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INFORMAČNÍ TECHNOLOGIE A TECHNICKÉ VZDĚLÁVÁNÍ

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Prof. Ing. Otakar Sláma, DrSc.
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ANOTACE

Sborník obsahuje příspěvky účastníků jedenáctého ročníku mezinárodní vědecko-odborné konference Trendy ve vzdělávání 2013, konané pod záštitou rektora Univerzity Palackého prof. RNDr. Miroslava Mašláně, CSc., a děkanky Pedagogické fakulty UP prof. PaedDr. Libuše Ludíkové, CSc., 19. – 20. června 2013 na Pedagogické fakultě Univerzity Palackého v Olomouci. Jednání konference, po plenárních přednáškách pozvaných přednášejících, probíhalo paralelně ve 3 sekcích.

1. Sekce *Technika a didaktika technických předmětů*.
2. Sekce *Informační a komunikační technologie ve vzdělávání*.
3. Sekce *Obecné aspekty a specifika vzdělávání v informační společnosti*.

Obsahem sborníku jsou plenární přednášky pozvaných přednášejících a příspěvky v sekcích 1. – 3. Jednotlivé příspěvky byly lektorovány samostatně (oponenti jsou uvedeni na konci příspěvků). Sborník jako celek recenzovali Prof. Ing. Otakar Sláma, DrSc. a RNDr. Jiří Keprt, DrSc.

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ABSTRACT

In these proceedings there are the papers of the eleventh year of the international conference “Trendy ve vzdělávání 2013 (Trends in Education 2013)” participants. This conference was held under the auspices of Palacký University Rector prof. RNDr. Miroslav Mašláň, CSc. and the UP Pedagogical Faculty Dean prof. PaedDr. Libuše Ludíková, CSc. at Pedagogical Faculty Palacký University in Olomouc between 19 and 20 June 2013. After the plenary talks given by the invited speakers, the conference debates took place in three parallel sections.

Section 1 *Technology and didactics of technical subjects.*

Section 2 *Information and communication technologies in education.*

Section 3 *General and specific aspects of education in the information society.*

Plenary talks given by the invited speakers and papers from Section 1 – 3 are in the volume of the proceedings. The individual papers were lectured individually (the second readers are mentioned at the end of each paper). The proceedings were reviewed by: Prof. Ing. Otakar Sláma, DrSc. and RNDr. Jiří Kepřt, DrSc.

The expert and scientific level of the conference was guaranteed by **the international scientific board of the conference:**

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SOME NEW APPROACHES TO TEACHING METHODS STUDENTS WITH SPECIAL SUBJECTS

KOCHERYGIN Leonid, UA

Abstract

The paper addresses the problem of student-centered learning in the training of future surveyors and the strategic role of the teacher in mastering educational information through the individual work of students.

Keywords: teach, learner oriented education, educational environment, educational system, training specialist

НЕКОТОРЫЕ СОВРЕМЕННЫЕ ПОДХОДЫ К МЕТОДИКЕ ОБУЧЕНИЯ СТУДЕНТОВ ПО СПЕЦИАЛЬНЫМ ДИСЦИПЛИНАМ

Аннотация

В статье рассматривается проблема личностно-ориентированного обучения в процессе подготовки будущих землеустроителей и стратегическую роль преподавателя в овладении учебной информации через систему индивидуальной работы студентов.

Ключевые слова: учить, личностно ориентированное обучение, образовательная среда, педагогическая система, профессиональная подготовка специалиста

Analysis of current research

The subject of our study is the method of training students, future surveyors, including their individual work in the study of special subjects in surveying. Concept of modern education is a humanistic philosophy. With its position meaning and purpose of education, including universities and II levels of accreditation is Man in constant development, its spiritual formation, the harmony of its relationship with themselves and others, with the world. In other words, the education system should provide the "humanization of man" [4].

Implementing humanistic paradigm of education in universities and second of accreditation as the all education system provides a solution to the twin tasks: to provide the student subjectivity and creating a supportive environment for its development of subject, during which a person must understand the laws of the universe and their grounds, it need only way to organize causal relationships between global processes, which are the part of her own life. In order to realize the idea to take the very possibility to change your world, your life, you must create an environment of teaching and learning situations in which the student surveyor should feel the creator - the creator of his success, his well-being, their happiness, their safety and the safety of their environment.

Thus, the educational process must include an individual route learning achievements of students, which consists of the following teaching and learning situations that should contain a development of subject all stages, namely:

- Making a person liable for the results of their actions;
- Awareness of its feasibility of various options for the future of belonging to build the image of the desired outcome, and most importantly - their ability to implement desired;
- Realization of the opportunities created by arbitrary actions;
- Taking responsible action, to terminate;

- Evaluation results as personal value buildings, which is determined by its own activity.

Thus, the concept of an individual work of students with special courses on land management is to provide the student subjectivity and creating organizational and pedagogical conditions for the design of individual line of his academic achievements.

The purpose of the article is to consider some approaches that justify these concepts of individual work with students at special subjects in land management.

Main body

Feature and specific student learning, future surveyors, is his constant need to adapt to the modern needs of the information society, the use of new technologies in the learning process, changing the nature of the interaction between student and teacher. Change of the dominant role of the teacher on the choice of materials, forms and methods of teaching that prompted participants of the educational process in mastering the subject of a certain authoritarian direction. Change need for methods of laboratory and practical tasks, based on group teaching material students without their intellectual capacities, abilities and knowledge, which led to the loss of student-centered activities and structures into a reproductive, adaptive task level. In this case, the student is the subject of the learning process and the teacher - it is an instrument that teaches.

