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PSYCHOLOGICAL MECHANISMS OF SELF-ORIENTED LEARNING ON A MEANINGFUL AND SEMANTIC BASIS

Annotation

The article considers the technology of psychological support of the implementation of self-oriented learning for the construction of a new type of training at the present stage aimed at the development of personality. The study is an urgent problem of modern psychology and pedagogy.

Keywords: *technology of psychological support, research position, content-semantic basis, joint activity, moral attitude, technological aspect.*

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МАЗМҰНДЫҚ-МАҒЫНАЛЫҚ НЕГІЗДЕГІ ТҰЛҒАҒА БАҒЫТТАЛҒАН ОҚЫТУДЫҢ ПСИХОЛОГИЯЛЫҚ МЕХАНИЗМДЕРІ

Андатпа

Мақалада қазіргі кезеңде тұлғаны дамытудың жаңа түрін құру үшін тұлғаға бағытталған оқытуды жүзеге асыруда психологиялық қолдау технологиясы қарастырылады. Зерттеу қазіргі психология мен педагогиканың өзекті мәселесі болып табылады.

Түйінді сөздер: *психологиялық қолдау технологиясы, зерттеу ұстанымы, мазмұндық-мағыналық негіз, бірлескен іс-әрекет, адамгершілік көзқарас, технологиялық аспект.*

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ПСИХОЛОГИЧЕСКИЕ МЕХАНИЗМЫ ЛИЧНОСТНО- ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ НА СОДЕРЖАТЕЛЬНО-СМЫСЛОВОЙ ОСНОВЕ

Аннотация

В статье рассматривается технология психологического сопровождения реализации личностно-ориентированного обучения для конструирования нового типа обучения на

современном этапе направленной на развитие личности. Исследование является актуальной проблемой современной психологии и педагогики.

Ключевые слова: технология психологического сопровождения, исследовательская позиция, содержательно-смысловая основа, совместная деятельность, нравственная установка, технологический аспект.

The technological aspect of the implementation of self-oriented learning is currently insufficiently developed.

In order to implement self-oriented learning, experimental work was organized on two programs: "Hello World" and "Starting to explore the language".

When getting acquainted with the first theme of the program "*Hello World!*" students begin to discover the polysemy of the word "*world*": "*world*" as an environment and "*peace*" as the absence of war, destruction. The children drew the revealed meanings of the word "*world*" on the first page of their "*Discovery Book*".

Starting from the first lesson, for example, such a principle as the integration of different types of activities begins to be realized: children draw their discoveries, invent and act out "mini-performances" for the values they discover, begin to compose different fairy tales and fantasies that give rise to the creation of the volume "*Our Fairy Tales, Stories, fantasies*".

This work goes hand in hand with language classes, in parallel with the creation of their own dictionaries by children. Related words are selected for the word *world*: *world, universe, truce, peaceful, world order, peace-loving, to die*. In another dictionary, the name of which is given by the children themselves "*Words-enemies*" or "*Words-disputants*", the words – antonyms are written: *peace - war, destruction, disintegration, defeat*, etc. The third dictionary is synonymous words, in the children's version the name of the dictionary is "*Words-friends*", where words are written to the same word *world* according to two highlighted meanings: the *world* as everything around - *the universe, the cosmos, space*; and *peace as friendship, consent, harmony, deal*, etc. If Kazakh language lessons are taking place at this time, then in the same dictionaries, children together with the teacher write down a version of the same words in Kazakh on the right side of the dictionary.

Similar work continues when referring to the semantics of the word "*Hello*". In addition to the usual meaning of greeting, children also discover another meaning - "*live*", "*be healthy*". When studying Kazakh and other languages, the teacher poses a problem to children: "*Does this word have the same meanings in other languages, or are there different words for their expression*"? Such work lays the foundation for the development of a research position by children.

The next topic is the discovery by children and the drawing of many worlds that are part of our big world, to which students easily include *the world of stars, the world of plants, the world of animals, the world of machines, the world of man, the world of toys*, etc. Then the question is raised about the interconnectedness of the worlds with each other.

