

Components of Personally-Oriented Technologies in Academic Lyceums, Their Modeling Features

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The modeling process is based on the concepts of VA Karakovsky, LI Novikova, NL Selivanova, EI Sokolova and the components of the educational system identified from them. Due to the fact that the modeling process is organized in parallel with the modeling of the academic lyceum education system, the components of this model (system) may be divided into components of educational technology aimed at the individual.

The stage of goal setting is very important for the optimal organization of the educational process within the educational system. In pedagogy, goal setting is characterized as a three-component structure, which consists of: 1) justification and advancement of goals; 2) identification of ways to achieve them; 3) design of the expected result.

The goal is important for all participants of the process, if it is mastered by them, it becomes a driving force, which is achieved by setting a pedagogical goal, taking into account the following requirements: diagnostic, realistic, objective, inherited. Person-centered educational system, the process of defining the educational goals of person-centered educational technologies, In our opinion, free goal setting should be organized within the framework of the so-called process, in which the participants of mutual cooperation work out their goals, constructs, forms a plan of action for the process of intellectual communication and joint research. When setting a clear goal, actions are given to students from the outside, but when it comes to defining tasks and allocating them in a collaborative process, it is not possible to create person-centered educational technologies in practice.

The issue of educational goals is reflected in the work of many teachers, with the following being the main goals: development of individuality of pupils and assimilation of social and cultural values of a society for self-realization (LI Malenkova, EN Stepanov), culture of self-determination (OS Gazman), socialization and social adaptation of the child (LV Baiborodova, BZ Vulfov, VD Ivanov, LI Malenkova, SV Kulnevich, MI Rozhkov), development of personal needs and abilities (SD Polyakov, VP Sazonov)¹. All of these goals can be used simultaneously as basic goals for building a system of education and modeling person-centered educational technologies because the system is focused not on the internal changes of the organism, but rather on the changes in the personality of the child, the teacher, the parents (114). An important feature of goal setting in the modeling of educational systems and person-centered educational

¹. Селевко, Г.К. Современные образовательные технологии: Учеб. пособие для пед. вузов и ин-тов повышения квалификации.- М.: Нар. образование, 1998.-225 с.

Прутченков, А.С. Тренинг личностного роста: Методические разработки занятий социально- психологического тренинга./ А.С. Прутченков -М.: НМО «Творческая педагогика», МП «Новая школа», 1993.- 47 с. Вульф, Б.З. Основы педагогики./ Б.З. Вульф, В.Д. Иванов.- М.: 2000. 71 с. Маленкова, Л.И. Воспитание в современной школе. Книга для учителя -воспитателя./ Л.И. Маленкова.-М.: Педагогическое общество России, Издательский Дом «Ноосфера», 1999.- с. 300.

technologies is that the target orientations are dynamic and the participants of the pedagogical process grow, their joint activities and relationships improve.

In addition, the priority of one or another goal and **value** of the educational system is not the palette of values, but the hierarchy, says EN Stepanov, has a decisive influence on the choice of target landmarks and the formation of individual value orientations of the participants in the educational process.²

From the above, it can be concluded that the goal-setting stage in the process of modeling educational technologies and the system of education aimed at the individual is generally only the first step. This educational institution is not only refined according to its characteristics, but also the main in determining the content, forms and methods of activity, the nature of the

relationship.

The center of humanistic pedagogy, which is accepted by many teachers as an ideal, is the developing personality of the child. This person **exists** in activity, is visible, develops. In this, the child enters into relationships with the environment, the material things around him, and people.

It follows that, as the Person, Activity, Relationship, LI Malenkova said, interdependence, membership "three whales", they should not be left out in terms of upbringing. Activity in psychology is "a method of human existence and development, in which the process of changing the surrounding natural and social reality (including itself) in accordance with its needs, goals and objectives" Modern educators assess activity as the basis of the organization of the educational process, as an important element of it. I.Ya. Lerner's approach was chosen as the basis for the design and modeling of types and forms of activity, which formed the following skills and abilities of the creative approach to any activity: transfer of knowledge and skills to a new situation; to see a new problem in a familiar situation, to see a new function of an object; independent integration of known methods of activity into new combinations; Contrary thinking, that is, seeing different possible solutions to a problem.

