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Pedagogical problems of the development of the self-realization readiness of the senior school children

The level of the readiness for self-realization has a significant impact upon the particularities of the self-determination of the senior school children when they finish the secondary school. The directed didactic support dedicated to form value and context orientations of the senior school children influences their life-strategies, personal perspectives and the readiness for the self-realization. In this article the author reveals the didactic potential of the readiness for self-realization of the senior schoolchildren from the point of the view of the context and didactic approach.

Keywords: pedagogical support, value and context sphere of the personality, technology of the directed impact in the educational process, context didactics.

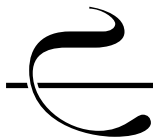
The principal changes in the Russian society, «having, as a matter of fact, the character of the civilization break, have qualitatively reorganized all the parts of the human life— demographic, ethnic and political, technological, social, economic, caused new cultural and historic situation of our existence» (D.I. Feldshtein). The new conditions require from the every man the search of the new unstandardized individual ways of building his own life. In the connection with these new priorities in the social development the most perspective one is the problem of the personal self-realization, because the human abilities are revealed only in the public activity. The readiness for the self-realization is the guarantee of its fulfilling at the high level of the quality. Besides it is important that this activity wasn't only determined from outside by the society, but by the internal need of the personality. The personal activity becomes in this case his or her initiative, and the work acquires the character of self-realization. The works of the national and foreign psychologists are dedicated to this problem, treating the context sphere of the personality and particularities of the self-realization: I.V. Abakoumova, A.U. Agafonov, A.G. Asmolov, D.A. Leontiev, A. Maslow, C. Rogers, V. Frankl, J. Hekhausen, theories, treating self-organisation and self-realization of the personality in different life contexts: B.G. Znaniev, L.I. Antsiferova, A.G. Asmolov, A.V. Broushlinskii, F.E. Vassiluk, L.S. Vigotkii, E.N. Galazhinskii, V.P. Zinchenko, V.E. Klochko, L.A. Korostileva, D.A. Leontiev, A. Maslow, V.D. Shadrikov, G. Khaken. From the point of view of the adopted humanistic paradigm the main value of the education is the ability of the subject for the self-realization resting on the creative personality potential. It is not occasionally that the concept of the modernization of Russian education set up the task of achieving higher quality of the professional education, corresponding to the modern requirements of the efficiency of the innovative processes, senior school children and students' desire for the professional growth, which suggest the active realization in the chosen field of the professionally important and personal qualities and abilities, knowledge and skills.



However the didactic aspect of the research in the field of the self-realization from the point of view of its development as the most important characteristic of the personality, is still little studied. «The sense of the education consists in the development of the person as the subject, which is realized through the urge of self-realization, freedom, responsibility of taking the decisions, approaching to the socio-cultural samples» (Roumiantseva O.M.). There is the obvious lack of the didactic technologies, which don't simply initiate the situational contexts of the pupils, but work in order to form the stable value and context units and help at the stage when the readiness for the self-realization predetermines life-sense strategies. A number of teachers and psychologists try to solve this problem in the frame of the new didactic direction – context didactics. Context didactics– is the new direction in the theory of the education, based upon the integrative context approach. In the frame of this approach the main mechanisms initiate the knowledge in the educational process and its context interpretation, and also determine the possibility of the building the whole model and the system of its operation in the real educational practice, the aims, contents and technologies are determined, influencing the formation of the context sphere of the learner, the formation of the context self-orientation and life- sense concept. In the context of the sense paradigm they analyze the main compounds of the classical didactics: educational goals, contents, methods and forms of the education, those didactic theories which make thesaurus of the contemporary theory of the education: education as the dual process, main motive force of the educational process, didactic purpose achievement, personality formation, pedagogical accompaniment and support (Abakoumova I.V., Belova E.A., Ermakov P.N., Kagermazova L.Ts., Roudakova I.A., Fomenko V.T.).

