



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898475*

RFC: ATII20618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseducacionpoliticayvalores.com/>

Año: VII

Número: Edición Especial

Artículo no.:17

Período: Octubre, 2019.

TÍTULO: Orientación del proceso educativo moderno sobre el concepto de verdad.

AUTORES:

1. Assoc. Prof. Aleksandr G. Ilyin.
2. Assoc. Prof. Aygul Z. Ibatova.

RESUMEN: El factor principal es la orientación a la verdad, como un concepto absolutamente o relativamente estable en la cosmovisión del hombre y la teoría científica; sin embargo, en el más mínimo cambio de esta esfera hacia la ciencia intensiva o en su transición a un nivel diferente de funcionamiento, este especialista no podrá cambiar rápidamente su función profesional y social: por lo tanto, los autores ofrecen el otro concepto del paradigma educativo, dirigido a la comprensión de las disciplinas educativas, generales y profesionales a través de su verdad, y destacando no solo sus características específicas sino también su importancia general en el sistema de ciencias y la cosmovisión del hombre moderno. La pedagogía moderna puede utilizar este enfoque en educación como alternativa.

PALABRAS CLAVES: verdad, teoría científica, pedagogía moderna.

TITLE: Orientation of the Modern Educational Process on the concept of Truth.

AUTHORS:

1. Assoc. Prof. Aleksandr G. Ilyin.
2. Assoc. Prof. Aygul Z. Ibatova.

ABSTRACT: The main factor is the orientation to truth, as an absolutely or relatively stable concept in the worldview of man and scientific theory. However, at the slightest shift of this sphere towards the science-intensive or at its transition to a different level of functioning, this specialist will not be able to quickly change his professional and social function. Thus, the authors offer the other concept of the educational paradigm, aimed at comprehension of educational disciplines - general and professional through their truth, and highlighting not only their specific features but their general significance in the system of sciences and worldview of modern man. Modern pedagogy can use this approach in education as an alternative.

KEY WORDS: truth, scientific theory, modern pedagogy.

INTRODUCTION.

In modern pedagogy, devoted to the processes of upbringing and education, the assertion that the humanities beginning to acquire the status of a general scientific paradigm are increasingly, in place of the exact and natural sciences that were before - such opinion has become very frequent. They begin to ask the general direction of pedagogical activity somehow. Despite whether we accept this statement or not, it is worthwhile to subject it to critical analysis. At the same time, we will proceed from the assumption that humanitarian education differs from the social one mainly because it is aimed at the study of spiritual, mental and semantic processes.

First of all, we should note the diversity of understanding of the essence of the humanitarian potential of science and its relation to pedagogical activity. It leads to a somewhat unexpected situation in this field of education today: it is almost impossible to find a common and

unambiguous, more or less definite and unanimous acceptance here. It comes to the fact that different authors use the same concepts with different and sufficiently precise formulations and meanings.

DEVELOPMENT.

Methods.

At present, in modern humanities education questions tend not so much to make his mental orientations coincide with the aspirations of the modern personality, but rather that they appear as different forms of expressing social efficiency and optimality, which, in fact, brings the social and humanitarian education closer to ideology, than to science (Brückner, 2007; Kosenok et al., 2017).

Pedagogical methodology is focused mainly on building an integral worldview and perception of the world. In this article, we used general scientific methods, such as analysis, synthesis, deductive method and specific pedagogical methods, such as pedagogical modeling, pedagogical experiment, pedagogical situation setting.

Results and discussion.

Especially it is seen well in how and on what grounds social and humanitarian concepts of upbringing and education are perceived or not perceived by society. Their fate is generally the same: all of them, at first perceived by people as revelation and salvation, are subsequently evaluated as varieties or utopias, or all of the same ideology.

If the orientation of the socio-humanitarian orientation of education today claims to be a general paradigm, it may mean that the traditional, generally accepted pedagogical attitude tends to become a kind of social programs, a human desire for authenticity, a variety of beliefs and value beliefs.

It can be stated without any hesitation that the intactness of the educational paradigm violated the presence in the educational activity of a person with his various manifestations and interests. The symptom of such a situation in education can be considered quite a tangible advancement in the modern education methodology, according to which knowledge and its numerous forms and varieties of human knowledge are constructed but not formed, such as the natural result of responses and reactions of a person to the actions of various factors and components of it vital and intellectual activity (Constructivist approach in epistemology and human sciences, 2009; Mirzagitova et al., 2017).

The very meaning of the learning process - that is the question: instead of penetrating into the content and essence of truth, instead of grasping (receiving) the existing and its intellectual processing, we are in a situation where the subject, acting "from himself", fumbles in his own features and properties, makes certain adjustments to his arbitrary desire for self-realization.

If in our time something like this can really be seen in cognition and intellectual activity (although not in the same measure as constructivists often do), then in the previous times, the situation looked completely different, and in this case, the references to the insufficient insight of our predecessors can only cause ambiguous understanding. In general, at a serious level, it is unjustified to say that the so-called reality is constructed exclusively by human intellectual activity, formed largely by the system of education.

