THE BASIS OF TRINITARIAN DIDACTICS

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Annotation: At the turn of the century most scientists in the sphere of pedagogics consider traditional didactics as something old, not conforming the requirements of modern life. It was replaced by non-classical didactics in a form of personality-oriented teaching, the effectiveness of which is not so evident yet, as it was stated by its followers. Understanding that any lack of moderation is the result of narrow-mindedness it is necessary to search for the way out. A new didactics is necessary, which will include all created earlier material and correspond with new achievements and modern realia. Materials. In our opinion, this problem solution depends on trinitarity understanding, as a new methodological base of didactics. Trinitarity consideration became possible owing to new science appearance- synergetics, in terms of which the principle of complementarity got a new essence. The essence of this principle is in the fact, that everything should be considered form the position of integrity, which is achieved by the unity of two opposites with the help of an additional third component (Trinitarian approach). The triad components selection is realized on the basis of the definite criteria. Research methods: analysis, summarizing, content-analysis, comparison, transfer, classification, scientific-pedagogical and private-didactic knowledge transformation. Results. The main categories of educational process, such as the systems of aims, principles, content, methods and forms, are considered from the position of trinitarity. At the level of principles-approaches system complementarity is reflected in unity: integration-differentiation-cooperation; fundamental- segmental-local; gnoseological-axiological-ontological; objective-subjective-activity based. At the level of principles-demands: natureconformity –cultureconformity- context character; availability-difficulty- technological flexibility; activity-reactivity-passiveness; theory-practice-connection with life; resistance-operativeness - effectiveness; individualization-differentiation- collectivization and others. At the level of the aims it is the unity of: educational-upbringing-developing; personal-social- corporate; intellectual-spiritual-physical. At the level of content: the unity of humanitarian- naturally scientific- artistic-aesthetic; ecological- economic- cybernetic and etc. At the level of methods: the unity of theoretical-productive-theoretical-reproductive-variable-constructive; the unity of the methods of awareness formation – activity organization- stimulation. At the level of forms: the forms of education organization: a lesson (at school) and its types, excursions, seminars, not traditional lessons (a lesson- CJS (the club of jolly and smart people), competition, knowledge
Introduction. The epoch of synthesis, as the transfer from completeness to integrity is realized on the basis of more general characteristics of entity, which is trinity. The work over the classifier creation of information systems revealed a lot of triadic (Trinitarian) structures. Their peculiarity is in the fact, that they are able to present integrity of the objects, processes and phenomena and are steady and effective, which is proved by time. In order to understand this, it is necessary to differentiate integrity from completeness. In the history of philosophy, in the notion integrity explanation, two tendencies can be defined: integrity as completeness, as many-sided covering of all qualities, sides and connections of the object (here integrity is close to the notion of concreteness) and the integrity as inner conditionality of the object, something that determines its specificity, uniqueness (here integrity is close to the notion of essence). Also the difference between completeness and integrity is seen if we consider the principle of complementarity in its classical and synergetic definitions. Classical definition of complementarity principle considers integrity as the unity of the contradictory, mutually exclusive classes of notions (elements). From the point of Trinitarian approach this integrity is conditional. Trinitarian approach itself is based on synergetics, as the science about self-developing systems. Exactly in synergetics the principle of complementarity found its further development. Synergetic formulation of complementarity principle is demonstrated in the following formula: “ambiguity-complementarity- certainty”, where the phenomenon of complementarity is considered as the third element, which combines and harmonizes two opposite and mutually exclusive elements. Nowadays it becomes clear that the tendency of the scientific search development goes from completeness to integrity in its new realization at all levels of the world perception.

Aim: to analyze all components of educational system in the context of trinitarity, as the base for integrity.

Objectives: to define the main components of education (aims, principles, content, methods, forms) and fulfill a post-event analysis of each of them from the position of their integrity; present the classification of the principles, aims, content, methods and forms in their Trinitarian interpretation.

Research methods: analysis, summarizing, content-analysis, comparison, transfer, classification, scientific-pedagogical and private-didactic knowledge transformation.

Results: Trinitarian principles of educational process. Set in pedagogics principles analysis helped to come to the conclusion that their multidimensionality and richness is so high that sometimes strikes with irrationality and paradoxically. The problem of necessity to create this category is proved by many scientists. G.M. Afonina mentions that not only principles, but also laws and regularities of educational process are not easy to formulate [1]. And it is clear, as the main approaches are not defined enough. Each scientist in the sphere of pedagogics defines own laws, regularities and principles, trying to classify them according to different aspects. Speaking about the principles, the most known in the theory and practice of didactics, are traditional principles, which in terms of the strategy of the Russian education development, conceptions, innovative
theoretical and practical ideas and technologies are enlarged, enriched and sometimes disappear and replaced by new ones. The latter is explained by the fact that each new technology introduces own specific principles, which come into conflict with traditional principles and rather “drive them out”, than support or enrich. One principles are substituted by the others and it destroys the integrity of pedagogical processes. And only in terms of Trinitarian approach this integrity can be renewed.