According to LV Baiborodova and MI Rozhkov, the acquisition of new social roles and the realization of their importance takes place through activity, and communication is inextricably linked with the activity as a sphere of human socialization.³

In the concept of SD Polyakov, activity and communication are the carriers of the educational process, or, so to speak, the driving force, that is, the educational process itself, in turn, is a wide field for the development of an active component of the educational system. The author's strategic orientation is very important: school life is important for teachers and students, if the types of activities and the content and forms of communication are different, the goals and motives of educators and students are more likely to match, and the chances of successful education in such an academic lyceum increase.⁴

Not all activities are equally important in the education system.

²Соколова, В.П. Психодиагностика классного коллектива./ В.П. Соколова// воспитание школьников.- №1, 2002. с. 14-16.

³. Сазонов, В.П. Педагогическая система на основе потребностей человека./ В.П. Сазонов // Кл. руковод.- 1998.- № 3.

⁴Пономаренко, Л.П. Основы психологии для старшеклассников: Пособие для педагога: В 2 ч. / Л.П. Пономаренко, Р.В. Белоусова.- М.: Гуманит. изд. центр ВЛАДОС, 2001.- 4.1. Основы психологии: 10 кл.- 224 с.

In the modeling of the educational system and educational technologies aimed at the individual, it is necessary to distinguish several priority activities, which later become the **system-forming factors of the system**. Sustainability (system-generating) is a type of activity that is realistic for educational purposes, reflects a strong community need, and is considered influential and important for the majority of students; the pedagogical community has mastered the method of using flour, forms systemic relationships with other types of collaborative activities.

What is important for us is that a person's level of personal development depends not only on his participation in the activity, but mainly on the level of his activity in this activity, as well as on his character and orientation. For this reason, we know how to encourage students to be active in the activities that are organized as a strategic direction of our work and to form a positive attitude towards it.

In recent years, **communication technologies** have become more widely used in the education of students. Teachers pay special attention to working and informal communication in the children's community, the development of communicative culture of students. In the arsenal of teachers there are meeting trainings, communicative games, hours of communication and development. This greatly enriches the training system, helps to increase its effectiveness, but when the meeting becomes a specially organized activity and performs certain tasks.

The most detailed description of the functions of communication in terms of its purpose is given by LA Karpenko: 1) readiness to receive and transmit messages and support this support (contact function); 2) exchange of information, thoughts, ideas (information function); 3) stimulating the activity of the partner (motivation function), coordination of actions (coordination function); 4) understanding of each other by partners - the content of messages, experiences, situations; 5) exchange of emotions, experiences (emotional function); 6) establishment of relations as an understanding of the role and place of partners in interpersonal relations; 7) change the partner's condition, behavior, personal content, and therefore his motives, needs, and values.

In addition to determining the form, type, methods of activity and communication in the system of education, to determine the "difficult doses of education" (VA Karakovsky), it is necessary to form an annual cycle of activities that will allow the optimal distribution of the efforts of the members of the academic lyceum community, as well as educational impact over time.

As subjects of educational system and **person-centered** educational technologies, students, teachers and parents can be distinguished. Class and academic lyceum communities, pedagogical community can be thought of as community subjects.

The subjective position of the child, as suggested by SD Polyakov, from the point of view of the child as a subject of his vital activity (constantly); activity and communication as a subject (always, only to varying degrees); as a subject of education (when the goals of education are accepted as their goals).

From this point of view, it is necessary to distinguish the upper class student as a separate subject, usually uniting all three subjects of activity. The leading needs of these high school students are: the need for communication, separation, vital self-determination, the development of one's own personal position in relation to the world, self, present and future is determined by the ability to understand and accept the goals of education as one's own goals.