Strategic direction of change in the educational process as a whole, including methods of teaching special subjects of the land is changing the status of its major participants: teachers and students.

If the directive (authoritarian) pedagogy dealt with the subject-object relationship between them. It is at the forefront of subject-subject interaction, where both teacher and student are equal, equal in perfection partners. Also focus on teacher lined for student as object of teaching, his main task was to "create" – create a its image. That is the focus of the teacher and student directed (directed to) concerning activities – professional growth line recently, and the main task – to create conditions for the development of student subjectivity.

Analysis of the categories of "student", "individual", "identity", "individuality" indicates that the center of the educational process must be the student and his identity as an individual is any person, and the concept of "personality" - a system quality individual who is transformed into a new quality, that is a person. According to V. Davidova person must be understood as a holistic entity and amateur, as an individual, reproducing social relations and has creativity in their further transformation. He emphasized that a person is creative, free and talented active person who creates new forms of social life.

Undoubtedly, the "system-quality individual subjectivity is because it can be argued that the educational process that promotes maximum subjectivity can be called person-oriented" [6, p. 39].

The concept of student-centered learning based on research K. Abulkhanova-Slavskaya, O. Asmolova, G. Balla, I. Behan, V. Davydova, V. Molyaka, A. Petrovsky, V. Rybalra, V. Stolina, V. Shatenka, T. Titarenko, I. Yakymanskoyi. The problem of personal approach violated V. Sukhomlinsky, I. Kon, B. Fedoryshyn et al. Philosophical and pedagogical aspects of student-centered learning in the national teaching science to substantiate S. Goncharenko, I. Zyazyun, O. Kyrychuk, V. Kremen', A. Savchenko et al., Some pedagogical aspects of the study are highlighted in studies of V. Semychenko, S. Sysoeva, A. Piechota etc.

Thus, our study is based on scientific research to determine the student-centered learning, in particular, I. Yakymanska that it defines the following assumptions:

- It should provide for the development of student's personality and self-development

as a subject and the subject of cognitive activity;

- It should provide each student the opportunity to fulfill themselves in various activities, based on his abilities, inclinations, interests, values, and subjective experience;

- The content of education, its means and methods organized so that the student had to choose a subject material, its form and shape;

- Education as a combination of knowledge, skills, individual skills are the most important means of spiritual and intellectual development as a student and should be the main goal of modern education;

- Education forms the individual perception of the world, the possibility of its creative transformation, the widespread use of subjective experience in the interpretation and evaluation of facts, phenomena and events of reality based on personal and important values and internal guidelines;

- The most important factors of student-centered learning process are those that develop student's personality and create conditions for its self-development and self-expression;

- It is based on the principle of variability [9].

I. Bech in person-centered approach draws attention to help the student as a subject in the realization of educational process "... yourself as a person that has become a key task of the teacher ..." [2, p. 331], G. Ball – the "... placing primary emphasis on value-motivational core of personality, which determines its direction, particularly professional" [1, p. 221], S. Sysoev – on "... personal and professional development rights when receiving her education" [7, p. 359].

Our concept is also based on the provisions of Waldorf education. It is a system of knowledge and action, self and self identity in terms of partnership and cooperation, unity and sense of transcendental experience spirit, soul and body. [3] At the heart of R. Steiner education is a powerful human foundation – he created Anthroposophical doctrine of individuality, his trinity, the main components of which are body, soul and spirit. [8, p.6]

The basis of the educational system, including students, surveyors, are the following principles:

- principle will wake and forming independent judgments;

- the principle of the three barriers to the learning process: the barrier of thinking, feeling and obstacle barrier will;

- principle of interpenetration and integration of the three ways of learning: learning formalizes "What is learning to learn"; learning destiny, life experience (work with biography) and learning through inner spiritual development;

- principle of metamorphosis of life processes in the educational process;

- principle of fusion of science, art and morality [8];

- principle of harmonization of relations in the social system of higher education.

This last point suggests that the relationship in the social system between the College administration, faculty and students should be made in the course of joint activity on a permanent service to the creative individual. Through effective human interaction in the social system of higher education and second accreditation levels, the system as a living organism, it becomes viable, ready for self-education, self-reflection, self-organization. Laws and evolution of social systems, open thanks to research R.Shtayner, necessitating psychological unity of the individual and their social environment, the need for the individual understanding of the goals and values combined with the goals and values of the College [4, 6].

Adolf Disterveg, said that over the value equal to the value of school teachers. Thus, the formation of values higher education – is the formation of pedagogical value of the

employee. Teacher's value is in the content of his work, the result of which should be an integral viable national identity, in this case, in addition, – and even specialist who knowledgeable and competent in the field of geodesy, land management and cadastre.

The issue of value formation pedagogical worker, and through it, and the value of education and overall integrity of the man – a fundamental subject of another study.

Within this article we consider it necessary to focus on the strategic role of the teacher – to help find the right way to mastering educational information, understand the need for further action on educational tasks of a special discipline of land.

Conclusion

The importance of student subjectivity and creating organizational and pedagogical conditions of his trajectory design of educational achievements in the study of special subjects in land management communicated the results of scientific and educational research, in particular the concept of student-centered learning, the provisions of Waldorf schools, etc.

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