

RAISING A DIALOGICAL FORM OF LEARNING AS THE PROCESS SUBJECTNO-SUBJECTEGO INTERACTION AS AN IMPORTANT MEANS OF RASTITELNOSTI STUDENT UPDATES AND QUALITY OF THE EDUCATIONAL PROCESS AT THE UNIVERSITY.

Abdulaeva P.Z., associate Professor of the Department of pedagogy and psychology, Professor of RAE;

Osmanova A.A., associate Professor of the Department of pathological anatomy

Abdulaeva Kh.S., associate of the Department of pedagogy.

Dagestan state medical University, Makhachkala

patimat1959@mail.ru

Abstrakt: the educational process in the University will be based on subject-subjectaltname for the teacher and the student based on their dialogue. Their dialogical form of communication, as a method of humane pedagogy will differ significantly from the monologue as a method of authoritarian pedagogy. A dialogue presupposes the uniqueness of each partner and their fundamental equality to each other, the difference and the originality of their points of view; the orientation of each to the understanding and active interpretation of his point of view of the partner; the waiting and anticipation in your own statement; the mutual complementarity of the participants of communication, the correlation which is the purpose of dialogue.

Synergetics is a new scientific trend, which appeared over twenty years ago and indicates the cooperativity of the process, amplifying the effect of one system on another. As a fundamental, we introduce the concept of an open system, the existence of which needs a constant influx of energy and matter from the outside. Agreed interaction causes a system to self-organize. Prominent researchers of the problem are the German physicist Hermann Haken and the Belgian scientist of Russian origin I. R. Prigozhin. Synergetic self-organization is associated with the destruction of old structures and the emergence of a new order, accordingly, it relies on the principle of positive feedback. Such a position fails to explain the interaction of the system with the environment as external conditions, habitat has a huge impact on evolution, but it certainly depends on the nature of state and internal predisposition of the system to such changes. Moreover, the process of self-organization, not only limited to statements of influence and connectivity between the accidental and the necessary, and is the result of interaction of such accidents, which may occur in the new world, as mentioned by another ancient philosophers.

Based on the foregoing, the essence of the synergetic approach in pedagogy-may be: how to control without controlling, to gently guide students on a positive path of development, as to ensure their self-education, self-education, self-development.

C classical points of view "self-education is not something auxiliary to education, and strong its Foundation. No one can educate a person if he himself has not brought up" [1,p. 28-29].

Therefore, any attempt of the teacher to "introduce" per student "moral norms, bypassing the own activity of the student in mastering them, undermining ... the very foundations of a healthy mental and moral development of the student, nurturing his personal properties and qualities" [2,p. 191].

The question arises: why such an attempt of the teacher-teacher undermines the very foundations of education personal characteristics and qualities of a student? It seems that only a synergetic approach to the educational process can give a more adequate answer to the question, for example, pedagogical training of doctors includes students the mastery of the basics of pedagogy and methodology of training and education [3,p. 13].

First of all, a few words about synergy. Synergy – this new scientific direction, which, according to the just assertion of some scholars, "can act as a methodological basis for the forecasting and management activities in the modern world" [4,C. 38]. Synergy is focused on finding the more universal laws of evolution and self-organization of complex systems, laws of evolution of open, non-equilibrium and nonlinear systems of any nature.

The main lesson from the pedagogical experience of the Soviet period is that the idea of the student as absolutely plastic, pliable for management actions the object is a dangerous illusion. It is a mistake to imagine that if only the teacher can instruct the student the necessary social skills. It is always necessary to consider the relationship between the educational efforts of the teacher and their own inner tendencies of self-development of the student as a social subject.

Thus, synergetics as a philosophical theory of self-organization, dispels many of the myths and stereotypes of pedagogical activity of the Soviet period.

First, it becomes apparent that students will be allowed to impose their development. Rather, you need to understand how to promote the opening of its own trends, how to bring them to these paths.

Secondly, synergetics suggests that every student has, as a rule, is not the only one, and a lot of self according to one's nature, ways of development.

Organization of self-education of the student in the University is realized in practice only when establishing subject-subject relations between teachers and students. The approach to the student as a social subject requires changes in prior beliefs – the student does not object, subject raising, is not an empty vessel that can be filled with anything – it cannot "do some".

Every student has the potential for successful self-development that is unique and always striving for the best success. Student as the subject of their own development samoilin and equal to the teacher in many ways. It is the teacher of intellectual disabilities and is only slightly inferior to life experiences.

The fundamental principle of the educational process in an innovative University is based on the principle of the absolute value of the student. It is not a means, a tool and a feature of someone or something, and is self-sufficient value. Therefore, the pedagogical skills of the teacher should be to tune in to the inner world of the student, to understand its uniqueness. For this teacher "has to put a student as early as possible on the way to understanding your purpose and calling, to build his personality throughout his life: the man himself deploys, builds itself" [5,p. 38].

