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EDUCATIONAL AND DEVELOPING ASPECTS OF SEARCH-BASED COGNITIVE ACTIVITY

Search-based cognitive activity is a very complicated pedagogical issue that has been studied by prominent educators of the past (Y. A. Comenius, J-J. Rousseau, C. A. Helvetius, J. H. Pestalozzi, A. Diesterweg, K. D. Ushinsky) and the present.

The cognitive activity is a personal ability that shows up in one's attitude to the search activity. In turn, the search activity depends on the desire to acquire new information and on mastery of methods of interaction with the environment [4].

The educational process is a purposeful cognitive interaction between the teacher and pupils. The main objective of this interaction is to acquire new knowledge and build pupils' skills and attainments [2].

It is very important to teach a developing personality the skill to search for different kinds of information and to use it. Teachers have to keep the balance of their pupils' knowledge, skills and accomplishments. They cannot do it without a serious planning and organization of pupils' independent search-based cognitive activity.

There are many scientific methods of organization of the cognitive educational process such as active learning, dialectic method, educational anthropology method etc. The most acceptable methods are holistic, differentiated, individual and problem solving method [3].

A problem solving method is the most effective method in organization of the search-based cognitive activity because the person learns to solve different problems that are created by a teacher through special problem situations [3]. Due to the problem solving method, we can achieve a favorable motivation for a productive search-based cognitive activity.

An educational process has a cognitive character. It is based on the dialectical contradictions and has its own inner discrepancies [1]. The leading educationists call the dialectical contradictions "information-cognitive" [1; p. 94]. The information-cognitive contradictions are divided into two classes. The first class includes the contradictions characteristic of the learning object. The second class includes the contradictions that appear during the educational process [1].

The goal of the educational process is not only to teach pupils knowledge but to form their skills and attainments, too [2]. We can do it due to a complex educational aim. It consists of three components: educational, educative and developing [5]. Each of these elements has its own peculiarities and requirements for realization.

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