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Technologies of task-oriented sense translation in education

Context communication is a significant part of pedagogical communication, which must be regarded as an intention- actual teacher's aim to get in touch with the pupil as a value interaction in order to find reflexive-semantic way out of the bounds of the existing knowledge into a new context of analysis. It suggests the active assimilation of received information, interpreted and meditated on, into students life experience.

Key words: *sense formation, transformation of context structures, pedagogical communication, communicative strategies, context communication, sense techniques, context technologies.*

Interaction between teacher and student in modern psychology is more often regarded as the intention of sense forming which has a determined stable disposition, however the logic of its realization can be different. In the contemporary society, when the aims and expectations of results greatly modify, it causes corresponding changes in the interaction between the teacher and student. Pedagogical communication in real practice is exposed to a lot of changes due to the necessity to have the influence upon learners as the target group. The communicative strategy as the work of context management (we should be aware of the conventionality of the management of the things which are generated by mentality), is understood in the educational process as the strategy directed towards creating a particular world picture, typical to this world segment, united by the unique system of values, and unified communicative possibilities. Communicative possibilities are better; the processes of general sense forming are faster. We think that the difference between communicative processes and informative ones is the same as the difference between informative processes and simple technical processes of data transmission. Communicative flows play the role of context forming, but informative ones- as the form, where we insert the sense. This problem was still out of sight because it is not one of the most urgent practical questions of modern educational technologies. However the existing changes can be denoted as the alternation of communicative educational technologies and it makes undoubtedly this problem one of the most important in psychological and pedagogical understanding. Communicative strategy is a reflected in the technology sense –value intention and its realization, which is to say the choice of space, type of interaction, the complex of translated senses, with regard to which the system of knowledge transmission is built.

«Among the recently published works, there is enough literature, revealing different aspects of communicative process and communicative technologies relating to social studies of communication and communication management. At the same time there is no systematic presentation of communication bases, which are realized in educational sphere» (I.A. Kolesnikova).



The particular aspect of communicative interaction between teacher and student is the context interaction, in the course of which the content of learning process is regarded as personal value having personal sense, this context communication is like “overcoming deafness to someone else’s existence» (Jaspers Karl) – it is practically uncovered in psycho-pedagogical literature.

On the methodological plane the word «communication» has two meanings: 1) the same as the intercourse; processes of social interaction, taken in symbolic aspect; 2) category in the modern philosophy, mainly existentialism and personalism, designating intercourse, based upon mutual understanding, discussion. In the linguistics communication is regarded as “intercourse, exchange of ideas, information, thoughts and etc. This is a specific form of people’s interaction in the process of their cognitive-labor activity. Human form of communication is characterized, mainly, by the language functioning». In psychology they apply very often the following definition: «communication is a term used in social psychology in two meanings: 1) to characterize structure of business and interpersonal links between people, for example, structure of in-group communication of participants; 2) to characterize information exchange in human society in general. In the last named case communication appears as one of the side of human intercourse — informative one».

Thus, the term “communication” has two meanings: broad and narrow. In the broad sense the concept of “communication” expresses «context» aspect of social interaction and directed first of all to achieve “social community”, fulfilling administrative, informative (data transmission), emotive (excitation and transmission of emotions) and phatic (connected to establishment and maintenance of contacts) functions. The analysis of definitions shows that this meaning of the term “communication” is very close by its content to the term “intercourse”. We believe, that, when we discuss the problems of pedagogical intercourse and communication, we refer to different phenomena by their origin. Obviously, they are interrelated and complete each other» (I.A. Kolesnikova, 2007).

The term “communication” has been recently introduced into pedagogics, you can find more often the word “intercourse” in pedagogical literature. In modern psycho-pedagogical science there is no solution how to correlate these notions. The lack of the identification of their context meanings was reported by many researchers, philosophers, psychologists, teachers: A.A. Broudnii, M.S.Kagan, A.A.Leontiev. However, the notion of pedagogical communication is often encountered and has the meaning of teacher’s disposition to create in educational space «environment with particular characteristics of relations and interactions: informative-educational, administrative, social network, functional-business-like, interpersonal, social and cross-referral, humanistic» (I.A. Kolesnikova, 2007).

Context communication is the essential part of pedagogical communication, is understood as intention – current teacher’s intention to keep in touch with the student. It is a value interaction aimed to reflexive-context exit out of the boundaries of existing knowledge into a new context of observation and it suggests active assimilation of received information, meditated on, interpreted and included in the system of student’s life experience.