If we do not distinguish our outlook from what is provided to us with pedagogical perseverance, we cannot even talk about the upbringing of the activity mind, and this is important in the modern scientometric social world. Recognizing this, we will be forced to raise the question that the existing is given to us, at least in two forms: in the forms of our constructs and in other forms, which are already gone beyond such actions. To some extent, it makes sense to talk about the construction of social reality, however, also only in a certain sense and in certain foreshortenings.

So, of course, in our time there are certain grounds and a tendency to turn the science and variety of pedagogical programming into a kind of a certain type of ideology (Khabermas, 2007). However, such aspirations arise, rather, only a variant of pedagogically-radical extremes in solving real and serious problems of human cognition.

When in modern methods of teaching it is said about the influence of the paradigm of social and humanitarian cognition on pedagogical landmarks and data of educational disciplines in general, this should be taken, primarily and mainly, on the basis of actions, similarities and analogies. In our opinion, it can be justified to talk about the mutual correlation of natural, pedagogical and human sciences and, possibly, their specific diffusion; this point is quite obvious in the studies of man, culture, mental phenomena and processes, certain aspects of social life. On the other hand, today, it is also quite obvious that it is impossible to isolate from a person with all its essential features in all kinds and directions of cognition.

Consequently, we are talking about influence, correlation, perhaps - about a certain synergy. In some areas and branches of modern science there are symptoms of the emergence in the natural sciences of interest in individual manifestations and characteristics of the subject under study, but in spite of this, the thesis that the individual is not the subject of pedagogical science due to the infinity of its manifestations and variability. That part of modern pedagogical science is even more remote from the truth which is closely related to the technologies of communicating knowledge to students: here, as before, the principle of invariance of the means of cognition and of the results obtained operates.

The knowledge of a typical, stable, such that falls under the calculations and accounting, maximally free from the subjective aspirations and desires of man remains for modern pedagogy its leading motive and tasks. Even, where dynamism and variability dominate, bifurcations and stochasticity, modern science seeks such cognitive means that would allow to receive steel, the expected results

(Askhamov et al., 2016). When observing various phenomena dangerous for man, pedagogy is based on statistical regularities, and not on the study of the individualized features of each phenomenon.

There are reasons to assert that as a result of historical shifts in the notion of a person, modern education is understood more as an auxiliary phenomenon and does not have a stable internal or external core that could be recognized for its essence (Tulchinsky & Uvarov, 2000).

The modern person becomes situationally dependent on historical, social, cultural conditions and traditions, but also essentially depends on the dynamics of modern socio-cultural processes, when the choice in favor of internal stability, rather, can hamper its flexible evolutionary changes than to help.

The modern pedagogical conception, in most cases its own view of one's own importance, determines that it acts as the leading and guiding force, instead of the idea of the relativity of its principles of activity. In perfection and ideal, it will find in the depths of its own intelligence arbitrary spontaneity, spontaneity, unmotivated choice, impermanence and variability (English Vocabulary Games in the Adaptive Environment of High School). This is due to the fact that pedagogical theory needs support, working material of educational disciplines and private sciences, which in turn has its own logic of development and understanding. The arbitrariness, suitability and variability of teaching these private disciplines through the prism of truth are characteristic features of modern pedagogical research. The former, quite respectable for pedagogy, self-organization in the works of its numerous interpreters has turned into a somewhat almost incomprehensible and blurred in essence and content.

It is interesting to note that pedagogy, when it claimed the clarity and uniqueness of its statements, today even its adherents cannot be determined with due clarity and arises not by the direction of pedagogy, but by a certain set of directions that agree to recognize and use a group of leading terms

and methodological (instrumental) benchmarks in their research activities (Sinitsa, 2012; Igorevna et al., 2017). Hence, it follows that pedagogical cognition, oriented toward a person with his spiritual core, can hardly receive the status of a general pedagogical paradigm in the near future, since his semantic orientations quite seriously disagree with the first aspirations of science and its such recognized grounds as the assumption of the existence in the world of order, a deep relationship of consciousness with the structures of social life, as well as pedagogical tasks.

The problem of the whole history of pedagogy was education in the framework of truth. If at first in pedagogy the question of the subject in the process of educating the individual did not arise, then the turn to the man indicated such an understanding of the question. It should be noted that before the role and place of the subject in the cognitive process was more or less realized, quite a long time passed, during which thinkers of different generations deepened and refined subjectivity as such and, accordingly, its role in the pedagogical process.

CONCLUSIONS.

Subjectivity can lead not only to its absolutization in the pedagogical process, but also to the criticism of the activity of the teacher, the teacher, who brings up a full-fledged personality. Through pedagogical creativity it became clear that objective truth still exists, although its knowledge is a difficult matter. Its content cannot be human subjectivity, because it leads to the destruction of the objectivity, to the identification of the concept with the truth, to the impossibility of ordering the inner life of man, and pedagogy as its task considers the upbringing of a harmonious personality.

