problematic situations, their solutions are supported by creative activity, owing to it a new objective result ensues. The difficulty in compiling the 4th level test is in the difficulty of creating an appropriate model for them, as to simulate creative activity is next to imposible.

V.Bezpalko [25, pp. 66] suggests two ways of developing models for the tests of the 4th level. The first –is application of various publications, where research problems that are yet to be solved. The material, found by the teacher in scientific literature, or compiled by him/her in the process of his/her research work can be a model for such tests. The second way is application of problematic situations, created by experts. It is obvious that the requirement of presicion cannot be fully realizaed for the tests of the fourth level , as there can be more than one way of solving this problem.

So, the students' answers for the tests of the 4th level have to be checked twice: according to the standard and by experts.

Examples of the tests of the 4th level: 1. How will you implement the knowledge gained during the course of philosophy into your work (according to your speciality)?

Questions, that were used for computer control at tutor classes in the course of philosophy

I.   What notion is the principle one in philosophy?

1.   How feelings and reason correlate?
2.   What is man?
3.   What is the essence of human being?
4.   How long has the universe existed?
5.   Where is the boundary of the world?
6.   Does the world change?
7.   How are matter and consciousness related?
8.   How thinking and being are related to each other?

II.   Indicate two sides of the main phylosopic problem?

1.   What is original –matter or -consciousness?
2.   What is the difference between matter and consciousness?
3.   What is the relationship between the absolute idea and nature ?
4.   What is the essence of the world ?
5.   Is the world cognizable?
6.   Is the entire world cognizable or is it just partially cognizable?
7.   Has the world its origin in time?
8.   What is the relationship between "Ego" and "environment"?

III.   Name the main signs of dialectics.

1.   An ability of maintaining a talk, a discussion.
2.   The method of cognition of the world and its transformation.
3.   The science, regarding development of the world and consciousness.
4.   Вчення про єдність та взаємозв'язок світу, який розвивається.
5.   The method which presumes contradiction, changeability of phenomena and possibility of transition of contradictions.
6.   The concept, that denies development and mutual links in the world and thinking.

IV.   What is the essence of motion, from the point of view of dialectic materialism?

1.   A way of existence of matter.
2.   General change.
3.   The only independent substance of the world.
4.   A type of human experience.
5.   Constant change of position in space.
6.   Development of ideas as independent essence.
7.   It's "pure energy".
8.   Attribute, internally peculiar to matter.
9.   Change of our feelings.

V.   Choose wrong statements from the following:]
1.   Every truth is objective.

2.   Every truth is absolute on one side and relative on the other side.
3.   Absolute truth is unattainable.
4.   If knowledge is authentic it cannot be relative.
5.   Abslolute truth is the sum of relative truths.
VI.   What discoveries did materialsm do in gnoseology?

1.   Cognition is realized only in spiritual practice.
2.   Materialistic dialectics concerns the domain of knowledge.
3.   Cognition is regulate by logics only.
4.   Gnoseology is impossible without practice as the basis and criterion of authenticity of kmowledge.
5.   Knowledge and the laws of its motion (subjective dialectics) are reflection of regularities and peculiarities of the objective reality in thinker's head.

VII.   Indicate to what philosophic trend L. Feurbach belongs:

1.   Dialectic materialism.
2.   Dualism.
3.   Objective idealism.
4.   Metaphysical materialism.
5.   Subjective idealism.

VIII.   Name the representative of subjective idealism.

1.   Hegel.
2.   Plato.
3.   Berkely.
4.   Ume.
5.   Mach.
6.   Avenarius.
7.   Feirbach.
8.   Aristotle.
9.   Spinosa.