

Theme 1.2. The essence of the learning process. Content of education

In a concise descriptive form of education can be described as a way of education, as a transfer of knowledge, skills and abilities.

Learning is a process in which students acquire not only a variety of knowledge, skills and skills, but also develop their mental strengths, going from ignorance to knowledge.

Such an understanding of the learning process is important in itself, but a deeper and more complete definition of teaching as a didactic category requires other, more constructive approaches.

Different authors focus on different aspects of learning, different sides of it, considering them defining. This fact testifies to the complexity of the concept being defined and the difficulty in trying to portray all its sides at the same time, equally emphasizing the importance of each.

One group of scholars defines learning as a purposeful interaction between the teacher and the students, which changes consistently, during which the tasks of education, education and general development of students are solved. Therefore, the focus of scientists is the idea that learning is a purposeful interaction between teacher and student, which is consistently changing.

I. Kharlamov, an outstanding Belarusian teacher, in his textbook "Pedagogy" under study understands "purposeful pedagogical process of organizing and stimulating active educational and cognitive activity of students with mastering scientific knowledge, skills, morals, development of creative outlook beliefs." The author emphasizes that teaching is a pedagogical process of organizing and stimulating active educational and cognitive activity of students.

In the textbook "Pedagogy" ed. M. Yarmachenko's teaching is regarded as a specific form of knowledge of objective reality.

The famous Ukrainian psychologist G. Kostyuk gave a good definition of the concept of "teaching", describing it as managing the learning of students' social

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values, produced by previous generations of people, as a complex system of ways of managing youth activities in families, kindergartens, schools and other educational institutions. generation. Thus, the semantic load in his definition of learning falls on the assertion that it is the management of students' educational activities, the management of students' absorption of social values.

Thus, different authors focus on different aspects of learning as a process, but all are unanimous in that learning is a collaborative activity of teachers and students. Student activity is called teaching, and teacher activity is teaching, although there is a term that, in our view, more accurately reflects the essence of teacher activity, it is learning.

Learning is not just the sum of two activities, learning and teaching, it is their organic unity.

We believe that learning is the process of organizing and managing students' learning about the system of knowledge about society, nature, man and development on this basis of their cognitive forces, scientific worldview and positive human qualities.

The process of learning in the history of pedagogy. From the history of the development of world pedagogical thought it is known that teachers in the learning process were primarily interested in the activity of the student - learning, its structure, nature, mechanisms of implementation. Therefore, pedagogical science has many views on teaching.

Johann Amos Comenius viewed teaching as the acquisition of knowledge in various sciences and the ability to solve various tasks and perform actions using the acquired knowledge. Knowledge was regarded partly as sensory representations, and especially as concepts and their systems. According to Johann Amos Comenius, the main components of learning are understanding, memorizing, language, and external manipulative-manual action.

He imagined understanding as cognition in which there were two stages: sensual and rational. Sensory, sensory, perception, and imagination are used. A rational degree is based on thinking. The structure of understanding includes such components as the perception of objects, their representation, thinking, which compares, analyzes, summarizes and evaluates. Remembering depends more on understanding and exercise.

The great national educator K. Ushinskiy (1823-1872) distinguished two types of teaching: learning with knowledge from the teacher and learning by solving the problem. In the first form, he distinguished the following factors of learning: consciousness, independence, clarity, consistency, systematicity, readiness, repetition and exercise.

German philosopher and educator J. Herbart distinguished learning as a mastery of knowledge and skills and development as an improvement in general cognitive processes (attention, memory, thinking). The process of learning was interpreted as an active interaction of psychic elements - ideas.

A. Disterweg distinguished between the learning and development processes that take place in the teaching. Learning gives the material effect of learning - knowledge, skills, skills. Development is the training and improvement of thinking, language, arbitrary attention, ability.

"To acquire and explore the subject with the help of the mind" - this is, in fact, a development, according to A. Disterweg.

Development gives a formal learning effect. At that time, A. Disterweg's view of teaching as a process that depends on the method of teaching, was extremely advanced. They are still extremely important today. He identified two teaching methods: the reporting method (scientific) and the elementary (developmental) method.

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During teaching using the *first method*, the teacher teaches the material, and the students perceive it receptively, including, following the teacher's thoughts. As we can see, there is a significant element of passivity here.

The second method looked like this. The disciples proceed from certain propositions, exploring them, or what follows from them, and receive truth through their own reflections, research, study. Constructing a neoplasm is an active process, amateur activity, and it proceeds by combining previously learned elements of past experience into new relationships that correspond to new knowledge and skills.

Some contribution to the development of the theory of teaching was made by well-known foreign educators, in particular, such as the American philosopher and educator John Dewey (1859-1952), and the German educator Wilhelm August Lay (1862-1926).

J. Dewey considered the structure of learning, identifying it with the components of the process of thinking (the emergence of the problem - observation and consideration of facts to clarify the problem - the formation of a hypothesis - test the hypothesis in the observations).

J. Dewey believed that teaching was a fundamentally active process. In his view, new knowledge is built on elements of past experience.

Wilhelm August Lay considered teaching as an active process of constructing tumors from elements of sensual and mental content with the necessary involvement of external movements.

Of great interest are the views of the famous Swiss psychologist Jean William Fritz Piaget.

In the teaching, he distinguished two phases: assimilation and accommodation.

Assimilation is the incorporation of a new object into the old schemas, as well as the extension of the scope of the existing individual circuits in different respects.

Accommodation - the adaptation of updated source schemes to new objects of action by changing the structure of the latter.

Learning is about increasing students' independence in the process. A necessary condition for the formation of contradictions as the driving force of learning is the compatibility of the student's cognitive forces with the magnitude of the contradiction itself. If the contradiction is such that the potential forces of the student enable her to be unleashed with some little help from the teacher, then she becomes a factor in the development of the student's cognitive forces.

Methodological basis of the learning process and its driving forces.

The methodological basis of didactics is cognition theory and reflection theory, dialectics, systematic approach as a method of cognition of reality.

The unity of logical and historical, the laws of dialectical thinking require a comprehensive study of pedagogical processes, phenomena, facts, to disclose existing external and internal relationships, to consider the pedagogical process in motion, dynamics, development, to see in it the transition of quantitative changes in qualitative, learning process, establish the unity of opposites and on this basis establish its driving forces, be guided by the law of negation of objections, analyze in unity theory and practice, since practice is not only a source knowledge, but also the criterion of truth.

An internal driving force behind the learning process is the contradictions between the demands placed on students 'knowledge and skills and the students' real ability to fulfill them. This contradiction becomes a source of development of the learning process if the requirements put forward are appropriate for the students and, conversely, it does not have a positive effect, if the requirements are very difficult or very light, that is, they are not in the area of closest development of the student. That is why in order to properly organize the learning process it is necessary to study the cognitive abilities of the student and to know them well.

Thus, for all the diversity of views of different scholars on the nature and structure of learning, they are all unanimous in one thing: learning is an active process, and learning is a joint activity of the teacher and the student, it is not simply the sum of the two activities, it is their organic unity.

The methodological basis of didactics is cognition theory and reflection theory; dialectics; system approach as a method of knowledge of reality.

Signs of learning as a didactic process are:

- focus on achieving the goals set by the curriculum;
- the presence of the learner and the learner;
- joint educational and cognitive activity of the learner and the learner;
- special planning organization and management;
- integrity, unity, duration, systematic nature;
- purposeful interaction of the learner and the learner in the process of achieving the planned results;

Learning is conditioned and guided by the content of education, the activities of academic teachers and provides for independent work of the student.