At the same time, it is at this age that the formation of deep interpersonal relationships, the purposeful knowledge of one's "self" takes place; the first attempts are made to build his own life

trajectory. Activity and communication in this situation give a real opportunity to show personal "successful" qualities in the presence of physical, psychological, creative, intellectual and other efforts.

In addition, the change of the social situation "around" and "inside" the student accelerates the process of his personal formation. (83).

Summarizing the above, we have the opportunity to explore the system of history, in which high school students were initially identified as a separate subject of activity and relationships. The teacher is always the subject of education, but in the "teacher-student" relationship, cooperation is effective only through forms such as solidarity, empathy, joint experiences, joint creativity, joint management. Two subjects of the same process should act together, more precisely, cooperate in a pre-planned and specially organized pedagogical process.

The main essence of the subject position of the teacher, in our opinion, is the holistic pedagogical process, the analysis and reflection of the causes of difficulties and their elimination, forecasting the results and consequences of decisions, correction of the pedagogical process, establishing and managing the necessary communicative connections and supporting them, in particular, from pedagogical functions to their system, from exemplary pedagogical technologies to creative, creative, person-centered, pedagogical position and self-determination of the student's position.

In this regard, a number of authors define the **pedagogical and technological culture** of the teacher as the acmeological peak of subjectivity. According to EV Bondarevskaya, SV Kulnevich, MM Levina, VA Slastenin, IL Yatsukova, the spiritual nature of the teacher's pedagogical and technological culture, his selective attitude to the values of education, his pedagogical position in solving general tasks, author's pedagogical signature, as well as individual preferences of educational systems, technologies, methods, mastery of the logic of the teacher's professional behavior, experience of creative activity (17; 18; 58; 62; 135).

Parents can be considered the subject of the educational system only if they accept the goals of the system as their goals and participate in real activities aimed at the development of the system.

In turn, the most important social subject is the community of children, which is divided into separate groups of academic lyceums, classes and students, formed on the basis of different interests.

The community is an important element and even a necessary condition in the formation of the system of education and its elements, including educational technologies aimed at the individual, as a goal and final product.

As a social phenomenon, the community has a single social purpose, joint activities for its implementation, interdependence and equality of rights and responsibilities of members, a relationship of responsibility, the environment, and relationships with other communities.

Experimental work with different communities of the school was developed under the direction of LI Novikova, part of the whole educational system of the student community, a mechanism that allows teachers to move from the areas of activity to the field of relations, the development was organized in the framework of the concept of a modern community, which in many respects is considered as a separate social organism, which depends on the nature of the relations of its members in the process of activity and communication.

In a modern approach to understanding the relationship between group and individual, the community realizes the following tasks for students: correction of various influences on the student, which he feels in the academic lyceum and beyond; to compensate for insufficient

opportunities for self-realization of the student in other associations, social protection of the student from the negative factors of the social environment, development of socially significant goals and independence of joint activity, to provide each member with an active position in the life of the partnership, to develop moral norms and common value orientations, to create opportunities for each member of the community to realize himself, realization of the idea of protection in a comfortable psychological climate⁵.

Community is a dynamic phenomenon. It is constantly evolving and recovering. All researchers: theorists and practitioners have identified several (three to five) stages of community development.

For example, AS Makarenko cites the pedagogical requirement as a basis for distinguishing the stages, distinguishes three stages: 1) the claim is made in a way that leaves no room for protest; 2) pedagogical requirements are supported by activists who assist in their implementation; 3) the community demands.

There are three strategic vectors of development in our practical activity: 1) natural organization; 2) the community succeeds in public education; 3) LI Novikova, who distinguishes the stage at which each member of the community becomes a means of individual development: we took advantage of AN Lutoshkin's approach, which distinguished such stages as "scattering sand", "soft mud", "burning beacon", "red sail", "burning torch".⁶

Thus, the raw ideal model of the educational community can be imagined as follows: such an association of students, whose life and activities are motivated by healthy social aspirations, where self-governing bodies function well, and interpersonal relationships are highly organized; responsible attachment, striving for overall success, characterized by the richness of spiritual relationships and interests, which ensures the freedom and protection of each individual.

