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**THE MAIN FUNCTIONS OF STUDYING IN THE CONTEXT OF THE SCIENCE STUDY MODERN PARADIGM**

The modern Science Study paradigm changes are aimed at strengthening its Humanities component, searching the effective methodologies and technologies of human’s life-giving competence development, one’s creativity, forming one’s own research position, willingness to solve problems arising in the future.

As a rule the dialectics of such changes is determined by the contradictions that arise between the opposites objectively existing in the educational process. Revealing these opposites and exploring the ways and mechanisms of their coordination is an urgent task in the development of the educational sector.

Among the forenamed opposites there is a binary one the information and creative learning functions being its aspects. In the context of the science study modern paradigm the harmonization of a forenamed functions is an urgent problem which is solved on the basis of the activity theory namely due to appropriate mechanisms of reproductive and creative learning activities combining.

The first is the mechanism of mutual complement and relatively equal interaction and mutual transformation of reproductive activity into creative and vice versa.

The second is the mechanism of dominant transformation of reproductive learning activity into creative. In this case, one side of opposition – the reproductive learning activity, is the basis for creativity.

The third is the mechanism of productive creative integration. It is based on priority of the whole in relation to its separate parts. If we regard this mechanism within education in secondary schools and post-secondary establishments, it lies in the priority of creative cognitive activity, which is an integral unity of three components: reproductive educational activity, creative learning activity and creative scientific activity.

The analysis of dialectical interrelations between reproductive and creative processes in learning activity shows that exactly the second mechanism in conjunction with the third one is the basis for harmonization of creative and informational functions of studying.

The priority of creative function of studying is obvious, but its implementation involves solving a number of problems both on theoretical and practical levels. The key question connected with development of creative activity as a system remains unsolved. In particular, the technique of modular development of creative studying activities based on system analysis.