

CONCEPTS OF PEDAGOGICAL PROCESS AND ITS PSYCHOLOGICAL BASES

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Abstract. *This article examines some conceptual differences between different approaches of the stage of determination, the purpose of education and the side of the property, the personality traits. And here the authors highlight as the most significant in sociocultural, activity and personal aspects of the pedagogical process. The authors will briefly define the role of a holistic person in education, which is important to the teacher and psychologist not only in the psychopedagogical plan itself, but also in their worldview and methodological priorities of understanding such a complex phenomenon as the personality appears.*

Keywords: *concept, pedagogy, process, psychology, basis, purpose, education, role, integrity, personality.*

Pedagogical process is quite often characterized as transfer of the experience accumulated by the senior generations new, growing up. Such formulation is right, but represents only a frame condition of the most difficult, quite often contradictory psychology and pedagogical processes happening actually which accompany formation of the personality. First of all pedagogical process seems as multilevel and versatile on sources and activity of influence.

In the domestic and foreign theory and practice of the last decades there is an active search of new ways and increase in means of efficiency of education. Several directions of the organization of educational and educational process which are defined as pedagogical concepts are at the moment allocated. Their distinctions are based, first, those limit purposes which are formulated by philosophers, culturologists, teachers, psychologists, etc., and, secondly, contents (science, art, religion, the right, etc.) in which problem field implementation of the called purposes is supposed. And further – in a context and taking into account the purposes and the content of education – intellectual and emotional, activity "drawing" of interaction of participants of pedagogical process in which their personal

positions, language, style and methods of communication are shown is formed.

The central link of any pedagogical concept, peculiar "reference point" is process of a goal-setting, i.e. promotion of those socially significant purposes which designate rather the a vector of development remote in time, defining, than direct result. These purposes are reflexed by society in the person of philosophers of education, culturologists, scientists, including teachers and psychologists, and formulated as limit (strategic). In the center of their attention there is an identity of the pupil, her mission in society and the main ways and means of her formation. For the teacher of the purpose of formation of the personality are "most important task" which exists in his professional focused consciousness as the certain prerequisite defining the purposes and tasks which he sets in a concrete pedagogical situation.

Conceptual distinctions of different approaches come to light at a definition stage what parties – properties and lines of the personality are allocated as the most significant in sociocultural, activity and personal aspects. Here it is important to teacher and psychologist to be defined not only in actually psychology and pedagogical plan, but also in the

world outlook and methodological priorities of understanding of so difficult phenomenon as what the personality appears. It is not casual that in domestic and foreign science there is no uniform understanding that there is a personality.

The purposes of a humanization and humanitarization of education put in the forefront those concepts of the personality which proceed from correlation, more precisely than harmony of the person and the world, the person and culture, his ability to complete (esthetic) vision of the world, to the love attitude towards him and experience. Such approach to studying of the person in domestic psychology was planned by S.L. Rubenstein who understood the person as "the part covering whole" and therefore his internal contents includes all richness of the relations to the world.

Such outlook and *mirochuvstvovaniye*, according to S.L. Rubenstein, has to become a prerequisite, "background" in the relation to everything on light – the nature, to people, other person. Today similar positions actively are defended the philosophers and philosophically conceiving psychologists crucially belonging to those ideas of the personality which allocate as the backbone beginning a sociality and connected with it functional and activity, etc. features. The person (individual) is connected with the world as whole (infinite) that is the basis of integrity of the individual (as persons).

Integrity as completeness and variety of the relations of the personality as possibility of its exit out of limits of accepted standards and free self-implementation appears as the major characteristic in substantial interpretation of processes of training and education.

The problem of formation of the person as complete personality is realized in culture for a long time, with development of mechanical production and public labor division when the person was popular by the professional activity unilaterally, "part". This feature of social human life and danger of its formation as "fractional", "partial" is revealed by the German philosopher (and the poet) F. Schiller. It showed in "Letters on esthetic education" how labor division differentiates abilities of the person, and for performance of a certain

professional activity necessary are only a memory or thinking, etc. As a result of people loses itself, it becomes only "print" of the profession. Such person, according to F. Schiller, is defective for a family and public life, for himself and for other person.

