

KINDS OF DESIGN IN THE PROJECTIVE EDUCATION PERSONALITY

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Abstract

Is the concept of continuous education as the main characteristic of modern education. There are two forms of it: institutional and personal. The first is to create a system of educational institutions providing educational needs of the population with pre-school age to old age. The second comes from the educational needs of the individual of any age, addresses arising before it. The first is based on the traditional educational system, in all its forms, involving the transfer of ready-made knowledge from teacher to student. The second - on the understanding of the student as the main figure who collects the necessary information from the outside world, including with the aid of a teacher. Thus differ pedagogical and educational process, separating project education of projective education. Projective education is understood as any social action man, any form or way of behaving, carried out by them for the first time or in unfamiliar, unknown conditions on own fear and risk, due to foreign necessary or willingly. Distinguished types of projective education: biography, professional and conceptual definition and description. Approved by pragmatic nature of the personal design.

Keywords: continuous education, projective formation of personality, pedagogical and educational process, the types of projective education, biographical design, professional design, conceptual design

1. To the concept of continuous education

One of the cardinal change of modern education, the importance of which is recognized as even the most sceptical of the authors, is that it acquires the character of a continuous, i.e. not limited to a certain period of human life, but continues throughout his life. Performing a normal professional duties require constant updating of professional knowledge, figuratively speaking, must run to stay in one place.

Evidence of the recognition of the importance of this change can serve as the Concept of lifelong education, adopted in Russia. You can find the definition of continuing education. «Continuous education is, all the

fullness, the individualised time, the pace and direction of representing everyone to own programme of receipt» [1]. The document of justice can be named one of the most important and large-scale in its meaning. However, I would like to note his characteristic with all its orientation to a qualitatively new address the problems of education, he is a project for further improvement of the state or a public-public education system, primarily by eliminating the rigidity of the connection of the individual and the system of education, diversity means and forms of education, the dynamic content of the proposed knowledge.

The possibility of a different understanding of continuing education is revealed in the article of A. Prokhorov and V. Ruzin. They offer distinguish sphere (system) national (public) education and scope of an individual education. The first includes the renowned links of the public education system - kindergarten - secondary school - higher school - training and retraining; the second - «sphere of vital functions of man he is throughout his life» [2]. It is easy to see that in the second case it is about continuous education is considered in terms of individual rights.

The difference between one and another understanding of continuous education is clear, if you say that first understanding involves the creation of educational structures of all kinds to suit all tastes and for all occasions so that at any stage of the life way of any man would have the opportunity to be involved in the educational processes in accordance with their educational and professional interests, psycho-physiological and personal traits consistent with the needs of society. The financial and educational difficulties of the project will not talk. The second insight comes from the fact that education is carried out directly in the process of human life throughout his life. This means that it is not necessarily in a specially organized educational structure that it can be outside educational structures and that education can be understood in a wider than the acquisition of systematized knowledge, skills and abilities. The first understanding continuing education is conceived as an add-in or extension to the different historical links of the system of the «end» of education (University, College or secondary school) of new, meet the requirements of time or the educational needs of the population. It is thus to the already existing system of education was under - or added to the system of school education and the system of additional professional education classrooms, teachers and classes in the image and likeness of the classical school.

Is it right? Should realize that the solution of the problems of continuous education means the «end» of education, what is the existing educational system, similar to well-known competition of Achilles and the tortoise in aporia Zenon: logically, turtle educational transformations not

give catch-up its swift educational needs, as each need it meets some gesture and even moving in the direction of perfection, but in practice the outcome of a competition is well known.

You should see that both understanding are different aspects of the concept of continuous education, each of which complements the other. The individual education is unthinkable outside the sphere of national education (though not limited to it), and the understanding of the process of formation of new educational structures is impossible without referring to individual education.

And so we come to the necessity of distinguishing the institutional and personal forms of continuous education.

2. Projective formation of personality

One of the forms of continuing education acts projective education of the person [3-10].