Separate public subjects of education are **associations** (associations) of children (adolescents).

Children's association is an important factor in influencing a child and has two effects: on the one hand, it creates conditions for the needs, interests and goals of the child to be met, their mutual enrichment, contributes to the formation of new aspirations; on the other hand, it is achieved through the self-organization of the individual's inner potential and the correction of collective choice, social norms, values, social programs. In addition, the children's association protects the interests, rights, dignity and uniqueness of the child. However, a children's association can be considered a subject only if it has common interests, joint activities of children and adults, children have the right to choose the methods of activity and communication, and actually participate in the planning of vital activities.

The pedagogical community of an academic lyceum is also a subject when it accepts the goals and values of the educational system, when its members are actively involved in the organization of the educational process, when it has a clearly defined, result-oriented pedagogical position.

⁵Маленкова, Л.И. Воспитание в современной школе. Книга для учителя - воспитателя./ Л.И. Маленкова.-М.: Педагогическое общество России, Издательский Дом «Ноосфера», 1999.- с. 300.

⁶Макаренко А.С. Из опыта работы. Пед. соч.В 8 т./ А.С. Макаренко.-М.:1984.- Т. 4. -С. 368-369.).

In LI Malenkova's concept of education, which is based on the idea of education - the **formation of relations** (the relationship is in three forms: rational, emotional and behavioral) with the world around them, the relationship is the end product of any organized activity.

Indeed, relationships can be not only the result of activity, but also the criterion for the effectiveness of activity and communication in the educational process. As at the stage of organizing activities and the process of communication, there are a number of conditions that are necessary for the formation of constructive interpersonal and group relationships based on them. It is a responsive approach of the parties to the joint work, joint planning, organization and conclusion of activities, free choice of its types and methods by the participants, the distribution of roles and functions of educators and pupils in this process in accordance with the pedagogical purpose.

An important feature of a group relationship is the predominance of the organizational factor. The common interests of the group members, the desire to adapt to specific circumstances, the authority of the leader, the availability of social letters received by all members of the group, etc. factors. Depending on each factor, a group has its own trajectory of development and a sign that distinguishes an organized group from another.

Relationships are the foundation of the educational system. In our practical and experimental work, we have repeatedly used the approach of AV Petrovsky, who studied the relationships in small groups and found that in their structure can be distinguished three main strata (layers).⁷

The first, the so-called superficial layer, is a selective relationship.

They appear in the community on the basis of mutual sympathy, mutual affection, common interests and informal communication.

the second layer is the relationship through shared activities and values that are accepted in the community. The third layer consists of a set of activities of each member of the community, its attitude to its goals and principles. An acceptable **psychological environment** is usually mentioned as a positive result of the formation of relationships.

VR Yasnitskaya emphasizes that the formation of a humane microclimate is to create conditions to meet the needs of students for security, belonging to the classroom. (173; 174).⁸

Psychological climate, in our understanding, is a set of psychological conditions that contribute to or hinder the full development of the individual in the group and the quality of interpersonal relationships. An acceptable psychological climate - creates an environment of freedom, mutual respect, friendship, delicacy, comfort and conditions for work, opens up opportunities for the individual. Unfavorable climate hinders personal growth, leaving a person in a state of insecurity, neurosis, fear and helplessness.

YS Manuyloa and VD Semenov consider the environmental approach as a methodological orientation in the formation of the educational system, because they assess the environment as a

⁷. Питюков, В.Ю. Основы педагогической технологии: Учебно-методическое пособие. 3-е изд., испр. и допол. / В.Ю. Питюков М.: Изд-во «Гном и Д», 2001.-192 с.

⁸Ясницкая, В.Р. Организованное общение как способ гуманизации микроклимата школьного класса. / ИПК ПРО при УлГПУ им. И.Н. Ульянова./ В.Р. Ясницкая. Ульяновск, 2001.-31 с.

component that has a significant impact on the overall functioning and development of the system (71).

