

*N. V. Hrona, Pryluky Ivan Franko Humanitarian Pedagogical College*

**DEVELOPMENT OF THE SCIENTIFIC-AND-CREATIVE POTENTIAL  
OF PEDAGOGICAL COLLEGE STUDENTS ON THE LITERARY WORKS  
BY T.H. SHEVCHENKO**

Hrona N. V.

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In this article the peculiarities of the organization of the scientific-and-creative work of the students at higher educational institutions are analyzed by the author. The idea that it is no longer enough just to combine the pedagogically-orientated activity with the research-and-investigation activity is proved. The mental and spiritual background and the ability of the future professional to demonstrate one's moral professionalism and creativity are also crucial. The implementation of the aforementioned work in the course of studying Taras Shevchenko's literary heritage, namely while organizing various project activities, is illustrated by the author.

*Key words:* creativity, scientific work, research-and-investigation activity, the project-based activity, reflective comment.

**The problem definition in general and its coherence with constitutive research and applied issues.** The contemporary development of the society, its transition to the qualitatively new status and the provision of its fundamental reformation imply the activities of particular committed individuals and younger generation. Consequently, the 21<sup>st</sup> century is deemed to be the age of the youth entering the scene of deliberate creative activities, and higher educational institutions are expected to enable the formation of the students' specific attitudes and their intellectual mobility as well as elaboration of their creative abilities.

The issues of training the specialists at higher education establishments were always duly considered (Ziaziun I., Kremen V., Nychkalo N., Savchenko O., Sysoieva S., Sukhomlynska O).

The development of creative activity of the graduates is deemed to be crucial due to the contemporary status of the society, the necessity of forming the professional competency of specialists considering the industrial specificities; the enhancement of the role of the human factor in provision the production efficiency and implementation the objective of raising the competitiveness of the graduates of Ukrainian higher education establishments; the requirement of impact on the personal development and professional advancement of future specialists, formation of both the ability and necessity for lifelong independent learning, self-improvement, identity building and assertion [3, p. 41].

Nowadays, it is not enough to combine pedagogy-oriented activities with scientific and research activities only, both the mental-and moral-background and the extent to which a future specialist is able to demonstrate one's moral professionalism and creativity are also encountered. The humanistic paradigm implies focusing the educational process not on the subject as it is, but on the student as an individual, his professional formation and personal growth.

Thus, the advanced teacher should create such an environment for students, "in which a person will be able to achieve the maximum success, provided that the individual applies all inner moral powers" [5, p. 94] and "will be able to meet every specific interest and disposition" [5, p. 138].

**Analysis of recent research papers and issues.** The concept of "creativity" envisages productive human activities able of reinforcing qualitatively new material and moral values of social significance. Sukhomlynskyi V.O. defines the creativity as "one of the plots of pedagogical virgin soils" [5, p. 565].

The educator assumes, that "true pedagogical creativity implies some features of research and creative consolidation of one's work" [4, p. 16]. Sukhomlynskyi V. O. construes the creativity as a powerful incentive to moral life. The absence of creative source in spiritual life won't excite the curiosity of learning [4, p. 565]. Combining both research and creative activities shows the future specialist how to acquire knowledge, develops individual dispositions, reveals one's

giftedness and talent, teaches to evaluate one's own work and to realize constant self-improvement.

Special attention is required to the research-and-creative activities within the scope of teaching the Ukrainian language, literature and theory of literature, particularly, while mastering literary works by Shevchenko T. H., since the poet selected the whole of essence and vividness of the nationwide language, revealed its resplendence, agility, beauty and euphony in his works, which enable the development of the reader's fresh impressions. Thus, thoughtful and attentive reading with an open mind could facilitate getting deep into the poet's literary lines, understanding his authenticity, nuances and actuals of that time.

**Defining the objectives of the article (setting the tasks).** The task of the article implies determining the concept of the research-and-creative activity of the students of higher educational establishments, specifying its principal structural components and implementing the aforementioned activity while studying literary works by Shevchenko T. H. **The aim of the article** is considering the issue of efficient implementation of Shevchenko's literary heritage for the development of the research-and creative potential of the students of higher education establishments.

