Didactic technologies of the initiation of reflexive pupils' abilities.

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The particular block of problems of reorientation of our system of the education is related to the motivational and dynamic components of this system, to rethinking of the existing and the creation of the new methods and technologies of the education. Reflexive technologies, as the special group of pedagogical technologies fulfill the function of revealing, "context crystallinity" in connection to the contents, which are grasped by the pupil.

Key words: *context sphere of personality, context forming, reflexive abilities, reflexive potential, didactic technologies, initiation of reflexive potential.*

During ten years, which elapsed from the moment of the reorientation of our country policy in whole and as consequence the reorientation of the educational system to democratic and human values, a lot of approaches, models, technologies, a lot of reports, instructions and analytical bulletins have been written and experimentally approved at all levels of the system of the school education from the government up to the ministry orders, decisions and recommendations of methodic associations at our schools, however the desirable results weren't achieved. The hopes didn't come true and as the result there is the new turn of looking for responsible of deplorable state of the educational system and new recipes of its improvement. If the new whirlwind of the innovations even brings a number of positive changes, it won't bring serious results, because the innovations are oriented, mainly, to incentive, external motivation. Analyzing the same experience of reforms of the education in the United States C. Rogers wrote: «Looking at the educational system, I must say, that today our nation is in the situation of greater risk, then, it was ten years ago, because we fail to give the possibility of conscious studies to every schoolchild». Only the change of motivation, its introduction into new level of context forming, when the student starts to study not only because he can receive a bad mark, to punish or scold, but because the cognition becomes the part of his own world, gives the answers to the questions, which are exciting and help to realize what is interesting, and what is developing and carrying away. Reform efforts, potentially able to change educational process, will give effect if they are destined towards direct orientation to children's values. It becomes possible only if we realize that the cognition should go through the process of the development of the context structures of personality, because only this mechanism gives the personal growth, the development at the level of life values.

The introduction of the educational personality- context level puts a number of problems for pedagogical science. It is necessary to orient the goals of the education from informational to developing, to put the contents from knowledge-alienated level into personality- oriented, from dogmatic-unique into democratic – variable. The particular block of problems is related to motivational and dynamic components of

the education, to rethinking of existing and new methods and educational technologies. The contents of the educational process, which is the field of crystallization, nourishing context forming and pupils' context consciousness, must get «life impulse». It should be placed into space, smoothing it out between teachers and pupils, between pupils and their groups. It is necessary to place it in time, differentiating it and filling by it the procedure of the teacher and pupils actions. These are technological aspects of the educational process. Technologies of education represent the mechanism of context self-realization, and, as consequence, renewing of contents, in any directions, including sense forming, so it is necessary to introduce the changes into technological culture in the adequate and synchronical way. The contents and technologies are organically interrelated: if the contents are "nourishing" personality's development, context structures, then the technologies launch, start the development. It seems to be inadequate from the point of view of contents, technology as the launching instrument doesn't work, because in another way we break the law of isomorphic dependence of the contents – technology, the principle of mutual correspondence. However, the content component at high school becomes more and more sense saturated, oriented towards the development of context sphere of students, but the technologies of the education still have representative or cognitively-oriented character. This contradiction gives birth to our urgent question – the need of search of those technologies in the educational process which let introduce it into the new level of context self-regulation through students' sense forming and sense searching. In connection with new tendencies in pedagogical science, the question of the educational technologies from didactic sphere is transmitted into psychological plan, because the contents of educational courses, are the field of " the crystallized contexts" (in terms of A.N. Leontiev) it is represented at different levels of the education: at the level of making projects – in text, sign forms, at the level of the educational process – as the movement of thoughts, feelings, pupils' emotions, at the level of educational results – as stable qualities of personality in the form of positions, looks, interests and finally – the system of values as the core of the man system, and it means, his basic sense structure.

Technologies of learning should be treated as the mechanisms of the content translation from text level into the level of the subjective activity, from the level of the subjective activity –to the level of stable students' structures and then to the level of the integral context orientation. The integral context orientation, the component of which is the introspective sphere of pupils, is considered in this case as the core component of students' life concept in the process of their personality formation.

Reflexive technologies as the special group of pedagogical technologies fulfill the function of discovering, «*context crystallinity*» in connection to the contents, which are the carrier, but aren't valuable by themselves. The technology doesn't carry the sense itself, it only allows to create or in reverse to make difficult conditions, under which the student can reveal this sense or that sense of the part of the contents, find the single context and transform it into the further academic activity. However in the conditions of the action of one or another technology is assimilated not only as a

program material or additional material, but as the carrier of contents, the technologies themselves, at least, some of them – their parts. In this case we go to the contents traditionally – as the object of learning. As the example we can cite the technology, called «project method»: this method provides assimilation of the part of the reality, prescribed by the school programs, but is not only learnt as the contents but as the way of activity as well, as the instrument of making project of something in his own life perspective. Moreover, if we treat the contents from the point of view of the context forming, interpreting them as «substratum», «nourishing» students' context development, then technology, directed to revealing the context basis of the world, assimilated as the way of activity, is able to decide and a sense "super task". In our example «project method», which was actively used nowadays in specialists' training, as the learnt element of the contents is able to carry out the above mentioned function – finding and developing the ability to orient in the palette of the individual and personal, life, spiritual, social values. In other cases educational technology, turns into the technology of learning and then the way of student's activity, it means it turns into contents, which may or may not have a context forming function.

The development of the introspective sphere is taking place together with the most important cognitive law– if the senses are not taught and they can't be learn, we must admit it unconditionally, then cognitive technologies, which are assimilated by pupils in their technological interaction with the teacher, are able to play the role of context searching factor, method, leading to the revealing of the world secrets. Thus, well spread heuristic technologies providing program material acquirement, as the latest school experience shows– and introducing into situations of context revealing, learnt as the contents turn into mechanisms of the search and sense revealing under other didactic circumstances or, let's suppose, in situations of pupils'life context realization.

The Literature

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