In terms of Trinitarian approach the vertical of principles is offered: 1. principles-tendencies, or general principles-approaches, which are considered as the leading directions of education and educational systems effective functioning and further development; 2. principles- requirements, which reflect procedural and essential aspects of an integral educational process; 3. Private principles, which reflect the specificity of the definite system or process [2]. The offered vertical of the principles corresponds with a universal philosophic triad “private-typical-general”, following which leads to integrity. Also the triad of horizontal principles can be defined. General principles-approaches. It is the principle of gnoseological-axiological-ontological approaches unity in education, the principle of unity of objective-activity based-subjective approaches, the principle of integration-differentiation-cooperation unity in education, the principle of fundamental-segmental-local knowledge unity. Typical principles- requirements are the following: the principle of natureconformity-context character-cultureconformity; the principle of scientific content- technological flexibility-availability unity, the principle of theory-practice-connection with life unity, the principle of individualization-differentiation-collectivization unity, the principle of activity-reactivity-passiveness unity, the principle of resistance- operativeness – effectiveness (productivity) unity. Each typical principle, as we can see, is presented as a triunity, in which two components are opposites and the third component is additional and unites them. This is the methodological principle of complementarity realization in its synergetic treatment. Private principles reflect the specificity of the definite system or process. It can be the system of developing teaching with its specific principles (theoretical nature, tempo and others), the system of modular teaching, the system of problem teaching and etc., each of which has its own specific principles.

The aims of education in the context of trinitarity. The character and content of educational-upbringing or educational process aims analysis shows their multiplicity, ambiguity and sometimes inconsistency both in historical aspect and in modern aspect. At the same time, thorough post-event analysis of the aims helped to come to the conclusion that historically there are two autonomous, disjoint lines of the aims of education consideration. The first line reflects sufficiently varied range of aims in the history of educational systems. The second line retraces the genesis of the idea of many-sided, harmonious personality development as the general ideal aim. At the same time, the notion harmonious is understood as an optimal combination, unity or as “proportionate, co-ordinated”. In this case the following question appears: “What elements should form this combination and co-ordination?”. In order to answer this not easy question it should be noted that the content of the aims of education went through several stages of its development. The first stage – syncretic unity of the aims of education, which is understood as integral education, realized by means of involving children into social life (primitive society). The second stage – is the main for this stage of society development component revelation from an integral social content of the aims of education. In one society managerial function was especially valuable and dominated, in the other society economic function was dominating, which was conditioned by private property development. The third stage is in the content of this notion differentiation, in terms of which the separate aspects of the aims of education are defined. In particular physical, mental, moral, labor, aesthetic,
ideological-political, economic, ecological and other aspects of goal setting were defined. Understanding uncontrolled character of such widening and in terms of synergetics appearance, as the science, the main principle of which is the Trinitarian principle of complementarity, there is the stage of goal setting content in education reduction till three main components, which reflect the essential integrity of a person. For example, the unity of body, mind and heart development (“body-mind-heart”) or the unity of physical-intellectual-moral development or the unity of mental-physical-technical; ideological-political-labor-moral; physical-spiritual-social and etc.. In this connection the steadiness and unconditional acceptance of the idea of goal setting integrity of the process of teaching is clear, as it includes the unit of the upbringing, teaching and developing aims.

The content of education in the context of trinitarity. Considering the problem of content of education selection it was noted, that the idea realization of all sciences basis study, which reflects completeness and integrity of education content at the turn of the 20-20 centuries, has the tendency to fail, as we have oversupply of the content of education on the basis of the thesis of restricted human abilities. Most scientists saw the way out in the approaches change, in particular, “knowledge based” approach was changed for developing one. Moreover, the orientation to education humanization was chosen, which led to the definite part of education content removal out of comprehensive school. In this connection there appeared special or specialized schools, gymnasiums, lyceums, the system of additional education, the sphere of additional educational services broadened. The tendency of schools profilization started, the main principle of which is some segment of the content of education domination (depending on the profile), moreover, other parts become additional, in other words, they become optional. For example, for “physicists” the main is science or naturallyscientific knowledge, for “lyricists” the main is art or humanitarian knowledge and etc. From the position of trinitarity such kind of position restricts a person’s development and maximum realization, especially it concerns people with high mental abilities, who can present intellectual elite of our society in the future, the aim of which is interdisciplinary, integrative and synthesized spheres of scientific-practical knowledge development. Moreover, many scientists view with some skepticism the division and contradistinction of the sciences into humanitarian and natural. Some of them, for example M.A. Rozov, writes: “… physics is equally reduced to humanitarian sciences, the same as humanitarian sciences are reduced to physics…” [3, p. 1]. A.A. Puzyrey refuses to call modern academic psychology humanitarian science and includes Kepler’s celestial mechanics into humanitarian sciences [the same]. In this connection it is obvious that full-rate education should be based on the triad, which includes the unity of humanitarian, naturallyscientific and culturological segments of education.