Self-education is free activity of the student as a means of self-realization, self-expression, perpetrated not by coercion but by choice, a conscious decision.

Freedom in the University is, first and foremost, non-violent pedagogy, which involves:

- freedom of choice by the student of sources of spiritual and intellectual self-development as a sovereign individual has complete freedom within universal and national morality. It is a voluntary

creative development of the student spiritual values of life, when voluntary, it stimulates personal growth. Intellectual freedom the student has to say if you are able to not only reach individual learning results and self-expression. A forming condition in this becoming an innovative University that is focused on the extension of choice of special subjects, electives, and additional topics for in-depth study of subjects;

- freedom of choice of the teacher in determining the content of the discipline without strict hourly breakdown of training material.

From the point of view of the philosophy of freedom of self-education is self-regulation, self-management student with the intent to change ourselves, the conscious "translation inside" ("displacement", internalization) of external regulatory factors.

From the position of synergetic approach to the self-government of the student – it is the quality without which he ceases to be a sovereign person. In this respect, the question about the nature of government, we supported the point of view of E. Guliyev, according to which "the self is a unity of organization, initiative, self-regulation, self-control, way of existence of the collective enterprises of the people" [6,p. 7].

The student as a sovereign person is a self-organizing system, which is understood as a system that is able to change the internal structure and, accordingly, the ways of behavior.

Pedagogical management of process of development of the individual student, based on a synergistic approach can only be effective when the educational influence of the teacher coordinated with the internal tendencies of development of the individual student. In line with this, effective management of the educational process must be associated with the initiation of the student. Therefore, as is rightly said N. N. Moses, it is advisable to talk not about governance but about directed the development of the student's personality [7,p. 75].

With this understanding of the essence of educational influences – to help the student to establish their own relations, contacts with the society of the native ethnic group, its history, culture, in which he becomes the subject of his own development, creates himself, his own image and likeness. In this the teacher should only provide support to the student in his personal development and more.

Then, the educational process in the University will be based on subject-subjectalname for the teacher and the student based on their dialogue. Their dialogical form of communication, as a method of humane pedagogy will differ significantly from the monologue as a method of authoritarian pedagogy. A dialogue presupposes the uniqueness of each partner and their fundamental equality to each other, the difference and the originality of their points of view; the orientation of each to the understanding and active interpretation of his point of view of the partner; the waiting and anticipation in your own statement; the mutual complementarity of the participants of communication, the correlation which is the purpose of dialogue. That is why "it can be a form of communication only entities expressing all the features that distinguish the subject from the object" [8,p. 152].

From this point of view the student as a subject of communication in the dialogue with the teacher is characterized by the understanding that dialogue:

- initially permits the communication;

- requires equality of the student with the teacher. Under the equality of the student is considered his right to demand respect from the teacher, right to comment and disagree with a teacher without the fear of condemnation and punishment;

- is inconceivable without the realization of the right of a student to Express any point of view on the issues discussed, no matter how absurd the teacher it may seem.

The dialogical form of communication has several advantages over the monologic speech of the teacher. Dialogue is an important means of the formation of dialectical thinking of the student. This form of communication allows the student to be not just a consumer of knowledge, but also an active accomplice of purchase.

The undeniable advantage of dialogue is that it encourages students to defend their point of view on the problem under discussion, teaches a respectful, tolerant attitude to the position of other participants in the dialogue.

References:

1. V. A. Sukhomlinsky Wise power of the collective.- M.:Young guard, 1975.- 239c.
2. Rubinstein S. L. Problems of General psychology. 2nd edition.- Moscow: Pedagogika, 1976.- 416c.
3. Abdulaeva P. Z. "Pedagogy as a science. The subject and tasks of pedagogy" - the Educational-methodical development for students. / Under the editorship of candidate of pedagogical Sciences Abdulaeva P. Z./ - Makhachkala: the CPI of the DSEA, 2010. – 20C.
4. Knyazeva H., Kurdyumov S. Synergetics: the beginning of nonlinear thinking// Social Sciences and modernity.- 1993.-No. 2.- P. 38-51.
5. Goncharov, I., What is to be the Russian schools//Education of pupils.- 1993.- No. 5.- C. 3-12.
6. Guliyev, V. E. Theoretical issues of sociological self// Soviet state and law .-1986.-№2.-C. 3-18.
7. Moiseev M. M. the Contours of a sustainable society//Socially-political magazine.- 1993.-No. 11-12.-P. 71-90.
8. Kagan M. S. the World of communication: the problem of intersubjective relations.- M.: Politizdat, 1988.- 319c.