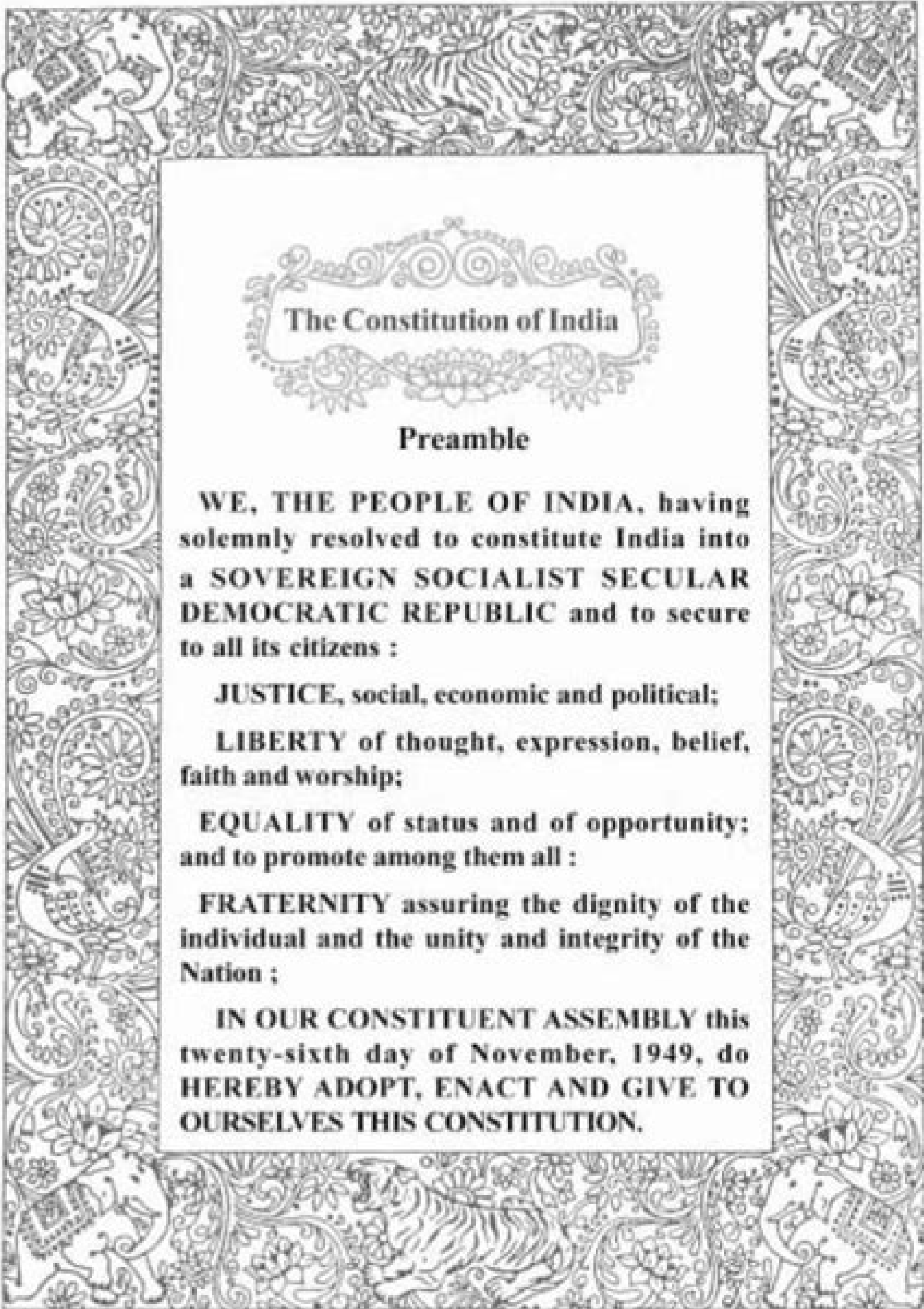


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Shivaji University, Kolhapur	
M. A. ENGLISH (Entrance Examination)	
Faculty Change	
Total Marks-100	
Unit No. 1	Reading Comprehension
1	Prose
2	Poetry
Unit No. 2	A study of major literary forms
1	The Novel
2	The Drama
3	The Poetry
Unit No. 3	Essay Writing
1	Informative
2	Imaginative
3	Reflective
4	Analytical
Unit No. 4	Grammar
1	The Study of articles, and tenses
2	Use of prepositions
3	The Study of tenses
4	Active voice Passive voice
5	Remove ' too'
6	The Study of interrogative, assertive, negative, sentences
7	As soon as..... No sooner than
8	The Study of Degree
9	The Study of subordinate conjunctions



Experience of Intensification of Students' Cognitive Activity in the USSR (Postwar Period the Middle of the 20th Century)

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Keywords: students, cognitive activity, higher educational institution, higher education, lecture, seminar, teacher.

Abstract. The article reflects the experience of Kharkiv higher educational institutions' leading teachers who were looking for and using ways to enhance cognitive activity of students in the difficult recovery time of higher school after the Second World War. Teachers' attempts to develop students' cognitive activity were conditioned by the need to perform complex tasks (to increase constantly the level and to improve the quality of graduates; to strengthen links between theory and practice; to attract students to scientific researches and introduction of teaching staff's inventions in production; to improve qualifications of teaching staff of higher educational institutions (HEIs); to develop initiative of universities' and institutes' teachers and professors; to develop and intensify independent work of students in the learning process), which were put forward the higher education institutions by the state leadership. Kharkiv University' and institutes' progressive professors tried to intensify students' cognitive activity at lectures, workshops, seminars, consultations, laboratory workshops. They used a variety of unusual for that time teaching methods: search, problem, research, etc. The article presents examples of various tasks (situation-exercises, group games, situations-problems) and approaches to the educational process (using problematic approach while giving lectures, case reports of students at lectures, exchange of best lecturers and others), describes the characteristics of using of them at lectures, seminars and workshops.