In this article we represent the material about the pedagogical support of the senior school children for the self-realization, which was done at the basis of the context didactic approach. We started with the hypothesis: if we want the directed pedagogical support of the value-context orientations of the senior schoolchildren it is possible to create the didactic technologies of the directed impact, which will initiate the readiness for the self-realization, which demonstrates itself in the correction of the behavior, changing the "concept Self", including the «ideal Self», pictures of the world and the life plan, awareness of the results of the previous activity and reflection upon the perspectives of the future (the formation of the concept of the past, present and future). The didactic potential for building the readiness for the senior schoolchildren's self-realization is necessary to realize through the didactic model in order to initiate the value and context choice, including tasks like the overcoming value-context barriers and creating the attitudes of the positive expectations, which put the pupil into the position of the context actualization, when the context sign, was left from the previous experience of the adopting values, when the potential form turns into the actualized, realized and verbalized one.

The introduction of the educational process into the personal and context level puts before the pedagogical science a number of the problems, the significant part



of which is the comprehension and interpretation of the basic notions of the value and context sphere. The particular block of the problems is related to the motivational and dynamic compounds of the learning, the comprehension of the existing and the creation of the new methods and technologies of the education. The contents of the educational process, which is the field of the crystallization nourishing context forming and context awareness of the pupils, must get a "life impulse". It is necessary to place it somewhere into space, distributing between the teacher and the students, between the students themselves and their groups. It must also be placed in time, differentiated from other things and fulfilled with the sequence of the procedures of the teacher and pupils. These are the technological aspects of the educational process. The technologies of the education represent as the mechanism of the contents self-realization, and in consequence, updating the contents in all directions, including the context forming, it is necessary to introduce the changes in the adequate synchronous way into the technological culture. The contents and technologies are interconnected organically: if the contents "nourish" the personality development, its context spheres, the technologies initiate, launch the development. Turning to be unadequate to the contents, the technology as the starting mechanism doesn't work, due to the principle of the isomorphic dependence of the contents– the technology and the principle of the interrelation (Abakoumova I.V.).

However of the content compound in the educational process have recently become more and more context-filled, oriented to the development of the context sphere of the students, then the educational technologies still have a representative or cognitively-oriented character. This contradiction makes these technologies of high priority in the educational process, which will let to introduce it into the new level of self-regulation through the context forming and context revealing for the students themselves. These technologies in the new psychological and pedagogical direction – in the context didactics, are called context forming technologies (I.V. Abakoumova, P.N. Ermakov, M.A. Loukianenko, M.Kh. Mashkova, M.A. Masheva, V.T. Fomenko).

According to the character of the impact upon the context sphere of the pupil sense technologies in the educational process are divided into goal-oriented (specified), oriented towards the directed initiation of the context forming and tending to the certain (expected) effect and facilitating (supporting technologies), which have the purpose whether it is possible to increase the corresponding processes and eliminate the limiting barriers and blocks through the related context attitudes, created by the teacher (according to the so-called «maieutics psychotechnics in the psychology and the psychotherapy»).

The experience of the contemporary school, psychological and didactic studies show the necessity of the support in the education, and the entire analysis how it could be realized through the correspondence with the mechanisms of the context self-realization of the pupils do not exist.

In the frame of the context didactics the pedagogical support is determined as the creation of the conditions in the educational process for the natural, free personal-



ity development. It is directed to the free evolution of the internal, essential, universal characteristics of the man. If we adhere this approach of the support, which is connected to the subject development as psychic layers. We hold the view of this classical understanding of the development as « the development of the subject». In this context interpretation all the «mental new layers» are placed upon «context layers», introducing them, thus, to the understanding of the development out of the immediate limits of the mentality. In this case and traditional zones of the development: zones of the currently central development, zones of proximal development, zones of the self-development – they can be interpreted as the zones of the sense development (more exactly as “context development”), and for the comprehension of the real meaning of the pedagogical support for these circumstances are significant.

