

Psychological and pedagogical technologies of actualizing practical orientation of educational environment in a university

Tecnologías psicológicas y pedagógicas para la actualización de la orientación práctica del entorno educativo en una Universidad

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ABSTRACT:

In the conditions of dynamically developing world and under the influence of excessive and controversial informational flow, a new educational environment is being developed and its specific traits are being defined. As a result of subject-subject interactions between all participants of the educational process, it is characterized by being based on innovative content of education. Modern Russian society is oriented at integrating into the global educational space, therefore, core changes of the university's educational process are required. Modernization of education implies significant enhancement of practical orientation of education, which leads to the increase of students' cognitive activity and develops the ways of acquiring the necessary knowledge, competence and general culture. Leading pedagogical practice validates and introduces innovative approaches and modern psychological and pedagogical technologies, which include: personality-oriented technologies; health-preserving technologies;

RESUMEN:

En las condiciones del mundo en desarrollo dinámico y bajo la influencia del flujo informativo excesivo y controvertido, se está desarrollando un nuevo entorno educativo y se están definiendo sus rasgos específicos. Como resultado de las interacciones temáticas entre todos los participantes del proceso educativo, se caracteriza por estar basada en el contenido innovador de la educación. La sociedad rusa moderna está orientada a integrarse en el espacio educativo global, por lo tanto, se requieren cambios fundamentales en el proceso educativo de la Universidad. La modernización de la educación implica una mejora significativa de la orientación práctica de la educación, que conduce al aumento de la actividad cognitiva de los estudiantes y desarrolla las formas de adquirir los conocimientos, la competencia y la cultura en general. La práctica pedagógica líder valida e introduce enfoques innovadores y modernas tecnologías psicológicas y pedagógicas, que incluyen: tecnologías orientadas a la

technologies based on the competence approach; information and communication technologies; game technologies, etc. Using the technologies is relevant and necessary as a result of the current situation in the job market and introduction of professional standards that are mandatory for employees of different professions. The use of innovative technologies in university's educational environment increases qualitative training of the graduates and enhances practical orientation of education, where the main value is the value of human life.

Keywords: psychological and pedagogical technologies, axiological orientations, personality-oriented technologies, health-preserving technologies, information and communication technologies, game technologies, pedagogics of cooperation, self-actualization.

personalidad; tecnologías que preservan la salud; tecnologías basadas en el enfoque de competencia; tecnologías de la información y la comunicación; tecnologías de juego, etc. El uso de las tecnologías es pertinente y necesario como resultado de la situación actual en el mercado de trabajo y la introducción de normas profesionales que son obligatorias para los empleados de diferentes profesiones. El uso de tecnologías innovadoras en el entorno educativo de la Universidad aumenta la formación cualitativa de los egresados y mejora la orientación práctica de la educación, donde el valor principal es el valor de la vida humana.

Palabras clave: tecnologías psicológicas y pedagógicas, orientaciones axiológica, tecnologías orientadas a la personalidad, tecnologías que preservan la salud, tecnologías de la información y la comunicación, tecnologías de juego, pedagogía de la cooperación, autorealización.

Any activity is a process and a result

B.L. Pasternak

1. Introduction

The transition of education to the modern intensive way constructively directs not to knowledge acquisition, but rather to the ways of acquiring it, to "learning ways of thinking" and to development of cognitive and creative powers of a personality. These transformations are defined by the fact that Russian society is oriented at integrating into the global educational space, which leads to changes in goals and aims of education. Priorities of education are changing and it becomes possible to enhance its personality-oriented, culturological, competence- and other approaches (Abylkasymova, Ryzhakov and Shishov 2015; Zimnyaya, Lapteva, and Morozova 2008; Kalney 2013; Karin 1995).

The form, quality and content of education are beginning to be defined not only by the state order, but also by the demand from different social groups, each of which has its own comprehension of "life purpose" (Rabadanova 2012a) and its own financial capacities for fulfilling it (Rabadanova 2012; Shishov and Kalney 2013).

2. Methods

Along with the traditional forms and methods of work, leading pedagogical practice validates and introduces innovative approaches and modern psychological and pedagogical technologies, which include:

- personality-oriented technologies;
- health-preserving technologies;
- technologies based on the competence approach;
- information and communication technologies;
- game technologies (Avanesov 2007; Bepalko 1989; Faktorovich 2008; Shaydenko and Podzolkov 2001; Schurkova, 2001).

