

CONTENTS AND TECHNOLOGY OF VITAGEN EDUCATION OF HIGHER EDUCATIONAL INSTITUTION STUDENTS

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ABSTRACT

This article is devoted to the innovative direction in modern didactics - vitagenic training of students, which is based on the idea of using the intellectual and psychological potential of vitagenic experience of students in the educational process of higher education.

Keywords: Technology of vitagenic training, educational content, vitagenic experience, life experience.

INTRODUCTION

The concept of modernization of education “experience”, in accordance with this, the basic elements of co defines the goals of general education at the modern stage. She emphasizes the need for "orientation of education not only on the assimilation by students of a certain amount of knowledge, but also on the development of his personality, his cognitive and creative abilities. A comprehensive school should form an integral system of universal knowledge and skills, as well as independent activity and personal responsibility of students, that is, key competencies that determine the modern quality of education.”

The basis of one of the approaches to understanding the modern content of education in our country is the concept of education holding: knowledge of nature, society, man; experience in the known methods; experience of creative activity; experience of emotional-value relationships.

At the same time, one of the fundamental contradictions in the learning process lies in the mismatch of children's life experience and educational (scientific) knowledge. Among the positions relating to the activation of cognitive activity of students, personality formation, information has been accumulated on the study of the child's personal experience, its use in the educational process. [8].

LITERATURE REVIEW

The following works reflecting the development of the theory and practice of Q in the analyzed area, the use of information technologies in education, the use of media resources in the learning process, and also the technology of vitagen education became the scientific basis for studying the state and trends in the development of student education: N.P. Litvinov [24], A. Abdukadyrov [1], S. Babadjanov [6], O. Davlatov [11], M. Kuranov [21], N. Rustamova [27], V. A. Krivenko [39], N .ABOUT. Verbitskaya [29], S.G. Vershlovsky [30], M.T. Gromkova [14], M.Sh. Knowles [25], E.F. Sire [31], M.T. Gromkova [14], V. S. Bezrukov [9], L. M. Kustov [22], B.P. Yesipova [36], N.V. Kuzmina [23], K. A. Abulkhanova-Slavskaya [2], A. A. Bodalev [10], A.A. Derkach [12], O.S. Anisimov [4], F.S. Ismagilov [15], Z.I. Kalmykova [35],

V.G. Ivanov [16], A.S. Belkin [7, 8], V.A. Poisons [17], I.D. Lushnikov [38], S.G. Kara-Murza [18], K.A. Abulkhanova-Slavskaya [2], L.I. Bozhovich [37], W. Glasser [33], L.I. Antsyferova [3], G.G. Diligent [13], E.F. Rybalko [28], R.A. Anufrieva [5], E.I. Golovakha [5], A.A. Chronicles [20], S.Yu. Kurganov [32], S.T. Shatsky [34] and others..

METHODOLOGY

The purpose of the study: Based on the categorical interdisciplinary analysis and synthesis of the concepts of “vitagenicity” and “vitagenic experience”, scientifically substantiate and develop, develop the theory and technology of student education based on vitagenic experience using media resources and develop practical recommendations for their implementation in the field of pedagogy.

Object of study: Scientific and theoretical potential of the student education system.

Subject of research: Theory and technology of student education based on vitagenic experience using media in the pedagogy system.

To achieve the goal, we were guided by the following working hypothesis:

The development of the theory and technology of student learning based on vitagenic experience using media resources provides for:

- building a methodological system, its general scientific, concrete scientific, disciplinary and interdisciplinary components, using system-structural analysis, vital personality theory, activity theory, theory of thinking and semiotics;
- the use of the ontological anthropological concept of human existence, adequate to the process of acquiring vitagenic (life) experience by a person as the philosophical basis of the methodology and theory of student education based on vitagenic (life) experience;
- comprehension of the scientific and theoretical potential of the concepts of “vitagenicity” and “vitagenic experience” based on a phenomenological analysis involving their consideration as social, biological, psychophysiological, pedagogical, with their subsequent synthesis as interdisciplinary categories;
- construction of the theoretical and resulting technological systems of students' vitagenic education, which obviously includes signs, goals, principles, methods, approaches and pedagogical conditions for their implementation, grouped around the main positions that reflect the scientific and pedagogical potential of the concept of “vitagenic experience”: recognition of vitagenic experience as a source (resource) student education; recognition of the possibility of transforming and acquiring students' vitagenic experience in education; recognition of the generalized types of vitagenic experience of society, a certain group of people as one of the foundations for designing the content, forms and methods of students' education.

In learning, individual cognitive activity is realized, which, due to the nature of the child's activity, is formed very early, sometimes spontaneously, even before systematic education at school. A child who enters school is already a carrier of his own life experience, that is, the subject of the educational process, where he self-develops and realizes. The main function of the school is not to level, reject the experience of the child as insignificant, but rather, to maximize its identification, use, "cultivation" by enriching the results of socio-historical experience [8].