Immediately say that the projective education of the person to be distinguished from project-based learning, so now traveled. Project-based learning - training by the method of projects, known since the early 20th century and has arisen in the USA under the influence of pragmatic philosophy Д. Dewey. In our country it has received approval in the 20 years from teachers looking for ways of development of the post-revolutionary school. Then was subjected to withering criticism, along with pedologie, and was revived in the 90s in the context of opportunities to create projects based on Internet resources. But in the article we will focus on projective education of the individual.

In accordance with the definition of two meanings of the term «continuous education», we must distinguish between continuous education as a social, institutional system of education as a form of personal development. In the first sense it is more known in the form of project-based learning. The second value will be discussed below.

Projective education of the person called projective from the word «projection», literally, etymologically means «throw forward, now defined as «think about the future», «plan», «anticipate», «design». We are talking about the plans, designs and projects, inherent in each person, in any stage of its development - does he, in infancy, lying in the arena, roll from back to belly, trying to after school to College, and, as a student, choose a direction of their further development or becoming a pensioner, find the required effective remedy for the disease, - all these tasks, standing before the man, when deciding which, by themselves or with the help of other people, it is guided in fact, gaining knowledge about the world, and hence formed.

In this sense, any social action man, any form or way of behaving, carried out by them for the first time or in unfamiliar, unknown conditions on own fear and risk, owing to external necessity or an internal impulse, which is

closely linked to the projective formation of personality. All that contributes to the solution of vital problems, the accumulation of knowledge about the world, about ways of behaviour and thereby contribute to the definition, the development of personality in this world, all for the projective education of the individual.

Projective education is essentially a continuous, because any person seeking information and implement their ideas, their educational needs. It continuously, because continually arise life problems and problems that must be addressed. It is a process of human life, it begins with a display activity in Natal period and only ends its ending.

Projective education is not a theoretical fiction, is the process of life inherent in all people. This is the definition of what exists in reality. It includes not only pupils, students and listeners of courses of improvement of qualification, i.e. not only those who belong to the participants of the education, but all people, regardless learn whether they are in some kind of a institution or not. All the people in my life have to regulate their life problems, whether it be a problem to do any lessons or play football, or choice of employment, profession, life partner or a more serious existential - «to be or not to be», and if to be, then what to do?

Projective education is based on the difference of teaching and educational process. The pedagogical process is the interaction between the teacher with students, suggesting the training or education of the latter, i.e. the transfer of knowledge from the teacher to students who accept what they are given. The educational process assumes that the search of necessary knowledge is conducted by the students that he needs them, that they needed him to solve his problems. And to find relevant information is everywhere, where you can buy them from any sources of information, one of which can act as a teacher.

As a form of personal development projective education can be considered as the primary and initial forms of education possible at any stage of their personal development from infancy to old age. As a form of personal development projective education can coexist with the ordinary school, only changing the role of the student from being subordinate to the school's schedule, he turns in being self-seeking and отбирающее necessary information, information, knowledge for his ideas (like the thought of fleeing to America teenager, from the story of Anton Chekhov «the Boys»).

Projective education is to some extent education outside of school, out-of-school education, outdoor education, in the sense that the school's policy is not subject to. It is closely related to school education (General education and University). Continuing education is a normal connection, of the school education outside of school, having the form of a projective education. Note that "out of school" refers to pre-primary education, and

postgraduate education and self-education, "out of high school", outside the walls of the educational institutions. But it is important to see that information for projects arising out of school, most often searched through the schools. Projective education implies and believes schooling as its precondition and basis for the development of educational needs.

But, we repeat, the projective education includes not only the period of pre-school education, but also the period after leaving school, University or College, covers the whole of human life. In fact projective education should be called and orientation in a foreign city, and the city is being developed, and the resolution of legal problems, say, the works of the inheritance, exchange of apartments, construction and acquisition of experience in the repair of an apartment, buying a car or construction of cottages, and doctor search or recipes to get rid of unusual illness. It is important that in all cases a person has to understand the problem and solve it, on the basis of conditions that are known only to him and often may not be transferred to others. When all the advices and consultations at all proposed actions, the outcome of the case defines only to himself and to decide, sometimes risking their health or life. The person receives and produces information about their vital problems, sometimes contradictory and even incorrect, and in case of successful it solutions can even become an expert in consultation friends, and sometimes open and own case, because the acquired knowledge is of personal nature, belong to him.

