



CLARIFY OF BASIC CONCEPTS OF VITAGENIC EDUCATION

Nodira Rustamova

Doctor of Philosophy in Pedagogical Science,

Email: rustamovanodira19@gmail.com



Abstract

The article defining basic concepts of vitagenic education. Vitagenic education fundamentally modifies the educational process and allows us to comprehend the life experience of an individual as an independent source of new knowledge. The main goal of education here is the self-actualization of the intellectual and psychological potential of the individual.

Keywords:

Vitagenic education, concepts, clarify.



Introduction.

An analysis of the literature made it possible to ascertain the fact that the problem of developing the cognitive interest of younger students is wide and multifaceted. Reliance on the vitagenic experience of students is one of the possible ways to solve it. Therefore, we are talking about the need to study the vitagenic experience of younger students, determine their level of knowledge in the subject, select a training model and experimentally test the impact of vitagenic education technologies on the development of cognitive interest of younger students.

Main Part.

Vitagenic learning allows us to consider a student as an equal participant in the process of cognition, as a carrier of valuable knowledge. With this approach, the student is not only an object, but also a subject of cognitive activity.

We clarify the basic concepts.

Under life experience, it is necessary to understand vitagenic information that has become the property of the individual, deposited in the reserves of long-term memory and is in a state of constant readiness for updating in appropriate situations. This is a kind of fusion of thoughts, knowledge, emotions, actions lived by the individual and having a certain (most often very significant) value for him. This information is associated with the memory of the mind, feelings, behavior, i.e. this is what is lived by man [5].

The experience of life is vitagenic information that has not been lived by a person, connected only with his knowledge of certain aspects of life and activity, but which does not have sufficient value for him/her [6].

Vitagenic experience is the result of the process of accumulating life experience, which has become personally significant for a person. Vitagenic experience has, besides this, social significance, allows predicting and constructing the future, while there is a value relation of

the individual to his experience. The process of accumulating vitagenic experience goes on continuously throughout a person's life [1].

Step-by-step technology for the implementation of vitagenic pedagogy is as follows:

1. Identification of the content of vitagenic experience using visualization.
2. Identification of vitagenic experience through various surveys.
3. Identification of vitagenic experience through its verbalization by all participants in the educational process.
4. Analysis of vitagenic experience. The identification of its nature and scope, the establishment of relations between them.
5. Definition of a basic, sustainable, substantial and personally significant valuable experience.
6. Determination of the basis for the classification of vitagenic experience, its classification. Combining information from various fields of knowledge.
7. Determining the possibility of targeted pedagogical impact in the context of the formation of integrated knowledge, skills and beliefs.
8. Determination of the conditions for the use of vitagenic experience in the construction of scientific knowledge in various fields.
9. Attraction of vitagenic experience of participants in the educational process to the formation of holistic representations of the student [7].

The proposed technology is adaptive by virtue of its flexibility, mobility, stability, subject to systemic use, considering the content and significance of each of the presented steps, allowing its transformation and modification, if possible deviations from the expected results.

As a rule, in each classroom group there are students of different levels of development of certain qualities, functions, etc. This has a positive effect on both more prepared and less prepared ones, since students united in a team have the opportunity to express themselves from a variety of sides [2].

What determines the integrity of the vitagen-oriented educational process:

1. The level of vitagenic awareness of students depends on their socio-cultural environment, the educational level of the family.
2. Vitagenic experience consists of the experience of actions, the experience of feelings, the experience of mental operations, etc., the intensity of which depends on the level of development of the cognitive interest of students acting as subjects of a particular type of activity.
3. Cognitive interest, being the main motive for learning, contributes to the formation of not only educational experience, but also vitagenic, the basis of which is vitagenic information.
4. Vitagenic information, acting as a combination of knowledge, feelings, actions, reflects the attitude of the person at certain stages of its development.
5. The nature of vitagenic information is determined by the relation of the individual to a particular subject, ie Vitagenic awareness in a particular subject directly depends on the subjective attitude of the individual to him.
6. The formation of suprasubjective skills in characterizing various groups of students by the level of vitagenic awareness seems to us significant, because students able to highlight the main thing, group, classify objects, independently find information, will be able to show their knowledge in full.
7. The high educational status of the student is, on the one hand, a consequence of a certain level of vitagenic awareness, and on the other hand, determines the growth of awareness, because students with a high degree of learning more successfully acquire both educational and life experience and use it more effectively in appropriate situations.