**Presentation of the core material of the article.** Due to his participation in research-and creative activities the student is able to develop one's own skills of working with various information sources and to master the skills of establishing scientific societies for schoolchildren and managing their activities.

The project-based activity is deemed to be the embodiment of the aforementioned creative activities, since it provides conditions for creative self-actualization of the pupils, fosters their motivation to learn, enables the advancement of their intellectual abilities. The project-based method is considered to be innovative pedagogical activity aiming at mastering various modes of creative, research and experimental work, moral and professional formation of a personality by means of productive activities and establishment of one's own learning strategy by an individual. Thus, the focus is shifted to the process of acquiring the scope of knowledge, skills, life experience, which can be transformed to competencies.

Inherently, project-based work is characterized as an innovative one: it requires the pupils to apply the new knowledge basing on the previously learnt material; develops the skill of acting and taking decisions independently or as a member of a team, as well as resolving conflicts, searching for, assembling and employing the information from diverse sources, making use of modern technologies to carry out particular tasks; enhances critical thinking and striving for creativity and self-development; forms the willingness and ability to learn independently [2].

The project-based method is considered to be a pedagogical technology, which incorporates the implementation of the learner-centered approach in education (a pedagogical technology indeed, though in the term of this technology the word “method” is used) enables the formation of the skill to adjust to rapidly changing living environment of a person belonging to the post-industrial society. The notion “project” has been actively used in the education sphere. It represents both an efficient method of teaching and the form of arranging the innovative-and-educational environment of an educational establishment or of the whole regional system of education in Ukraine. Project activities comprise several stages:

Organizational-and-introductory stage

Determining the topic and the aim of the project.

Selecting the sources of information.

Establishing the creative group.

Division into workgroups (sociologists, linguists, facilitators, encyclopaedists).

Defining the type of the project product.

Creating a representation card of the project

Conceptual stage

Planning group activities.

Content stage

Carrying out the research (e.g.: sociologists, linguists, facilitators, encyclopaedists).

Concluding stage

Discussing the results

## Reflexive commentary

*In implementing the project I have*

*Learned:*

*Understood:*

*Acquired:*

*My greatest success:*

*The most difficult thing was:*

*I didn't know, but now I do:*

*I couldn't, but now I can:*

While studying Shevchenko's literary works, the students were working on the project "Taras Shevchenko is a phenomenal personality" (Vasylchenko S.). We've made the descriptor of the project.

### **The key question**

Who is Taras Hryhorovych Shevchenko for the Ukrainian nation?

### **Content questions**

Who is Shevchenko T.H.?

What is Shevchenko's contribution to the Ukrainian culture?

What connection might Shevchenko have with Pyluky region?

How is the great Kobsar honoured?

### **Problem-based questions**

Why specific periods of Kobsar's destiny "became crucial symbols for the Ukrainian nation in the course of its history"?

How did the poet's artistic talent reveal itself?

What is Shevchenko's contribution to the Ukrainian folklore studies?

What is your understanding of the words "Shevchenko is beyond the time"?

**The aim of the project:** to investigate the versatility of the great Kobsar's talent.

**The tasks of the project:**

- to reveal the unknown aspects of Shevchenko's personality, which would impact the students' imagination as far as the poet's personality concerns, provide another acknowledgement of his phenomenal identity and give greater meaning to the great Kobsar's works;

- to elaborate the ability to give comprehensive analysis of the object, to distinguish its essential features, determine interrelations and causality;

- to cultivate the necessity to observe, to develop the framework of values and some individual experience in creative activities;

- to improve speech standards and skills of coherent speaking.

### **The output**

- The biographer surveyed Shevchenko's life and artistic journey (presentation "Alive the soul of the nation, alive and invincible!" Dovzhenko O.).

- The art critics analyzed the Kobsar's artistic heritage (presentation "Artistic works are silent poetry, and poetry is a talking art» Leonardo da Vinci).

- The correspondents interviewed the students in order to find out how well the students know and understand the poet's works (questionnaires, processing of the results, bulletin).