Design as vital activity of an individual can take many different forms. First of all, as the design of a private life, as life planning, suggesting the definition of life goals, values, and milestones for achieving them, in short, biographical design. Education is interpreted as a means to achieve social status.

Further, as a design professional, in which the coordinate system is defined profession, occupation, with which the student is connected his life. Education in this case acts as a means of acquisition of professional knowledge, qualification, professional growth.

Finally, the actual conceptual design, with the creation of technical, scientific or social project, idea, ideas, associated with the implementation of the life of a student. In this case, education is directly creation of new ideas, concepts, and knowledge of employees to the success of personality in every sphere of social life.

3. Types of projective personality of education

Let us consider the kinds of engineering and let's first review the biographical design-one of the major in the understanding of the projective education.

Biographical design.

Biographical design is most closely connected with the personality, unlike a professional and conceptual, although both of them bears the imprint of the person, but to a lesser degree. In the biographical designing personality is expressed directly in the decisions that it takes, or who is compelled, by action or actions it executes, finally, in the results it achieves. Biography means biography, a description of events occurring with the personality, i.e. is retrospective in nature. Biographical project implies the description of the plans, life plans, projects of the future, arising in person at some time in their lives and in different circumstances.

Psychologists have long known that a person presents two forms of identity - I'm real and I'm perfect. The first reflects the actual position of the personality in the world, its achievements, its status in the opinions of the people around her. The second is connected with the abilities and aptitudes of the individual that it feels, but which are not yet implemented. It is the latter lies in the basis of biographical design, it sometimes defines the transformation into a butterfly pupae drastic change in the status of the individual in society. Biographical design is determined by the changes taking place with personality, both internal and external. Internal, i.e. first of all age-related changes and associated changes in the psychological perception of the world (interests, ways of life plans), and external, i.e. changes in lifestyle, events that change our life (loss of relatives and friends, adultery, a change in social status, moving to another city or country). These changes affect the aims, ideals and concepts which are put before a personality.

Ideals and ideas biographical design only indirectly may be associated with learning in educational institutions. But nevertheless connected, because training is mandatory, a necessary component of social life, i.e. a kind of «total track for most children, teenagers and students of our country. But the biography of them are being built all the same for the «individual course», depending on the characteristics and abilities of each of them, as well as of the circumstances of life and the values which they have learned and are guided in their lives. Pay attention to the last.

In the basis of biographical design, as its determinants, lie some social values learned personality and define one or another important decision in life. You can call these values, wandering from one psychological technique to another.

1. active, active life
2. health
3. interesting work
4. career growth
5. love

6. material-provided life
7. the presence of good and loyal friends
8. self-confidence (the absence of doubt)
9. cognition (possibility of extension his education)
10. freedom and independence in acts and actions
11. happy family life
12. creativity (the possibility of creative activity)
13. self-development, self-improvement
14. entertainment (pleasant pastime, the absence of duties)
15. wisdom, maturity and common sense, achieved a life experience).

The list is obviously composed humanistic psychologists, missing values «faith», «power», «revenge», «debt», «honour», «integrity», «dignity», «patriotism», «sex», «glory» and many other «universal» values. But be that as it may, it is clear what is at stake and what determines the biographical design is social values is oriented personality in their choice of life's path, and which tend to complicate her life to choose between them or prioritization in a certain period of life. The presented list, even with the addition far not complete and can include a variety of values, including by no means a «humane». All of them were social, although you may wear and asocial character, but we will proceed from the fact that they are generated in the society. The selected values Express the character of the individual, i.e. describe it in all life forms.

In confirmation expressed above allegations of only indirect connection of training with biographical design, we can see that no state educational standard, none of the curriculum does not imply any of these values as learning objectives, in any case not call it directly. - Choice of values is determined exclusively by individual personality characteristics and the totality of its life circumstances at each stage of the life course.

Professional design

Professional design is more close to the system of learning, teaching, because it is linked with the choice of profession and career, system of education and is designed to provide vocational education (secondary or higher). Profession called occupation, the occupation that requires preliminary training, i.e. training. The activity should be driven by «organic» social need (requirement depends on the existence of a society), be sufficiently developed to assume specialization, division of labor and its organization, hierarchy of work within the professional activity.