Taking into consideration all mentioned above it is reasonable to define the following kinds of classes at school in terms of widely spread school profilization: classes of full (integral) education, classes of wide (educational) profile, classes of narrow (educational) profile.

The classes of full education should be created for pupils, who are good at different kinds of educational-cognitive activity, who have general intellectual abilities and who don’t have evident hemispheric dominant and get satisfaction from intellectual activity itself, irrespective of its subject (intellectual-stimulant motivation to study). The content of education of most disciplines should correspond with the base and advanced level, as it was in Soviet school, the graduate of which could have an opportunity to enter any educational establishment, both humanitarian and not humanitarian profile. Such kind of school-leavers can be and are the initiators and creators of new integrative directions in science, bioenergetics, microelectronics, biopsychology and etc. They formed and now form the best part of nation.
The classes of wide (special educational) profile are organized for children, who have direct profile orientation: physical-mathematical, chemical-biological, humanitarian and others. It is clear that these classes are for the pupils, who have already made their decision concerning the subjective spheres and prefer some of them, as they are going to connect their future professional activity with them (long-term-stimulating motivation).

The classes of narrow profile are organized for the pupils with a low level of capacity to study, who are inclined to such spheres of activity, where they are successful. As a rule success can be that important factor of the future profession choice. The examples of such narrow interests and abilities can be the following: the ability to sew, interest in different kinds of technical labor, art and etc.

Nowadays it is possible to find the results of the research works of other scientists concerning this question. O.N. Kozlova substantiates the necessity of cybernetic, synergetic and ecological approaches unity, which should be realized during the educational process in order to provide its integrity [4]. G.G. Malinetskiy and T.S. Akhromeeva consider, that “at school a rational source should be developed by mathematics, emotional should be developed by history, intuitional – by the Russian language” [5, p 122].

Trinitarity of methods and forms of an integral educational process. According to the set conceptual basis of Trinitarian approach, more integral and more effective is the classification of teaching methods, which reflects the triad “know-do-think” [6]: theoretical-problem based, information-reproductive, instructive-constructive. Theoretical-problem based methods include problem presentment, dialogic presentment, personified presentment, theoretical-research method, the method of heuristic dialogue, the methods of creative skills development (the method of focal objects, the method of synectics, the method of morphological analysis, the method of direct and indirect brainstorm). Information-reproductive methods include the following: interpretative illustrative presentment, narrative presentment, figurative-associative presentment, informative texts reading, illustrative method, demonstrative method, the method of control presentment. Instructive-constructive methods: the method of exercises, the method of typical situation, instruction, reproductive dialogue, laboratory-practical method, the method of variative situation, the method of non-standardized (creative) situation. This classification helps a teacher not to go through a difficult procedure of expedient methods selection (as it is offered in traditional pedagogics), doesn’t put a teacher into the situation of a choice. It gives an opportunity to use the definite methods, presented in each of three groups in unity.

On the basis of historically formed different forms of teaching analysis and also modern approaches to the forms of teaching and their different classifications in the context of trinitarity the system of the forms of teaching is created. First of all these are forms of teaching organization: traditional lessons (at school) and its types, excursions, seminars, not-traditional lessons (a lesson-CJS (the club of jolly and smart people), competition, knowledge checking, questions and answers and others) and additional lessons. Secondly, the forms of interaction of the subjects of educational process: individual, group, pair, the unity of which in terms of the definite conditions can be considered as a collective form (CF) or not (traditional teaching). Thirdly, the forms of pupils’ cognitive activity organization: non-independent cognitive activity (NiCA), independent cognitive activity (ICA), individual-independent cognitive activity (IiCA). The base of the offered classification also forms trinitarity as integrity, which reflects a new type of synthesis [7].

Conclusion. Thus, from the position of Trinitarian approach didactics gains new essences, content and each main component understanding (principles, aims, content, methods and forms) and is oriented at a complete and integral education, free of
collisions, transformations and providing stable development.

References

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THE PECULIARITIES OF PSYCHOMOTOR REACTIONS AMONG DIFFERENT COMBAT STYLES FOIL FENCERS