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Self-Development Of Subjects Of Pedagogical Interaction As An Essential Characteristic Of Pedagogical Innovations

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ABSTRACT

The work reveals the conditions and mechanisms that determine the pedagogical essence of innovations that contribute to the personal and professional self-development of teachers and students as a fundamental human ability to become and be a subject of transforming oneself. Pedagogical innovations are considered as a type of professional activity associated with the subject-subject interaction of the participants in the educational process. Reliance on personal meanings and reflection serve as tools for innovative development.

KEYWORDS

Subject-subject interaction, personal meaning, reflection, self-development, creative potential.

INTRODUCTION

In the constantly changing circumstances of the development of modern society, setting the task of expanding the intellectual and cultural potential of a specialist - a graduate of a university, the condition of readiness for innovative activities of both the student and

the teacher is concentrated, since to set any educational task (including the development of readiness for innovation) before students can only be a teacher who solves this problem as his own educational problem.

As a sign of pedagogical innovation, one can consider the degree of novelty of educational and pedagogical ideas, their relevance for the educational environment and educational time, as well as the goal-setting nature of innovation. The essence of innovation may be the ability of participants in the educational process to make a qualitative change as development, self-organization and self-management of this process.

This provision is especially significant in the presented work, since, based on the provisions of synergetics, phenomenology and the activity approach, one can consider pedagogical innovations as self-developing, self-governing systems and a mechanism for self-organization of the entire educational process.

Pedagogical innovation is a typical example of a special type professional activity associated with subject-subject interaction. In them, the main attribute of activity is subject to radical transformation - its object, which is not an "inanimate" object, but a subject (more precisely, a number of subjects), as well as their activity. A special educational role in the organization of joint innovative activities of the teacher and the trainees is played by a kind of "collision" of two activity circuits - the teaching and the educational itself. They interact with each other and form a common system of joint innovation.

The more a student acts not only as an object of the teacher's innovative activity, but also as an active subject of educational activity, the more intensive the innovation process.

It is the task of transforming the initial and most often passive, "object" position of a student into an active - "subjective" one - in many respects is the key to the success of

learning in general. In this regard, within the framework of pedagogical activity, it is appropriate to speak of "poly-subjectivity".

MATERIALS AND METHODS

The contradictions of innovative pedagogical activity are at the heart of the activity itself as a dynamic process of deployment, development, realization of the creative potential of its subjects. The increasing complexity of the structure of activity determines the complexity of its practical application. The reduction of innovative processes to instrumental mechanisms for the implementation of the content of education means the predominance of means over the goal, utilitarian guidelines, standards and algorithms over meaning, thought and feeling.

Thus, within the framework of the "technocratic approach," innovations lose their pedagogical essence. Teachers who master innovative educational technologies, without understanding their pedagogical essence, are not able to give them pedagogical meanings in practice. This approach replaces the value essence of innovations as a condition for their implementation, when education is associated with the conditions of "immersion" of a developing personality in culture, with the development of values and traditions, with the development of the ability to create and reflect.

The substitution of external "instrumental" mechanisms for innovation processes is detrimental to the self-development process of all subjects of the educational process. According to L.N. Kulikova, technology is "something already predetermined by a person, as his product ... nothing more than a plan created by a person, which, in the end,

forces a person to a decision ... crushes, driving him into thoughtlessness, irresponsibility", makes him flee thinking "[1, p. 25].

Overcoming the technocratic style of thinking and setting to achieve such a value as the personal meaning and subjective experience of all participants in the pedagogical process require not only the introduction of a large number of humanitarian disciplines, but the transformation of their content or the replacement of the "knowledge presentation" methodology.

RESULT AND DISCUSSION

It is the reliance on personal meaning as a tool for the development of pedagogical innovations that is the leading mechanism for their implementation in the educational process. The attitude towards the development of creativity as a general quality of the student's personality presupposes not only a change in the nature of educational tasks, but also the inclusion of students in broader problematic, communicative situations of "life sounding" with many participants occupying different positions, when the very culture of posing and solving problems can arise on the basis of the cultivation of "polypositional interaction". In this case, the student acts as a subject of pedagogical cooperation, joint search and analysis of failures.

Speaking of pedagogical innovations as the possibility of an increase in personality neoformations, in fact, we are referring to the idea of personality development and self-development, which is closely related to the problem of subjectivity.

The problem of personality self-development is the most difficult philosophical, psychological, pedagogical and cultural problem. Understanding the essence of this phenomenon reflected the ideas of man - "the author of himself" (M.S. Kagan, I. Kant, M.K. Mamardashvili).

In addition, self-development is understood as a spiritual and practical activity of an individual aimed at internal, spiritual transformation, "self-construction" (A. Bergson, V.P. Zinchenko, E.N. Knyazeva, V.N.Sagatovsky), self-development is one of human values that invariably lead to a sense of freedom (A. Bergson). According to M. Heidegger, self-development is "moral efforts ... aimed at oneself" [4, p. 18], acting as a person's need and ability to gain experience (BG Ananiev, A. Bergson).

The point of view of V.I. Slobodchikov, who considers self-development as the fundamental ability of a person to become and be the subject of his own life, to turn his own life activity into an object of practical transformation of himself [3].

The subjects of innovative interaction become subjects of their own development, since they themselves are the subject of their activity. Reflection is the basis for the modification of traditional methods and forms of education, transforming them into innovative ones, i.e. qualitatively changing the entire system of interaction.

Since self-development has an active nature, L.N. Kulikova distinguishes two plans in this process: external and internal.

The external contour of self-development of the subjects of the educational process is "pedagogical" or "self-pedagogical" [1]. It is a

set of pedagogical situations of interaction in which the internal meanings are actualized, the desire for internal growth of both the teacher and the student takes place. The inner contour of the self-development process is a set of spiritual, moral and practical actions - the “self-identification” of the individual, the definition of meanings, self-change, the purposeful implementation of self-development in the process of interaction.

Developing the point of view of L.N. Kulikova, it can be argued that pedagogical innovations as “creativity of the new”, carried out in subject-subject interaction, can be a factor in the self-development of both the teacher and the student, and the pedagogical process as a whole. They update the “external” plan of self-development - the teacher, the circumstances of pedagogical interaction, the pedagogical process, strengthen the “attractiveness of the future and its competing possibilities” for all its subjects [ibid, p. 35].

Thus, the developing subject of the educational process is “doomed” to innovative activity, since it is pedagogical innovations that realize the ability to transform subjects and create conditions for “reprogramming the foundations” or “self-building of subjects” in the process of developing interaction.

Since the resulting changes in the essence of the structure of relations that occur in this case inevitably cause a situation of uncertainty in which the subject finds himself, the new interrelations of the object are new for him.

In the context of the innovation process, the essence of self-development consists in the acts of identifying and approving the individual position in problematic, including

innovative situations of pedagogical interaction, when the subject of innovation is faced with the need to make a choice. In this sense, innovations in education, according to M.K. Mamardashvili, is a situation of developing reflexive potential. Its essence is the ascent of “everyday consciousness” to self-consciousness, movement to reflexive consciousness, and then to transcending consciousness [2].

CONCLUSION

The object of self-development in the educational process is not the personality of a teacher or student, but educational material (content, values, attitudes, situations), in the process of choosing and transforming which, self-development of all subjects of the educational process takes place. It can be argued that self-development underlies innovative pedagogy, which leads to this type of education, when the content of education itself, the subjects of education and the levels of their interaction change. This provision is systemically important for determining the pedagogical essence of pedagogical innovations.

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