Personality-oriented technologies have a leading position in the educational process of the Institute of Social and Humanitarian Technologies (ISHT) of Moscow State University of Technologies and Management named after K.G. Razumovskiy. It is worth noticing that the teaching staff is working intensively on solving this problem. As a result, considerable experience has been gained that helps comprehending not only the paradigm bases, but also the essence of personality-oriented technology. This allows actualizing many ideas in practice (Abylkasymova, Ryzhakov and Shishov 2015; Shishov 2015; Artemyeva 2012; Artemyeva,

Afanasyev and Kalney et al., 2013; Biknulatova, Rabadanova and Yulina 2014; Bikbulatova, Rabadanova and Yulina 2014; Kuteeva, Rabadanova, and Yulina 2012; Pidkasisty 2009; Rabadanova 2012; Rabadanova 2012a; Yulin, Kuteeva, Rabadanova, and Yulina, 2012; Stolyarova 2014; Bikbulatova, Shafazhinskaya, and Yulina 2016; Shafazhinskaya 2013; Rabadanova 2012; Shishov and Kalney 2013).

The strategy of modernization of Russian education states the necessity of introducing competence-based approach in education. The ideas of this approach developed as a result of studying the situation in the job market and defining the requirements towards an employee (Shishov 2015; Artemyeva 2012; Biknulatova, Rabadanova and Yulina 2014; Zimnyaya, Lapteva, and Morozova 2008; Bikbulatova, Rabadanova and Yulina 2014; Stolyarova 2014).

Transitioning education to the modern way constructively orients the youth not only at the ways of acquiring knowledge, but also at the development of cognitive and creative powers of a developing personality. Competence-based approach implies significant enhancement of education's practical orientation.

3. Discussion

We suppose that the content of the present article can provide psychological, pedagogical and methodical help to the directors, organizers and participants of the educational process.

The concept of psychological and pedagogical technologies has been firmly established in the scientific literature. However, there are different perspectives in its comprehension and use.

In our comprehension, psychological and pedagogical technologies are the process aimed at the planned result of education.

3.1. Personality-oriented technology

Personality-oriented technologies focus on an integral personality that has to strive toward the maximal actualization of its capacities, toward self-actualization.

This technology is based on "Pedagogics of cooperation", which focuses on humane personality-oriented approach towards a person. Therefore, the distinctive trait of this technology is the fact that it is based on potential capacities of a developing personality (Kuteeva, Rabadanova, and Yulina 2012; Romashina, Rabadanova, Mayer, and Sobbotina 2015).

The main conceptual ideas of the pedagogics of cooperation include the following:

- A new perspective on personality as the goal of education and personality-oriented nature of the educational process;
- Humanization and democratization of pedagogical relationships;
- Rejection of compulsion as a method that does not provide results in the modern conditions;
- New interpretation of individual approach, which includes rejection of orientation at an "average student";
- Search of the best personality qualities;
- Use of psychological and pedagogical diagnostics of personality (interests, skills, motives, etc.);
- Construction of individual programs of development and its correction.

Personality-oriented approach makes education conscious, productive and more efficient.

The main components of development within personality-oriented education are:

- Development of educational-activity motive;
- Development of the ability to acquire knowledge;
- Development of the ability to use the acquired knowledge in different unconventional situations, etc.

We suppose that the integration of the components listed above can be reached in pedagogic practice upon following a system of the main psychological and pedagogical conditions, namely:

- Creative alliance with the students based on the knowledge and comprehension of psychological

- specifics;
- Creation of the situation of “success” for each student, especially for ones with poor academical progress;
- Method of “attenuated pedagogics”;
- Development of high cultural norms of communication and cooperative work;
- Consideration of students’ individual and age specifics, based on trust;
- Organic combination of verbal methods of collaboration with practical activity (Bikbulatova, Shafazhinskaya and Yulina 2016; Yakimanskaya 1996).

According to A.N. Leontyev, activity is a molar unit of life that is mediated by psychological reflection, the real function of which is to orient a subject in the objectified world. In other words, activity has its own structure, internal transitions, transformations and development. Activity connects a person with the surrounding world of nature, objects and other people (Leontyev, 1978) (Kuteeva, Rabadanova, and Yulina 2012; Bikbulatova, Shafazhinskaya, and Yulina 2016).

