

Chapter 4

Semantic Teaching Process as a Basis for the Development of Education in Polyfunctional Environment

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ABSTRACT

This chapter discusses the conceptual basis of the studied structure and content of the semantic interaction of a teacher and students on the basis of the relationship between the pedagogy of formation and the pedagogy of self-development. The purpose of the chapter is to detect the opportunities of further implementation of the verbal-illustrative education model based on the re-establishment of the participants' interaction design technology of pedagogical process as the semantic technology of the educational process, and the basis of educational development in the polyfunctional environment. The justification of the relationship of the pedagogical process and the semantic control, the designation of the essence and the basic conditions for the effectiveness of meaning reveal the relevance of the question concerning the factors which contribute to the enhancing students' research competence in modern educational contexts.

INTRODUCTION

The domestic economy, culture and social institutions, determining their subjective basis, are developing in the conditions of a new paradigm of self-determination and self-realization. The system of social institutions allocates the educational system serving at any period of development of the state and society as a semantic and self-regulated entity, which has the objective determining position in terms of prospects and results of operation both of the state and the society as a whole, and organizations and institutions of any kind, profile and level. In addition, the educational system is a mechanism for identifying per-

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sonal meanings and legal bases of state and public structures' activity. It defines the main problem of educational development in a polyfunctional environment, namely, the choice between the pedagogy of formation and the pedagogy of self-development.

This is how a problematical functioning of educational institutions in the minds and in the process of self-realization of the participants of pedagogical process formulated. Pedagogical community resembles a diverse level of the valuable relation to the processes that will determine the structure and content of the educational process of the Russian reality in future.

The analysis of positions of educational institution teachers found out a nostalgic desire for absolute pedagogy of formation, which is connected with two factors. First of all, personal characteristics are manifested in teaching. A teacher demonstrates a reproductive level of development, brought up in the conditions of the determining role of the pedagogy of formation, and unable to accept the concept of self-development of a teaching process participants. He is engaged into a dialogue with a teacher, aiming at realizing the ideas of the pedagogy of self-development, basing on the part of the educational environment that manifests pedagogical infantilism.

Denying the pedagogy of self-development is also based on the positive experience of professional activities in the case of the pedagogy of formation, since most of the teachers have been trained according to the verbal and illustrative model, which is still dominant in the system of education in Russia. Especially that most of the teachers have been trained on the verbal-illustrative model, which is still the dominant in the educational system in Russia.

In our view, it is the question of establishing of a new methodology of teaching activities, which can become the quality processes indicator occurring in the national education system. The set of the person development and socialization regularities, declared and implemented in the society's cultural and teacher interaction process in the last decade, deeper encourage the education participants to semantic identification of the teacher and the students' image at all stages of the educational process: from goals setting and model relationship defining, to intermediate results correction and the analysis of final results.

A modern teacher and the students are the carriers of pedagogical "striation" and personal cultures, in which the archetype and the paganism mentality, faith and spirituality, atheistic and superstition, law-abiding and anarchy are integrated into the organic unity. The question is which of these components will be determinant of identity, and the teacher and students' meaning of participation in the educational process in the system of emerging culture of the state and society in modern Russia.

BACKGROUND

The analysis of research results conducted by the leading researchers of social processes (A. A. Verbitsky, E. F. Zeer, M. R. Miroshkina, M. I. Rozhkov, and A. V. Mudrik) suggests the updating of self-organization problems and the quality of its implementation in socio-economic systems, in particular, "self-organization of the population in the domiciliary" and personal socialization based on the readiness of the individual to self-regulation.

Social risks and uncertainties of human development (Miroshkina, 2007) and its educational readiness to their overcoming define one of basic civilization and cultural contradictions of the emerging education model, to which it considers a situation in which adults are projecting their past into the young people future.

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