Psychological basis for creating context communication as the space choice, type of interaction, complex of translated senses, with regard to which the system of knowledge transmission is built, they are ideas of human context seeking activity as conditions of life experience analysis (Karakozov R.R.), the principles of psychotechnology of choice (Vasiluk F.E.) and sense techniques (Leontiev D.A.). These studies do not only consider natural dynamics of personality sense sphere development together with personality growth, but emerging “out the brackets subject’s voluntary activity» (Leontiev D.A. 1999), they first of all pay attention to dynamics and transformation of sense structures, systems and processes with goal-oriented management of processes of sense regulation, and sense dynamics of other people. The term sense forming technique is a particular case of psychotechnology and according to D.A. Leontiev’s words «This term was suggested before to denote hypothetic system of education and correction of personality’s context formations (Asmolov A.G.)». Sense technique is considered as a system of the influence upon personality, determining changes of sense dynamics through which any changes of sense sphere are possible.

D. A. Leontiev treats the problem of sense technique as compound of analysis of context dynamics and transformation of sense structures, while using manipulative methods or advertising methods of impact, willing self-regulation, education and psychotherapy, he proposes some typologies according to the corresponding parameters.

1. According to the character of the impact, the sense forming techniques are divided into goal-oriented (planned), tending to certain forecasted effect (advertising, propaganda, practice of willing self-regulation) and facilitating (supporting), having the aim insofar as possible to improve the efficiency of corresponding processes and eliminate barriers and blocks (it is so-called «Μαϊευτική» psychotherapy (Socratical dialogue or nondirective therapy).
2. By the volume of changes that the subject forecasts:
 - a. Influence upon concrete actions through creating and changing situational motives, personal senses and context attitudes;
 - b. Change of the attitude towards concrete things and people through generation or change of context dispositions (sometimes sense constructs).
 - c. Formation or change of sense orientation – world outlook, self-regard, system of values.
3. According to disposition to into Self (inner personality) or to the others (inter-personality).

Analysis of different sense forming techniques is more often carried out relating to sense communication, context coordination, transformation and directed sense translation, first of all within propaganda, advertisement, psychotherapy. But there are some works dedicated to particularities of sense forming in the context of goal-oriented influence on personality, that is to say in the conditions of the academic and educational process. E.E. Pronina cites the attributes of sense-revealing texts, which make the most obvious influence on forming value orientations of students-journalists. «Sense revealing potential of the text is not established by formal-content param-



eters, – they may be quite different, – but by communicative principles built into writing and spiritual intentions, reflected in its word-association canvas. In this case, we manage to describe quite real for professionals conditions necessary for *transcenzus* in journalistic texts» (Pronina E.E., 2003). Introduction into analysis of the mechanism which affects the reader or *transcenzus*, underlines this very moment when you read the text and the information is selected and put into sense-value level and becomes personal or it is rejected, due to its alienated character for this person, it is alienated from his life world. It is a kind of “springboard” from which the thought can fly up or it can crash down». E.E. Pronina suggests, that this *transcenzus* is the integral part of humanistic communication. It is the «quintessence of context revealing text – the moment, when all is converged to a common point, which is necessary and enough for the free, but already definitive decision». She considers the conditions under which you can create *transcenzus* in the journalistic text.

1. Refusal from information pressure, from authoritarian assessments, protecting moral.
2. Understanding of real needs and interests of auditorium.
3. Covering the situation (facts, events, theories) in different perspectives.
4. Positive attitude towards problem solving.
5. Necessity of information novelty.
6. Preservation of the personality authenticity, by means of rejecting others' values.

The attributes of sense revealing text at bottom are really the attributes of context revealing dialogue, and of course, context revealing educational process, because humanistic education –human-oriented approach to the education is realized through the text or dialogue with the teacher. If it is possible to reconstruct the mechanisms of activation of motive and context dynamics in the process of information assimilation, then the necessity of the extrapolation of cognitive processes of that type into real practice of educational process arises. This is especially important for those spheres of the education which are at first hand oriented to give professionally important knowledge, which must become components of personality life concept, determining the degree of the devotion to the chosen work, his professional aspirations and professional perspective.