If «zones of proximal development» are fairly dealt with as the mechanism of the personality development, in consequence, the context form of the outline and the attention to it has recently increased, proceed to the psychological and didactic action, oriented to the achieved level of the development of the child, and should be considered as the step “back”, as the concession to «the zone of the current development», including, in consequence, and the context compound.

The support must be shifted from the “zone of the current development” to the “zone of the self-development”. The support of the pupils it is the support at the level of their self-development, in our context – «sense self-development». In order to realize the action of the context forming, we need conditions, «supporting» this level of the «entity». Naturally we should take into consideration that the « the zone of self-realization» – corresponds to «the zone of the current development» in the following cycle (dialectic stage) of the personality development.

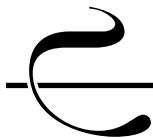
The interpretation of the pedagogical support through «context development» removes the contradiction between the “supporting” and “developing” psychology, the “supporting” and “developing” pedagogic and gives the possibility to enlarge this technology in the real practice of the educational process.

The studies of the particularities of the pedagogical support of self-realization of the senior school children included several stages:

1) at the diagnostic stage (2008) the main directions are determined, the goals, tasks and hypotheses are formulated; the theoretical analysis of the literature dedicated to the pedagogical support and formation of the personality features of the senior schoolchildren is carried out; chosen and created the diagnostic and forming methods, the recital experiment is made;

2) at the experimental stage (2009) we have organized and carried out the forming experiment, the assimilated complex of the methods and the realization of the the psychological and pedagogical support of the educational process of the senior schoolchildren and students of the Medical College during two years of the education;

3) at the integration stage (2010) the results of the experimental work are generalized and systemized according to the pedagogical support of the pupils with different



level of the readiness for the self-realization, the practical recommendations for the teachers and school psychologists are made.

The process of the experimental work includes research, theoretical, recital, forming stages, each of them had his own particularities. In the course of the experimental work they distinguish the groups of the pupils, having difficulties in the process of the self-realization: 1) formed value self-attitude under low indices of the main compounds of the personal self-realization; 2) insufficiently formed value self-attitude under the low indices of the self-realization; 3) insufficiently formed self-attitude under the average indices of the self-realization.

Besides the learners had the purposeful psychological support while deciding the problems of the motivation, self-attitude, representation about the perspective directions of the self-development, which allowed to solve the found contradictions and provide the successful self-realization.

The carried out experimental work testimonies about the efficiency of using the didactic model of forming senior schoolchildren's readiness to the productive self-realization. The evaluation of the program confirmed the necessity and the possibility of the stimulation of the process of senior schoolchildren's self-realization through forming value attitudes towards their own personality through taking into consideration in the entire space of the educational environment of the personally important needs of the senior schoolchildren; character of his value self-attitude in the process of assimilating the human values while in depth studies of the subjects of the cultural orientation while reflexive assessment activity in the process of the interiorization of the assessment function; the adequate level of the senior school children's level of aspiration and students in the process of the permanent fulfillment of the planning function of the individual life-purpose strategy.

Finding out the features, ways and particularities of the senior schoolchildren's self-realization, establishing objective and subjective factors, which facilitate the free development and the creative potential, we have created the system of the methodic recommendations for teachers and school psychologists how to use the didactic model of forming readiness for the self-realization in the mass pedagogical experience, which, must include the following compounds in our opinion: the representation by the teacher of the educational contents which should be assimilated – correlation made by the pupil between the elements of the educational contents with their own informational fund – pupil's understanding of the educational contents – the correspondence of the value characteristics of the teacher with his own system of the values – the correlation of values of the educational contents with their own values – desynchronization between values suggested for personal assimilation and the system of the personal values of the pupil – attraction creation – acceptance by the pupil of the value orientations, presented by the teacher in the explored educational contents accomplishing the persuasive impact as the pupils' correspondence of values of the educational contents with his own system of the values («synchronization of the context fields of the pupil and the teacher).



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