

#### 4. Теорія і методика професійної освіти

### **TRADITIONAL AND HEURISTIC APPROACHES IN TEACHING HUMANITIES**

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Higher education, including its forms, methods and content, is not a constant, ossified phenomenon, because it should always respond to new social challenges and circumstances as well as take into account trends and prospects of international progress. However, the updating of teaching approaches in Ukrainian higher education often lags behind the pace of civilization development and social requirements for education. The search for the innovative teaching approaches is needed to solve the contradiction between the demands of the contemporary labor market and the limited knowledge, skills and personal development that traditional teaching approach can provide the graduates of a modern higher education institution [3, p. 8].

Traditional teaching approach has as its aim the transmission and reinforcement of knowledge and skill, however, modern researches indicated the resistance of many students to any knowledge which seeks to go further than immediate experiencing. In addition, it was found out that the students were not able to make sense out of a composite of course materials which often were uncritically derived from a series of humanitarian disciplines or educational issues. Teaching humanities traditionally, in order to lay a groundwork of knowledge and skill of graduates, may well result in accusations of presenting irrelevant information [1; 2; 7; 8].

Traditional teaching approach usually involves a considerable amount of lecturing, accompanied perhaps by supplementary discussions and the occasional use of heuristic devices such as audio-visual aids and visiting resource representatives. Traditional evaluation is held in the form of written examinations, term papers, and possibly some student oral reports. At the same time, there are at least three major advantages associated with traditional teaching approach:

1) students enrolled in the traditional courses in humanities are used to this kind of teaching and most of them, therefore, feel secure with a specified schedule of academic assignments and examinations;

2) teachers can more eagerly anticipate the usual academic process, so they can use their own didactic preparation to transmit what they have learned to their students;

3) traditional approach in teaching humanities offers structure, substance, and focus in the organization of the academic process at the higher academic institution [5, p. 38].

But, furthermore, traditional teaching approach is often criticized for the following weak points:

1) students consistently express boredom and perceive as irrelevant the logically organized academic surveys of any subject matter, especially humanitarian one;

2) teachers find it difficult to deviate from highly structured lessons without causing anxiety in themselves and in their students that the material will not adequately be covered [7, p. 12].

On the other hand, heuristic teaching approach is intended to stimulate creativity in problem-solving situations. Indeed, heuristic teaching organizes content around problems and issues in humanities that should be of personal significant to all students, although it can often result in superficial treatments of

definite humanitarian situations with which most students are already familiar [6, p. 78].

Lecturing and discussion are not the only methods employed in an academic process which would include a great deal of heuristic educational technologies, student committee work, interaction with practical training institutions, and a general democratization of classroom experiences. Heuristic evaluation would go beyond paper and pencil examinations to involve the consensual validations of student projects by the participants, as well as such tools as methods of heuristic pedagogic diagnostics and diaries which all students would keep of their practical experiences [5].

The strong points of heuristic teaching are proved by numerous researches:

1) students are pleased and at the same time challenged when they discover that they have an actual voice in determining their own pattern of participation in a curriculum which is geared to the interests and commitments of youth in an information society;

2) teachers are encouraged to share their own enthusiasms for psychological and social dialogue constructive interaction as they participate in the joint creation of learning experiences with their students;

3) the ultimate result of this participatory and reformist experience is the formation of innovative academic process in which the boredom and irrelevance of telling about the future applicability of subject matter is replaced by practical and personally rewarding action research in the subject [1, 2, 8].

As appealing and exciting as heuristic approach may be for the innovative-aware teachers and students, some definite weak points have been identified when carried into practice:

1) most undergraduate students, as the result of their post-adolescent personal insecurities and preconceptions of teachers as authority figures, feel tremendously threatened when called upon to play decision-making roles and present materials of their own creation to their peers;

2) many teachers preoccupy of the unexpected outcomes of situations in the classrooms over which they may lose control, including violent arguments over controversial issues and negative student reactions to inept presentations of some of their peers;

3) without the practice of having to work through the intellectual complexities and demands imposed by organized academic process of learning humanities, students who master humanities as supportive areas for future non-humanitarian professional purposes do so in superficial and often prejudicial ways [4, p. 254].

It is obvious that most students and teachers are not yet accustomed to the styles of democratic living embodied in heuristic education. Indeed, the academic process benefit from certain pros of traditional didactics as it is essentially logical in organization and proves the concept that the order of knowledge precedes the order of learning. Traditional teaching approach does not reject the sufficient degree of increased effectiveness as an ultimate aim of understanding in subject, but it lacks creativity, independent and conscious knowledge formation, appreciation of students as individuals and future qualified specialists with vision and the power to make intelligent decisions and compassionate judgments.

Thus, the implementation of innovative teaching approaches, such as heuristic one, is inevitable. It does not violate the integrity of humanities subject matter if it proceeds from a carefully worked out academic conceptualization. Using heuristic approach, teachers and students, therefore, might well profit by the introduction of personally significant experience of communicative, mental, emotional, academic activities and ensures their readiness for life in terms of economic and scientific progress of the informative society.

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