To create special pedagogical messages directed towards sense forming and self-actualization of pupils and students in the process of learning, the studies of sense technique impact, carried out by D.A. Leontiev, is of particular interest. He starts with context structure, which is always assigned by subject (context exists for him), the bearer (context of what), the immediate context forming source and context link between the bearer and context source, due to which the first mentioned acquired the sense. While sense technique impact, the subject becomes the source generating individual personal context and its bearer (as potential source by D.A. Leontiev), the object of changes is very often presented by context itself, because it is varied by the source of the context. It is certainly one of premises, giving the possibility to create system of context communications as goal-oriented context translation in educational process. From one point of view it allows to meditate on genetic (context) mechanism of this



process, and from another, it lets to make instrumental components of context technologies, oriented to the experience, which already exists in psychology. D.A. Leontiev (1999) separates out several groups of sense forming technologies (from our point of view, the most perspective for the possibility of their use in pedagogical practice):

1. Changing the context sources.
 - 1.1. Finding additional motives (for instance, motive of competitiveness, reward-punishment, boasting- criticism).
 - 1.2. Involvement of sense constructs through specific object designation (publicity and propagandistic clichés – “Tidiness, tidy, Tide”).
 - 1.3. Involvement of sense dispositions (endorsement, we group, the use of entertainment star in political advertisement and etc.).
 - 1.4. Involvement of self-regard, of social and role identity, value orientations (for example «To everyone who is unindifferent the fate of Russia...»).
2. Changing or actualizing of context links (facilitating sense technique of finding context links).
3. Changing the structure of alternatives. «Direct sense technique impact upon structure of alternatives suggests the illusion of the lack of choice, when it really exists, or, on the contrary, the situation of false choice (unimportant choice), disguising serious alternatives.» (Leontiev D.A., 1999).

Mechanisms of sense technique influence, especially structure changes of alternatives, are described in details by F.E. Vasiluk in the context of choice. Personality choice itself (context preference) is characterized by: 1. The choice is possible only in internally complex world; 2. Alternatives, between which the choice is made, are not operations, not ways, leading to the same goal, but different life relations, «particular activities» (in the terms used by A.N. Leontiev); 3. Choice is an active action, it is not a passive reaction; 4. The force of drive itself can not lie at choice ground.

In life world classification F.E. Vassiluk describes realistic, creative and value worlds of personality. Sense preferences are determined by personality bias, they aren't determined by external stimulating conditions, they generate “interior complex world” typical for value and creative world of the subject. Just here «each particular life relation, evoked by a particular motive, grew into network of «life acts». The radical turn of fate, tragic minutes, peak of feelings are able to clearly show to the person the reason of his being, one or another relation, but more often the relation manifests itself through contextual aims, cares, actions, gestures, emotional reactions. And there is particular complex “context task” (A.N. Leontiev), consisting in finding real context and real life relations through contextual intentions, emotions and efforts...“The task of sense is turning into context differentiation, the person can't avoid finding the solution, realizing the conflict kind or ambiguity of situation, he must exactly realize between what kind of things he's making choice.” (A.N. Leontiev, 1979). The world complexity is initiated by “intercrossed” life relations. It is «a result of particular effort, special psycho technologies, throwing together subjectively dispersed life relations into unique space». As cognitive acts of choice in creative and value worlds F.E. Vassiluk distinguishes:



1. Loss of self-identity. Separating "Self" and «Mine», through "self" actualisation.
2. Co-presentation. Actions, destined to show simultaneously to the consciousness two or more relations.
3. Revealing. Action, aimed at the insight of surviving life relations.
4. Chaining. Action, aimed at revealing and establishing of different kinds of links between life events.

The actions to maintain internal complex world (it is really context self-actualization) allows the subject to enter a new level of actualization of deep values and to come towards the true assessment of alternatives. «The assessment of alternatives hardly resembles the process of measuring of two different pieces or comparison of the two details with the sample. The main issue of psychological description of this important choice, consists of realizing in which form we can find value and assessed activity». The value comparison of alternatives take place along with actualization of personal sense and that sense which has crystallized in the process of the activity.

The personality "listens to himself by turns,- to how values are reflected and sound in it, how the way of life is reflected and how it sounds in each of constructing activities». In the process of cognition, and our study is concentrated on goal-oriented cognitive process, one way or another managed by the teacher, assigning the field of the certain context intensesness, "harmony of two images" should appear inside student's personality (F. E. Vasiluk) or the intersection of personality's zone of proximal development and dialogue field, «context single interpretation» (I.V. Abakoumova). This very moment gives the person the feeling of internal coherence, self-recognition and value meaningfulness. «The man doesn't choose one of two objects or even motives. He chooses his destiny. The choice changes his personality. Paradoxically, it is not the personality who makes the choice , but the choice makes the personality, forms it».

Psychotechnology of choice, if we consider its realization mechanisms is close to sense forming technique, - the last mentioned is based on studies of goal-oriented context translation in real pedagogical process, because sense forming technique is a part of didactic system, directed towards development first of all of context and value sphere of students, it is that «content generalization» (V.V. Davidov), which allows to build the model of sense forming education, making context orientation, forcing the personality to seek for certain high senses, life concept.

The Literature

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