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The “Self-knowledge” program as the basis of the education system of the school

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Abstract

The purpose of work is to show the features of the school education system via the methods of studying and systemic, complex and comparative analysis of various theoretical literature on educational

issues. The results confirmed the effectiveness of the use of the program Self-Knowledge and showed that students' autonomy increased. The study concludes that the main purpose of the education system is to form the system of personal values, the basis of students' moral behavior, socially significant orientations that cause a person's attitude to himself, to society, around the world, practical skills aimed at serving the community.

Keywords: Education, School, Moral, Spiritual, Self-Knowledge.

El programa “Autoconocimiento” como base del sistema educativo de la escuela

Resumen

El propósito del trabajo es mostrar las características del sistema educativo escolar a través de los métodos de estudio y el análisis sistémico, complejo y comparativo de diversas publicaciones teóricas sobre temas educativos. Los resultados confirmaron la efectividad del uso del programa Autoconocimiento y mostraron que la autonomía de los estudiantes aumentó. El estudio concluye que el objetivo principal del sistema educativo es formar el sistema de valores personales, la base del comportamiento moral de los estudiantes, orientaciones socialmente significativas que causan la actitud de una persona hacia sí mismo, hacia la sociedad, alrededor del mundo, habilidades prácticas dirigidas a sirviendo a la comunidad.

Palabras clave: Educación, Escuela, Moral, Espiritual, Autoconocimiento.

1. INTRODUCTION

The modernization of the education sector is inevitable. Government reforms in all countries are evidence of bringing education to the forefront of innovation development strategies. This is natural since the welfare of any country directly depends on the effectiveness of the national education system. For example, European countries focus more on the development of self-awareness and

national identity of adolescents and young people, but less interest is shown in patriotic education. The strategic goal of Kazakhstan provides for the modernization of the public consciousness of the nation. Today, society attaches special importance to the formation of the personal qualities of each student based on the ideas of patriotism, civic consciousness, humanism and universal human values (GLEESON & O’FLAHERTY, 2016; KODEKOVA ET AL, 2018).

Moreover, the priority task of the modern school is to educate a person with great spiritual potential, ready for creative self-realization, aspiring to know oneself, understand his purpose, maximally discover and realize natural abilities, find his place in life. The present study assumes that the upbringing of the spiritual and moral qualities of children and adolescents is effectively carried out under the conditions of the humanistic system of education and upbringing as their main living environment. It is with the aim of examining the veracity of this judgment, evaluating the effectiveness of the results of the Self-Knowledge program, as well as the possibilities for further transformation of the program for the countries of Europe and America, the studies mentioned in the work were conducted.

2. MATERIALS AND METHODS

The system of education in any country is based on its own history, traditional national, religious values. The first condition for the

modernization of a new type is the preservation of its culture, its own national code (NAZARBAYEV, 2017). For example, the education system of society and the education system in Kazakhstan is based on the official ideology of the state, called *Mәngilik Yel* (Eternal Country).

The modern development of the education system implies a shift from the concept of knowledge delivery to the formation of a morally educated personality; setting the identity of the student in the center of the entire education system; development of creative abilities of the student, his individuality; the revival of national and cultural traditions; combination of individual and collective education. Studying the experience of European countries shows that the upbringing phenomenon there has been comprehended through the prism of the concept of personal value orientations, which determines the content orientation of a personality and revealing his attitude to the world, people, himself.

Quite interesting results are obtained by the practice, which is currently used in thousands of schools around the world, based on the ideas of Rudolf Steiner. The goal of the education system of Waldorf schools is to develop and nurture a physically healthy, internally free, creative person. Waldorf pedagogy teaches children to accumulate life experience through experiences, through a deep understanding of theoretical knowledge in practice; the education system is called the school of life (STEINER, 2012). The advantage of these programs is

their versatility and adaptation to diverse countries and cultures. But, the fulfillment of some goals set by the Waldorf schools takes a very long period of time, far beyond the school years (RUIJS, 2017). Alternatively, the study by RIVERS and SOUTTER (1996) suggests that education in this type of school contributes to aesthetic and social development (DAHLIN, 2010).

The influence of the education system on the change in public consciousness can also be traced in schools that rely on Maria Montessori. The basic principles of this system are the independence of the child, freedom within the established boundaries, the natural psychological, physical, and social development of the child (MONTESSORI, 2009). Angeline Lillard claims about the advantages of this method, noting that due to the large choice of ways to perform school tasks, there is a positive effect on students’ independence and development of motivation. Opponents point out the lack of structure and academic standards, which may adversely affect academic achievements (RIVERS & SOUTTER, 1996).