1. Along with the profession, the secrete occupation and profession. It is considered that from the training profession differs in that it constitutes the main source of livelihood of the employee. If a person can change the source of existence, will make the lesson profession. But, for example, the profession of stove or logistics (control of movement of goods), as activities

exist by themselves, regardless of whether they this person permanently or occasionally. In our definition, profession objectively indistinguishable from it. After all, one is the profession for other acts occupation. They become indistinguishable in the above sense, if you consider them without regard to the person who performs them, and what role they played in his life. Profession (or occupation), in this sense, there is a certain place and empty, which can take each of which has the necessary skills and abilities, whether he constantly busy, or occasionally.

Profession - this is a form that takes human activity. The latter can match this form, but may extend beyond its boundaries.

Profession is chosen to match the abilities of the person and its ideals, i.e. based on biographical values. As biographical design, it is determined by certain values, which are more specific and more limited compared with biographical. They can be regarded as the development and concretization of some biographical values, such as:

- active social life
- interesting work
- career growth
- material-provided life
- creativity (the possibility of creative activity)
- self-development, self-perfection.

Of course, they can be supplemented with new values such as «the ability to develop a new», «professionalism», «craft», «unique», «ability to analytical activity», «organizational ability» and etc. are defined by the occupational function, its requirements for a worker who acquire personal-value driven.

Feature of the professional design is to transform the ideals of the specific objectives, which the identity of the set itself. But at the same time, the goals are the means of achievement of the relevant person to values and ideals.

Professional design is manifested from the very childhood. In children's games are played social and professional roles. In the further development of the child there are efforts professional self-determination, desire to identify their skills, their strengths and weaknesses, specifies knowledge of professions that should focus further life. But there comes a time for choosing a real profession. In most cases this decision will be taken under the influence of circumstances, and graduate school chose the profession, which is available to him, but sometimes a person shows persistence in the choice of profession, as their vocation.

Professional design is implemented in two main forms - intensive and extensive. Intensive involves raising the qualifications through the acquisition of a higher skill (discharge, classification, degree), extensive - by

increasing official status within the framework of their current profession or related. If we take for example the production, science and education, it is sufficient to clearly distinguished two lines of professional growth - intensive associated with the qualification (discharge at the enterprise, the degree of scientific organizations and educational institutions) and extensive associated with the position of the.

The profession acts as a rod of human life, in its context solve all life's problems. It is also possible a different kind of professional design, when the profession «changed like gloves», i.e. the occupation is the main value in the life of man. Here also there are two possible forms: horizontal and vertical, horizontal or career change occurs under the influence of a change in circumstances, aspirations personality, lifestyle; vertical observed nomenclature the growth of the employee, when his profession becomes the administrative practice used in the most different areas of life and only indirectly related to his profession.

Conceptual design

Conceptual design is a process of generation and sales of vital importance plan, project identity. The basis for such a project or plan is projective truth.

With the accepted point of view this kind of truth is a manifestation of human essential forces, more specifically, their projection on the surrounding world. The truth in this understanding is a deep inner conviction of a person connected with this or that fact phenomenon, event, does not exist separately, independently from human bearer of this conviction. In other words, it was an idea born due to the process of understanding the human mind, by processing them impressions of the external world and спроецированную to the outside world as a model or ideal, as it was, is or should be.

We can formulate the following features projective truth.

1. Projective truth is characteristic of a deeply personal nature, involving the identification of the bearer from her and making her main (смыслообразующим) element of the life of an individual.

2. Projective truth, being the projection of the social world, inevitably involved in the implementation of other people opponents or supporters. Little to gain personal faith, it must still defend in a changing world.

3. Projective truth does not exist objectively, regardless of their media, it cannot be imposed by force, this truth is the product of the consent of the intermingled to her people and she exists, remains in this agreement.

4. Projective truth is based on personal faith in its existence, but this belief lives and develops by overcoming conflicts and doubt, those who accepted it.

5. Projective truth is ideal, an ideal model of the desired reality catalyst social life of an individual, the vital processes of the society, without which they either do not start or existing, are not developing.

