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EDUCATION AND FORM OF COMMUNICATION IN EDUCATIONAL PROCESS

Losev Alexander Sergeevich

master of pedagogy

Far Eastern Federal University, School teachers, Ussuriisk

Loseva Anastasia Vladimirovna

master of pedagogy

Primorskiy Institute of railway transport, Ussuriisk

author@apriori-journal.ru

Abstract. In the present article the problem of moral education of the child and its place in educational process is considered. It is analyzed the main models of interrelation in the course of training between the pupil and the teacher, and the line of communication aimed at maintenance and development of moral bases of younger generation is offered.

Key words: style of communication; education; moral shape; consciences.

ВОСПИТАНИЕ И ФОРМА ОБЩЕНИЯ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

Лосев Александр Сергеевич

магистр

Дальневосточный федеральный университет, Уссурийск

Лосева Анастасия Владимировна

магистр

Приморский Институт железнодорожного транспорта, Уссурийск

Аннотация. В настоящей статье рассматривается проблема нравственного воспитания ребенка и её место в образовательном процессе. Анализируются основные модели взаимосвязи в процессе обучения между учеником и учителем, и предлагается линия общения, нацеленная на поддержание и развитие нравственных основ подрастающего поколения.

Ключевые слова: стиль общения; воспитание; нравственный облик; сознание.

It is rather well known that educational process is heavy and many-sided process, requiring return as from the teacher, and the pupil. Versatility it is that it is included orientation to such processes as education, training, formation of abilities and development of skills of the pupil. And it is rather obvious that looking at modern technical capabilities and various methods of distance learning, it is almost not possible to organize it without direct interaction of the teacher and the pupil, i.e. communication. In spite of the fact that the overall objective of education is uniform for each teacher, more the teacher chooses a form, model and style of communication itself. This choice depends not only on preference of the teacher, but also the contingent of trainees, and on a form of communication depends, process of training and education will be how exactly organized, whether there will be it powerful and successful.

It is necessary to emphasize that in this case it is about a communication form, but not a form of interaction though one undoubtedly influences and depends on another. And if the last gets out proceeding from the substantial party of educational process and on a straight line influences result of training, the first is integral influences result of education. That fact that for the last decades were the set of new forms of interaction is developed, once again confirms that many teachers underestimate the importance of education in relation to training. Despite that anywhere and everywhere education is represented as comprehensive development of the personality as a result of which occurs not only transfer of knowledge, development of skills, but also education – formation of moral and esthetic and moral qualities of the personality.

And if the result of training reflects the general level of professionalism and an outlook, education is shown in internal state of spiritual and moral development. Education is the fundamental fact when forming values of the personality which it is integral influence her level of consciousness, thereby providing her normal existence in society. Often general values of life rally people more, than the common professional interests which are only a tem-

porary common ground. For example, won't raise doubts that fact that love of two people to the Homeland unite them in a uniform rush, than the general interest in business much more strongly. Thus, education as process of transfer of national, moral values from generation to generation, is pledge of preservation, development and prosperity of the nation, the state, society, the person.

We will emphasize that pledge of further prosperity of any state are valuable reference points of youth, education and which values in our country, according to the senior generation, raise doubts. One of the reasons of such situation, underestimation of the importance of education in modern educational process, and sometimes and artificial divisions education on separate processes of training and education is. The last led to that development of new methods of education of the child isn't the fundamental purpose of improvement of educational process while methods of training develop and improved.

In this context, there is a problem and how to bring up the modern child how to impart to it the moral beginning how to create the correct representation of the good and evil, bad and good that it is possible to do, and that isn't present, etc. In the general consideration, on more exactly that now there is no uniform image and a standard of the well-mannered person, the problem becomes complicated also that many questions of education have dogmatic justification, for example «Not well to lie». Their explanation in most cases has no scientific or logical justification that in turn causes bewilderment in the pupil and complexity at the teacher.

By results of pedagogical heritage, allocates some models of interrelation (communication): non-interference, the educational and disciplinary, personal focused. [4]

The non-interference model, is expressed in the slogan of the teacher: «Don't touch me». This form of communication is a unilateral form of interaction, and that until children reach for the teacher, as for a source of

knowledge. As in this form of communication the teacher shows absolute indifference and often and apathy to children, undoubtedly in the subsequent, by results of feedback he receives similar result from pupils which will be expressed in full not obedience and denial of the teacher as teachers, and as persons. The personal position of the teacher is shown in avoiding of responsibility, tactics of his communication is expressed in peaceful co-existence [4]. To consider in seriousness this form of communication at the organization of pedagogical process isn't expedient.

The model educational and disciplinary, is expressed in the slogan of the teacher «Do as I». This form of communication was rather popular and productive in our country in the XX century when the purpose was to arm literally pupils with knowledge, skills. The personal position of the teacher was shown in satisfaction to requirements of the management or in other words in performance of a pedagogical state order. Style of communication thus was authoritative and communication was expressed, through insisting, a ban, requirements, punishments, etc. [4]. Rather widely and everywhere is proved and locates that this model negatively influenced development and formation of the identity of the child, and there is an assumption that it doesn't have a place in the modern education based on the principles of humanity [2; 3]. This point of view is strongly exaggerated, but in the beginning, it is necessary to consider alternative of this model.

