

Concept Of The Pedagogical System And Purposes

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Abstract: In article music education is considered by the author as multilevel social-pedagogical system. Its structurally functional features, backbone factor, subsystem education are analyzed. Possibility of creation of an adequate control system is investigated. Despite a certain novelty of this subject in science about musical culture it was already repeatedly considered in monographs and booklets of many authors. The appeal to the concept of social and pedagogical system in the field of music education is actual and expedient at least for two reasons: this is accumulation of a large volume in the theory and practice of music education demanding reasonable systematization, on the other hand is a conceptual basis capable to become the system base of the theory of integrated management of training of specialists in the sphere of music education.

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I. 1. Kinds of pedagogic systems

In the pedagogical lexicon of theorists and practitioners of pedagogy quite often in different contexts the concept "system" (system of training, upbringing, system of methods, means, etc.) is used. However when using this term in it the initial true sense often isn't put. System - allocated on the basis of certain signs the ordered set of the interconnected elements united by an overall objective of functioning and unity of management, and acting in interaction with the environment as the complete phenomenon [1].

According to L.F. Spirin, any association of people where the pedagogical purposes are set and educational-upbringing problems are solved, it is necessary to consider as a pedagogical system [2].

N.V. Kuzmina considers that "pedagogical system – a set of the interconnected structural and functional components subordinated to the purposes of upbringing, education and training of younger generations and adults" [3].

As artificial, specially, owing to objective laws of development of the society, the organized, pedagogical system is under continuous "control" of society, i.e. that social system which part it is. But as the interaction is not a continuous stream, but is selective (separate sides, properties), changes of the pedagogical system, its reorganization and adaptation are depending on what or on what elements the society influence is directed at present: on strengthening of material resources, improvement of

the content of education, care of financial position of the teacher, etc.

Consideration of essence of the pedagogical system is incomplete without analysis of its specific variety: the same essence has different forms of manifestation (the scheme 1) [4].

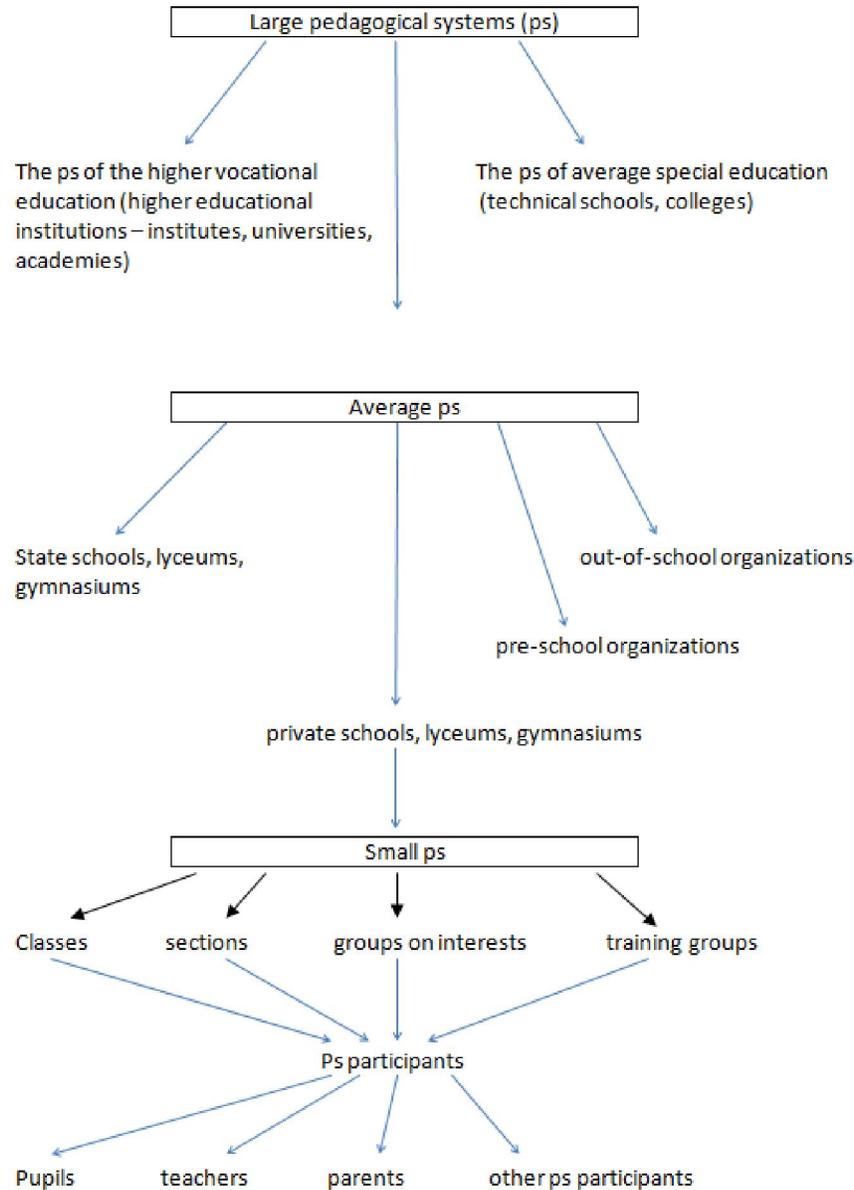
Society, forming the social order, builds an educational system corresponding to it as most the general pedagogical system. This system, in turn, with the subsystems has all social institutes carrying out educational-upbringing functions and uniting in the education system. The leading subsystem in the education system is a comprehensive school. For effective functioning of the pedagogical systems aiming at upbringing of younger generation, the society creates a system of training of tutors - average special and highest pedagogical educational institutions as pedagogical systems.