6. Projective truth is a product of uniting the history of personality and history of the people and society in their essential interactions. This is the truth of the personality, which aims to become the General truth.

It is this latter kind of design - concept - should be the main and dominant in the field of education. Education should contribute to this kind of design, i.e. to create the conditions for its development and, possibly, the conditions that trigger its manifestations, make it necessary. This means that, first of all, the way of education - presentation of learning material, scientific knowledge, picture of the world - should change the reported knowledge, ideas and concepts about the world should take the form of the project, i.e. the creations of the human mind and human activity, created for the solution of certain tasks in certain conditions, favorably differing anything from other projects, and yet possessing unavoidable shortcomings. Understanding education as the production of new ideas, notions, concepts, projects also implies a clear awareness of and compulsory study of the social context for which the project is being prepared and will be implemented. Only such account social conditions will make the project feasible and viable, and scientific or technical concept is true and implemented in the given conditions.

In the projective education scientific truth, scientific knowledge has become conditional, relative, but this is not the kind of relativity, which is due to incomplete knowledge and determined by the dynamics of knowledge, growth in knowledge, movement to the absolute truth. This relativity, due to the social background of the process of cognition, communication and dependence knowledge from the desires and needs, goals and plans of the people - participants of cognition. The relativity of truth is that it expresses the dominating at this point in history views, ensures better solutions, more in line with the expectations of the people, i.e. the degree of its truthfulness is determined by the adequacy of the expectations of the people and the success of its use.

This understanding of the relativity of truth in the projective education can show, comparing it with the «absolute truth». In the context of understanding, dealing with the process of cognition as an interaction of different points of view, ideas and projects, truth is an absolute, not because

it does not depend on the interests of the people standing on the outside of them, over them, and Vice versa, because it corresponds to the ideas of all the people is indisputable, obvious, common, in short, the absolute truth is a product of universal, conscious or неосознаваемого consent and it will remain so until this agreement. The absolute truth - it is a kind of public prejudice, hardened presentation, examples of which can be found in a wide range of everyday banal to the traditional religious dogma. This kind of prejudice is rich and a Treasury of scientific knowledge.

But how to be with objective views exact science? Projective summary of the physical, social, engineering knowledge, scientific truths means restoring the social and socio-psychological context in which they were obtained in the process of one or another human activity, which had its purpose, plan, plan of implementation and the need to achieve a certain result. Projective summary assumes that all, i.e. natural scientific knowledge is the product of social life, as any other knowledge and how any other product public spiritual production. Any truth is undeniable until known shrewdly experienced politician, it does not affect the interests of the people. And on the contrary, the truth can be done indisputable, only tearing her from the interests and ideas of the people. Immersing the scientific knowledge in a social context, we deprive them indisputability, firmness, abstractness, all those qualities that make the knowledge of the objective truth independent of the desire and will of the created its people.

Conclusion

Follow the steps understanding not only the process of designing education personality in its different types, but the project as activities or as a system of activities, if it is a joint activity of people. In this sense, the project represents an organized whole, which includes the purpose, means, motives and needs, actions, and operations and other characteristics of the activity. But most importantly, the project consists of a subject of activity - media capabilities and opportunities.

The project as an idea can exist in an objective form, being recorded on physical media - books, hard drives, monuments, models. But neither occur or develop it cannot, being ignorant of the subject, and with it, the mentioned activity characteristics. Projective formation of personality is a study of the world as activities and learning actions and activities in the world, and this means that the world is seen not as a body of knowledge, as a system of knowledge or as a scientific picture of the world, but as a sphere of activity as the ways and means of activity, as existed, the existing and possible activities that can and should be included in order to implement their plans. Therefore, in the projective education is the assimilation of the students of action in the world, who acts as the interaction of people and as a product of their activity.

Understanding of the social context that defines the appearance and existence of a solution of economic problems, technical design, architectural design, scientific or educational field becomes necessary, when the context changes. Knowledge, seemed implicit in the same context, begin to повергаться questioned. As a characteristic feature of modern society is the intensive social dynamics, then it is projective education in various forms of personal design may be the most adequate to the demands of a new culture of post-industrial society.

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