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BLAGOEVGRAD, BULGARIA

VOLUME 1
2001

SCIENTIFIC *Research*

ELECTRONIC
ISSUE

Pros and cons about the informational model of education in a university

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In the existing practice of a university now there can be found the so- called informational type of the education model, which purpose is the education itself – an acquisition of knowledge specially selected to assimilate the bases of the realization of the science, systems, accessibility and plainness principles.

In the rims of this approach are elaborated some normative requirements of the assimilation which is fixed on the curricula where it is designated exactly what the student has to know and must be able to do in the concrete subject. Considering the conformity of the student's knowledge with the demanded requirements, the criteria of the evaluation and the control of both the student's and the teacher's activity are elaborated. The basic purpose, which has to be achieved according to this educational model, is the acquirement of a scientific information offered in a definite content and a definite volume. With the same purpose a technology for the acquirement of the knowledge is created, in the base of which lays the conception of the education as an informational process ending in perception, preservation, reproduction and revision of the scientific information.

In the contemporary practice in a university the perfection of the education is realized only at the expense of the permanent reformation in the knowledge content, its restructuring by concertion of different themes, notions; at the expense of a revision of the requirements logic and the organization of the educational material in conformity with the scientific methods of acknowledge (induction, deduction, classification, modeling etc.).

The criteria for the evaluation of the knowledge activity are taken from the educational structures imposed in the practice. An average variation accessible by the majority of the students is accepted as the best model.

The elaboration of the educational content and the verification of the effectiveness of its assimilation is realized only by defining of the rate between given (the beginning) and obtained (the result): as the result of the

assimilation grows higher, the planning and the construction of the pedagogical interactions are therefore realized more successfully.

The difficulties, which arise in the process of assimilation, can be surmounted only and at the expense of changes in the content of the knowledge (or its reconstruction on the base of intersubjective links).

In that way the activity of acknowledgement is considered as a kind of movement of the students in the system of the knowledge and it is evaluated by a linear scheme: before the education- the student doesn't know, can't do, doesn't understand, doesn't use etc.; after the education – he knows, can do, understands. The process of acquirement of knowledge itself is not analyzed in this model.

All these reasoning on the existing informational model for the preparation of students - educationalists in the university mean that the elaboration of an optimal technology supposes not only a selection of the scientific knowledge, subjected to assimilation in a definite system, but also a concerting of the designable content in the educational experience of the student, which can have different sources of information. Without that the moving into the material, even correctly constructed logically, will have only a formal character for the student, that doesn't affect his personal qualities, doesn't show the rich subjective experience. Even more, if we consider properly their practical activity, we can not make an abstraction of the phenomena connected with the personal self- regulation, with the formation and the development of the “ specific capacity of a man to be relatively an independent subject of his own actions, which assures him the possibility to be a released and conscious subject of his own activity.

After the theory formulated by L. S. Vygotsky which reads “ the education leads to the development “, an intensive activity begins to erect theoretical programs that will be experimentally checked in the practice. The mechanism of formation of subjective activeness, self- sufficiency, initiativeness and others was considered in the past as an interiorization of the social effects guided by the lector. During the interiorization these effects become internal, i.e. subjective, personal new formations. The activeness of the student has been considered as completely imposed from outside and has been defined by the educational content. The education itself of the students in the pedagogic specialties in the university is still directed not to the mechanism of a person's self-development, but to the ultimate product – a developed, already “ trained” personality. The universities are still carrying the “burden” to offer the society “ ready”, “ educated” specialists that will function in the future in already established conditions. The realization of this model for preparing the specialists – educationalists

doesn't form the mechanism self-activeness according to its psychological nature," doesn't create any conditions for choosing way and means to achieve some purposes, intentions, realizations of needs “, and they are always significant and individual about every person.

The educational method in the present universities doesn't help enough the students to exhibit self- sufficiency, which is expressed in self-organization, self- realization, and self-appreciation. Instead of directing the attention to the process acting into the personality in development, the result of the education is wanted only in the ultimate result- an evaluation of the conformity of the already “developed” person with the imposed social and professional norm. The strong determinism for that personality development only by an educational influence brought as a result that its knowledge activeness begins also to be considered as a derivative of this influence, an adaptation to the social surroundings and a readjusting to it by getting aware of its laws and requirements. Furthermore a basic attention is detached to the creation of adaptive forms of knowledge activeness, which corresponds as a whole to the ask for total impact on the man, his formation as an executor and this helps the establishment of uniform shapes of consciousness and behavior in the educational process.

The elaborated after this base educational programs for different subjects are only reproducing the kind of interiorization mechanism (internal into external interiorization), which leads also to the wrong conception of identifying the formation of the psychological processes with the control of the psychological development. It is not by accident that very important attention has been paid to the insertion of the so- called-programmed education, vocated to assure the best possible condition for the adaptation of every student to the educational influence by the elaborating of logically “correct” schemes of reasons and actions as a normative model of the assimilation. The student is still in a certain extent the executor to an imposed program, some kind of an imitator of the teacher's actions, an educated machine.

The normative models elaborated upon this base and constructed after the logic laws, these educational programs which assure their algorithms, rules, prescriptions, schemes, examples etc. create the same educational conditions for all the students. If an important distraction appeared in the educational result in these conditions, then the logic of the program construction changed towards stronger one-way significance and strict requirements.

The complex mechanism of interaction between the logically existing and the personally significant is revised by the interiorization of the

logical models offered as “ an orientation base for action “ one and the same for every student. Such a mechanism of the formation of knowledge activeness and self - sufficiency, assures in the students’ education only the acquirement of knowledge, skills and habits, produces a specialist – executor, reproducing established logical models.

The analysis of the present informational model of education of the students in the pedagogical universities, despite all its positive sides, has as a result some disadvantages and restrictions. They could be successfully surmounted with the help of a new pedagogical technology, which requires a new model of education, different from the informational. This educational model has to assure a complex use of traditional and modern (operational) methods, means and adequate to them organizational forms of work. All this has to be built, having in mind the subjective experience of the students.