According to S.D. Smirnov, activity is subject’s interaction with an object, i.e., it is always directed at an object. The main content of activity and its main characteristic is its objective nature. Moreover, the object exists independently and dominates over subject’s transforming activity as object’s image and as a product of mental reflection, which is conducted as a result of subject’s activity (Smirnov, 1983).

These interactions can be schematically presented in the following way (see Fig. 1).

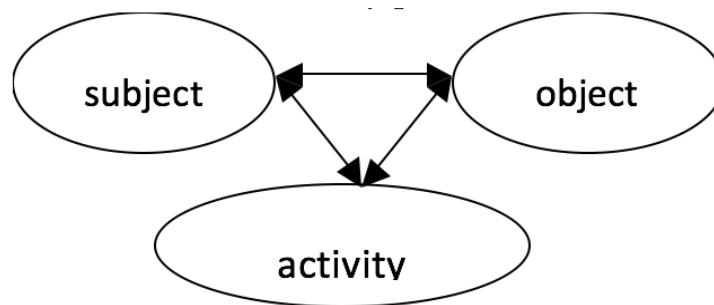


Figure 1. Subject’s interaction with an object

Therefore, unlike traditional education, which is based on the establishment of a teacher as a subject and a student as an object of the pedagogic process, from the pedagogical and psychological perspective, personality-oriented approach helps a student to fully actualize his/her skills, reveal his/her own individuality, and the learning process itself facilitates the development of learning motivation and positive emotional attitude toward perceiving educational information (Kuteeva, Rabadanova, and Yulina 2012; Bikbulatova, Shafazhinskaya, and Yulina, 2016).

This activity helps overcoming the gap between theory and practice, between students’ beliefs and their actions.

Knowledge turns into deep assurance only in case when they pass through students’ minds and hearts and become an inherent and conscious part of everyday life. Assurance that includes a wide range of knowledge and ideas of a person, range and depth of worldviews, well-developed senses, education and culture of relationships with people, constitutes the basis of the development of person’s active life position. Assurance acts as a synthesis, a composition of conscience and behavior. The higher the level of conscience, the more content there is in person’s behavior. The mechanism of assurance development is presented in figure 2.

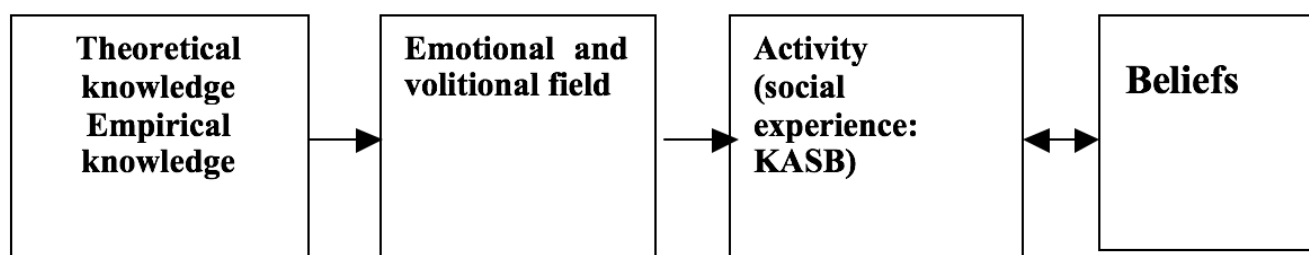


Figure 2. Mechanism of assurance development

3.2. Health-preserving technology

In order to organize the pedagogical process in a scientifically-validated and goal-directed way, it is necessary to focus on the state of health and healthy lifestyle. Using health-preserving technologies helps solving this problem; their main purpose is to orient psychologists, teachers, doctors, parents, and most importantly, students at preserving, strengthening and development of health.

What are health-preserving technologies?

Health-preserving technology is an integral system of mentoring, recreational, correctional and prophylactic activities, which are conducted in the process of interaction between all educational-process participants. This interaction takes place at different levels: at the level of student himself, at the level of interpersonal relationships in the educational space, at the level of organizing different types of activity. Unfortunately, around 37% of young men and women think that cooperation, especially with the teachers, has academic nature. It is important that a student creates a balance of physical, mental and moral health, because in this case, he has an opportunity of self-organization and self-identification.