Types of pedagogical systems differ not with the intrinsic characteristics (they coincide), but exclusively with their purpose and, as a result, features of arranging and functioning. So, in the system of preschool education the main is "kindergarten" pedagogical system, and its options - pedagogical system of the all-day kindergartens, gardens for children with the weakened health, etc.

In system of general education preparation a basis is the pedagogical school system with options depending on operating modes: traditional, semi-residential (schools with the prolonged day), residential (boarding school, orphanage, Suvorov and

Nakhimov specialized schools, etc.). Options of pedagogical school system are alternative educational

institutions: gymnasiums, lyceums, colleges, etc.



Scheme 1. Types of the pedagogical systems

Options of pedagogical systems can be similarly tracked in the general system of professional education. To special pedagogical systems there are all bases to refer institutions of additional education (music, and sports schools, stations of young naturalists, and young technicians, tourists, etc.).

In special literature the term "pedagogical system" is used quite ambiguously. In many cases under it separate components of pedagogical process, set of organizational forms, etc. are brought. For example, circles, sections, clubs, labor associations of

pupils, public organizations for children and young people. And too with ambiguous sense along with concept "pedagogical system" in pedagogical literature (especially in recent years with the advent of so-called author's schools) concepts "educational system" and "didactic system" have broad circulation. Thus the traditional concepts "educational system" and "training system" aren't identical to them though pretty often it is possible to see mixture of these concepts differing on sense. If "educational system" and "training system" are rather independent,

conditionally allocated parts of pedagogical system which in the dialectic interrelation form it, so educational and didactic systems - means of the effective decision by school of the tasks [5]. Educational and didactic systems are no other than pedagogical system in dynamics, as pedagogical process. Terms "educational system" and "didactic system" express those dominating tasks to settle which they are created; it, however, doesn't mean that in the first case training elements aren't provided, and in the second education in the course of training isn't supposed.

Any educational institution at the heart of which activity laid nonconventional approaches, ideas can be carried to author's pedagogical systems, called author's school. By right it is possible to rank Ya.A.Komensky, K.D.Ushinskiy, L. N. Tolstoy, A.S.Makarenko, V. A. Sukhomlinsky, V. A. Karakovsky's pedagogical systems and many other systems of classic teachers, modern teachers-innovators and heads of teaching-educational institutions.

2. Structure of pedagogical system

In a difficult question about component structure of pedagogical system among researchers there is no unanimity of views. This results from the fact that the choice of components, i.e. subsystems, can have various bases, is to a certain extent the intuitive creative act. On the other hand, the pedagogical system can be investigated in statics and in dynamics as pedagogical process. For idea of pedagogical system there is enough allocation of four interconnected components: teachers and pupils (subjects) of the content of education and material resources (means) (scheme 2) [6].