These tendencies of social development also define the so-called traditional concept of education which sometimes call knowledge centrist, or subject and centrist as in the center of attention the subject matter, but not the pupil is put. Its strategic objectives ("most important tasks") were formulated in the best humanistic traditions - formation of harmoniously developed personality, however the social order expressed in party and state documents to a large extent corrected the planned ideal: the person with the fixed "set" of socially directed qualities (world outlook and ideological) and behavior stereotypes, and also – was necessary that is important for any educational institution - knowledge of fundamentals of sciences which give the chance to join in public life and a certain sphere of production. The ideological aspect as generation of the Soviet system seeking to subordinate completely the personality to society, to dissolve it in society and its requirements, today as though is removed. Meanwhile the second vector of development of education - orientation to assimilation by the school student of knowledge of fundamentals of sciences - keeps the importance. Also cannot but keep. Compliance of education to level of scientific development, a so-called science image – is reflection of demand for intelligence in modern society. The refusal of it would mean kickback from scientific and technical progress, and, as we know, our country already lags behind on a number of branches of scientific and technical development. Compliance to science, as the educational principle keeps the relevance.

What the criticism to the traditional concept is explained by i.e. in what insufficiency of such educational principle? The reason is covered first of all in features of scientific knowledge, its tendency to objectivity as which ideal natural-science knowledge as though not depending on the person, and therefore the most reliable acts. This ideal was crucially comprehended by the pedagogi-

cal theory and practice insufficiently that led to the fact that the content of education was formed taking into account and on the basis of natural-science ideals of objectivity and reliability. As a result the pupil receives so-called objective knowledge, but this bloodless, dead knowledge which does not reflect the studied phenomena and the facts and the main thing – appears as aloof from the person, not touching important for it the meaning of life on issues.

Now that direction in educational practice which provides its original humanization and humanitarization and which submits other concept of process of education is approved. The principle culture of conformity of education which is not contradicting at all, and supplementing is its cornerstone and it is necessary enriching the scientific content of education. Philosophical and psychology and pedagogical justification of formation of the personality in culture is given in works C.I. Gessena.

The culture reflects life of the person in all intrinsic for it definiteness: this philosophical, scientific, esthetic, moral, religious, etc. measurements of this life. Any subject, a thing, the phenomenon comprise implicitly these "measurements", everyone can be presented as a peculiar microcosm. And their development (objects, the phenomena) in variety of their real communications and the relations is the key to formation of the complete personality.

Compliance of education to culture means that the science appears at pupils not only in its urgent results, but also in the history of scientific knowledge, in the course of its emergence, its historical personal creation. Let it will be science history fragments, but significant for identification of dialogues of various scientists, various positions which led (dialogues) to full knowledge. The atmosphere of scientific dialogue organically cultivates intellectual relaxedness and courage of thinking, integrity and integrity of the personality.

Within culturological approach it is necessary also personal positions of participants of pedagogical process – and not only the pupil,

but also the teacher change. In relation to the pupil the personal focused approach is persistently approved today. Installation as "educational person" is replaced with the pupil by the personal focused approach which value admits all teachers and psychologists, however different contents invests in this concept. In literature it is possible to meet interpretation of the personal focused approach as humanistic (social and moral), directed to respect of the pupil irrespectively of any features of character and acts as some "presumption" of its human dignity and opportunities of various self-manifestation. Such understanding has deep traditions in educational practice and deserves attention.

In domestic researches the school of "dialogue of cultures" of V. S. Bibler, the concept of education which core of development is personal and humane approach (V.A. Sukhomlinsky, Sh.A. Amonashvili), the innovative schools which were the idea of cooperation of the teacher with pupils the basis are allocated. Interest of a number of teachers and psychologists is caused by Waldorfsky school, known in the world. Arisen in 1919 it attracted a new wave of interest around the world, including in our country. The famous anthroposophist R. Steiner developing the doctrine about the person and spiritual knowledge of the world was a founder of school.

Education, according to R. Steiner, – means to bring spiritual in the person by the spiritual beginning of the Universe, means of disclosure of the secret spiritual powers put in the person. The Waldorfsky school openly resists traditional, under construction on the natural-science beginnings, – to its content, methods and methods of training. Seeking to cause and cultivate spiritual impulses and experiences, teachers of this school attach special significance to expressional methods of training and education. Pupils a lot of time are engaged in art, art crafts, to communication with wildlife, etc. The persons focused on the deep, emotionally experienced spiritual relation to the natural world and to surrounding people become result of such education.

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КОНЦЕПЦИИ ПЕДАГОГИЧЕСКОГО ПРОЦЕССА И ЕГО ПСИХОЛОГИЧЕСКИЕ ОСНОВАНИЯ

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Аннотация. В данной статье рассматриваются некоторые концептуальные различия между различными подходами стадии определения, цели образования и стороны собственности, черт личности. Авторы выделяют как наиболее значимые в социокультурном, деятельностном и личностном аспектах педагогический процесс. Описывается роль целостного человека в образовании, что важно для педагога и психолога не только в самом психолого-педагогическом плане, но и в их мировоззренческих и методологических приоритетах понимания такого сложного явления, как появление личности.

Ключевые слова: концепция, педагогика, процесс, психология, основа, цель, образования, роль, целостность, личность.