The technology School of Tomorrow or School of the Future has found applications in more than 120 countries. The following principles form the basis of the Howard Schools system: independent work of the student and setting his own achievable goals; complete learning of each child’s educational material; individual approach and student motivation. The advantage of the school is its task to educate a modern diversified person using modern technologies. However, it is

worth noting that for the implementation of this system into reality, thorough staffing and material support is required, therefore in the vast CIS countries it is used mainly in private schools.

The organization's Fair Community is a system where the inherent morality of coercion is replaced with the morality of cooperation, where the teacher and the student have an equal right. Fair community allows to balance justice and collectiveness, to ensure the effective development of each student, without violating the integrity of the school community (DZHURINSKY, 1998). This system is actively used in schools in the USA, Germany, and Britain, and shows positive results in teaching students the construction and functioning of a democratic state that will inspire the younger generation to build this model of society in the future. This is an important contribution to the future of society, but these are only assumptions - neither theoretically nor practically this statement has yet been proven.

Also, modern approaches pay attention not only to academic education but also to increase emotional intelligence, by conducting classes on teaching emotional health and ways of working with emotions both in school and in real life (BULLOUGH, 2011; AHMADI ET AL, 2014). This technique has tremendous development prospects since in the modern world it is simply necessary to support the mentally healthy state of each person. A systematic interdisciplinary study of the phenomenon of upbringing was

implemented in the framework of the Soviet and Russian scientific school A systematic approach to the upbringing and socialization of children and youth under the leadership of (NOVIKOVA, 2000). The range of theoretical problems studied by this scientific community is comprehended in the collections of scientific papers Education is a strategic national priority (GAVRILIN, 2018), System approach to education: development in time and space (SELIVANOVA & SHUSTOVOY, 2018). NOVIKOVA (2000) offered a number of signs:

1. The presence of a school model that reflects its present and projects its future, a concept adopted by teachers and students;
2. A healthy lifestyle of the team, including work, study, entertainment, informal communication, creative activities;
3. The presence of zones of disorder, talking walls, reflecting the daily lives of children;
4. Humanistic nature of interpersonal relations, attentiveness and goodwill towards all others;
5. Resolution of internal conflicts due to self-regulation (NOVIKOVA, 2000).

As can be seen, the role of the school education system is most convincingly illustrated by the whole integrative; regulatory; developing functions. In particular studies, it was proved that the emotional development of children and the criteria for their moral behavior are closely related to cognitive processes (KOHLBERG, 1931).

Education systems presented in foreign experience have enriched our vision of the possibilities and prospects of planning educational work with Kazakhstani schoolchildren in the context of modernizing public awareness. Therefore, the relevance of this work is confirmed by the need to evaluate and compare domestic and foreign programs and test them in practice.

Since the effectiveness of the Self-Knowledge program and the comparison of the results of its and foreign programs were not experimentally verified before, this work is very valuable both for the education system of Kazakhstan and other countries that can take note the program.

Therefore, the purpose of this work is to reveal the advantages and disadvantages of the Self-Knowledge program and their experimental confirmation, as well as a comparison of the results of the effectiveness of various domestic and foreign methods.

3. RESULTS

The undoubted advantage of this program is the education of the modern humane person, which is an important goal of each person. This gives us the opportunity to talk about the universality and the possibility of using the program by other countries. We have come to the understanding of the education system as social and pedagogical

integrity, which determines the nature of the relations of teachers, students, and parents and unites all types of their joint activities around common meanings, values and goals of education.

The program of moral and spiritual education Self-Knowledge has been implemented in Kazakhstan since 2010 in the format of the compulsory subject Self-Knowledge, and since 2014, as an education system of educational organizations. In addition, it allows you to create a holistic educational space, which includes the educational process itself and its management, extracurricular upbringing activities, additional education, interaction with external social institutions by enhancing the value potential of all these areas. In this space, the following meta-idea is realized: the self-cognition, the knowledge of other people, the knowledge of the world, the knowledge of the spiritual experience of mankind through a system of various types of activities and allows to develop the personality subjectivity. As a result, a person is able to realize his ability to build his life and activities based on his own principles and views, to be a strategist of his activities, to set and adjust goals, to be aware of motives, to build his own life plans on his own.

The main types of students’ activities are cognitive, estimated-indicative, reflective, communicative, creative, labor, socially useful, play (Figure 1). Any type of activity generates various formations in the personal structure of an individual. However, first of all, the content of the activity determines what these new formations will be.

Therefore, the main task of the teacher is to define the content and values behind it. This subject enhances the value meaning of education and completely fulfills the main purpose of the educational process according to self-knowledge: the forming of students’ system of values, the foundations of moral behavior, socially significant orientations that determine a person’s attitude to himself, society and the outside world, as well as practical skills aimed at serving the community.