Interaction of components of pedagogical system generates pedagogical process. In other words, it is created and functions for the purpose of ensuring optimum course of pedagogical process. Function of pedagogical system - implementation of the purposes set by society.

Scheme 2. Structure of pedagogical system

Pupil	Teacher
Didactic task	Didactic system
Social order	Training methods
Training purposes	Training forms
Training content	Training means
Training-scientific material base	

We will consider the structure of pedagogical system developed by Professor V.P. Simonov and added by Professor L.F. Spirin [7].

In each pedagogical system there are always nine main components: the activity purpose, the subject of pedagogical activity (the one who operates system), subject-object of activity (the one who is managed: the

child, the pupil, the student), relationship "subject – subject - object", the content of activity, ways of activity, pedagogical means, organizational forms and result of activity. All these components are in interrelation and interaction.

Each of pedagogical systems arises with definite purposes and carries out certain functions. We will consider, for example, the purposes of creation of small pedagogical system – sports section: to strengthen health of pupils, to develop their physical qualities – and big pedagogical system – teacher training institute: professionally to train the person that he seizes pedagogical specialty.

Means, pedagogical systems differ, first of all, with the purposes. In system it is available managing pedagogic systems (teachers, tutors) and managed pedagogic systems (pupils). Each identity of the pupil is not only an object of pedagogical activity, but also a subject of own activity, self-development, self-education. In teaching-educational process schoolchildren participate in concrete kinds of activity (educational, esthetic, labor, sports, etc.). In them self-development and formation of the personality is really carried out.

3. Concept of pedagogical activity

Pedagogical activities on B. T. Likhachev – a special type of socially useful activity of the adults consciously directed on preparation of younger generation to life according to economic, political, moral, esthetic and other targets of society[8].

L.F. Spirin, professor of the Kostroma state pedagogical university gives a peculiar treatment of concept of pedagogical activity, sharing views on activity of such prominent scientists, as S. L. Rubenstein, A.N. Leontyev, N. V. Kuzmina, P. S. Grava, O. A. Konopkina, I.S. Ladenko, G. L. Pavlichkov, V.P. Simonov. Their views allow considering activity of the teacher as in aspect of methodological understanding of activity of the person in general, and in its narrowly professional understanding.

Pedagogical activity is conscious intervention of adults in objective-natural socio-historical process of education of children. The purpose of this intervention – transformation of human nature to "the developed specific labor", training of a member of the society.

Pedagogical activity organizes objective process of education, accelerates and improves training of children for life since it is armed:

- pedagogical theory (theoretical knowledge);
- pedagogical experience (practical experience);
- system of special institutions.

Pedagogical activity is guided by the scientific pedagogical theory which is engaged in studying: education laws; educational influence of living

conditions; their requirements to the person. Thereby the scientific pedagogical theory arms pedagogical activity by reliable knowledge, helps it to become deeply conscious, effective, and capable to settlement of arising contradictions.

The initial component of pedagogical activity – the teacher’s knowledge of requirements, tendencies of social development, the main requirements imposed to the person (i.e. the teacher has to know, what person should be brought up for society).

The second component of pedagogical activity – diverse scientific knowledge, abilities, and skills which have been saved up by the person in the field of production, culture, public relations which in a generalized view are imparted to younger generations. As a result of development of these bases at the person the conscious relation to life – outlook is formed.

The third component of pedagogical activity is actually pedagogical knowledge, educational experience, skill, intuition.

The fourth component of pedagogical activity is the highest civil, moral, esthetic, ecological, etc. culture of its carrier.

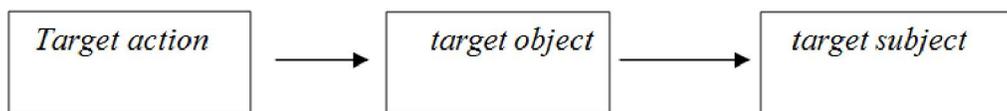
Considering pedagogical activity as a cycle of stages of pedagogical management Professor N. V. Kuzmina includes the following components in structure of pedagogical activity [9]:

- the gnostic;
- the design-target;
- the constructive;
- the organizational;
- the communicative.