However, the majority of the students that participated in our survey state that they do not always know what they can do for their development and health. And they are not always aware of their potential capacities. A significant part of students (72%) almost never attend sport competitions, do not practice fitness, and only 2% of young men and women attend sport groups and sections. As far as mass-media is concerned, around 30% of respondents sometimes watch health-related TV shows and sport events.

These data allow stating that, within the educational space, it is necessary to organize mutual help and cooperation between a student and the director, organizers, teachers, classmates and all participants of the educational process, in order to create trusting and benevolent relationships. It is important to create an integral objective system of diagnostics and control of students' health. This would allow developing their culture of health, abilities and need in preserving and strengthening the positive emotional mindset in the educational environment.

Students' culture of health is a component of the basic personality culture, which reflects conscious attitude towards one's own health and healthy lifestyle as values and which represents a system that consists of cognitive, creative and behavioral actions, which require development and perfecting. This implies developing such personality qualities, as well-developed productivity, vitality, curiosity, thoughtfulness and ingenuity.

Culture of health develops with teacher's active work and in the interaction with other people.

Efficient training of students for healthy lifestyle is impossible without activating various types of activity and using organized communication (Rabadanova, 2012; Rabadanova 2012a; Yulin, Kuteeva, Rabadanova and Yulina, 2012; Artemyeva, Afanasyev and Kalney et al., 2013; Stolyarova 2014; Bikbulatova, Shafazhinskaya, and Yulina 2016; Shafazhinskaya 2013; Rabadanova 2012; Shishov and Kalney 2013).

It is important to engage the students in the activity in order to develop responsible attitude to their own health and life environment.

Such types of activity are: cognitive, axiologically-oriented, aesthetical, ethical, transforming, communicative.

And for conducting this activity, it is necessary to create the conditions of:

- Activation of thinking and behavior, during which it is necessary to think, speak and act;
- Stimulation of the emotional state, increase of motivation and creativity level;
- Situation of mandatory verbal interaction between the participants of communication;
- Communication direction at psychological personality development: attention shifting, analysis,

rationalization and transformation of the used information, its optimal expression, culture of speech, relationships between partners, etc.

The most successful forms of stimulating person's activity of developing health values are conduction of fitness recreational events, performance of health-preserving projects and use of health-preservation-oriented educational games, etc.

Healthy lifestyle implies:

- Being able to combine active and passive rest;
- Learning to switch to other types of activity in order to avoid fatigue;
- Exercising and making sure that the body is not being overworked during exercise;
- Tempering daily;
- Knowing and following the rules of communication;
- Finding ways to get rid of the state of stress;
- Not overeating and not starving; it is better to eat frequently and in small quantities;
- Maintaining the cleanness of objects of everyday use;
- Sleeping is an efficient rest;
- Prophylactics is a reliable way of preventing illness;
- Significance of habits;
- Creating a day schedule for a week and following it, etc. (Abylkasymova, Ryzhakov and Shishov 2015; Shishov 2015; Artemyeva 2012; Biknulatova, Rabadanova and Yulina 2014; Bikbulatova, Rabadanova and Yulina 2014; Kuteeva, Rabadanova, and Yulina 2012).

3.3. Information and communication technologies

In the conditions of education informatization, developmental result in the education of a personality becomes one of the priorities in the hierarchy of educational values; in order to solve the problem successfully, it is necessary to have the conditions for a teacher to actualize his/her creative potential (Avanesov 2007; Rabadanova, 2012).

Modern computers and Internet have brought many new things into the educational process. Educational programs, computer video-films, automated laboratory equipment can turn any science into a fantastic computer game. However, any science is so variative and omnipresent, that any, even the most modern, educational programs and textbooks cannot replace live communication between students and teacher.

Computer is one of the components of the modern educational environment, which allows not only developing students' vivid ideas about the surrounding reality, but also allows students to participate in their creation and to be responsible for their actions, as well as developing interest that stimulates discoveries and experimenting.

The key changes have to occur in the teacher's role.

Therefore, the aim of using informational and communicative technologies (ICT) is not complete replacement of traditional education. As our studies demonstrate, 78.9% of students value the classroom lessons in their education, where, within direct live communication with a teacher, it is possible to learn his opinion, perspective on various theoretical statements and scientific paradigms, which helps increasing students' cognitive activity.

