VITAGENIC EDUCATION IN THE SYSTEM OF PEDAGOGICAL SCIENCE

Bekzod Khodjaev
Tashkent State Pedagogical University named after Nizami
Tashkent, **UZBEKISTAN**
e-mail: yaxshifarzand@mail.ru

ABSTRACT

The issue of vitagenic education is quite topical at the present stage of education of the younger generation. The article provides the formulation of this concept, identifies the main goals of vitagenic education and lists its principles and factors.

Keywords: Vitagenic education, student, future teacher, teacher, higher education establishment.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the modern world, there are strict requirements for the training of future teachers as qualified specialists. In order to fulfil these requirements, it is necessary to create a favourable educational environment that takes into account social and individual characteristics of children, their interests and existing life experience because progressive educational technologies in one way or another are aimed at the realization of the idea of transferring from the traditional logic of knowledge transmission in a ready-made form to the active acquisition and creative perception of knowledge.

Students learn more easily the knowledge in which they see personal sense, which are of practical value to them and act as a means of achieving life goals. Vitagenic experience consists of such knowledge. This means that life experience becomes individual's property, is deposited in the reserves of long-term memory and is in a state of constant readiness for actualization in adequate situations. In modern pedagogy this is called "competence".

Taking into account students' life experience can serve the goal-oriented management of the process of formation of scientific concepts, help to overcome and correct existing misconceptions and everyday concepts, and improve intellectual activity methods of students.

The image of the studied objects is of great importance for the schoolchildren while learning a number of subjects. However, in the methodology and practice of teaching, it is not always taken into account that the content of the image, its clarity and stability depend not only on the means and methods of teaching, but also on the personal experience of students, which is accumulated in cognitive activity and life practice.

When students do not have personal experience in relation to a particular object, the personal-semantic colouring of the content is lost. Therefore, teachers must initially identify students' life experience, then help them systematize it, and only then present new knowledge linking it with the ideas that children have. In this sense, pedagogy is designed to study the influence of the environment and organize the learning process in such a way as to introduce organizational

elements into the natural influence of the environment forming the content and nature of children's life experience.

Today, active teaching methods – problematic and student-centred learning, use of visual aids, historicism and country studies – provide grounds for using modern approaches to teaching by modelling life relations and personal experience of human.

Classical educators of all times emphasized that interest and love for knowledge are of paramount importance in teaching. For example, the scholar and encyclopaedist Al-Khwarizmi in his treatise "The Compendious Book on Calculation by Completion and Balancing" wrote: "If you want to learn something new, study the past." [1]

The well-known teacher Ya.A.Komensky in the first chapter of "Great didactics" wrote that in every possible way it is necessary to ignite in children a hot desire for learning [2]. According to K.D. Ushinsky, "the education deprived of any interest and taken only by coercion force kills pupils' will to the education without which they won't go far and their life can be neither decent nor happy" [3]. As a result of years of research, G.I. Shchukina concluded that "the source of cognitive interest is life, the environment of a person" [4]. The idea of relying on students' life experience was also developed in the context of didactic searches, which included an appeal to the person's emotional and personal sphere.

Interpreting student-centred education, I.S.Yakimanskaya proceeds with recognition of the uniqueness of students' subjective experience [5]. Hence, the question of developing students' interest is among the most pressing problems of modern pedagogical science and practice. The solution of this issue is of decisive importance, since the result of education, development and upbringing of students depend on the quality of learning as an activity.

Vitagenic education is a direction in didactics built on the actualization of information that reflects individual's personal experience, which is followed by its use for educational purposes. The value of such education lies in the fact that it can be applicable both in traditional and innovative education models. It is such education, which is based on the actualization of individual's life experience, its intellectual and psychological potential for educational purposes that are based on student and teacher interaction, and aimed at helping students in full manifestation of human individuality, new forms of activities which are adequate to the development of society through actualization of life experience, acquisition of its new constructive forms, reliance on vitagenic experience of the mankind and its individual groups.

This means that vitagenic education is a set of theoretical and technological foundations that ensure the formation process of human's social lifestyle and are realized through the system of various types of education that have a social and professional status. *The main goals of vitagenic education are:*

- assisting students in the formation process of the image of their own "I" and corresponding lifestyle that allows them to survive in a changing situation, and forming a progressive way of life that allows a person to further develop;
- actualizing students' full life experience and its development through the acquisition of new constructive forms in the educational process;
- activating in students the processes of familiarization, comprehension and transformation of vitagenic experience of the mankind and its individual groups based on acquisition of symbols, values, norms and knowledge, including a highly specialized pragmatic set of professionally significant knowledge and skills.

