

Actual Aspects of the Semiotic Approach in Educational Activity

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Abstract – The article describes the methodological features of the formation of professionally significant semantic spaces of education. First of all, the work should be carried out on the basis of actualization of personal meanings in the semantic sphere of the individual student at the three levels described sequentially with the help of metaphors: the external (the semantics of "nomadic"), medium level (the semantics of the "settlement"), the inner, deep level (the harmonic combination of "nomadic" and "sedentary").

Keywords – *semiotics, sign, nomadology, semantic space, educational monad, metaphor*

I. INTRODUCTION

Today, the state of education is characterized by the destruction of the previously established forms of culture. Thinking has ceased to be identical to being, has been allocated in a special supra - empirical sphere of being-being of sign-symbolic systems. The language of culture has ceased to be adequate to reality: people have forgotten how to see the facts of culture in their wholeness, the sense of the metalogic unity of being lost. "Words" have become so separated from "things", "primary "knowledge from" secondary", that it is about not one, but with two types of knowledge: abstract knowledge about the subject, expressed in judgments and concepts, on the one hand, and with "primary knowledge", intuition of reality as it is, on the other [1].

There was an urgent need to understand education as a small sign system (semi sphere), which is in relation to the similarity with the great semi sphere of culture. In recent decades, the pedagogy of higher education has accumulated a certain potential, which from the standpoint of semiotics allows a new look at the question of the original language of pedagogy as a science capable of instilling in a person an internal organic culture and give a "living knowledge"[2].

Substantiating the ways and means of forming the mental abilities of a student, pedagogy refers to semiotics, philosophy, psychology and cultural studies. The semiotic approach becomes especially important in the education system, it is necessary to train a specialist in the study of a variety of unique cultures, with all the features of their relationship, the subculture of social groups, institutions, etc. There is a problem of optimizing the dialogue of an individual with the carriers of a different worldview. To do this, it is necessary to understand in what kind of signs the "own" culture expresses itself and learn to understand the signs of other cultures.

II. PROBLEM STATEMENT

Under the semiotic aspects of vocational education is understood the system of ideas about the features of professional and personal self-realization of the future specialist, formulated from the standpoint of semiotics. Theoretical aspect: what are the theoretical and methodological foundations for the application of the semiotic approach to the design of vocational education? Practical aspect: how to stimulate the process of professional education through the language of culture.

III. RESEARCH QUESTIONS

It is necessary to study in detail semiotics in the key of new philosophical theories, referring in their scientific application to nonlinear thinking, to the state of interdisciplinary, to the theory in the sense close to synergetic - the so-called nomadology. Nomadology (from the common Indo - European nomad) another working name - "logic of meaning", allows a student realizing himself "wandering singularity" in the world of cultural meaning, educational nomad (there is a difference in the origin of synergetic and nomadology, because synergetic originates in thermodynamics, and nomadology - in culture and semiotics [3].

The language of metaphors, concepts, images, meanings, established on the basis of knowledge of semiotic patterns is built - the meta-language allows not only describing any cultural phenomenon as "intelligent whole" [4], but also integrating educational space as a result of streamlining the content of education in the emerging consciousness of a student. Allowing a learner to better understand their "path" in the culture and the "path" of others, their individual educational trajectories, and meta-language play the role of a sign system, the scale and dimensions of which the studied object is

measured [5]. Such a meta-language is semiotically very variable, multidimensional, because the minimum working structure for describing reality is the one that includes at least two description languages, it consists of heterogeneous elements; it is a "sum", a set of language flows. For example, for the purposes of "editing" cultural meanings, three semantic streams of description of cultural reality are distinguished: one describes its spatial coordinates, the other-time; the third integrates these two extremes. In each of those threads the reality expressed by the superposition on each other of conceptual, metaphorical, and visual semiotic structures.

IV. PURPOSE OF THE STUDY

The study of the problem of applying the semiotic approach to vocational education shows that this problem can be solved only on an interdisciplinary methodological basis, using the latest achievements of philosophy, semiotics, and psychology of meaning, cultural studies. The method of practical solution of the problem lies in the actualization at the micro level of the cultural model of the content of the meta-level formation. On the basis of the semiotic approach, it becomes possible to train a specialist capable of developing his own vision of the cultural worlds, capable of teaching other methods of obtaining such knowledge. Ideally, the development of specialist thinking involves not only the study of "their" professional culture, but also the awareness of the semiotic educational monad on a General cultural background, which should find its own special educational trajectory in the space of education as part of the space of culture and establish a cultural dialogue with other similar monads.