Turning into representatives of the world of fauna and flora, children each time try to prove in their own way the existence of a connection between the worlds, which is not only stated and sketched by them in their "*Books of Discoveries*", but is also actively played again. Children are offered models of story-role-playing games based on inter-age cooperation with adults (teachers, parents).

On the topic "*Man-made and non-man-made worlds*", children with the active participation of adults create teams and in the process of joint play activities discover the connections of *the human world and other worlds*, come to the conclusion that all human inventions are "borrowed" from nature.

As a rule, during the game, the teams change roles, each child independently creates an album "*What does it look like?*", and then all together create a lotto "*We observe, fantasize,*

invent". As a result, the scientific problems of bionics get their own game solution here at the level of the imagination of younger schoolchildren.

The rich material is contained in the theme *"The World at Home"*, where a number of researches, artistic and moral tasks are set and solved. Students, together with their parents, restore the history of professions in their families, draw a family tree, turn to family heirlooms, arranging an exhibition or "museum" of old things brought from home in the classroom. This material is also used in the study of the topic *"The World of the past"*, selected at the initiative of children and recorded by them on the page *"Many worlds"*.

The theme *"World at Home"* allows to teach, together with children and their parents, the cultural traditions of the Russian and Kazakh people (the difference between the Russian house and the Kazakh one (in architecture, interior decoration), traditions associated with birth, wedding, the departure of a person's life from features, costumes, includes utensils and kitchens, etc.) and is a prologue to the opening of the theme *"Rhythms in the Universe"* as a problem of integration of worlds.

In the joint activity of adults and children, the cyclicity of life and the connection of everything with everything during *the day, the year, the whole human life* opens up, it becomes possible to trace the phylogeny and ontogenesis of human development. Using story-role-playing games (transformation by the will of the "wizard" (teacher) into grains, seeds, babies), children discover the main events that happen to them during the life cycle. This topic, like some others, allows to organize cooperation between students of different ages in joint play forms, organize general "conferences", "debates", exhibitions of drawings, etc.

All this work is characterized by a special involvement of children when there is a unity of emotional, rational and moral principles in their activities.

The use of a system of role-playing games (traveling to different worlds as a researcher, artist, doctor, assistant, etc.) with sketching in their *"Books of Discoveries"* and discussing emerging problems (the existence of different number systems, different calendars, weightlessness and attraction, etc.) contributes to the development of motivation, cognitive interest, and enthusiasm of younger schoolchildren.

After "returning" to Earth, children organize an "intergalactic symposium", at which students make reports on what they have seen and, on their own initiative, begin to discuss many moral problems of interaction between earthlings and residents of other planets: "Is it possible to pump all clean air and transfer to all plants from any small clean planet for the children of Earth?", "Is it possible to relocate small aliens to Earth to learn what we do not know?", etc.

The theme *"Echo - aftersound, response"*, as well as the themes *"Good and evil"*, *"We go on a journey with an open soul"* provide a lot of material for setting moral tasks by children themselves. Students are invited to formulate and write down in a separate album *"10 good advice to mom"*, after which the child must do 10 (optional and 100) real good deeds, starting with helping at home, the younger and weak, elderly people in nursing homes, orphans from orphanages.

In these conditions, the child gets the opportunity to develop both mentally and to form human qualities in himself, as a small personality.

It should be emphasized that each topic of the program of the *"Discovery of the World"* system has a moral attitude, a moral appeal to the world. The idea of *"Hello World!"* opens from topic to topic as a wish for life to the world, as well as a wish for a person: "Man, live and be healthy!". In other words, in this first, initial, in many respects key program, the joint formulation of moral tasks with younger schoolchildren is very significant, as well as the discovery of the structure of the world into which he came and lives.

