



## PEDAGOGICAL PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY

**Fomenko V. T., Abakumova I. V., Telnova O. V.**

### The Developing Model of the Content of Education in General Education

*The authors of the article proceed from the assumption that pupils' development is a global goal of school education and development is a condition of human life. Hence, the content of education or learning in a narrow sense is a substance saturating pupils' development. The authors' model of the content fixes attention on its components providing development. The material of events, organizing ideas and concepts, modes of activity, problems, emotional and imaginative component, senses of human being, a child's life world are among them.*

**Key words:** *pupils' development, interdisciplinary contexts, content model, developing component, developmental increase.*

Specialists in didactics are unanimous stating that the content of education and education as a whole is the main, constituent component and central category of didactics as a theory of educational knowledge. It is a peculiar basis of the educational process which material should be mastered by pupils and which defines the whole superstructure of education, educational technologies, first of all. The technologies themselves providing mastering a program material are able to be mastered and qualified as a specific component of the content [1]. Not casually state educational standards, though they belong to education as a whole, focus attention on the content. The main thing is that the content is a real substratum which forms the person, his/her "me" during education. It happens in a complex way as actual actions of the content are mediated by a number of circumstances; they are refracted through genetics or individual experience, they are increased, decreased, or leveled by a concrete situation of process.

There is a question of factors defining the content appreciably and even globally. One of such factors consists in education purposes, because as it is known from the classical theory, the purpose as a way determines the type of activity. In this relation we repeatedly declared our position – pupils' development is a global, general purpose of education [1, 10]. We put forward an idea of interpretation of the scientific category of development in interdisciplinary contexts: from not only psychology, but also semiotics, synergetics, axiology, existential theories. As a result the space of didactic means which can be used for pupils' development has considerably extended [1, 2, 11, 12].



If a chief aim is not pupils' acquisition of knowledge and skills, that is rather banal, but development, then, first, there is a need of essentially new approach to understanding of the content, and, secondly, knowledge, skills and abilities as the most significant components of the content in traditional didactics should be removed from the structure of the educational process content and replaced by others.

Thus, we define the educational process content, including education, as that saturate development instead of that is a subject to assimilation and mastering. The content is similar to the soil nourishing the development and growth of plants [1]. What are ingredients forming "soil" in this case? If education is focused on pupils' development, formation of mental new formation, abilities of pupils' transition from one system of signs to another, then we should ask, "What are content components that provide development?" It is a question of didactic, static in the essence, model of the content of the modern educational process, expressing its structure.

Let's not adhere to any strict logic in arrangement of the content components focused on pupils' development. Nevertheless we should start with a very traditional knowledge component of the content possessing the minimum potential of development. Knowledge is a result, product of activity and, as classics considered, activity calms down in products and results. Knowledge is a flattened activity, packed product of human searches, "thing-in-itself". If to operate with ready knowledge there is a risk to lose the developing ability of knowledge as a whole. In our interpretation one may avoid the specified risk if, first, he/she imparts a character of "truth embryology" (A. Herzen), decrystallization, pulsation of "self-movement" to knowledge. On the other hand, if in the educational process we want to obtain an increment, for example, of pupils' intellectual development, it would be good if knowledge was presented by "*leading, organizing ideas and concepts*" (D. Bruner), including their intersubject version. On the basis of the specified kind of content pupils form the orientation basis of actions of a high level of generalizations; it is the highest characteristic of the person's abstract ability. Such "large", reaching the level of metaknowledge ideas and concepts can be successfully used by pupils as ways of activity in work with the actual material. It is clear, that the component of the content characterized by us belongs to its fundamental kernel stated in a new generation of standards.

We should keep in mind that the content orientation on the leading, organizing ideas and concepts is not only its developing potential, but also a risk zone if to underestimate the aspect of events of the content. Classics of philosophy defined cognition as extraction of logos from events. This circumstance also belongs to educational cognition. In our case logos is presented by leading, organizing ideas and concepts; they shouldn't appear to children's consciousness as empty abstractions, dogmas, thus, they should become events, real life. From here events from which children may produce logos are an obligatory component of



the content. To some extent these are events of pupils' real life, the educational process situation involved in studied realities. When at the beginning of studying the subject "The Notion of Ensemble" the teacher starts with that a sparrow family considered by six- year-old children is the first ensemble, a table and chairs is the second ensemble, an axe and a saw is the third ensemble, and he/she asks children to invent their own ensembles; this is an example of an event component of the content. In the beginning pupils touch images of ensembles at some preprimary level of perception, and then their activity is considerably actualized, and the whole situation gains a character of an event: ensembles live in perception acts, and so do pupils as subjects of activity.

