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PATHS OF DEVELOPMENT OF PERSONALITY RESEARCH POTENTIAL OF HIGH SCHOOL STUDENTS IN THE CONTEXT OF CULTURE CREATIVITY

In the article the paths of development of research potential of high school students in the period of exponential growth of the number of information sources and permanent introduction of new means of communication are suggested on the basis of the results of the analysis of methodological approaches to development of personality research qualities from the perspective of culture creativity.

Keywords: research potential, high school students, culture creativity, methodological approach

В статье предложены пути развития исследовательского потенциала старшеклассников в период экспоненциального роста числа информационных источников и постоянного введения все новых средств коммуникации на основе результатов анализа методологических подходов к развитию исследовательских качеств личности с позиции культуротворчества.

Ключевые слова: исследовательский потенциал, старшеклассники, культуротворчество, методологический подход

Process of globalization, man's life in constantly developing conditions, necessity of increased professional mobility and highly intensive growth of the number of new means of communication in all life spheres demand of education to be aimed rather at formation of "competence to renew competences" than formation of competences known in advance. Personality ambitions and capacities to research the novelty and complexity of the changing world as well as to create new strategies of behavior and activity take on enormous significance. So in school education the priority is to develop personality qualities which reflect sense bearing value of research work, value of creation and use of situation of uncertainty. In situations of uncertainty it will be required to have an ability to build more and more complicated hierarchic structures of personal activity in complex multifactor environments, combinatory ability, ability to reason in terms of casual nets, ability to forecast non-linear dynamics, ability to build optimal strategies of management in real time mode, etc.

From the perspective of culture creativity regarded as a culture of value criteria, value preferences in the name of man's "creativity of understanding" the world, other people and oneself, that allows to justify any initiative in the sphere of culture of cognition that is originally historical and personal, there occurs a fundamental question about the creation of the didactic model of development of students' research potential which we consider to be an individual integrative quality that is characterized by the unity of developed inborn aptitudes that include intelligence, sensitivity to the

novelty of the situation, research activity, communicativeness as well as integral scientific knowledge about the modern world and a man in it, skills to conduct cognition, valuation and sense relation to its results, it also allows to reorganize the directions and the content of one's activity on the basis of personal self-determination and creative self-development during the whole life.

To develop this model it is required to determine the main methodological approaches that enable to distinguish the system of principals, mechanisms, pedagogical and psychological conditions of development of research potential in accordance with culture generating status of a personality. Implementation of the methodological approach means transferring the point of focus from "result" to "process of its obtaining", from "process" – to "regulatory prescriptions (form) of process" and further on to "mechanism" that provides the effectiveness of the process (V.N.Verhoglzenko). We analyzed possibilities of different methodological approaches to distinguish the main ideas of development of personality research potential, we took into account the integration of methodological approaches that complement each other and principles that realize them [1].

The choice of methodological approaches to develop the problem under study is connected with the change of value system of education: from subjects studying to personality development; with the practice of use of methodological approaches to work out the contents of education; with the conditions of realization of personality research potential

in educational institutions (new system of organization of educational process, introduction of health saving technologies, use of open educational environment etc.). So methodological approaches to develop the problem of construction of cultural and creative model of development of personality scientific potential were methodological approaches employed in education that determine goals and results of personality education; contents of education; pedagogical and psychological conditions of personality development (cultural, systemic, pragmatist, anthropologic, axiological, environmental, competence-based, personal-oriented, constructivist, informative, discursive, polysubjective, pragmatic, reflexive).

As development of high school students' research potential suggests the use of ideas of culture creativity, we consider culturological approach to be the main methodological approach. In recent years this approach has been acting more and more actively as a reliable theoretic and methodological orienting point which enables to distinguish regular connections and relations of the phenomenon under study that makes it possible to use it as a unifying theory in relation to particular researches which include the ones in sphere of pedagogics. According to the words of I.F.Isaev, this is the approach that "enables to consider pedagogical phenomena, pedagogical activity on broad cultural background of socium as a complex of cultural components" [2].