Having completed the work on the *"Hello World!"* program, students move on to the *"Starting to explore the language"* program, which is deployed in accordance with the principles of self-oriented learning and is aimed at the subsequent development of research and other positions by children. In this regard, the priority task, along with the traditional formation of

knowledge, skills and abilities in the native language, is the formulation of problematic questions together with younger schoolchildren: "What do people explore?", "How do people explore?", "I'm starting to explore my native language", which make up the content of the first three pages of the new "Notebook of discoveries in Language".

At the same time, the material is offered to young researchers in accordance with the requirements of psychology: from simple to complex. The answer to the question "What are people exploring?" does not cause difficulties for schoolchildren, who draw and highlight the **world of language**, which is the direct subject of research in these lessons.

The question "How do people research?" involves building together with children a common technological scheme of a research situation in which the following components for research are highlighted: the *researcher* himself, the *subject* of the study, the identification of the *known* and *unknown* in this subject to the beginning of work with him, raising the question of a *possible* or *impossible* solution to these issues, addressing the problem of the need for the *method* of research itself, monitoring and evaluation to establish the reality of the discovery of new properties of the subject.

After drawing up the technological scheme, the transition to the study of the Russian language is carried out, which Kazakh students speak almost fluently.

We have developed detailed summaries-scenarios of classes, where there is a brief preamble, i.e. a methodological prescription for the teacher, including the following technology:

- 1) the *subject* of the study in this lesson (or a series of upcoming lessons);
- 2) the proposed organization of various *activities* of children;
- 3) the intended use of various forms of *modelling* (graphic, role-playing);
- 4) ways and means of organizing *joint activities of junior schoolchildren* in groups of 3-4 people;
- 5) conditions for ensuring *control* of the unfolding activities by the students themselves;
- 6) identification of current and promising ("*tasks for tomorrow*") problems to be solved in this lesson;
- 7) planned homework arising from the activities of children in the classroom.

"Problems for tomorrow" and *homework* are formulated during or at the end of the lesson by the students themselves.

Similar lesson notes and scenarios are given for other sections of the program, which recreate the real picture of the phased (from section to section) construction of self-oriented learning.

For example, after drawing up a technological scheme of the research situation in the topic "The Origin of language", students, in accordance with the principles of role modelling and integration of various types of activities – cognitive, dramatization, drawing, physical education, etc., turn into "ancient people" and discover various ways of communication that primitive people could have, and who, according to their version, have not yet spoken. Students attributed *gesture, sound, colour, light* and other iconic symbols to them. When playing out specific situations from the life of primitive people, the *forms* chosen by a non-speaking person when transmitting various messages to another are revealed. Having changed their role positions, the "savages" turn into language researchers and "get" all the other sign systems available to modern man: mathematical and musical signs, traffic signs, verbal language, Morse code, etc.) and fix them on one of the first pages in their "Notebooks of discoveries in Language". Here, the main thing in the study is highlighted in all lessons – this is a message with its two sides: form and meaning at any of its levels.

The third section of the program - "Morphology" begins with the question "How to open the word device?". Together with the students, the method of morphological analysis of the language is opened and three main actions that make up this method are recorded in the "Notebook of Discoveries": *change, compare, highlight the significant parts of the word*. At the

same time, children begin to find out the meanings expressed by one or another morpheme being opened.

If in the section "Morphology" students fix the opening morphosemantic relations between words, creating, for example, a whole morphosemantic map of the language from one derived root, then in the section "Vocabulary" the opening properties of words serve as the basis for the creation by the children themselves of a series of their own dictionaries, work on which began in the previous program (a dictionary of related words, synonyms and antonyms). In addition, an interesting and fruitful work is being carried out for children to create their own phraseological dictionaries, where the polysemy possible for words is opened and then played out. That is, research and author's work with the language material unfolds here quite fully.

In the section "Vocabulary", which has rich material for leaving the Russian language into other languages, students discover different origins (Greek, Latin, come from Turkic, Slavic and other languages) of the roots of words in the language being studied, they are working on creating an album "*We and our names*", which allows them to see the origin of their names on 20-25 names of students sitting in the same class ("*Where did my name come from?*"), raise the question of their meaning ("*What does my name mean?*"), come to the conclusion about the intersection of different cultures in one language, look for their great namesakes in history and explore, what did they do, being significant figures, to characterize acquaintances, ordinary people bearing the same names as students, draw a family tree of names in their own families, as well as to solve many other issues that serve to develop the thinking and imagination of younger schoolchildren.