The postulate of "knowing oneself," who came to pedagogy from philosophy, through which he supposedly can reach objective truth, turned out to be false, and in such a way that he does not achieve the goal, because when everyone searches for truth in himself, it is still unknown - he will

find the truth common, common to all, and therefore objective, or again it will be for everyone to have.

It is this circumstance that compels modern researchers to take a new approach to the problem of determining the conditions for the possibility of education in order to achieve objective truth. What imperfect today we would not have a theory of subjectivity, yet it must be recognized that it is a significant discovery.

Today, these ideas about the importance of subjectivity live and are introduced by many people. Its understanding of the world, many times transformed by other thinkers, became the theoretical basis of the modern pedagogical approach, and penetrated the consciousness of the broad masses of the population deeply (Gapsalamov, 2017; Zakirova et al., 2017).

Direct knowledge of the objective truth of the world is impossible because of their variability, fluidity. Attempts to find stability as a characteristic of true knowledge theoretically, also does not have the desired success. Modern pedagogical theory is looking for ways and opportunities to educate a full-fledged person in the information age. It's not a simple matter, however, the importance of realizing this task is obvious: the inner world of a person must have an inner core and this culture must become the culture of his locality, his people, his country.

Numerous factors in the modern pedagogical process, the invariance of the development of society, contribute to the development of a single mechanism in the education system that can serve as the basis for the formation of an integral worldview and the possibility of independent development in the process of students' labor activity.

Acknowledgements.

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

BIBLIOGRAPHIC REFERENCES.

1. Askhamov, A. A., Konyshcheva, A. V., & Gapsalamov, A. R. (2016). Use of the E-resources of the Learning Environment in Teaching Mathematics to Future Engineers / Ayrat A. Askhamov, Aliya V. Konyshcheva, Almaz R. Gapsalamov. *International Journal of Environmental & Science Education*, 11(5), 673-684.
2. Brückner, P. (2007). *Eternal Euphoria: An Essay on Forced Happiness*. Pascal Brückner; [Trans. with fr. N.Malevich]. - St. Petersburg: Ivan Limbakh Publishing House, 240.
3. Constructivist approach in epistemology and human sciences. (2009). otv. Ed. acad. RAS V.Lectorsky. - M.: "Canon +" of the Rehabilitation NGO, 368.
4. *English Vocabulary Games in the Adaptive Environment of High School*. LAP Lambert Academic Publishing, 172.
5. Gapsalamov, A. R. (2017). Orientation to practice: organization of networking in the higher educational institution (on the example of Yelabuga Institute of Kazan Federal University) / A.R.Gapsalamov. *QUID*, 1, 1481-1486.
6. Igorevna, K. V., Gennadievich, I. A., & Aygul, I. Z. (2017). Levels of linguistic self-educational competence among students of non-linguistic specialties. *Revista QUID*, 865-869.
7. Khabermas, Yu. (2007). *Technique and Science as "Ideology"*. Jurgen Haberman; [Trans. with him. M.L. Khorkov]. - M.: Praxis, - 208 p.
8. Kosenok, S. M., Rasskazov, F. D., Stavruk, M. A., Muller, O. Y., & Ilyashenko, L. K. (2017). The implementation of the idea of free pedagogy in the modern education. *Modern Journal of Language Teaching Methods*, 7(7), 87-98.
9. Mirzagitova, A. L., Ilin, A. G., & Ibatova, A. Z. (2017). The role of knowledge and pedagogical communication in modern society. *QUID: Investigación, Ciencia y Tecnología*, 1, 1613-1617.

10. Sinitsa, A. (2012). *Modern Pedagogy: Monograph*. Andrei Sinitsa. - Mogilev, LDUFK, - 304 p.
11. Tulchinsky, G. L., & Uvarov M. S. (Ed.) (2000). *Perspectives of Metaphysics: Classical and Non-Classical Metaphysics at the Turn of the Century*. - St. Petersburg: Aletya., - 415 p. - (Bodies of thought).
12. Zakirova, O. V., Gapsalamov, A. R., & Gallyamova Z. V. (2017). Foreign students` license formation as a condition of safe integration into Russian realit. *The European Proceedings of Social & Behavioral Sciences (EpSBS)*, XXIX, 890-896 (31 August 2017)

DATA OF THE AUTHORS.

1. **Aleksandr G. Ilyin.** Associate Professor of Elabuga Institute (branch) of Kazan Federal University. E-mail: sashailin@mail.ru
2. **Aygul Z. Ibatova.** Associate Professor of the Department of Natural Sciences and Humanities at Tyumen Industrial University. E-mail: aigoul@rambler.ru

RECIBIDO: 10 de septiembre del 2019.

APROBADO: 26 de septiembre del 2019.