

NOVODIDACTICS ACCORDING TO THE INTERDISCIPLINARY CONTEXTS ¹

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UDK: 37.02

Abstract

In this article the authors describe the methodologically different modalities of new psychodidactic direction of novodidactics, they show its connection with different modern sciences. Novodidactics as a scientific discipline can detect developing resource in the educational process of formation of tolerance of young people in a multicultural society, as well as in the areas of cognition, not directly related to learning - semiotics, synergetics, acseologics theory of meanings. Upon to the opinion of the authors, the development is the condition of human life and the lags in development affects on the quality of life negatively. If we take the development as the global aim of education and education in general, in accordance with this we are to interpret basic didactic concepts. We can understand the specifics of such interpretation only by having overstepped the bounds of traditional monistic methodology, going to the level of interdisciplinary understanding of the problem. Authors describe different aspects of interdisciplinary, analyze the fields of participation in didactic knowledge: didactic in the context of mathematics, physics, didactic in the context of the human physiology, didactic in the context of psychology, didactic in the context of logic, didactic in the context of ethics, didactic in the context of aesthetics, didactic in the context of sociology, didactic in the context of anthropology, didactic in the context of philosophy.

Key words: didactic, educational process, extension, interdisciplinarity, novodidactics.

Didactics as a theory of educational cognition is the most considerable part of pedagogics. Its subject is teaching and the broader area of human life activity – education. The statement that the didactics has the dominating role in pedagogics may be applied as to the classic pedagogical past as to the modern pedagogical condition. Moreover in the last case we are faced with the fact when a part is greater than the whole. The phenomenon of the mentioned relation of a part and a whole in pedagogics is not a metaphor or something of verbal equilibristic, but a genuine reality. For example, it will be right to talk about the didactic basis of any serious scientific books outside of the educational process in general. Here didactics, being

¹ This work was supported by a SFU grant № 213.01-11 / 2016-2HM (the task of the Ministry of Education and Science №28.125.2016/HM) "Research and improvement of the political and legal mechanisms of tolerance formation among the students in a multicultural society"

really a part of the pedagogics, goes beyond it, and in this sense is "more" than a whole. According to the intellectual potential, didactics is located in the same line as the systems theory, lattice theory, processes theory. There are cases when a person with a high mental development has a marked degree of didactic culture. We can recall V.G. Belinsky, who used the concept of didacticism in relation to poetry, though in a negative sense. As for the teacher or the professor of the higher school, for them didactic is certainly the methodology of their training activities, the teacher's didactic competence degree, and the methodological indicator of their professional and general culture.

There are some reasons to assume that the didactics in the present time is on the way out of the pedagogics. Even now it is called as a science both in the scientific-theoretical publications and in the pedagogical usage. In Germany, there is the Institute of didactics and pedagogy, in which name is felt not only communication, but also relative autonomy from each other of didactics and pedagogy. It is not excluded that the didactics, also in our domestic science of science, will receive the status of science, coming out of pedagogics and begin to move around it, using it like a distinctive center. Though, it is unknown, what will stay in pedagogics when it has no didactics.

There is another version of didactics' future. According to this version in terms of the observed convergence of education and training, the didactics will disappear, merged with the theory of education, by dissolving in general pedagogics and significantly enriching it. In the present article we are intended to hold the position that the didactics is coming out of pedagogics, leaving, however, the noticeable trace in the pedagogical science and pedagogical discipline as an educational phenomenon. The abovementioned novodidactics carries a charge of not absolute but still significant autonomy and prospect. Here, didactics appears in various forms, sometimes unexpected and valued by us, the authors, not always clearly. Novodidactics fills many gaps which are typical for traditional learning theory and didactical traditional practices, the main thing is that it is qualitatively different in general, which makes it possible to treat this level of didactics, in some way as a science and raises the pedagogics' status while the didactics yet is still on its territory.

There is made a sharp turn in our didactics towards the human and directly outside the development constants – into the realm of being, the existence of his "Myself". Unlike the traditional and even acting didactics which is based on the epistemological approach to teaching, the attention subject of which is the ratio of the "subject - object", the novodidactics is confesses an ethnologic approach, which dominant attitude is a "human-world." At the site of the subject is a person, on the site of the object is the world. The proposed didactics, or ontodidactics, if the current perception is used, the essential didactics, certainly is not excluding an epistemological approach, but pushing it a little to a secondary role.

In novodidactics it is made an effort to create a balance between cognitive and semantic didactics. The cognitive component of teaching is highly valued, but the preference, however, is given to semantic learning process. Values represent a unit of thinking, while the meanings - a unit of consciousness. Meanings are defined as the highest instance of human activity self-regulation, on the basis of which novodidactics relates the semantic learning to the highest level of the educational process, the semantic didactics itself quite reasonably can be qualified as the top of novodidactics.

