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Technological peculiarities of the development of a semantic sphere of students as a component of reforming education

Vital world of a person distinguishes from the world "in whole", this is the world of his relations with obviously limited part of reality. Some fragments of the reality have a very great importance for the person, and concentration on his subjective experience is more intensive and dynamic here, the second one are less important, attitude is less expressive, the third ones are only potentially interesting.

The aim of educational process is to initiate the most important senses for personality growth, to realize technologies of sense communication from the teacher to the student and through this to develop sense sphere of the learner.

Key words: sense, semantic forms of personality, semantic sphere, semantic technique, semantic technologies.

Russian postclassic psychological theory, when it passed from monosystem to metasytem way of vision a subject of the cognitive activity, introduced many new principles and approaches (historically-evolutional, historically-systematic, historically-categorical, paradigmic, context and so on), which changed general tendency and direction of the pedagogical search in the sphere of the theoretic understanding of a conceptual apparatus of the didactics and mechanisms of the education and also in a real pedagogical practice. "Crisis of the world educational system appears because of a new social order, which is stipulated for the appearance of world association to postindustrial phase of the development, which couldn't be fulfilled without transition to the new paradigm in human's understanding. We try to give education to a person, but we don't know regularities of human being formation. When we develop new and new "pedagogical technologies", we want to avoid our ignorance of this appropriateness with their help". And only this aspiration to understand true mechanisms of the educational activity, mechanisms of the process of comprehension new things in the school and in real life, can explain such interest, which psychological-pedagogical science showed to the problem of personal, deep and semantic aspects of the education and knowledge last time.

Chronology of the development of Russian education of last years confirms a tendency, which was foretelled by A. G. Asmolov in 1994 year: "To replace pedagogical technologies will come semantic pedagogy". Aim of the semantic pedagogy is in the organization of the pedagogical process in the base of the understanding of the psychological mechanisms of transformation culture in person's world. "Psychology as a factor of designing educational space of the personality" (A. G. Asmolov) suggested



variational, developmental, semantic education. An aim of the variational education is to form such a picture of the world in common activity with adult and coeval, which could provide an orientation of the personality in different kinds of life situations, including situations of uncertainty. In the course of variational education, a child joins to the culture, that's why he masters the ways of thinking and ability for world civilization, people have been building for many centuries". In the terms of dynamically changed gaunt of contemporary world, when usual valuable norms and stereotypes couldn't be a life guide, human can find his life way only if he has particular valuable-semantic installations in respect of the life, experience, events in his life. School becomes a social institute, which gives not only definite sum of knowledge to the pupil, but also gives him a first incitement to the self development and intension, thanks to it a man would open and search for the meaning of his life. The whole number of psychological theories, which reveal the meaning of the new paradigm and which answer to the society's inquiry, which live in orientations not to the monistic ideological standard, but to common to all mankind values, opening to the achievements of world polit cultural civilization, appeared.

For 10 years from re-orientation our country in the whole and as a consequence of re-orientation of the educational system to democracy and to all mankind values, it had been making and experimentally approving large quantity of approaches, models, technologies, innumerable reports, instructions and analytic references in all levels of the system of school administration from governmental and ministry directions to the decisions and working out methodical unions in the schools, but desired results hadn't been reached. Hopes didn't realized and as a result – new coil of search the culprits of the deplorable condition of the educational system and immediate recipes to its improvement. Ordinary vortex of innovations (USE, entrance examinations in Universities in the form of unique subject tests for all country, credit system in the Universities and so on) may give several good changes, but they can't give serious results, because they are oriented to stimulus, external motivation. K. Rodgers, when he analysed analogical moment of the reform of the education in USA, wrote: "When I look for the educational system, I have to say, that our nation is in the situation of more risk now, than it was 10 years ago because we can't give an opportunity of semantic education for all pupils.". Only changing motivation of the education, concluding it to semantic level, when child begins to study not only because of bad marks, punishment, but because of education becomes a part of his own life world; give answers to the questions, which trouble and help to understand things, which are interesting. Reformatory energies, which potentially could reform educational process, would give an effect only with the term of their immediately orientation to the value orientations of the children. It becomes possible only with understanding of knowledge in education as a process of making and development of semantic formation of the personality, because just over a mechanism of semantic formation, personal development on the level of life values happens.