

ABOUT PERCEPTION CYCLES IN EDUCATIONAL PROCESS

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There is a saying about how a man realizes his natural necessity of perception in educational process, in particular, higher school. Why do we talk about cycles of a student cognitive activity? It's not because we see them in the real educational process, but because our researches and developments are focused on that fact in order to its appear clearly. This is done for the following effect that all these cognitive cycles will become an obvious instrument of a teaching work. How can we achieve this? – And easy, but on the other hand extremely difficult at the same time. It is easy because you need to match to one obvious cycle's half the other half. The difficulty will be in that how to see the second half clearly. The first half it's a traditional direction of pedagogical influence on a student in the form of informative flow about subject of a studying science. The second – it's a natural impulse of news perception about changeable world, that was directed by individuum outwardly. The world's image of individuum – here is the key meaning. The whole experience of an individuum that contacts with outside environment is reflected in this world, but the constructive elements of an image are meanings that is the core of statistic modeled steps of the previous contacts. In line with modern psychological representation of perception as a duodirectional process interaction of an individuum with items of outside environment that have the main role of outgoing impulse. In this case we give the leading role to an individuum, i.e. to his world's image and perception. The last means here that in educational process a man is more close to create than «take a picture» of already created. Therefore, the traditional style «give knowledge» is not conform with natural disposition of a man to learn the world in manner of creativity. In order to open the road to impulse of educational creativity it is necessary to draw the attention on «educational body of an individuum» – his image of the world. It is necessary for a teacher to have a presentation about its structure, to know by what meanings, concepts it is filled. Spontaneous coupling of a discipline subject with the world's image of a student is possible under some necessary numbers of concepts in the world's image that are actual for basic concepts of an educational discipline. A teacher in the point of view of methodology should have so called «a tree of concepts» of his subject of a science while organizing the educational interactions [1].

Literature

1. Karjakin U.V. Educational process in higher school: paradigmatics, conceptuality / U.V. Karjakin, E.A. Tunda. –LAP LAMBERT Academic Publishing. – Germany, 2014. 301срp.