In the present article we will consider one of the most important novodidactics' directions, which are largely transform the "common" didactics into the status of a new one, – the connection of didactic knowledge with nondidactic and even with nonpedagogical one.

In the present publication the didactics is considered in the interdisciplinary contexts on the background of other sciences. Popular in its time, the idea of the context learning consists in construction of the educational process in some context, enriching, supplying the educational activity of the teacher and pupils, the professor and students: in the context of the game, in the context of the real problems, in the research context, etc. Accordingly, the theory which is subjecting to understanding these training options sounds like a context didactics. In our case, didactics and its subject – teaching and learning activities, as we said, are represented in interdisciplinary contexts. The context means the predominant influence on the didactics exactly on its part, not on the part of didactics, and not on an equal with it, although this aspect of the educational process is also taken into consideration. Interdisciplinary context is a very powerful resource that enriches the existing didactics and much contributing to the establishment and development of the above-mentioned ideas of the new didactics.

Some methodological aspects show the support to the topic relevance of the interdisciplinary approach to didactics. One of them, in particular, consists in that if a system has no information inflow from outside, it ossifies. The immersion of didactics into the interdisciplinary space, and at the same time of the object of its scientific comprehension - a real educational process, obviously weakens, overcomes and prevents the mentioned "ossification": because interdisciplinary contexts provide a mentioned inflow of information into the didactics. The second thing we would like to note is that the novodidactics in its particular part implements a well-known principle of mutual complementarity. "Complement" here is carried out by the very context, background knowledge, which is actually was mentioned above. By the third point arises the idea that the interaction between didactics with other scientific and educational disciplines is a transferal of the well-known concept of intercultural dialogue into the concrete real problem. The significance of this problem is confirmed by many postulates of the called concept, which leaves by us beyond the boundaries of the present text because of its spatial limitations.

We consider it appropriate to group the disciplines, acting as the contexts in relation to didactics, into three blocks: 1) Traditional classical scientific and educational disciplines and theories (mathematics, physics, the human physiology, psychology, logics, ethics, aesthetics, sociology, anthropology, philosophy); 2) Modern classical scientific and educational disciplines and theories (systems theory, lattice theory, theory of processes, information theory, content-genetic logic, which were non-classical in the past, but over time have become "classic"); 3) Modern non-classical scientific and educational disciplines and theories (semiotics, synergetics, axiology, existential theories). The blocks are arranged according to the degree of deepening into the subject of study and research: from traditional educational and scientific areas to modern ones, from its classical essences and expression forms to the non-classical. The reader can observe the circles of deepening, with the same direction vector, within each of the blocks: the block of traditional classical areas opens in mathematics and ends in philosophy; the block of modern classical areas opens in systems history and ends in more modern information theory; block of modern non-classical areas opens in synergetics, ends in the existential theories. It should be noticed, that within each discipline, science, theory, in our didactics we judge by the same pattern of deepening implicitly or explicitly. For example, physics, while staying in the traditional classical block, is manifested in our approach in its non-classical component (string theory), the same applies to psychology (theory of meaning). Didactics, immersed in such non-classical contexts takes itself the form of non-classical discipline. However, as the classical

theory, didactics, while coming into contact with the classic non-teaching knowledge in the border areas, is able to appear, and in some cases appears unconventionally and non-classical. Further, in conditions of specific characteristics of didactics interdisciplinary contexts in the indicated above sequence, two of its angles will be taken into account. One of them is represented by the educational process as the didactics' field of attention, its object. It is needed to decide how it can be enriched at the reserves of other educational courses expense. In comprehensive school the teaching, as we know, is mainly focused on subjects and in this sense, it is local, which in the language of interdisciplinary didactics sounds like training by the subjects. Interdisciplinary didactics as part of novodidactics, while occupying the intersystem position in understanding of educational activity and teaching as a whole, focuses on the interdisciplinary integration, within which the content of the specific academic subject resonates with similar content of other training courses and can reach the level of out of subject meta-knowledge.

Another angle of representation in interdisciplinary contexts in novodidactics and in the present text which is devoted specifically to this didactic direction, refers to the very didactics, its characteristics when it occurs in the place of crossing of various non-pedagogical content acquires a new quality, coming into contact, joining or merging with it. In the first case, the learning process, ensnared in cross-disciplinary, otherwise, in respect to general education, interdisciplinary contexts, came out on the new quality. In the last one, in a situation of immersion into an interdisciplinary context, appears a theory of the educational process, the actual didactics, and a new quality, analogous to subject matter of didactics, which gets its reflection in the definitions, ideas, concepts, attitudes, in other words, didactics, while coming out thereby on the level of novodidactics, but of course, thanks to the view of education as a multidisciplinary, intersubject process.

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