

THE ESSENCE AND CONTENT OF THE PROCESS OF EDUCATION

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ANNOTATION

The article reveals the features of the process of education the process of formation, development of the personality, which includes both purposeful influence from the outside, and self-education of the personality statistical, multidimensional, hierarchical, self-governing The complexity of the educational process, the process is purposeful.

Keyword:education, sociological, psychological, technological, socio-psychological, theory of education, pedagogical abstraction, personality formation.

INTRODUCTION

According to one of the currently widespread concepts, the process of education is presented as an interconnected chain of developing educational situations (educational affairs), each of which is built taking into account the results of the previous one. With this understanding, the process of education is a self-developing system, the unit of which is the developing educational situation (educational work). Not only pupils develop, educational activities, the educator himself, his interaction with pupils; a holistic object develops, which, being a system, is something more than a collection of components. This is how the one-sidedness of isolated approaches to understanding education is overcome - sociological, psychological, technological, socio-psychological; the theory of education acquires its own object of study.

THE MAIN FINDINGS AND RESULTS

Such properties of the educational process as statistical character, multidimensionality, hierarchy, self-governance are revealed and characterized. In the process of education, the content and procedural aspects are distinguished. Their unity becomes apparent only when the degree of abstraction is high enough to go beyond the specific circumstances in which education is carried out. Ideas about the educational activities of a teacher of a subject, a class teacher, a team - this is by no means a process of education as a whole. Pedagogical abstraction is needed to see something integral behind them. The permissible degree of abstraction, as already noted, is the most important methodological problem of the theory of education: at a low stage of abstraction, the process of education is not traced, and with excessive abstraction, there is a danger of separation from reality.

In a holistic pedagogical process, an important place is occupied by the process of education (educational process). The essence, as well as the place and role of this process, is easiest to detect by considering it in the structure of a more general process of personality formation (Fig. 1). In the part where the formation of the personality has a controlled, controlled character, where people are guided by conscious intentions, they do not act spontaneously, but according to a pre-planned plan in accordance with the tasks set, and education is manifested. Education is the process of purposeful formation of personality. This is a specially organized

managed and controlled interaction of educators and pupils, whose ultimate goal is the formation of a personality that is necessary and useful to society.

In textbooks on pedagogy of previous years, the wording was widespread, according to which the process of education is an organized, purposeful management of the education of schoolchildren in accordance with the goals set by society. We can easily detect the vulnerability of this definition by comparing the meanings of the concepts "interaction" and "leadership". We already know, reflects the most complex relationship between educators and educators, assigning the latter an active role, and the second presents them as a passive object of pedagogical guidance. In the modern sense, the process of education is precisely the effective interaction (cooperation) of educators and pupils, aimed at achieving a given goal.

The educational process has a number of features. First of all, it is a purposeful process. The greatest efficiency is ensured by its organization, in which the goal of education turns into a goal that is close and understandable to the pupil. It is the unity of goals, cooperation in achieving them that characterizes the modern educational process.

The process of upbringing is a multifactorial process; numerous objective and subjective factors are manifested in it, which determine the unimaginable complexity of this process by their cumulative action. It has been established that the correspondence of subjective factors expressing the internal needs of the individual to the objective conditions in which the individual lives and forms helps to successfully solve the problems of education. The more the influences of organized educational activity and objective conditions coincide in their direction and content, the more successfully the formation of personality is carried out. The peculiarity of the educational process is also manifested in the fact that the activity of the educator who manages this process is determined not only by objective laws. This is largely art, which expresses the originality of the personality of the educator, his personality, character, his attitude towards the pupils. The complexity of the educational process lies in the fact that its results are not so clearly tangible and do not reveal themselves as quickly as, for example, in the learning process. Between the pedagogical manifestations of upbringing or bad manners lies a long period of formation of the necessary personality traits. A person is simultaneously exposed to many diverse influences and accumulates not only positive, but also negative experience that needs to be corrected. The complexity of the educational process is also due to the fact that it is very dynamic, the sub-educational process is long. In fact, it lasts a lifetime. K. Helvetia wrote: "I continue to study; my education is not finished yet. When will it end? When I am no longer capable of it: after my death. My whole life is, in fact, only one long education. School education leaves the deepest imprint in the mind of a person, because the nervous system at a young age is different. высокой пластичностью и восприимчивостью. Но даже при четкой организации Непитательного процесса в школе рассчитывать на быстрые успехи нельзя: для процесса воспитания характерна отдаленность результатов от момента непосредственного воспитательного воздействия.