Functions of pedagogical activity are:

1. Transfer of knowledge, skills, on this basis formation of outlook at pupils.
2. Development of intellectual forces and abilities of younger generation, emotional and strong-willed and effective-practical spheres.

Purpose structure:



Target action designates specific action of the teacher which he makes to develop a target subject.

Target object is a person in various role positions of pupils.

Target subject is the party of the identity of the pupil, his experience, orientation, qualities which has to be transformed during pedagogical process.

2. Pedagogical purposes in pedagogical process.

3. Formation of moral behavior of pupils on the basis of conscious assimilation of the moral principles and skills of behavior in society.

4. Formation of the esthetic relation to reality (to learn to distinguish fine and ugly to defend the fine).

5. Strengthening of health of children, development of their physical forces and abilities.

All these functions of pedagogical activity are interconnected. Transfer to the child of knowledge, abilities, skills, the organization of his diverse activity naturally involves development of his intrinsic forces, requirements, abilities, talents. Functions of pedagogical activity are directed on formation of versatily developed identity of pupils.

The central link of any pedagogical activity is the purposes of education of the children's personality. The purpose is an anticipation of the desirable, possible end result of activity. The pedagogical purpose reflects in itself philosophical, economic, moral, legal, esthetic, biological ideas of society of the perfect person and his mission in society life. Means, the purposes of work of the teacher are defined by society, i.e. the teacher isn't free in a choice of the end results of the work.

II. 1. Characteristic and analysis of the pedagogical purposes

The pedagogical purposes are anticipation by pupils of results of their interaction in the form of the generalized cogitative formations.

For the teacher the purpose is the purpose of teaching, the teacher makes certain actions on its statement: optimizes, forms, accepts [9].

For pupils the purposes are the purposes of studying, each pupil with different degree of accuracy, completeness and sensibleness predicts the purpose at lesson. The purposes of pupils can answer the purpose of the master, and can vary.

The purpose is one of elements of conscious activity and behavior of the person. Any activity assumes the purpose, motive, means and result. Pedagogical activity is not exception. Development of the individual and the personality can be and without goal put in advance, is insufficiently conscious and therefore unorganized.

So, in structure of pedagogical activity there is a purpose.

Philosophers, psychologists and teachers, as a rule, speaking about the purpose, anticipate ideally imagined result of activity as a product wished and expected it.

Researchers consider as the reason of its formation realized (sometimes insufficiently conscious) requirements and interests. The requirement in turn represents a shortcoming, deficiency, absence at the subject of any vitally significant and important means for him (in broad understanding) and comfortable conditions. In a similar situation this deficiency of something and uncomfortable conditions the subject endures as need (something is required); it should be satisfied.

This conscious requirement in imagination of the subject becomes a desirable product, the purpose which the subject can reach in the course of activity. And as infinitely there are a lot of needs and besides they develop, therefore, and there are many purposes and they too develop in the course of activity [10].

The purpose — is mentally anticipated result (a desirable product) of the teaching-educational process. It is connected with needs and motives of the personality.

For an example we will consider the purpose of pedagogical activity — "education at pupils of the standard of speech". It has both educational and teaching aspects.

In order to achieve these objectives, for example, in middle classes, it is necessary to solve a number of teaching-educational tasks: education and development in children of oral and written language; enrichment of a lexicon of pupils; development of skills of literacy writing, work on formation of expressiveness of the speech, its emotionality, etc.

We will characterize functions of the purpose of pedagogical activity. These are some of them:

- a) the purpose — a standard of the anticipated image, the wished product as to value;
- b) the purpose as a stimulus to action;
- c) the purpose as a norm to choose means of action.

In the first function the purpose as the standard of an anticipated image specifies the general, main direction of the subject and object of activity.

Then as a standard the purpose carries out a role of a criterion, a measure to compare that is already made, with that desirable product which we want to have. One more subfunction of the standard is related to regulation of pedagogical activity. It can be called a corrective subfunction.

In pedagogical activity the purpose acts as backbone category. It is connected with motives of activity and plays a crucial role in a choice of its means. So, the same purpose can be answered by

different alternative (or — or) or even opposite motives.