Modern American teacher-researcher W. Glasser writes: “If the school curriculum does not in any way correspond to the child's life experience, he will not develop educational motivation. As the learning process becomes more complicated, only motivation can help the child

overcome difficult subjects, but since it is absent, children will fail. The school should become a place where children can openly express their thoughts based on their life experience and observation. The school's interest in their world will bring them a sense of satisfaction" [2]. Studying the issue of accessibility of knowledge as a way to humanize a school, Z.I.

Kalmykova asserts: "The wider the circle of objects, phenomena with which the connection of the studied theoretical material is established, the more significant the distinguished features are, the deeper the understanding of generalized theoretical knowledge" [4]. Thus, the key to understanding the new material is the personal experience of the students themselves.

M.N. Skatkin, considering the connection between learning and life, said that both science and the life experience of children deal with the same objective reality. In the process of life experience, children receive many vivid ideas about a wide variety of objects and phenomena of life. Consequently, the need to connect learning with the life experience of children is rooted in the very nature of the thought process, dictated by the objective laws of psychology, higher nervous activity [5].

Agreeing that when mastering scientific concepts, the so-called worldly concepts act as a hindrance, L.I. Bogovic asks the question: does this mean that the child's everyday experience is a negative factor? And he points out that when a student does not have his own experience in relation to one or another object of teaching, the "author's position" is inferior to formalism. Meanwhile, according to L.I. Bogovic, personal experience, experiences that arise in certain situations, reflected by the child in his descriptions, allow us to talk about the adequacy of scientific knowledge [6].

Exploring the problem of life cognitive experience of students in the educational process, I.D. Lushnikov points out that life cognitive experience, that is, ideas and concepts acquired outside the organizational learning process, has an increasing influence on the formation of the child's spiritual world, therefore the old question of how to deal with students' life experiences is currently becoming especially acute [7].

A child is a subject of his own activity, and one should not see in it only an object of influence of adults. One of the approaches to individualization of education from the perspective of pedagogy of cooperation is vitagenic education, in which there is a reliance on students' vitagenic life experience.

We clarify the basic concepts. Under life experience, it is necessary to understand the information that has become the property of the individual, set aside in the reserves of long-term memory and is in a state of constant readiness for updating in appropriate situations. This is a kind of alloy of thoughts, knowledge, emotions, actions accumulated by the individual and having a certain (most often very significant) value for him. This information is connected with the memory of reason, feelings, behavior, that is, this is what a person has lived through.

Vitagenic life experience is the result of the process of accumulation of life experience, which has become personally significant for a person. Vitagenic experience has social significance, allows you to predict and construct the future. Its basis is information, which for each subject is strictly individual both in content and in volume. Based on the data of an experiment we conducted to study and use students' vitagenic experience in the educational process, three levels of vitagenic awareness of primary schoolchildren were identified.

The low level is characterized by elementary knowledge, which is an expression of the information necessary for each student at a certain stage of age development. Information at students of this level is fragmentary, superficial, unsystematized, at the level of everyday consciousness. On the whole, the nature of the vitagenic information of low-level schoolchildren can be defined as elementary everyday knowledge with low educational potential.

At an average level, knowledge is much more based on students' personal experiences. This is confirmed by the fact that students of this group almost always have at least the most general idea of the subject being studied, are able to carry out arbitrary selection of vitagenic information on the desired topic, but they do this more fully when the teacher poses detailed questions. The range of information is wider. On the whole, the nature of vitagenic information of middle-level schoolchildren can be defined as elementary empirical knowledge with sufficient educational potential.

RESULTS

Vitagenic information in high-level schoolchildren is detailed and specific. Students can successfully apply their vitagenic experience. In general, the information of students at this level can be characterized as elementary-scientific knowledge, which has a high educational potential both for the further development of the personality of the knowledge carrier himself and for his classmates.

We have developed a technological algorithm for the use of vitagenic experience of schoolchildren in the educational process, which has a closed cycle of repeating steps, allowing at each specific stage to have complete information about the state of the controlled process. The technological algorithm for the use of vitagenic experience of students in the educational process.

Stages:

1. Preparatory stage
2. Outreach Stage
3. Initial diagnosis
4. Substantive-technological stage
5. Vitagen Experience Correction
6. Final diagnosis
7. Planning and prognostic stage.

CONCLUSIONS

In our opinion, this algorithm is universal in nature, that is, it can be used in the study of various school disciplines at all stages of the students' age development. But, in our opinion, the limited use of vitagenic learning in the study of a number of specific subjects, for example, algebra, is completely natural, since in this case it will be not so much about relying on the vitagenic experience of schoolchildren, but about the prospect of putting into practice the knowledge acquired in the lesson, about their role in life.

Factors for the successful application of vitagenic education technology are:

- the teacher's knowledge of the level of vitagenic awareness of students;
- subject-subject basis of the organization of the educational process;
- development of cognitive interest; child's awareness of his ignorance;
- the formation of a value attitude to knowledge;

- the ability to actualize vitagenic experience in appropriate situations;
- the formation of the ability to interact with all subjects of the educational process;
- ability to correlate vitagenic information and scientific;
- ability to overcome cognitive dissonance; timely and competent adjustment of students' everyday ideas;
- creating a success situation for each student.

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