V. METHODS AND MATERIALS

For the success of the design of the metalanguage of the description of culture, it is important to use meaningful for the field of professional culturological education of the opposition. Such oppositions of personality, which the authors consider as a semiotic monad in the space of culture, can realize and begin to construct itself with the help of such means of heuristic guidance as a metaphor.

The most important in a number of oppositions is the opposition nomadic – sedentary [6]. It provides an opportunity to describe the spatial and temporal aspects of the representation of the world of culture in the mind of a student, including the mechanisms of imagination. "Nomadic" and "settled" as metaphors of the space-time of culture, as well as metaphors "body", "machine" and "imagination" describe the initial qualitative States of culture as a system [7]. These terms as original heuristic tools are very important for the organization of semantic educational spaces. The purpose of such semantic educational spaces is the formation of thinking abilities and the development of cultural thinking, in the narrow sense, and cultural thinking, in the broad sense.

VI. RESULTS

This article describes the methodological features of the formation of professionally significant semantic spaces of education. First of all, work should be carried out on the basis

of actualization of personal meanings in the semantic sphere of the individual student at the three levels described sequentially with the help of metaphors: the external (the semantics of "nomadic"), medium level (the semantics of the "settlement"), the inner, deep level (the harmonic combination of "nomadic" and "sedentary"). Going from simple semantics (systems of meanings), through syntactic (system texts), pragmatics of thinking (mental activity of the subject) is it possible to talk about "nomadic" and "sedentary" way of thinking, each of which is necessary to see the positive side.

What operates any cultural system, any knowledge? - Signs, which are the key concept of such science as semiotics. Semiotics sees human thought out characters.

The system-designed semiotic model of professional education substantiates the need for the formation of specific mental abilities associated with the complex "statics" and "dynamics" of cultural meaning, understood metaphorically as "nomadic" and "sedentary" in the self-consciousness of culture and identity. The dynamics of cultural meaning, projected on the level of the semantic sphere of personality as "nomadic" is expressed when working with the educational text within the parameters of "spreading" and "transitivity". The statics of cultural meaning, projected on the level of the semantic sphere of the individual as "settled", is expressed when working with the educational text within the parameters "objectification" and "self-actualization" [8].

The results of the work on the problem show that in educational practice it is necessary to include private methods that establish a balance and a system of correspondences between the language of images and the language of concepts, here the link will be presented by metaphors. Here it is necessary to apply the fundamental metaphors, the use of which in the methodology of education allows laying the Foundation for a comprehensive study and understanding of culture, for the formation of mental abilities of students and the creation of cultural semantic educational spaces.

The fundamental source of metaphor is the following: anthropomorphic, machine, metaphor of the imagination. Confession, autobiography as a stylistic standard of describing one's educational path as a semiotic monad presupposes establishing a dialogue with other monads-worlds and finding one's individual educational trajectory. Very effective here is the actualization of cultural meanings in the semantic sphere of the individual through a system of spatial metaphors (the so-called "human dwelling") and chronological metaphors: metaphors "way", "travel" and «wanderings»[9]. The essence of the concept of the metalanguage of culture is as follows. In the process, the metaphors were divided into "fundamental" and "situational". Fundamental metaphors were developed logically in the learning process. They were given as a cognitive reference point, the semantic field of which must be strictly adhered to as a methodological basis for educational advancement. This is how the logocentrism of human consciousness, the "pressure" of cultural meanings in the mental scheme is manifested [10].

Here a student should be accurate. A student should be on the well-verified way based on the knowledge of established by scientific laws. Situational metaphors, on the contrary, arise in

a student spontaneously, as elements of probabilistic dynamics, so manifests itself "spontaneity" of consciousness. Spontaneity manifests itself in the educational process through spreading, "unpacking" the meanings of the text, through bringing them into a state of "nomadic" dynamics. Working with educational text is a two-fold process. On the one hand, it is "nomadic" by its nature "unpacking" meaning, on the other - "sedentary" in the objectivity of the newly created texts.

In the process of applying the metalanguage of the description of culture for the formation of cognitive abilities of a student, there are three semantic levels of thinking: imagery (physicality, inner space), abstract (machine quality, space "border"), metamachine (imagination, free space) [11].

Human body experience is the basis of ideas about the world, and in the learning process should focus on updating student's knowledge of the disciplines in which culture is represented by the tangible ecology of culture, Ethnography, cultural anthropology.