Environmental awareness should be considered taking into account all groups of factors: macro factors, meso factors and micro factors. (75; 76; 105). Global changes in the world and in the country, the specifics of the region, schools, families, peers, community organizations and associations - all are equally important. The notion that the **environment of the educational system** is slowly and consistently assimilated is not very accurate, apparently, the assimilation of all the factors of the environment takes place at once, which must be taken into account in the process of modeling and functioning of the educational system using educational technologies aimed at the individual.

A certain consistency in the assimilation of the environment is evident in the fact that, initially, the internal environment of the education system is formed, the internal connections between its components are developed, and then the development of the development of the "development" is carried out.

Professor Yu. A. Konarzhevsky's pedagogical system, which is used in the external social and natural environment, distinguishes five subsystems that have interactions. These are:

- socio-political subsystem - institutions, socio-political organizations, ideological information;
- production - economic subsystem - a system that organizes the labor of industrial and agricultural enterprises, workers and employees, material-value relations;
- social - household subsystem, conditionally divided into family and social life environment;
- cultural environment - cultural and educational institutions, technical systems of mass media, popular art and scientific literature, etc. ;
- natural-ecological subsystem - the nature of the educational institution, the attitude to its resources, the impact of FTT on nature, etc.

In general, the educational system of the academic lyceum differs between pedagogical systems in its activity in establishing interaction with the environment. The system of education is based on the development of the environment and the creation of valuable information communications with others, the development of its educational potential, the creation of more favorable conditions for the development of the child and the expansion of pedagogical influence on this process.

LI Novikova and b. academic lyceum considers the **management** of the education system as one of the key elements of the system's activities. ⁹

Modern governance (in particular, the education system) is not, in their view, a top-down process, but rather a purposeful, mutually beneficial cooperation between the parties, each of which is reflected in the role of the subject and the object of management; and the management of the educational system is becoming, in practice, self-management.

LA Baikova, Luke Grebenkina, OV Eremkin, NA Zhokina, NVMartishina distinguish the following functions of the management of the educational system:

⁹Караковский, В.А. Воспитательная система школы: педагогические системы и опыт формирования/ В.А.Караковский. М.: 1991. -178 с.

- 1) diagnosis of the educational process and the activities of its participants;
- 2) organization of the whole process of education (unity of purpose, content, form and methods);
- 3) joint creative development of the academic lyceum, family and community;
- 4) development of humane relations between adults and children.

It should be noted that self-governing bodies play an important role in the management of the educational process. The structure and forms of their activity depend on the type of system being created and the type of joint activity that characterizes it. (164). The development of the system of education is a more complex and multifaceted process than it seemed at the beginning of its creation.

The strategic chain of development looks something like this.

In the first stage, the components of the system are created with consistency, for example, first activity and communication, then relationships; first the goals, then the role and importance of each subject, and so on. In the next stage, the connections between the elements (components) of the educational system are formed, which are both complex and colorful. Then a unique and diverse external environment emerges around it, relationships are formed, and then they appear in the psychological microclimate. Then there is the mastery of the external environment and the simultaneous improvement of all components and connections. The system of education goes into **operation**.

Many researchers point out that in the system of education in the process of recovery, creative, non-standard people usually feel better, because they feel more like a subject, rather than an element of the system. However, unpredictable situations with fever are unpredictable, the space is shortened so that the person can be seen spontaneously.

Therefore, the development of the educational system is determined by objective and subjective factors in its structuring. The process of developing the system of education is determined by the fact that it is a self-organizing thesis. I. Prigogine, the theory of self-organizing systems and it is one of the creators of the modern scientific landscape of the world, it is necessary to make changes and clarifications in the implementation of the model of the education system, and sometimes the self-organization of the system requires the creation of a new model. This is necessary for the transition of the educational system of the academic lyceum from the mode of operation to the mode of development. Conceptual approaches and goal setting can be new, and sometimes active - the dialogue component changes, the emergence of new subjects, the expansion of the possibilities of the environment is enough.

It is important that the transition of the educational system to a developmental regime is not accidental; the stages of development are strictly planned, and the system, which takes into account the necessary resources in detail, is much more effective.

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