It is necessary to tell about interrelation of the purpose, result and means. The latter includes process, and also material (subject, cannon) and ideal means, that is both external, and internal elements of activity. Only having necessary means, the subject can achieve the objectives. But maybe so that search of the means providing by them any action becomes the purpose of the intermediate stage of activity.

The content of the purpose depends on objective laws and conditions of reality, real opportunities of the subject and applied means.

Pedagogical process is always a purposeful process. Without fair scientifically reasonable idea of the purpose there is no effective pedagogical activity.

Goal-setting in pedagogics is a conscious process of identification and statement of the purposes and problems of pedagogical activity. The choice of purposes of education and training shouldn't have forcible character. It is caused by pedagogics methodology, philosophical ideas of the purposes and society values, and also social-economic, political and other circumstances and knowledge.

In philosophical-pedagogical literature on determinism of purposes of education and training there are three positions [11].

Full harmonious development of the personality as the purpose of education was proclaimed by the Soviet pedagogy, but wasn't realized.

3. Ways of systematization of types of the pedagogical purposes

On the importance and level of generality the purposes in pedagogy are constructed by the principle of hierarchy. This hierarchy follows at least already from various level understanding of category of education. Besides, there is interrelation and on across.

Definition of the purposes and problems of education has a great theoretical and practical value.

The goal-setting and goal-forming are connected with a technique of the pedagogical activity directed to achievement of the purpose: with its transfer from the highest (theoretical) levels to the lowest, "practical" (technological); diagnostics of object and conditions of pedagogical activity; choice of means of pedagogical process.

We adhere to the following systematization of the purposes of pedagogy:

The purposes training are formation of knowledge, skills, that is consciousness and ability formation.

The purposes educational — formation of relations to the most various aspects of life, society, work, profession, educational institution, lesson, subject, parents, to itself, nature, art, and also

formation of such qualities, as collectivism, patriotism, internationalism, humanity, etc. (that is having a public focus).

The purposes developing – formation of creative abilities, inclinations, abilities of pupils, and also ability to realize them. During realization of these purposes the attention, memory, thinking, will, and also independence, assiduity, diligence and accuracy of pupils develop [12].

4. Diagnostic statement of purposes

Diagnostic statement of the purposes of training and education is such statement of the purposes of training and education which allows objective and unambiguous control of extent of achievement of the purpose.

The purpose in pedagogical system has to be set diagnostically, i.e. so exact and certain that it is possible to unambiguously make the conclusion about extent of its realization and to construct quite certain didactic process guaranteeing its achievement for the given time.

In order to achieve the objectives on the 3rd — the 5th levels of education, it is necessary to formulate them diagnostically that is in order signs to be accurately defined on which it is possible to judge if the objective is achieved, it is necessary to measure extent of its achievement precisely.

For example, for diagnostics of success of assimilation of knowledge of pupils (purpose) the teacher needs to prepare control devices beforehand: texts of dictations, tasks, creative assignments, tests, etc. And preparation of them at a preliminary stage of activity on control turns into a local goal, and its realization becomes a condition of achievement of a main objective.

Today each teacher looks for the most effective ways of improvement of educational process, increase of interest of pupils and growth of progress of pupils. In this regard aspiration of teachers to increase quality of training more persistently sounds the appeal to transition from separate techniques to pedagogical technologies [13].

In comparison with the training constructed on the basis of a technique, the technology of training has serious advantages.

- Accurate definition of an ultimate goal forms a basis of technology. In traditional pedagogy the problem of the purposes isn't the leader; extent of achievement is inexact defined, "by eye". In technology the purpose is considered as the central component, as allows to define extent of its achievement more precisely.

- Technology, in which the purpose (final and intermediate) is defined very precisely (diagnostically), allows to develop objective control methods of its achievement.

- The technology allows minimizing situations when the teacher is put before a choice and is compelled to pass to pedagogical impromptus in search of acceptable option.

Unlike earlier used methodical lesson work-up focused on the teacher and types of his activity, the technology offers the project of the educational process defining the structure and content of educational cognitive activity of pupils. Methodical lesson work-up is perceived by each teacher differently, therefore, activity of pupils is also differently organized. Design of educational activity of pupils results in higher stability of progress practically of any number of pupils.

Nondiagnostically put purposes can't be realized.

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