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DIDACTICAL PRINCIPLES, CONDITIONS AND REGULARITIES OF FUNDAMENTALIZATION OF STUDENTS' EDUCATION

The task of modern higher education is to train a new generation of specialists who will be able to realize in practice the search and creative schemes of education. The aim of high school is to improve the quality and deepening of special training of specialists. This requires a search of new methods and educational technologies and their using in the organization and management of the educational process. Social and economic changes taking place in Ukraine have caused the need in upgrading of the system of education in higher educational establishments. To providing a new level of quality of training of future specialists, which can flexibly reconstruct the direction and content of their production activities in connection with changes in labor market requirements, it is necessary to use innovative approaches to training and education of youth.

The aim of the article is to determine the didactic principles, conditions and regularities of fundamentalization of student's education.

In the course of theoretical and experimental studies, there have been determined that the efficiency of fundamentalization of education was connected with using of the principle of fundamentalization in unity with principles: integration, generalization, consistency, integrity, problematic, subjective dominant, variability, additionality. These principles can be interpreted as a system-creative methodologically important didactical term of fundamentalization student's learning in modern higher school.

In the course of theoretical and experimental studies, there have been determined that described didactic conditions provide: 1. Forming by students the personal and meaningful fundamental educational space, the main components of which are: value-semantic, information, intellectual, communicative and creative. 2. Creative mastering of fundamental theoretical and methodological knowledge and giving it the status of "personal and meaningful" for creative self-realization and self-development of students in fundamental educational space. 3. Gradual development of methodological and culturelogical foundation of personality and educational and cognitive activity of students, the system-creative basis of which is methodological, intellectual, creative and media culture. 4. Constructing by students the individual trajectory of personality development. 5. Structuring experience of creative research activity.

The criteria of effectivity of fundamentalization of student's learning are its methodologization, intellectualization, problematization, creatization, informatization computerization, and dialogization. Theoretical and experimental research has defined a system of didactical conditions that provide creative self-realization of students in the "discovery" of the system of fundamental theoretical and methodological knowledge, mastering the system of methods of theoretical

cognition, and also in forming of individual personality meaningful fundamental educational space.