The principles of vitagenic education are:

• completeness and multifunctionality (of life and other types of experience);

• reliance (on groups and spheres of onto- and phylogenetic experience in the realization of vital human needs);

• advanced formation and development of educational needs (in the groups of five main vital functions);

• value attitude towards onto- and phylogenetic experience (as a source of self-development, self-assertion, self-education – improvement of the image of one's own "I");

• vitagenic conditionality of the content of pedagogical education.

Formulation of the principles of vitagenic education is based on the idea of virtual modelling in education of the process of acquiring life experience by human and involves the selection of factors determining the effectiveness of assistance and support for students in shaping full manifestation of human individuality, and in acquiring new forms of activities that are adequate to the development of society.

These factors include: completeness and integrity of the manifestation of students' individuality; nature of the organization of educational process; connection of the educational process with real human activities in society.

The concept of vitagenic education technology provides the idea of continuous professional development on the principles of consistency, vitagenity and parity. Its goal is learner-centred education taking into account students' life experience, their development level and health status.

While considering vitagenity, scientists mean the personal development in the process of activities under the influence of life events. Existing life experience in a person is a necessary source of knowledge, its transformation into a new qualitative knowledge is a socially significant value for a particular person. Comparison of own subjective experience with the experience of fellow students forms their holistic view of professional activities and criticality of perception, develops analytical skills, allows in a different way assessing personal experience, formulate its new understanding and acquire new knowledge being aware of personal responsibility for the quality of activities. Reliance on students' individual and life experience in the learning process contributes to the promotion of the importance and value of every opinion and knowledge, enhances the motivation for knowledge and self-development, and creates conditions for achieving personal success.

The advantage of this technology in training future engineers is in that it provides teachers' and students' common worldview of the educational space, as well as common approaches to professional training of specialists, formation of technical thinking and culture of engineering activity. That is, the system of methods and techniques for establishing an educational process models the meaningful and technological links in educational and real professional engineering activities. The main objectives of teaching students on the basis of vitagenic technology are:

- developing students' professional consciousness;
- comprehending and transforming students' life experience in accordance with the three: ecological, economic and social groups of norms;
- forming constructive, friendly attitude to new knowledge in the system of "person - profession - environment".

The educational process based on vitagenity allows organizing education as a real-life situation, as a result of which students acquire various experiences (personal, life, professional) in the form of values, norms and knowledge. The teaching method consists of three functionally interrelated stages:

Stage 1: problem-target. *Function:* highlighting the main problems of the studied content and their transformation in the goal-setting of the learning process;

Stage 2: design and search. *Function:* drawing up a project and a program for its implementation based on scientific and professional knowledge;

Stage 3: reflexive. *Function:* becoming aware of the quality of performed activities, finding errors, their causes and ways of their correction.

Monitoring of vitagenic technology includes: the diagnostic part (express diagnostics of the state of readiness for learning, studying students' personal qualities that contribute to (hinder) the success of learning, etc.); input in the content (discussing methodological problems of teaching in order to show teachers' position in the learning process and subject content; discussing teachers' and students' general and different positions, highlighting topical professional issues to them); the main teaching process (dosed presentation of information and its discussion to achieve individual goals, problem solving, selection and correction of means and forms of education); the final part (re-diagnostics of the parameters as in the first part).

When teaching students, special attention is paid to the:

- selection and study of meanings of key concepts, and systematization of output knowledge under the exact goal;
- study of human adaptive capacity and psychophysical consequences of the negative impact of traumatic, harmful and damaging factors in performing professional functions;
- design of programs for human professional development based on a realistic assessment of ecological situation and actions on increasing the safety and environmental friendliness of production activities;
- development and implementation of protection modes of human, objects of the economy and technical means depending on the degree of danger and risk.

Thus, vitagenic education is based on the pedagogical technology of life education, and forms a special individual style of professional and pedagogical activity.

REFERENCES

1. Hoshimov K., Nishonova S., Hasanov R. History of Pedagogy. – Tashkent: Ukituvchi, 1996.
2. Komensky Ya.A. Selected pedagogical works. In 2 volumes. Vol. 1. – Moscow, 1982.
3. Ushinsky K.D. Collection of works. Vol. 11. – Moscow; Leningrad, 1952.
4. Shchukina G.I. Pedagogical problems of formation of students' cognitive interests. - Moscow: Pedagogy, 1988.
5. Yakimanskaya I.S. Student-centred education in a modern school. – Moscow, September, 2000.
6. Belkin A.S., Zhukova N.K. Vitagenic education: a multidimensional-holographic approach: 21st century technology. - Ekaterinburg: UrSU publishing house, 2001.