Figures 1 and 2 show the efficiency of the Self-Knowledge NDO program, marked by the achievements of participants in the teaching-and-learning relationship.

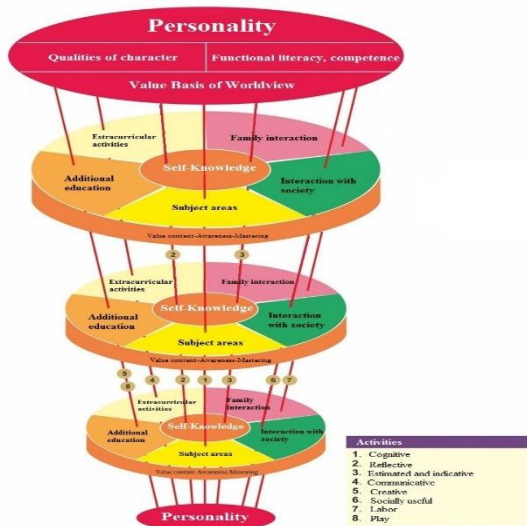


Figure 1. Value content of various types of activities of students in the education system of the school on the basis of the Self-Knowledge NDO program

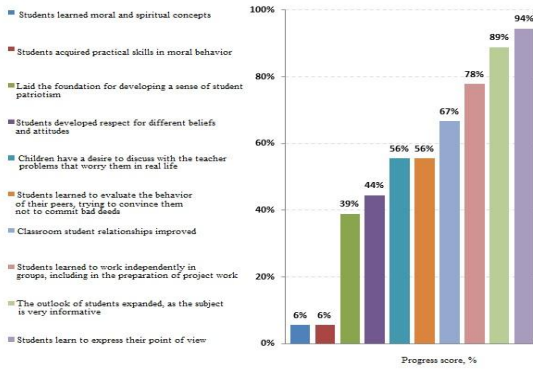


Figure 2. Student Achievements after the Self-Knowledge program (expert assessment - teacher’s N = 72)

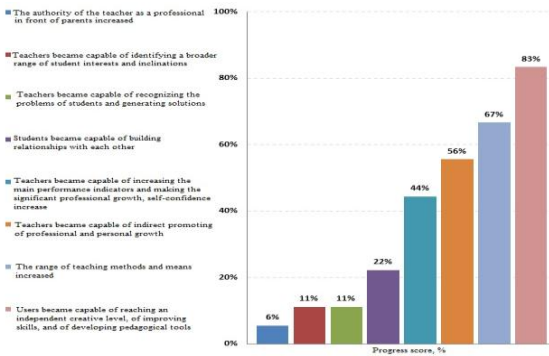


Figure 3. Teacher Achievements after the Self-Knowledge program (expert assessment - teacher’s N = 72)

It would be impossible to achieve results without the high professionalism of teachers. For example, Bullough believes that education is primarily a moral education of the individual and that ethics is the basis of all knowledge (MAULANA ET AL., 2015). According to research conducted in Australia and Ireland, most of the respondents consider teachers to be primarily a moral educator (BRENNAN ET AL., 2017). The teacher creates the conditions for a child to master the mechanism of self-determination and self-realization.

As it is seen, thanks to the Self-Knowledge program a student masters the methodology of joint activities, learns to build relationships with other people, begins to understand the value and uniqueness of each person and, most importantly, knows himself. Thus, an education system that focuses on moral development benefits from a broad range of additional opportunities when bringing to life the ideas of self-knowledge and when fostering spiritual and moral qualities in students.

4. DISCUSSION

The program of moral and spiritual education SELF-KNOWLEDGE NAZARBAYEVA (2017) is implemented in the education system and has a positive meta-subject and educational potential. The program covers all areas of educational work in

educational institutions and, with its proper implementation, will play the role of a strong catalyst for the revival of national and universal values in their unity.

5. CONCLUSIONS

It can be concluded that the program of moral and spiritual education Self-Knowledge is characterized by an orientation to humanistic values and goals, a humanistic management style; actualization of the value potential of educational and extracurricular activities, additional education of students; cooperation with the family, the development of the social activity of students. The advantage of the program is its appeal directly to the personality of each growing person.

A comprehensive program for the development of the school's education system, tested in a long-term experiment, is an effective mechanism for the spiritual and moral development of students. The information obtained during the study practically proves the advantage and disadvantages of this program, indicative results that can be obtained. Theoretical substantiation contributes to a deeper disclosure of the issue of the education system in Kazakhstan. A comparison of a variety of foreign techniques gives a clear understanding of how they can be used to improve the current training program.

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