The model personal focused is expressed in creation of sphere of psychological security of the child, his trust to the world in the conditions of which there is an interaction to the child in communication process. Formation of knowledge, skills is not the purpose, but means of full development of the personality. The personal position of the teacher is formed of interests of the child and prospects of his development. Tactics of communication is expressed in cooperation [4]. This form of communication is the most widespread and is widely applied in pedagogical process now. Its popularity is caused by that process of education is based on full interaction of the teacher

and pupil, all contradictions are solved through cooperation and by agreement. From the point of view of training process, the model really is adaptive under each identity of the pupil and yields salutary result.

However we will consider this model from the point of view of education. We will emphasize once again that education process had more significant weight in education until recently, than now. For example, before reforms of Soviet period when education and church were a whole, education as the arch of morally moral principles, it was formed according to dogmas of church, and at first the formation of the X-XII century the church literally bore responsibility for younger generation. After division and emergence of the new state, education was dictated by party ideology which dictated let the, but rather clear and installations [1], about volume what moral qualities are accurate, have to be brought up in the Soviet person.

Now there are no dictatorships of one any party ideology and process education is built according to legislative base of the state. Thus it is necessary to emphasize that the substantial part of process of training is under construction on the basis of state standards, and process of education on moral norms of society. And what these norms of society on what they are based, from where they undertake? What qualities have to be developed and be present at the well-mannered person? These substantial questions of education, aren't stated in educational standards and are solved the teacher independently with the general amendment on the standard moral framework of society and state.

Of course, it is easy to prove such position, the real teacher it already the carrier of moral, cultural and moral qualities therefore he already by default knows as well as to that to bring up. Both questions have unambiguously no answer and are very important for integrity of educational process.

Within this work, we will try to resolve the first issue how to organize education process since the second question is more generalized and has to decide after all not the teacher, but a state order and the order society. If we

work in line with standard and the popular personal focused communication how to explain the child that it is bad, and it is good. And as to make it if the situation becomes complicated that the social circle of the child to speak and shows him the return. Really to low hands under thought «he grew up in such family and will be same ...» and to be engaged only in its training. And that as a result, we receive the clever, competent, trained person, as result of the correct built process of training and without moral and not well-mannered person, as result of lack of education. Society of such people will constitute danger not only to society in general, but also for them.

Education as process it is very difficult and it is often more difficult even than training. Education is formal, as well as training can be presented in the following form of consecutive steps: representation, explanation, fixing, control. And complexity that if the pupil passes all grade levels with the teacher or his control, in education the teacher can't accompany the pupil at all stages. Will face an immoral act the child can anywhere, he can hear an explanation from anyone, thus depending on the moral level of the last, the child can will receive an explanation of a normality of this act. Fixing and control can also pass interactions with the teacher. And after all it is known that to correct something where it is more difficult, than to make from the very beginning, especially if it is about education.

Within such situation, expediently partial use of educational and disciplinary model of communication. In E. Durkheim's definition: «Education – this impact made by the senior generations on younger generations which didn't ripen for public life yet», education is unilateral process of influence, and somewhat power method of transfer of those moral values which are taken for granted.

First, the slogan of the educational and disciplinary model «do as I» is undoubtedly authoritative for training and holds down actions of the child, but in education this slogan mobilizes and activates. Phrases «moral framework», «do not cross, through the conscience», remind us that education it anything

other, as self-restriction. Of course, it has to be conscious self-restriction, but it is put since the childhood and works very often unconsciously. In this case, the slogan «do as I» and authority of the teacher, will be a formation source at the child of that sensibleness, in the form of a question «and as if the teacher arrived?», «and what on it my teacher would tell?». The same question will bring the child to the teacher behind explanations, correctly or incorrectly it arrived in the circumstances that it is possible to treat as existence of feedback. And it is a necessary component for further interaction, fixing and control, i.e. the organization of all process of education

Secondly, this model is based on imitation that simplifies process of education and promotes stronger strengthening of moral qualities. In given cases it is possible will disagree, of course all this can be organized and in the focused communication model operating personal, but in it everything is constructed on an explanation. To explain sometimes such things which are dogmatic by the nature. To explain to the child, but not the adult conscious person, the child who for himself isn't always ready to make something and to make effort, without speaking at about that what is gratuitously realized to make something for another, only because it is good and it will praise the word. To explain that to make the benefit not of mercenary motives, and for «thanks» it is good, it is normal, it is correct! In it cases it is about some dogmas which originate mostly from religion and are taken on trust, without explanation. And «do the best way to adopt them it to see an example in which by a red thread it will be traced as I» and the teacher who is respected to which listen which can demand from the child of an appropriate level of behavior can only become such conscious example.

Of course, total maintaining this form in pedagogical process to anything good won't lead, even at the level of education, only return to the old. In this case it is necessary to emphasize once again, that fact that methods of education demand new receptions and forms, and education as process is a big fruitful field for scientific pedagogical thought. However, in conditions when

the moral level of society is unstable, it is necessary to impose and insist, show and demand, what to stop falling, and after it is possible to agree and together with the child and to raise the level of society on higher level.

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