Personality education in the frame of the approach is regarded as a cultural process that is conducted in culture congru-

ous educational milieus, all components of which are full of human senses and serve a man who demonstrates his individuality freely, is able to self-develop culturally and to self-determine in the world of cultural values (E.V.Bondarevskaya) [3]. Cultural approach suggests drawing contents of education from culture. Contents of education become a personality property including pedagogically adopted social experience assumed by a person. Assimilation of contents of education can be presented in the form of cultural experience of personality self-expression. Its structure includes experience of cognition in over subject and subject areas in the form of experience of knowledge application, experience of use of work methods (skills), experience of creativity, experience of emotional and axiological attitude to the world (V.V.Kraevskiy, I.Y.Lerner) [4,5]. Experience of personality cultural self-expression together with above mentioned components also includes, in our opinion, a universal component of cultural experience of self-expression: system of personally relevant senses and values of learning (research) activity, creative learning (research) activity.

To suggest the paths of development of high school students' research potential we analyzed methodological approaches in the context of different aspects of culture creativity (creative process; creative product; creative personality; creative environment (sphere, context, etc.)). Obtained ideas were correlated with criteria and indications of development of high school student's personality research potential. On the basis of cultural approach we distinguished a number of criteria and indications of high school students' research potential: degree of learning intellectual operations (decision making, programming, use of criteria of preference, achieving goals, necessity and sufficiency of chosen operations, efficiency of obtained results), motivation for research (intensity of cognitive need, awareness of research (cognition) value, dedication to research); technological readiness for research (command of conceptual framework of the matter under study, skills of how to employ methods of scientific cognition, following the rules of scientific organization of student's work); scientific direction in thinking (awareness of structural segments of elements of individual research activities, following the norms and requirements of scientific direction in

thinking, generalization of substantive and operational results of research); creative activity (independence in transformation of ideas and relations between them, getting to know the history of science and its modern problems, research communication).

We considered development of research potential of high school students' personality in multicultural informative and educational environment of school in accordance with stages of culture genesis (culture study, culture use, culture interpretation, culture creativity), each of which reflects psychological mechanisms of its development, characteristics of their personality. We determined personality research potential demonstrations, which are the most sensitive to pedagogical influence, with the help of statistical methods in the conditions of carrying out analytical and diagnostic stage. For high school students with creative level of development of research potential the following characteristics appeared to be statistically the most significant: students' awareness of the importance of prolonged occupation with mental work, independent formulation of cognitive matters; striving to realize the possibility to demonstrate independence while solving cognitive problems; focus on performing tasks that require research with drawing an experiment and additional information sources; desire to research in conditions of vocational choice; interest to research activity in certain higher educational institutions; striving to get higher education; desire to carry on research activity at an intensive rate.

Obtained results of the analysis of methodological approaches in accordance with the planned results of development of high school student's personality research potential and revealed points sensitive to pedagogical influences led to productive ideas to solve the problem in the context of culture creativity which include: use of personified collective programmed patterns; reliance on personality's emotional perception; development of students' axiological attitude to cognition and its products; creation a dialogue in cognition; including mechanism of self-cognition of personality potential capabilities; permanent and gradual complicating activity with its transfer to a higher level of development from performance to culture creativity; driving from activation of student's work to his own activity; creating problematic and

situational spaces by analogy with scientific, professional activity and life realities; choice of problematic situations made by a student on the basis of his subjective experience and personal reflection; student's formulation of learning activities (tasks); combination of diagnostics and self diagnostics which are components of personality research potential while controlling its development; perfecting self-education skills in the conditions of information and communication technologies being used; carrying out cross-disciplinary learning and scientific research.

Complex of the identified productive ideas indicates that methodology of development of personality research potential is of systemic and integrative nature. Their results-oriented approbation will enable to work out the conception of development of personality research potential of high school students that will include the main provisions, laws and principles of its development. Study of mechanisms of development of personality research potential made on its basis, substantiation of psychological and pedagogical conditions of its development, creation and approbation of technological approaches to implementation of didactic model of development of personality research potential will open up new possibilities and perspectives of development of creativity theory, educational technologies design theory, that will eventually enable to improve the level of realization of personality research potential from the level of culture study to the level of culture creativity in education.

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