

MODERN PSYCHOLOGICAL AND PEDAGOGICAL INTERPRETATIONS OF THE CONCEPTS OF DIALOGUE, EXPERIENCE AND PERSONAL CONTRIBUTIONS

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Article Information

Received: Aug 20, 2023

Accepted: Sen 15, 2023

Published: Oct 09, 20223

Keywords

dialogue as a sense
technology of teaching,
sense formation,
dialogue model,
typology of dialogue,
mechanisms of dialogue
technologies.

ABSTRACT

The article is devoted to dialogue as an essential component of pedagogical communication, the intention is the actual intention of the teacher to enter into communication with the student, as a value interaction with the aim of reflexive-semantic going beyond the limits of existing knowledge into a new context of consideration, as a directed semantic translation in the educational process, participating in the semantic coordination, semantic coordination and semantic transformation of the positions of its participants in situations of "personal contributions", through which the teacher and students realize their importance for each other at all stages of educational activity and levels of communication.

Introduction:

Introduction. Modern education is in search of effective teaching methods with the goal of achieving educational results, the current order of society to the education system - determining appropriate ways for students to acquire social experience, which will ensure the reproduction of this experience at a new qualitative level. This article considers dialogue as a meaningful technology of learning, designed by pedagogical and methodological means in the conditions of the educational field, as a mechanism for such reproduction.

Analysis and evaluation of traditional technologies in the educational process allows us to identify at the didactic level those innovative technologies that have the greatest meaning-forming potential. These are technologies that are focused not on “solid assimilation of knowledge”, not on “active thinking”, not on “creative activity”, but directly on the formation of meaning by students.

Presentation of the main material of the article. Modern pedagogical education defines the learning process as the mutually determining activity of the teacher and the student through a dialogue form of communication. The problem of dialogue in education becomes an urgent task. “Dialogue teaches communication, is a means of self-expression and self-realization, didactic in external and psychological in internal terms, a mechanism for self-disclosure of people’s individuality, self-development of their unique traits” (I.V. Abakumova) [2].

“The educational process “at the personal-semantic level” is an innovative system of pedagogical technologies that directly influence the characteristics of meaning formation and identification of meaning by students, based on the individual motivational-value-semantic sphere of students. At the same time, content and technology must be interconnected: if the content “nourishes” the semantic structures of the personality, then technology stimulates and triggers the development mechanism” (I.V. Abakumova, P.N. Ermakov) [5, 6, 7, 13].

Of the technologies for directed translation of meanings, the most promising is dialogue as a means of initiating meaning formation among students in the learning process, since it is dialogue that acts as a catalyst for meaning formation” [3].

The levels of educational dialogue are distinguished according to the degree of semantic richness:

- dialogue - interpretation (focused on understanding the meanings of certain concepts at a rational level as a result of the teacher’s explanation and questions);
- dialogue - inclusion;
- dialogue - penetration;
- dialogue - experience [4].

“They also dialogue between the personal and the essential in the emerging “I” in another situation, the inner “I” with oneself in an ambiguous situation” [9].

The main way of humanization in learning can be defined as creating a situation of cooperation, joint comprehension and empathy. The implementation of this approach raises the question of the personality of the teacher himself, his professional beliefs and views. A high level of pedagogical activity, such as focus, professional knowledge and skills, abilities and others, help the teacher acquire skills to manage himself and his professional behavior [1, 5].

A modern lesson meets the requirements of the development of society, science, culture and personality, as well as the ideas of a meaningful educational space. In turn, the meaning and value preparedness of an individual will allow us to constructively consider the problem of coordinating its activities in various sociocultural spaces.

Thus, the teacher must constantly strive to improve the communicative interaction “teacher-student” for the purposeful formation of the value-semantic sphere of students. Modern methodological guidelines in the system of advanced training are based on the principle of forming a holistic educational space, one of the key aspects of which is the meanings, values, motives, and attitudes of students. This means, first of all, the “updating” of the problem of meaning formation in the learning process, including all participants in the educational process [5, 6, 7, 13].

