INTRODUCING THE IDEAS OF J. DEWEY'S ACTIVITY APPROACH INTO MODERN EDUCATIONAL PRACTICES OF ACTIVE LEARNING

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Abstract: *The article under consideration herein explores the process of conceptual and practical transformation of J. Dewey's ideas of instrumental pedagogy, set against the backdrop of the functioning of modern, innovative educational environments.*

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In fact, the conceptual foundations of all active learning were formulated by the eminent philosopher, psychologist and educator John Dewey (1859-1952). His remarkable thoughts, which were unique and so necessary for many, were unexpected.

Dewey's conception of education is predicated on the notion that its purpose is to cultivate a personality capable of adapting to different situations within the context of free enterprise. D. Dewey and his followers subscribed to the belief that it is possible to positively influence the life of each individual, from childhood onwards, with regard to health, recreation and, it should be noted, the career of the future family man and member of society. The proposition of all parties was that the child should be subjected to the intensive influence of a variety of factors associated with upbringing, including economic, scientific, cultural, ethical and other factors. D. Dewey's philosophical standpoint is that human beings possess knowledge only insofar as they are able to, through their own actions, effect tangible changes in their environment. It is through the process of observation and experimentation that the veracity of their knowledge can be ascertained. In the absence of this fundamental element, the pursuit of knowledge remains conjectural. As is apparent, Dewey's educational philosophy is characterised by a strong emphasis on the practical orientation of education. He proposed a pedagogical approach that emphasises the spontaneous development of the child as a means of addressing pedagogical tasks. In this context, education is conceptualised as a process of accumulation and reconstruction of experience, with the objective of deepening its social content. A seminal aspect of Dewey's educational thought is the concept of creating an 'instrumental' pedagogy, which is based on the spontaneous interests and personal experience of the child. According to this concept, education should be reduced mainly to play and labour activities. In this paradigm, every action of the mentee becomes an instrument of cognition, a vehicle of discovery, and a means of comprehending the truth.

This pedagogical approach appeared to be more congruent with the child's innate proclivities than the conventional transmission of a system of knowledge. Dewey (1933)

posited that the ultimate objective of education is to cultivate cognitive abilities, primarily the capacity for autonomous learning. The objectives of education were to equip individuals with the capacity to resolve life's challenges, to foster creative abilities, to broaden their experiences, which were regarded as both knowledge in itself and the knowledge of effective methods, and to nurture a propensity for autonomous learning and self-development.

D. Dewey propounded the notion that educational institutions must demonstrate a capacity for instantaneous response to societal changes, effectively functioning as a microcosm of the larger societal landscape. He further emphasised the imperative for these institutions to foster a sense of social cooperation among children, equipping them with the necessary skills to engage in mutual assistance. The school, as a nurturing and learning environment, should fulfil the following tasks: simplify complex phenomena of life, rendering them accessible to children; select for study the most common and important moments from the experience of mankind; and contribute to the levelling of social differences, creating unity of thought and coherence of action. The content of education becomes the acquired experience, which is enriched in the learning environment. The acquisition of such experience is instrumental in the effective resolution of a variety of business tasks, including the creation of models and the identification of solutions to specific inquiries. The acquisition of the necessary knowledge for this process is inherently connected to the child's interests, which ensure their attention and all subsequent activity. D. Dewey, moreover, conceded that not all elements deemed essential might be of interest to children. In this regard, it is imperative to cultivate their willpower and character.

Dewey (1933) proposed that learning should commence with activities that are of a social nature and have practical applications for students. These activities should subsequently guide students towards theoretical understanding of the material, as well as the cognition of the nature of things and ways of making them. It is therefore the case that the content of learning is acquired as a by-product of the exploration of a problem-based learning environment organised as a logical sequence of pedagogical situations. The sole criterion for the pedagogical value of an educational subject was its contribution to the 'formation of the child's internal personal orientation system'.

Dewey's philosophical standpoint is characterised by a conviction that the prevailing educational paradigm, predicated on the acquisition and assimilation of knowledge, ought to be counterposed to an approach that emphasises experiential learning. In Dewey's conceptualisation, knowledge is extricated from practical activity and personal experience. In the 1950s and 1960s, such ideas underwent a period of active development.

As demonstrated by the available data, a correlation exists between the efficacy of teaching methods and the degree of material assimilation. It is evident that the classical lecture, a traditional pedagogical approach, exhibits the least efficient teaching method, with an average assimilation rate of approximately 5% of the content. Concurrently, 'active learning' has been demonstrated to engender superior outcomes. The question must therefore be posed: should we accept this as valid? It is imperative to accept this as a valid proposition. Active learning, problem-based learning and problem-modular learning have all been incorporated into the Russian education system.

However, let us be as accurate and objective as possible: at different stages of development of educational systems and paradigms, several well-defined key methodological approaches to learning have been used:

- Practice;
- broadcasting of material;
- situation analysis and analysis;
- play;
- imitation;
- project

Practice is the oldest way of learning The idea is simple and clear: a person learns professional skills and tools by engaging in real activities. This approach was used both when learning to hunt or farm in ancient times and in craft workshops in the Middle Ages. In the modern education system, practice is also widely used in the organisation of internships and practices: industrial, educational, pedagogical, pre-diploma practices.

