

**MODERN APPROACHES TO STUDYING A PHENOMENON «COAUTHORSHIP IN THE PEDAGOGICAL PROCESS»
(TEACHER - STUDENT)**

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Modern education assumes the increase of opportunities of students' creative self-realization in the pedagogical process, change of character and style of mutual relations between all subjects of the pedagogical process and, certainly, the formation of an atmosphere of coauthorship between teachers and students, the management of high school and students, students and students, etc.

M.V.Kochetkov states, that «global tendencies of development of educational systems are connected with the increase of a role of the students' independent preparation; corresponding forms of the organization of training assume wide use of informational technologies, remote education, increase of a role of individual - consulting work, activization of coauthorship of the teacher and students as joint search of new knowledge » [5, with 4].

The problem of coauthorship in the organization of the pedagogical process as an object of research has recently been considered. As the certificate works of the following authors can serve that: S.V.Nilov (Coauthorship in educational process of university (namely, coauthorship as the form of educational computer - indirect communications at university), 1999), M.V.Kochetkov (Professional development of the high school teacher in coauthorship with students, 2007), I.R.Levin (About development of abilities to joint coauthorship for the future teachers of music, 2007) and others.

J.V.Senko points out the general features of coauthorship. V.I.Andreev sees coauthorship as a principle, as the law of creative activity; G.I.Batishchev - as the name "such as" pedagogics; V.A.Buhvalov – as a model of training.

V.V.Kraevsky, investigating a problem of categoriality of the term "pedagogics", defines coauthorship as the special type of a training problem which presupposes application of productive methods; it is possible as the unity of two "pedagogics" - "cooperation" and "development".

S.A.Amonashvili, G.S.Merkin and B.G.Merkin speak about feeling of coauthorship. V.I.Zagvjazinsky determines coauthorship as «the important feature of pedagogical creativity », and names figuratively pedagogical creativity «coauthorship with the right to risk ». G.A.Zasobina states, that feature of pedagogical creativity is that it is always coauthorship. S.V.Nilov considers a phenomenon of coauthorship as the form of the communications within the framework of the remote coauthorship. M.V.Kochetkov sees coauthorship of the teacher and students as joint search of new knowledge.

B.A. Caen - Kalick and N.D.Nikandrov, as they prove, do not give unequivocal definition for coauthorship though use such possible meanings as a special situation, the atmosphere, model, type, collective creative activity, identify coauthorship and cooperation as «area of infinite various activity».

In spite of the fact that the phenomenon of coauthorship has recently become the object of research, in a history of pedagogics there is huge experience of coauthorship realization in conditions of collective - creative activity by such authors, as A.S.Makarenko, I.P.Ivanov, M.G.Kazakina, O.S.Gazman, V.F.Matveev, A.V.Mudrik, S.L.Soloveychik, V.A.Karakovsky, A.N.Tubelsky, M.P.Schetinin and others.

In teaching a student the problem of coauthorship of subjects of the educational process is realized in a context of collective activity problematics, realization of joint designing activity of the teacher and trainees, realization of ideas of TRIZ, maintenance of opportunities of an effective use of modern information technologies, media technologies, techniques of activization of creative activity.

Thus, coauthorship is the phenomenon existing objectively and being in demand in educational practice. And it staticizes searches of meanings of coauthorship as a pedagogical phenomenon, technologies of its organization in vocational training.