Modern pedagogical education is determined by the emergence and formation of a new meaning-didactic paradigm - functional-pragmatic. The transition to the meaning-making issue of pedagogical communication, which is associated with communicative functions, requires new forms of teaching. The functioning of semantic interactions is associated with the reorientation of all forms of training, where the analysis of meaning-forming material, “immersion in meaning,” multifunctionality, “mutual participation” with educational material will make not only the participants of the training its subjects, but will also form value-semantic attitudes. Meaning, being the “house of being,” is associated with interaction. The phenomenology of communication in pedagogical activity, due to its complexity, is considered in several aspects: internal, external, direct, indirect, universal, limited.

The reflective-analytical stage of professional activity sets specific communicative tasks:

- formation of positive emotional transformation,
- organizing preparations for the implementation of interaction,
- comprehension and acceptance,
- establishing attachments between teacher and students.

Solving meaning-didactic tasks by communicative means, the teacher implements stimulating, responsive, controlling, organizing pedagogical functions. The individual style of communication reflects the expression of the characteristics of the teacher’s communicative capabilities; the established nature of his relationships with students; creative individuality; ability to take into account the characteristics of students. Pedagogical influence does not allow manipulation of the student or suppression of his will; it provides the individual with the opportunity to independently and consciously make choices, becoming the subject of his own life.

Previously, the moment of influence was not identified as a separate technological process or an integral part of the teaching technology. Today this has become relevant. It is extremely important to maintain greater compliance with the psychological aspect of a student’s life at the time of personality formation. The psychological aspect in teaching is expressed in the gradualness of activity, improvement of personal achievements, non-judgment, orientation towards relative indicators, flexible lesson strategy, the teacher’s activities are assessed by the achievements of students, their relative growth [7].

Characteristics of the process of pedagogical communications:

1. Maintaining contact between people.
2. Formation of a specific community for joint activities.
3. Communication contacts characterize communicative influences in interaction.



4. Quantitative and qualitative transformations in information content, psychological state, behavior, personal properties of communicants.

In communicative interaction, co-activity is manifested, where each participant is a subject and an object at the same time.

I.V. Abakumova distinguishes the pre-communicative, communicative and post-communicative stages of interaction in communication.

The communication process is a dynamic exchange of ideas and information that occurs at various levels, a process of circular interaction, all components of which are closely related to the cultural background of the participants.

Misunderstanding in communication does not arise intentionally, but as a result of an error in communication. Problems may arise on both the sending and receiving side of the message. Namely, problems with encoding or decoding the information received, with unsuccessful formulation or incorrect interpretation of words. Such misunderstanding occurs both in personal and professional activities. Providing a development mechanism is possible only in conditions of subject-subject connections, within the framework of which the interaction between teacher and student is organized in a dialogue mode. The structure of the dialogue is interconnected with the penetration and presence of barriers in the logical, communicative, activity and personal spheres in the process of generating student knowledge [13].

“Touching upon the personal experience of students, both in the process of purposeful educational activities and spontaneously - outside of training, it must be said that this issue is directly related to the problem of meaning formation of students in general and its features in conditions of dialogue, in particular. In terms of its significance for the student, it is not the same. As is known, the content mastered by a person is divided into actually conscious and controlled” [8]. In the context of dialogue, the importance of individual and differentiated approaches to students, their emotional, psychological and value orientations increases. Let us turn to the real use of dialogue for the purpose of meaning formation for students. Corresponding examples are quite numerous described in the pedagogical literature, but without a corresponding personal-semantic analysis. In the works of the innovative teacher E.N. Ilyin gives these examples vividly and expressively [8, p. 136]. What draws attention is the integrity of the personal basis of the educational process he organizes, the inclusion of semantic components as a pedagogical factor at all stages and levels of education. The topics of the lessons are not just sharp and problematic, they are value-oriented, addressed to the personal sphere of students, and presuppose an active attitude to the content contained in them, coming from life and experience.

Material is selected in accordance with the personally tinged topics of the lessons. These are especially significant pages of the text, significant, however, not only from the point of view of their place in the overall composition of the work “... revealing a painful point, so that together with the book it is in the soul of a person, giving birth to spirituality, and with it the reader. Without inner pain there is no need for a book.”