In our opinion, the solution to the problem of teacher's creativity in the conditions of informatization and technologizing of education consists of goal-oriented interaction between teacher and students, who are satisfied with cognitive process and successful self-actualization.

Pedagogical creative process is possible on the basis of: actualizing the principle of unity of educational-mentoring and research work; informational interaction; principle of thesaurus (dictionary), i.e., provision of a single interpretation of the concepts' meanings; principle of fascination (attractiveness); principle of maieutic (students' creative activity under the teacher's supervision, co-creativity of teacher and students).

In the modern conditions, a teacher has to get rid of the complex of the "core element" in the

knowledge transfer.

Teacher's activity is primarily directed at the development of personality's axiological orientations, its goals and motives, at creative use of the accumulated knowledge, skills, etc.

The competencies develop if:

- Education has activity nature;
- Educational process is being oriented at the development of person's independence and responsibility for the results of his/her activity;
- Conditions for gaining experience and reaching the goal are created;
- Teaching technologies, which are based on teacher's independence and responsibility for the results of his/her students, are used;
- Practical orientation of university education is enhanced;
- A teacher is competent in managing student's education and activity.

F.A. Diesterweg said that a Bad teacher presents the truth, and a Good teacher teaches to find it; for that, he (good teacher) himself has to possess pedagogical competence (Bespalko 1989; Faktorovich 2008; Shaydenko and Podzolkov 2001; Schurkova, 2001).

Answering the question about how the students see a modern teacher, they primarily point out such qualities, as: erudition, communicative skills, spirituality, high moral and ethical qualities, creativity, independence, ability to see and solve problems independently and in groups, inventiveness, responsibility, readiness and ability to constantly learn new things, to work in a team, master the diagnostic techniques of his subject and psychological personality development, to be cultured and attractive.

3.4. Game technologies

Efficiency of the educational process depends on the use of game technologies.

Wide use of games in modern education allows activating and intensifying the educational process (Avanesov 2007; Bespalko 1989; Rabadanova, 2012; Faktorovich 2008; Shaydenko and Podzolkov 2001; Schurkova, 2001).

Game activity is used:

- As independent technologies for learning a concept, a topic or even a part of an educational subject;
- As elements of a wider technology;
- As an educational activity or its part (introduction, explanation, consolidation, exercise);
- As a technology of extra-curricular activity, etc.

Place and role of game technology in the educational process and combination of game elements and learning highly depend on teacher's comprehension of the functions of pedagogical games.

Games are separated:

By the type of activity:

- Physical (motor);
- Intellectual (mental);
- Working;
- Social;
- Psychological.

By the nature of the pedagogical process:

- Educational, training, controlling, generalizing;
- Cognitive, developing, mentoring;
- Reproductive, productive, creative;
- Communicative, diagnostic, professional-orientating.

Ability to engage in a game is not related to age, but it has its own specifics in each age.

D.N. Uznadze thought that a game is a type of psychogenic behavior, i.e., the behavior that is internally inherent and immanent for a personality, while L.S. Vygotsky defined game as a space of "internal socialization" of a child and as a means of acquiring social affirmations (Vygotsky, 1931).

4. Results

Psychological and pedagogic technologies presented in the article are taken from recognized publications, observation and generalized experience of the pedagogics professionals, leading teachers of ISHT of Moscow State University of Technologies and Management named after K.G. Razumovskiy, as well as from authors' own experience with consideration of the requirements from the federal state educational standards of higher education.

Education's transition to the modern psychological and pedagogical technology increases students' cognitive activity and orients them not at knowledge acquisition, but rather at the ways of acquiring it. Use of innovative technologies leads to drastic reorientation of evaluation of education results from the concepts of preparation, education, general culture, manners, to the concepts of competence and competency of students. Therefore, competence approach develops in education, which implies significant enhancement of education's practical orientation, where the core value is the value of human life (Kuteeva, 2008). Hence, the leading function of education has to become the development of a person's valuing attitude towards the other people and the reality, which is based on motivation. The mechanism of motivation development and its stages will be the subject of our further research (Shishov 2015; Artemyeva 2012; Bikbulatova, Rabadanova and Yulina 2014; Zimnyaya, Lapteva, and Morozova 2008; Bikbulatova, Rabadanova and Yulina 2014; Stolyarova 2014; Shafazhinskaya 2013).

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