As for *ways of activity* as the component of the content of the modern content of education and learning, specialists in didactics obviously recognize that according to psychology the source of any development is an activity in its subject, cogitative, spiritual variants. Psychologists and specialists in didactics operate with concepts of experience activity, consciousness activity, seeing here a source of the development of respective spheres of personality. All these means that in physics the sufficient attention is to be paid to observation, experiment, in chemistry – to experiment, in history – to work with archival materials and historical documents, in literature – to a problem analysis method. The whole contents should be a single field of pupils' activity, and, as we know, it is possible to plunge in a field.

What is supervision, experiment, experience, work with archival and historical materials, and the problem analysis method? It is the language of science. The content of modern education is directed on children's mastering of the language of science – a source of self-education and self-development. Besides the language of science there is an art language, communication language, informational, natural languages. In this regard there is a complete educational area named as "languages" in a wide meaning of this word. A possible pragmatism and practicalness of the specified area shouldn't scare us; this is a weak link of domestic education, and it should be filled.

Within the activity component of the educational process content it is also necessary to consider those parts of standards of new generation which are directed on inclusion of universal educational actions as parts of a fundamental kernel of the content. Standards focus attention on two directions of *universal educational actions*, peculiar meta-abilities: pupils' work with the text and the work with information. There is a remarkable fact - we live under the era of continuous education – the person trains and retrains during the whole life, so young people's mastering of rational methods of educational work during active school education becomes an unconditional need.

We have to regret that traditional underestimation in domestic education of rational methods of educational work, in other words – intellectual technologies of pupils, in particular, work methods with the text, continues to take place.



Though there are many positive examples: read the paragraph and retell, having begun with the end, with conclusions; read within 10 min. and retell within 3 min.; read and retell, having replaced examples by own ones; read and compare this paragraph with a previous one and draw a general conclusion. Everywhere pupils' activity has a transforming, thus, developing character.

The most important component of the educational process content, adequately and directly, especially, indirectly correlated to the developing strategy of modern education – problems is a *problem component of the content*, i.e. indefinite knowledge, indefinite ways of activity. Problem situations are the source of pulsation of self-movement of pupils' thought; they are an objective and subjective condition of the educational process. Unfortunately, the current education at schools is mainly subject and subjects are mostly faceless, indifferent. Developing possibilities of the similar content can be increased considerably, having transferred the educational process from a subject basis to a problem one. A consecutive number of problems, running through the education course, essentially changes an education strategy, repeatedly increasing its developing potential as each of problems, as a rule, contains a various material. As an example there is a course of domestic literature of the XX century studied according to V.V. Prepodobnaya's program, (Rostov-on-Don, school 77), on problems (we take only a part of the course): – the person on the fire of revolution and civil war, these hard 1930s – literature on service of rescue of the fatherland – ... The content of each of problems draws attention. On a problem "the person on the fire of revolution and civil war" there are, on the one hand, writers whose works contain the word "iron": "Iron Stream" by Serafimovich, "The Armoured Train 14–69" by Vsevolod-Ivanov, and "How Steel Was Hardened" by Ostrovsky. At the same time there are Gorky and Fadeyev. In works of this writers revolution extirpated the human in the person. On the other hand, pupils face with writers in whose works revolution and civil war appeared powerless to extirpate the human in relation to their heroes (Pasternak, Bulgakov). As we see the problem analysis is solved on the dichotomy of writers and their works. The lesson becomes a dialogue of cultures – the most powerful source of pupils' development. The tension of social reality reflected in the literature in secondary reflection (at a lesson) becomes a tension of pupils' mental activity, becomes experiences and living of events of the past of the country.

Here educational activity itself is a problem activity, and pupils' consciousness is a type of problem consciousness.

The problem component of the content of education which we consider as a factor initiating and saturating pupils' development is blameworthy as it functions in practical experience of schools. In our opinion, abroad they reproach the problem education of Russian schools for being too "problem", characterized by didacticism, and "games of problems". We find this reproach fair. Unfortunately or fortunately, in our country there is a lack of attention to life problems as forming the content.



Characterizing a problem component, actually we have already reached another significant component of the content – emotional images. *The emotional and imaginative component* is the content coming from the emotional, sensual sphere of the person and initiating, activating, developing the same sphere of pupils in special conditions of the educational process. The educational process content should not have a lack of emotional images; art, real life, pupils' creative activity are sources of emotional images. Meanwhile, the conceptual, discursive content of education is, undoubtedly, redundant in comparison with the emotional and imaginative component. The emotional and imaginative component of the content closely approaches education to the person with his/her value orientations, feelings, and reflection. Thus, we recommend wider use of emotional images for not only development of pupils' emotional sphere, but also for solving of a number of underlying tasks of education:

- creation of emotional and psychological attitudes is possible on a considered material. Before passing to a new theoretical material, the teacher creates the attitude towards the subject. This relation is valuable orientations;
- the emotional and imaginative content may be used for initiation of striking "spots" in a lesson, for example. In particular the emotional peak of a lesson can be a kind of this spot;
- the emotional and imaginative content can be an emotional and psychological context, the background of a lesson nourishing its main idea;
- considering that according to the language of semiotics development is the person's transition from one system of signs to another, it is desirable to transform a theoretical material into an imaginative one (for example, a tiny composition "Adventures of X and Y") and an imaginative material into a theoretical one (for example the translation of the text into the mathematical coordinate system).