Based on the constructed general model of the morphology of the word, as well as on the five main spellings that take place in the Russian language, which are open and fixed on it with icons, children independently begin to collect a huge spelling material for work. At the same time, these and other words begin to construct their own collection of "*Spelling problems and exercises*". Further, the author's work is on the creation of the collection "*Our dictation*", addressed by young writers to older and younger students and who write dictation with great pleasure both the authors themselves and other children.

For younger students, small authors try to write interesting and funny texts, and for older students, dictation is invented "as difficult as possible". In both cases, our authors scrupulously count the number of spellings contained in each invented text and the number of correctly written words. Thus, there is a constant development of the author's position and orientation to the addressee. Taking into account the other in this case is an indicator of the personal development of younger schoolchildren, as evidenced by our observations.

During the transition to the highest level of language – to the level of artistic speech - the discovery of new properties of the word continues with children, which here begins to be considered as a "one" of the poetic texts.

On the poems of the great Russian (A.Pushkin, F.Tyutchev, etc.) and Kazakh (A. Kunanbayev, A. Baitursynov, etc.) poets, students come to the discovery of the inexhaustibility of the expressive possibilities of the language in the grammatical characteristics of the word.

In the joint activity of a teacher with children, there is a discovery that the sound and rhythmic texture of both a single word and a line, as well as the text as a whole, can become a powerful means of expressing the author's idea, expressing the peculiarities of his vision and perception of the surrounding world in a special "*human dimension*" (A.N.Leontiev).

When working with poetic texts, we turned to the method of "experimental deformation" proposed by L.S. Vygotsky and concretized his idea for children to work with poetic texts. The actions of the students seem to repeat the method of linguistic analysis discovered with them earlier: *change, compare, determine* the difference in the units being compared, formulate what expresses it. So, the child's action consists in selecting a synonym for the author's word and substituting it into a line of text. Thanks to this action, the semantic fabric of the text opens, that is, a special connection of words both in their meanings and in their sound-rhythmic

characteristics, and, thereby, the uniqueness of each author's word, behind which his unique perception of the surrounding opens, which the poet expresses precisely by means of language.

The child, naming an object or phenomenon in his own way and discovering, as the poet did, enters into a kind of dialogue with him, unfolding as a special kind of "conversation" between a small reader and a great artist. In addition, the child's consciousness is given the right to see, to call things in its own way, to have its own opinion and express it happens in the Russian language lesson. With the support of the teacher of the child's right to his position, further transfer and development is carried out first to other lessons, and then outside the school. It is indisputable that a child's awareness of such a right is one of the conditions for his personal maturity.

The program *"Preservation and development of a sense of humour in children and adults"* is the latest in the system of programs "Discovery of the world", but inherent in all programs, because a developed sense of humour is one of the obvious characteristics of the overall personal development of a person.

Starting with drawing funny self-portraits, their friends, the teacher (if he does not mind), sketching in a notebook *"Smile with us!"* humorous moments that happen to them in class, at school, on the street, schoolchildren learn to accept with humour and a joke to perceive seemingly sad and tragic life episodes.

The development of a child's sense of humour serves to highlight the funny not only in life, but also to discover it in language, for example, when working with phraseological units with sketching the direct meaning of such phrases as "Spring is here", "Hang on the words", "Swallow your tongue", "Fell for the bait", "Down in the dumps", "Sit in a puddle", etc.

Thus, when working on the "Discovery of the World" programs, tasks are solved from the most serious discoveries in the structure of language and the world to the ability to see the funny in the facts of everyday life.

As experimental training has shown, the proposed technology of personality-oriented learning contributes to the intellectual, linguistic, moral, artistic, general mental development of younger schoolchildren, forms the author's, research position of students, the ability to reflect.

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