Transmission of material - let's say in a very utilitarian way - transfer of knowledge about a subject or a way of activity from one person to another. This approach has been used since antiquity, when a knowledgeable and experienced teacher told young and inexperienced students about how the world works. In the XVII century, the great educator Jan Amos Comenius improved this pedagogical technology, creating on its basis an equally great and immortal classroom-lesson system, in which teachers would teach less and students would learn more. In the modern education system, the transmission of material takes place in different ways: through lectures of various types, reading books, distance learning, masterclasses and others.

Are these the classics? And the disadvantages?

If training is limited only to the formation of practical skills learners can simply not get the necessary knowledge. When limiting training to the broadcasting of ready-made knowledge, students get too theoretical and detached from the realities of life education of the twentieth century and new approaches.

A distinctive, albeit quintessentially American, Harvard University approach to situation analysis is evident. Initially, this was the modus operandi of future managers and economists. The crux of the method is the selection of archetypal situations from practical activities. Pupils are tasked with analysing the selected situations and subsequently proposing their own solutions, as well as formulating and forecasting scenarios. This approach fosters the development of professional thinking and decision-making skills.

The following observation pertains to the game. It is evident that the acquisition of life skills is predominantly facilitated through the medium of games. However, the utilisation of game-based training methodologies within the context of professional training in our nation emerged only in the pre-war era. The first business game, entitled 'Reorganisation of production in connection with a sharp change in the production programme', was conducted by M. M. Birshtein, an economics teacher, in 1932. Duke and Y. Clabbers. However, such group exercises in decision-making in conditions simulating reality were not widely disseminated in those Soviet programmes for training managers and executives.

However, role-playing games, which were designed to illustrate models of behaviour in typical professional situations and often within a specific workplace, continued to garner some popularity. With the introduction of mandatory interactive forms of learning in theoretical and practical aspects in the FSES-3+ work programmes, these games are likely to be of significant interest to scientific and pedagogical workers.

The concept of simulation models originated in the military sphere, specifically in the context of flight simulators employed for the training of pilots. Education, and more specifically business education, swiftly adopted these novel concepts, yielding remarkable outcomes. In the late 1950s, the United States witnessed the inception of simulation-based training methodologies. These methodologies enabled students to acquire professional competencies and instruments of work, thereby facilitating the formation of a conceptual understanding of a specific field of activity, profession or position within the country. Such methods are collectively designated as 'simulation', 'simulators' or 'simulation games'.

The project method is considered to be one of the most effective teaching methods, and its history is perhaps the best known. The fundamental premise of the project approach is that students are to be embedded within a system of collective work, with the objective of solving a practical problem of real significance. By projecting the development of the situation, analysing data, he/she gains the opportunity to master the ways of performing the relevant work. The group form of functioning of the educational project necessitates the organisation of joint activities and the establishment of communication among participants, i.e. the development of teamwork skills.

To elaborate, the primary objective of the project method is to empower students to independently acquire knowledge through the process of solving practical tasks or problems that necessitate the integration of knowledge from diverse subject areas. When considering the project method in the context of pedagogical technology, it is important to recognise that this technology encompasses a range of research-based, search-oriented, and problem-solving methodologies that are inherently creative in nature. The teacher within the project is assigned the role of developer, coordinator, expert, consultant. It is evident that the project method is predicated on the development of students' cognitive skills, their capacity for independent knowledge construction, navigation of the information space, and the cultivation of critical and creative thinking.

The project method developed in the first half of the 20th century on the basis of D. Dewey's pragmatic pedagogy becomes especially relevant in the modern information society In the light of the new standards and the loud-sounding notion of competence, it can be seen that the main goal of any project is the formation of various key competences, which in modern pedagogy are understood as complex properties of personality, including interrelated knowledge, skills, values, as well as readiness to mobilise them in the necessary situation.

In the process of project activities the following skills are formed:

- reflexive skills;
- search skills;
- skills and skills of working in co-operation;
- managerial and organisational skills;

- communicative skills;
- presentation skills

So, we have heard the names and given some definitions, but what is ‘innovative educational technology’? Perhaps, it is a complex of three interrelated, interdependent, mutually definable components:

- Modern content, which is transferred to students and assumes not so much mastering of subject knowledge, as development of competences adequate to modern life practice, professional activity And this content should be well-structured and presented in the form of various teaching materials, including multimedia ones, which are transferred with the help of modern means of communication.

- Modern teaching methods - methods of competences formation based on students' interaction and their involvement in the learning process, not only on passive or reproductive perception of the material

- Modern learning infrastructure, which includes information, technological, organisational and communication components that enable effective use of the advantages of, for example, distance learning forms.

Conclusion: In contemporary discourse, the term 'innovative educational technologies' is frequently interpreted not as the implementation of novel teaching methodologies, but rather as a more proactive, arguably assertive, utilisation of information and communication technologies. This encompasses the Internet, multimedia resources, webinars, and teleconferences. A restricted conception of innovation has the effect of hindering the enhancement of educational quality. An additional factor that must be considered is the attitude to innovation and general change: acceptance, indifference, or non-acceptance. The range of attitudes is extensive, and within a single individual, such as a teacher, there may be simultaneous existence of diverse manifestations in relation to innovation.

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