- The folklorists inquired into the topic "Taras Shevchenko and folklore" (a thematic compendium).

- The literaturists issued a newspaper and conducted a literary game "Who's best at Shevchenko's works".

Being organized in the aforesaid way the scientific-and-creative activity implies equipping the students with methodology of scientific research, enables not only improving and enhancing their knowledge, but broadening their outlook as well, promotes independence, creative potential and intellectual aptitude of every individual.

While representing a specific type of professionally-activities, reflection supports qualitative design of professional training and forecasting productive and training activities of future specialists. However, nowadays, the school is in need of teachers focused on creative exploration, possessing skills of research and

experimental activities, investigation, consolidation, implementation of promising experience, high level of information culture; able to introduce the new content of education into the methodology of teaching and instructing and to analyze the outputs of one's own creative activities as well as the teams of the teachers and students.

A piece of reflexive commentaries to the accomplished work of students is represented herein: "Creative works by Shevchenko is a diamond of Ukrainian literature and the national pride of Ukraine. For Shevchenko Ukraine is not only "a cherry orchard", "broad fields, and the Dnipro, and steep slopes", but Ukraine is the people's destiny, "dead, alive and unborn". It is the history of the nation in its whole, starting from its origin, then passing through Shevchenko's times and marching incessantly to the future" (Yuliia T.). "Taras Hryhorovych Shevchenko was always interested in history. The poet was proud of the heroic past of his nation. That is why I got interested in this work" (Mariia Ch.).

**Findings of the study and prospects for further research.** In his little lifetime Taras Hryhorovych Shevchenko has done so much for the Ukrainian nation, that his star will stay lit within our recollection. The great Kobsar's works belong to the eternal phenomena, which won't stop at the point, where their end came, but find their further development in the society's consciousness. Consequently, there should be no place for patterns and clichés while studying the life and creative works of the poet. It is necessary to avoid the standard scheme: was born, lived, created and died. Modern technologies and teaching methods should motivate the students to read literary works. The priority for further research is deemed to be elaboration of the respective educational environments enabling implementation of the project-based technologies in the process of studying other writers' literary works. The aforesaid shall provide fruitful work on the texts of various genres and support the ways of accomplishing the literary education for the students of higher education establishments, promoting incorporation of research and reproductive methods of organizing literary creative activities of future specialists.

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Грона Н. В.

Розвиток науково-творчого потенціалу студентів педагогічних коледжів на матеріалі творів Т. Г. Шевченка

У статті автор аналізує особливості організації науково-творчої роботи студентів вищих навчальних закладів. Доводить думку, що сьогодні вже недостатньо лише поєднувати педагогічну спрямованість діяльності тільки з науково-пошуковою активністю, важливо й те, на якому ментально-духовному тлі це відбувається, наскільки майбутній фахівець здатний проявляти професіоналізм і творчість.

Автор висвітлює проведення такої роботи в ході вивчення літературного доробку Т. Г. Шевченка, зокрема організації проектної діяльності.



*Ключові слова:* творчість, наукова робота, науково-пошукова активність, проектна діяльність, рефлексивний коментар.

Грона Н. В.

Развитие научно-творческого потенциала студентов педагогических колледжей на материале текстов Т. Г. Шевченко

В статье автор анализирует особенности организации научно-творческой работы студентов высших учебных заведений. Доказывает мысль, что сегодня уже недостаточно только сочетать педагогическую направленность деятельности только с научно-поисковой активностью, важно и то, на котором ментально-духовном фоне это происходит, насколько будущий специалист способен проявлять профессионализм и творчество.

Автор освещает проведение такой работы в ходе изучения литературного наследия Т. Г. Шевченко, в частности, организации проектной деятельности.

*Ключевые слова:* творчество Т. Г. Шевченко, научная работа, научно-поисковая активность, проектная деятельность, рефлексивный комментарий.

Information about the author:

*Grona Nataliya Viktorivna* – Candidate of Pedagogical Sciences, teacher of the highest category, teacher-methodologist of Pryluky Ivan Franko Humanitarian Pedagogical College. The scope of research interests: the issue of forming text creative skills of pedagogical college students.

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