We are talking about such a purely humanitarian course as literature, the personal and semantic potential of which is incomparable in comparison, for example, with the subjects of the natural and mathematical cycle. However, it is enough to imagine the mass practice of teaching literature, largely oriented by scientific methodology, in order to appreciate the fundamentally different pedagogical strategy for teaching literature developed by this author. Instead of anatomizing artistic images and the systematic alienation of literature from the student - “person-forming literature with mysterious islands of unclear, especially exciting complicity with the

obvious, accessible” From the point of view of the author’s approach, in the current methodology “stages, periods for some reason turned out to be more important than burning answers, what the book gives us” The task of teaching literature, according to E.N. Ilyin, - “to make the book a spiritual mirror of the student, and not just the era reflected in it” [8].

The teacher is guided by a number of principles:

The principle of partnership contributes to the formation of a feeling of security. The student is the subject of the activity. Compliance with this principle excludes criticism, negative assessments, indicating mistakes, underestimation, threats, and provides for the positive traits of a person, his capabilities and abilities, achievements and positive aspirations. Involves the teacher's approval of students' feelings.

The principle of the existence of norms necessitates the development of certain rules of behavior. It should be remembered that norms are recommendations rather than prohibitions; too significant restrictions should not be introduced.

The maturity of a student’s life and professional self-determination is determined by a set of criteria in professional activity:

- 1) information security of the educational process, ideas about the general fundamentals of engineering and technology in the production and non-production spheres;
- 2) functional literacy: perception of the teacher’s instructions and explanations, written texts, the ability to ask constructive questions, knowledge of work safety techniques;
- 3) the desire to fulfill assigned educational tasks, the ability to work in the classroom, successfully overcoming psychological and cognitive barriers, the ability to make decisions in non-standard situations.

The analysis of the new educational paradigm, considered in the context of the educational field, is aimed at preserving and developing the entire diversity of cultural values, norms, patterns and forms of activity that exist in a given community. Speech culture becomes a translator that ensures the formation of value and semantic orientations.

Subjects of the educational process are beginning to understand the need to more fully fill the educational process with universal human values and cultural components, since they create conditions for the spiritual development of the individual and provide new sociocultural needs.

The reproduction and content of the studied material obliges the “Other” to be accurate and increases everyone’s responsibility for the quality of the translation of meanings. If the teacher does not use this information to influence the consciousness and behavior, values, and semantic field of students, then the learning process will not be effective. There are several “teacher-student” meaning transfers; they can be characterized as strategies of meaning-communication influence, differentiated by how the meanings present in the information constructs to be assimilated are transmitted.

In conclusion, let us pay attention to the connection between dialogue as a meaning-forming factor and other didactic concepts and meaning-didactic realities of the educational field [10].

Dialogue in the teaching and educational activities of a teacher was considered as a technology for initiating meaning formation in the following positions:

- on the design of technology focused on the semantic development of students;
- on the implementation of technology in the educational field;
- on the transition of dialogue technology to the level of students’ semantic formations.

A “model of dialogue technology at the level of its operationalization was also developed,

including the following components:

- the communicator, as the one who sets the semantic direction of the dialogue, sets before the child a “task on meaning”;
- motive and purpose of meaning formation;
- content (potential field of “crystallized” meanings);
- communication code (oral, written);
- recipient (motivational-value-semantic characteristics of students);
- result (feedback). The conceptual and operational models were implemented into real meaningful didactic practice” [12].

Conclusions. Thus, the process of “decrystallization” of objectified meanings is accompanied by a counter process of “crystallization” of meanings, their transformation into the structure of stable qualities of a person, its “core of meanings.” The semantic increment that arises at the end of meaning formation advances and ends, at the third level - the further process of meaning formation of students, their personal and semantic development. If at the entrance to learning, at the design stage, the content, being a special type of culture, represents the otherness of a person, then at the exit from the educational process the person himself appears as an otherness - the student appears as an otherness of culture.

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