1. Introduction

In the postwar years, higher education in the Soviet Union was in a difficult position. On the one hand, there were not enough qualified teachers, on the other, - a lack of professionals in all sectors of the economy had meant that universities had a large number of students of different backgrounds, motivation for learning activities, even different age. In addition, higher school tried to run "training arsenal and tools for specialist training (principles of drafting curricula, programs, forms and methods of work, recording, monitoring, evaluation, etc.)", which were used in pre-revolutionary times, when HEIs were focused mostly on noble and a few well-prepared graduates of elite secondary schools [1]. It is clear that the old principles and teaching methods in academic background of the old structure could not work effectively.

At the time the didactics of higher school was still under development. It did not acquire systemic characteristics and attributes as a theoretical discipline. The development of teaching ideas was going through accumulation, analysis and synthesis of empirical data on specific teaching problems. The most urgent issues that bothered teachers and scientists of the time were problems of optimization of different kinds of teaching and intensification of students' cognitive activity; improvement of learning content; use of visual aids in the learning process, including the TMT. In the early 60s the researchers revealed a tendency to consider certain aspects of programmed teaching [1].

In the period under research all spheres of life in the country were influenced by government policy. Higher education was not an exception. The government and the Communist Party demanded HEIs to improve training and increase the number of professionals necessary for the country to restore and develop the economy.

SYLLABI

FOR STANDARDS XI AND XII

GENERAL SUBJECTS

(To be introduced in Standards XI and XII from the academic year
2012-2013 and 2013-2014 respectively)



As sanctioned under Government of Maharashtra,
School Education and Sports Department,
Letter No. SSC-2012/(28/12)/High.Sec.Edu-2, dated 28 Feb. 2012

Maharashtra State Board of Secondary and Higher Secondary Education Pune - 411 004.

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