

FOLLOWING THE PRINCIPLES OF COMMUNICATION IN COMMUNICATIVE DIDACTICS

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Abstract

The article describes the relationship between communicative didactics and communicative principles, as well as the need to follow communicative principles, and the quality of social order is the demand of the times.

Keywords: Didactics, communicative didactics, principle, communicative principle, general didactic principle.

The founder of communicative didactics K. Shaller, as its ideological and theoretical-methodological ground, the concept of the dialogue between man and God, the concept of the importance of mutual relations, the demonstration of consciousness (within the ontological concept of Yu. Habermas (4)), the cases of effective communication theory that help to "determine" its types offers.

It should be noted that the researched didactic direction has not been fully formed, currently the concepts of interactionism are expressed as a functional sum of communicative and critical-commutative didactics, and the filling of the essence is determined by different approaches that can see the difference in subjects, structures, concepts and systems of principles.

Such a system includes various aspects of concepts, including: 1) reflexivity; 2) exemplarism; 3) didactic reduction; 4) symmetric and asymmetric communication; 5) system of requirements for their implementation.

The issues of communicative didactics are as follows: 1) increasing the level of communication of process participants; 2) critical study of the surrounding reality to change it; 3) data transfer; 4) constructive resolution of conflicts between communication participants; 5) development of interpretative relations to the environment.

Communicative didactics shows the integrity of the process through the following signs: 1) goal orientation; 2) informativeness (prognostichnost); 3) contextuality (contextuality); 4) objectivity; 5) continuity; 6) relativity; 6) ownership of an interpretative feature; 7) the presence of ethical aspects; 8) existence of rules for implementation of communicative relations.

Based on what has been said, it is possible to draw the following private conclusion, that is, pedagogical communication as a process is aimed at "mastering" the given amount of information, as a result of which an adapted thinking and behavior can be formed, its basis (foundation) consists of agreement, thinking and adaptation to the existing conditions.

With the help of the main conditions underlying communicative didactics, the mechanism of the pedagogical process can be activated (meeting communication requirements, changing self-evaluation, organizing effective interactions, fulfilling social obligations, etc.), creating conditions (the situation during interactions, decision acceptance, etc.), changing the way of dealing with the process expressed in language, inculcating the sincere relations of the participants into the communicative goal, efficiency.

Based on communicative didactics V. There are three principles of Tyupa (30): 1) education of a culture of "objective" thinking; 2) context of understanding; 3) development of the "inner speech" of the child, which is different from the language of the teenager.

The principle of communicativeness participates as a methodological base of specific methodological principles, which include: 1) complexity (harmony, embodiment); 2) concentrism (concentration around one point); functionality; 4) situational-thematic presentation of the educational material; 5) immanence (correspondence to the inner nature).

The activity approach determines the content of general didactic principles, which include the following: 1) the principle of awareness; 2) activity; 3) creative nature of teaching.

The implementation of the main cases of the considered approach is distinguished as an activity aimed at achieving educational goals, in which communication occurs with the help of various activities, with the help of which the child seeks to solve real and thought-oriented issues.

As we begin to consider the cost of activity, S. L. We draw attention to the essence of Rubinstein's philosophical concept (principle of the unity of consciousness and activity), according to which human research always interacts with the world around him: "The subject is not only seen and manifested by his actions, but also created and determined in it. You can tell who he is by what he does; it is possible to create and shape it by its direction of activity" (1, p.24).

That's why scientists give priority to the interaction of a person with people, with himself and with the whole world, and see the main goal of achieving consciousness and life activity with the subject, which can be achieved only through his active involvement in practical activities. The field of this approach can be divided into two sides, that is, the interaction of individuals and the activities they perform. In the first case, the important role of activity in the formation of the personality is shown, and in the second case, the role of the individual in changing the appearance of the activity and the environment is emphasized.

S. L. The principle described by Rubinstein, mental consciousness forms an organic unity with activity, participates as a point of view (goals and motives) and simultaneously as a result of activity (state and skills), during which the manifestation and formation of psyche and consciousness takes place. From what has been said, it is clear that activity and consciousness are an organic unity, and yet not exactly homogeneous.

Consciousness-controlled activity cannot be a set of involuntary (reflective) reactions to some external stimulus, while consciousness is an objective reality, which is not given to the subject for self-observation, but can be understood through the system of subjective relations and the subject's activity. As a proof of what was said, A. N. It is possible to cite the opinions of Leontev, which S. L. Further clarifies the situation advanced by Rubinstein: "Consciousness is simultaneously and continuously connected with reality" (2, p.87).

Different aspects of activity from reaction are the active interaction of a person with the environment and the reality in it, as a result of which he enters the problems of the subject-activity approach and the problem of the individual.

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