This point was also expressed that the life experience of students is very diverse, individual, and even among students of the same age group, the difference in experience can be significant.

Factors contributing to the transition of students from a low to a higher level:

- teacher's knowledge of the level of vitagenic awareness of students;
- subject - the subjective basis for the organization of the educational process;
- development of cognitive interest;
- child's awareness of his ignorance;
- the formation of a value attitude to knowledge;
- ability to update vitagenic experience in appropriate situations;
- the formation of the ability to interact with all subjects of the educational process;
- ability to correlate vitagenic information and scientific;
- ability to overcome cognitive dissonance;
- modern and competent adjustment of students' perceptions of life;
- creating a success situation for each student.

Techniques for Vitagenic Education:

- receiving a retrospective analysis of life experience;
- Acceptance of initial updating of students' life experience;
- admission advanced projection teaching;
- additional construction of an unfinished educational model, etc.

Thus, Vitagenic Pedagogy contributes to the formation of a value-based substantive framework that allows you to rely on it in the educational process.

Students' vitagenic experience is vitagenic information that becomes the property of the individual, set aside in the reserves of long-term memory, and is in a state of constant readiness for actualization (demand) in appropriate situations [3].

Vitagenic experience is a means of developing cognitive interest, since it represents the life experience of a person who has become personally significant and is most often used in life situations and determines the worldview of a person at this stage of life.

Conclusion.

Thus, vitagenically oriented learning is a joint purposeful activity of a teacher and students to organize a mutually enriching dialogue at the lesson, which is based on the process of actualization (demand) of an individual's vitagenic experience (his personally significant life experience that determines the worldview at this stage of ontogenesis) and collective vitagenic experience. The organization of vitagenic education assumes the presence of specific organizational forms and technologies, as well as the teacher's knowledge of the level of vitagenic awareness of students in a particular section of the program [4].

To organize the educational process so that this experience is not only used as a support for new, scientific knowledge, but also expanded, acquires new qualities - the task of modern education.

References:

1. Rustamova N. R., (2019). Using of vitagenic technology in the education system. *Proceeding of the ICECRS*, 3. <https://doi.org/10.21070/icecrs.v3i0.356>.
2. Rustamova N.R. (2020). Training Of Students Of Cognitive Processes Based On Vitagen Educational Situations. *International Journal of Advanced Science and Technology*, 29(8s), 869 - 872. Retrieved from <http://sersec.org/journals/index.php/IJAST/article/view/10834>.
3. Rustamova N.R. (2020). Contents and technology of vitagen education of higher educational institution students. *European Journal of Research and Reflection in Educational Sciences*, 8 (2) Part II, 56-61. <http://www.idpublications.org/wp->

content/uploads/2020/02/Full-Paper-CONTENTS-AND-TECHNOLOGY-OF-VITAGEN-EDUCATION-OF-HIGHER-EDUCATIONAL-INSTITUTION-STUDENTS.pdf.

4. Rustamova N.R. (2020). Development of Technology Based on Vitagenic Experience Using Media Resources in Higher Educational Institutions Students Teaching. *International Journal of Scientific & Technology Research*, Volume 9, Issue 4. Available to: <http://www.ijstr.org/final-print/apr2020/Development-Of-Technology-Based-On-Vitagenic-Experience-Using-Media-Resources-In-Higher-Educational-Institutions-Students-Teaching.pdf>.
5. Rybalko E. F. (1990). Age and differential psychology: Textbook. allowance. L.: Publishing house of Leningrad State University.
6. Verbitskaya N.O. (1999). Information Technologies for Heads of Educational Institutions: Possibilities of a Vitagenic Educational Course. *Information Technologies in Education*. MEPhI. M., 1999. Part (3). 125-126.
7. Zeer E.F. (1997). Personally Oriented Vocational Education. Ekaterinburg.