The technological features of becoming of integral semantic orientation of personality in an educational process

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In a real period society in a great deal is not satisfied the domestic system of education. A road to the structural changes in this area lies through development of the technological system which will show out an educational process on valued – semantic level. For development of such technologies it is necessary to estimate traditional technologies from point of their smysloobrazuyuschego potential.

Key words: *semantic sphere of personality, integral semantic orientation, value-semantic going near an educational process, educational technologies, smysloobrazuyuschiy potential of educational technologies.*

For the last decade there are substantial changes, affecting the system of education, happened both in an external (cleanly organizational) and in internal (scientific comprehension of problems of education at the level of modern obschepsikhologicheskogo knowledge) sphere. The structure of education, number of student in different educational establishments, changed, the types of educational establishments and character were increased given by them educational services, the number of persons, busy teaching, administrative, konsul'tativnoy, attendant, research activity was increased. Time to be incarnated the idea of S.L came. Rubenstein: «that for one of sciences (to psychology) is an object, for other (pedagogics) comes forward as uslovie» [3].

Destroying of educational process on personality – a semantic level puts a number of problems before pedagogical psychology. It is necessary make another teaching aims from informative to developing, to show out maintenance from a strange level on personal-valuable it is necessary to reconstruct teaching forms with authoritarian – compatible on democratically – variative.The special block of problems behaves to the motive-dynamic components of teaching, to thinking of already existing and development of new methods and teaching technologies. To the table of contents of educational process, which is the field of crystallization, feeding sense cultivate and understand sense student, must get « live». He must be somehow disposed in space, distributing him between a teacher and by a student, between a student and by their groups, it is needed to dispose also in time, different him and filling with him the sequence of procedures of actions of teacher and student. These are the technological aspects of educational process. Teaching technologies appear as a mechanism of self-realization of maintenance, and, consequently, renewing maintenance, in any his directions, including and sense of education, it is necessary adequate, synchronous appearance to make alteration in a technological culture. The table of contents and technologies appear associate organically: if maintenance «live on» development of personality, its sense.

A question about technologies of teaching from a didactic plane is carried in a psychological plan, because, maintenance appears on a few levels of teaching: at the level of planning – in a text, sign form, at the level of the real flowing of educational process – as motion of ideas, senses, emotions of student, at the level of effectiveness of teaching – as steady qualities of personality as positions, looks, interests, in the end – system of values as bar basis of man, and, his base semantic structures. Teaching technologies and can be considered as mechanisms of translation of maintenance from a text level to the level of subject activity student, from the level of subject activity – on the level of steady structure of personality of student. We will not forget, that on all levels activity of teacher and student is joint, and, referring on student during fixing levels of maintenance, we do not lose one in two character of process from to the kind. Destiny of technologies, if under maintenance to understand values and other not sense units of incarnate in him life not only, and senses are in subjection or personaly form, and there is sense of education student. In different psychological-pedagogical researches underlined, that technologies execute a realizing function in relation to maintenance and there are not selfvaluable. On the whole with such judgement, consenting is possible, however in the conditions of action of one or another technology in fact accustoms not only programmatic or out of program material as transmitter of maintenance but also technologies, at least, some of them or what – their fragments. In this case to maintenance we befit traditionally – as to the object of mastering (mastering). Technology, named, can exemplify « projects»: it is a method, provides mastering a student some part of reality, ordered on-line tutorials, but here accustoms a student and as part tables of contents, as method of activity, as planning tool what – or in an own vital prospect. The more so, if to understand maintenance from positions of sense education, interpreting him as «», «» semantic development of children, technology, directed on opening of semantic basis of the world, being mastered, as a method of activity, able to decide semantic super task.

An important in a psycholoical-didaktic relation conclusion ensues from said. If it is not taught senses and it is not studied senses, with what it is necessary unreservedly to consent, technologies cognitions, formed at a student in their technological co-operating with a teacher, are able to play role of sense-search factor, method, anchor-man on the way sense of the understood world. So, sufficiently wide the applied evristicheschkie technologies, providing a capture by a student programmatic material, as school experience of for some time past shows – and entering them in the situation of sense mastered as maintenance appear the mechanisms of search and opening of senses in other didactic circumstances or, will suppose, in the situations of vital smysloopredeleniya children. We will not exaggerate the role of technological aspects of educational process, when they come forward as algorithms of search of senses, as it however internal, motivational, and instrumental side providing smysloobrazovanie.

Technology is determined as an involute of method, a method at that rate can be described as convolute «». Teaching method «» technologies, he determines the general plan of process in the hands of teacher, technology, coagulating on the laws of

interiorizacii, is reflected in consciousness of student as track, appearance of method. Problem technology of teaching, for example, being an involute « metoda», supposes such procedures, as producing studying information, to incoming in contradiction with their available level of knowledges, arising out of this contradiction of problem situation, search of variants of exit from it et cetera and «» in problem activity of child, problem thought as property of subject. Only in such correlation of method and technology, in our view, teacher and a student is able «» to deep sense of the studied phenomena, to line up teaching as process « becoming of istiny» [1].

Basic task in this article, we see in that, to estimate nalichestvuyuschie technologies from the side of them smysloobrazuyuschikh possibilities. An analysis is complicated that technologies were developed, properly to suppose, regardless of semantic orientations, for them, as a rule, there were other aims – mastering of knowledges, capture, development of thought, the methods of activity.

For some time past, however, is characterized the search of technologies, oriented to development of personality sphere student, and similarly pereosmysleniem, pereorientaciey of traditional technologies. In a number of these technologies, undoubtedly, as will see, the certain is looked over and even noticeable semantic and smysloobrazuyuschiy potential.

For determination of the indicated potential we will have to group, rasklassificirovat' technologies on different parameters and criteria. Parameters will be adopted below, and by a leading criterion the degree of growth of capabilities of technologies is select by us to development of semantic sphere of student. We will ascend to technologies, to possessing most smysloobrazuyuschey by force, beginning with that of them, which this ability is possessed in the least degree.

Classification of technology by the method of encoding information. This includes group verbal, audiovisual, mashinoobuchayuschih, multimedia, gipetekstovyh, holographic technology. In such a classification technology, as you can see the logic coincides with the history, their location in our text reflects the historical sequence of their occurrence, development and even prospects.

Technology largest range of educational process. These include the following groups of technologies: technologies that provide small academic space – a lesson, and other types of training sessions, technology, realizing the independent activities of students outside the training sessions, technology, serving a great educational environment.

Technology criterion relationships teachers and students. These include: subject – object technology, a subject – subject of technology; subject – text – subject of technology. This classification of technology makes a concession activity approach and developmental education.

Technology on the nature of cognitive activity of students. There are the following groups of technologies on the nature of cognitive activity for students: a group of reproductive technologies such as; group technology problem-type, Group technology research type.

Technology on the ability of the integrated semantic orientation of students. There are following their group: technology, providing self-actualization of subjective experience of the students, interactive technology, gaming technology, technology that lets students express themselves; technology psycho-didactic support for pupils; technology problem – the creative type.

In this block, there is a tendency Treatment semantic technologies to the life-world of the child, his spiritual sphere, to the semantic level of his deep "I". There is a focus on academic restriction in the educational process, provides the possibility of a noticeable intensification [1].

Comparative analysis of educational technology in terms of their semantic potential, the possibility of using the same technology to enhance the cognitive bias of the soul knowing, makes it possible to simulate the learning spaces of different semantic richness, varying between cognitive and affective components in the learning process and thereby ensuring the greatest degree of interpenetration of the everyday , artistic and scientific knowledge as a common framework of integrated semantic orientation of students [4].

The Literature
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