high plasticity and susceptibility. But even with a clear organization of the non-nutritive process at school, one cannot count on quick successes: the upbringing process is characterized by the remoteness of the results from the moment of direct educational impact. One of the features of the educational process is its continuity. The process of school education is a process of continuous, systematic interaction between educators and pupils. Educators are mistaken,

believing that one bright "event" can change the behavior of the student. A system of work illuminated by a specific goal is needed. If the process of upbringing is interrupted, it happens from case to case, then the educator constantly has to re-lay a "trace" in the mind of the student, instead of deepening it, developing stable habits.

Education is a complex process. Complexity in this context means the unity of goals, objectives, content, forms and methods of the educational process, subordinated to the idea of the integrity of personality formation. We already know that the formation of personal qualities does not occur in turn, but simultaneously, in a complex, therefore, the pedagogical impact should also be of a complex nature. This does not exclude that at some point one has to pay more attention to those qualities that, in terms of the level of formation, do not correspond to the development of other qualities. The complex nature of the educational process requires compliance with a number of important pedagogical requirements, careful organization of interaction between educators and pupils.

The educational process is characterized by significant variability (ambiguity) and uncertainty of results. Under the same conditions, the latter can differ significantly. This is due to the actions of the subjective factors mentioned above: the large individual differences of the pupils, their social experience, and their attitude to education. The level of professional preparedness of educators, their skill, ability to manage the process also have a great influence on its course and results.

The process of education is two-way. Its course is unusual in that it goes in "two directions: from the educator to the pupil (direct connection) and from the pupil to the educator (feedback). Process management is based mainly on feedback, that is, on the information that comes from the pupils. The more it is at the disposal of the educator, the more expedient the educational impact is changeable.

The essence of the process of education, its laws and principles

Education as a pedagogical activity is based on the relevant patterns and methodological principles, sets an adequate goal. The most important general patterns of education: education is determined by the culture of society; upbringing and training are two interpenetrating, interdependent processes with the defining role of upbringing; the effectiveness of education is due to the activity of a person, his involvement in self-education; the effectiveness and efficiency of education depend on the harmonious connection of all structural elements involved in the educational process: goals, content, forms, methods, means, adequate to the pupil and the teacher.

the educational process is a constant transformation of external influences into the internal processes of the individual; the effectiveness of education is due to the consideration of the needs, interests and capabilities of the individual, the attitude towards it as integrity and selfhood; the results of education depend on understanding and taking into account the influence of objective and subjective factors on the personality.

The purpose of education is the formation of a socially, spiritually and morally mature creative person, the subject of his life. A socially, spiritually and morally mature creative person is a person with a high level of culture, possessing creative potential, capable of self-development and self-regulation, with her inherent qualities of a citizen, patriot, worker and family man.

CONCLUSION

The priority principles of education in modern conditions are: the principle of scientific character as a support in the educational process on the psychological and gender and age characteristics of children and young students, the use by the educator of the achievements of pedagogical, psychological and other human sciences; the principle of conformity to nature, determined not only by the manifestation of the natural inclinations of the individual, but also by the psychophysiological capabilities of a person and their conditionality by informational and social phenomena; the principle of cultural conformity, manifested as a combination of all forms of the spiritual life of society, which determine the formation of personality, the socialization of the younger generation, based on the values of national and world culture; the principle of non-violence and tolerance implies the tolerance of the educator to the pupil, his individuality, the rejection of any form of psychological and physical violence; the principle of the connection between education and life is manifested in the accounting by the educator of the economic, social, environmental, demographic and other conditions of the life of pupils; the principle of openness of educational systems implies the optimal combination of various educational models with the life experience of the individual, his real life activity, the creation on this basis of open-type preschool institutions, socio-pedagogical, socio-cultural, educational and cultural complexes; the principle of variability of activity, the correspondence of its content to the changing needs, interests, capabilities of the individual; the principle of aestheticization of children's (youth) life.

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