Didactic innovatics shows interesting models of detection of the developing potential existing in the emotional and imaginative component. For example, special courses "Mathematics and Music", "Dostoevsky and Einstein" are among them. These are special courses expressing the dialogue of emotional-imaginative and rational cultures, their integration into more complex structural and didactic formations. The developing resource in the specified special courses is shown, first of all, in boundary regions between a concept and an image, an image and a concept, the rational and the emotional, the emotional and the rational. Didactics as a theory notices such pedagogical phenomena and draws the corresponding theoretical and practical conclusions, including the emotional and imaginative component of the content. In this plan in the didactics two areas are not unsuccessfully formed: the didactics of simultaneous thinking (the person's ability to see something general in the processes of different quality and character) and colour didactics (with use of multimedia means).



The logic of strengthening of the person's presence [9] in each of components of the content of education and education in its dimensions and integrity leads to its *sense component*. A.N. Leontyev wrote that our educational process is saturated with meanings instead of senses. This characteristic of the educational process may be applicable to its current state. It is possible to agree that meanings prevail in those components of the content which we have defined above as factors in own way influencing pupils' development. There is a point in our approach. Meanings express relations between the phenomena and the facts of reality surrounding the person; they are objective and perform a function of orientation of the person in the subject world and the cognitive world of knowledge adequate to it. This function of meanings also spreads to the educational knowledge, but their developing action is limited to thinking. Developing education in its classical versions "sticks" at the level of development of pupils' cogitative activity without reaching the person's higher essences. Unlike meanings, senses express the relation of the individual with the surrounding reality which phenomena and facts have relations at the level of senses. Psychology indicates that senses connect the person with life. They are supreme authority of self-control of the person's life activity; it is a sphere of his/her consciousness characterized by meanings with partiality [1, 2, 5, 6]. Approaching to education in the specified way we turn it to pupils' consciousness, their sphere of senses and we focus on the content characterized by deep senses – senses of human being, human spiritual life. Beauty, honor, conscience, kindness, responsibility, debt, truth are among supreme, existential values making the structure of the content of education constructed on a sense forming basis. A known maxim "from the culture of usefulness to the culture of advantage" gets a practical realization (A.G. Asmolov).

Thus, the problem of development of pupils' sense sphere is a leading one. Organizing the content of the educational process it is important to keep in mind some circumstances:

- sense is always a sense of something. Therefore, the educational process makes pupils to "got to the bottom" of senses of the content which should be mastered. But the sense is always "my" sense (A.N. Leontyev);
- choice, including the choice of a course of life, is defined by the person's sense priorities, his/her sense matrix, a consciousness code. If, according to psychology [5], we act contrary to own sense, all the same there is a sense behind it. Life defines senses. In the light of the stated the *child's life world* is an initial position of education . It should be provided within the sense component of the content [1, 6, 7];
- they do not teach senses and senses are not taught, but senses arise, appear, born, grow feeble, and are enriched. The teacher should initiate situations in which senses would be shown and extracted by pupils. The stated creates certain difficulties at projecting of the sense component of the content, and the teacher has to keep it in mind [1, 5].



The considered model of the educational process content, focused on pupils' development is a precondition, the forerunner of distinguishing and characteristic of the dynamic model of the content with the same developing function. We'll analyze it the future, and now we designate its general contour. At a preprocedural stage of education the content has a text, estranged to the teacher and pupils form (standards, educational programs, textbooks, primary sources). Since the text is a spirit in captivity of signs (N. Berdyayev), at the following stage of the content there should be a "spirit release". This stage of the content of the activity of the teacher and pupils on which it acts in the form of movement of thoughts, senses, emotions, feelings, relations of the teacher and pupils. It is a stage of the "forming" being. In result of the educational process the content of activity passes to a stage of the person's content, his/her steady views, positions, competences, system of values. It is a stage of the "formed" being, a stage of the developed development. But the process of subjectivation, interiorization, psychologization of the content is not finished here. The process of former pupils' development continues. We consider the stated dynamic model of the content of education as a psychological one, unlike the previous model which is static, with the expressed didactic characteristics.

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