The second level, the level of "machine" metaphor, illustrates the imagery of big cities, a kind of artificial "habitat", when there are new classes, subcultures, not typical for the natural world order. Here in the mind of a student should be updated knowledge of the sociology of culture, modern culture, philosophy of science and technology, the theory of artificial intelligence, etc. The third level of knowledge of culture the level of signs - the level of a well-developed imagination. The deadness of the "machine" vision of the world and the inertia of the primitive "corporeality" must be spiritualized and warmed by the fire of imagination [12].

The structure of the education model includes the following components: goals, content, means and conditions, methods and techniques, results. The target component of the model is built in accordance with the leading goal: the formation of professionally significant mental abilities of a student through the cultural development of imagination structures. The content component is realized through the semiotic transfer of the content of education from the macro level to the micro level. Semiotic translation of the functional components of the content of education into meanings allows talking about the stages of implementation of the content of education: cognitive-gnostic, constructive, design-heuristic and emotional.

The essence of the first stage (and the corresponding parameter for the diagnosis of mental abilities of a student - spreading) - work with the spread cultural meaning in the form of knowledge, which are grouped into a particular text. The second phase of work (and a corresponding parameter of objectification) - the objectification of cultural meaning by creating a teaching text for one sample, template, algorithm. This is the basis for the diagnosis of mental abilities. The essence of the next two "creative" stages, which became the basis for the formation and diagnosis of mental abilities of students in the formative experiment, was to organize the problem-heuristic activity of students. The essence of the third stage (and the corresponding diagnostic parameter - transience) - training operations of thinking associated with the phenomenon of semiotic "transitivity". Semiotic material (primarily metaphors) is grouped according to the principle of semiotic opposition, which allows increasing the number and

quality of educational texts created by a student. Leading acceptance activities of a student at this stage is proposed the semiotic reception installation. The essence of the fourth component (and the corresponding parameter of diagnosis-self-actualization) - self-actualization of a student as a person through objectification of the relationship to the facts of culture.

The final indicator of the formation of the mental abilities of a specialist is determined for each student as the sample mean value of the four parameters (realization, self-actualization, transition), and then correlated with the similarly computed total for the methodical-pedagogical practice of students.

"A settled way of thinking" is a multi - dimensional metaphoric expression of the cultural meanings of static (of a turn) in the consciousness of the culture and identity of the person. The highest, "positive settling" in ourselves, in our creative is self-actualization through culture.

"Nomadic thinking" is a multidimensional metaphorical expression of the meanings of cultural dynamics (transitivity, spreading of cultural meaning) in the self-consciousness of culture and self-consciousness of personality. In nomadic, expresses itself syncretism representations and various activities in culture and education, the symbolism of educational pilgrimage, the potential of spiritual liberation of the individual from unnecessary cultural and educational clichés.

In the world of cultural sense, a person is able to imagine himself as a "nomad" or as a "resident", which significantly stimulates the development of mental abilities of a student. After all, it also implies the presence of the subject of action: there is one who imagines himself as a "nomad" or "resident". The first destroys the old, or creates a new culture, the second, mainly preserves and translates cultural values. These multidimensional metaphors help to develop the imagination of the educational subject-the monad. There is a dialogical interaction: the individual with the culture, a teacher with a student, a student with a student. Work with academic text with that said there is a unity of "nomadic" by nature "unpacking" of meaning and the realization of "settlement" in the structure of texts. Therefore, there are two possible criteria for assessing the mental abilities of a student: the formation of mental abilities with "nomadic dynamics" and the formation of mental abilities with "sedentary dynamics".

The essence of the concept of the metalanguage of culture is as follows. In the process, the metaphors were divided into "fundamental" and "situational". Fundamental metaphors were developed logically in the learning process, were given as a cognitive reference point, the semantic field of which must be strictly adhered to as a methodological basis for educational advancement. This is how the logo centrism of human consciousness, the "pressure" of cultural meanings in the mental scheme is manifested. Here a student should be accurate, well-verified way based on the knowledge of established by scientific laws. Situational metaphors, on the contrary, arise in a student spontaneously, as elements of probabilistic dynamics, so manifests itself "spontaneity" of consciousness. Spontaneity manifests itself in the educational process through spreading, "unpacking" the meanings of the text, through bringing them into a state of "nomadic" dynamics. Working with educational

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The third level of knowledge of culture at the level of signs is the level of a well-developed imagination. The deadness of the "machine" vision of the world and the inertia of the primitive "corporeality" must be spiritualized and warmed by the fire of imagination. At this level, the knowledge of artistic culture, semiotics of cinema, virtualize should be updated. Here it is necessary to believe that people are living imagination plus a real object and learn to imagine at the intersection of Nature and Culture.

Through the harmonious development of the structures of imagination, the meta-artistic "living" of the world of culture is achieved [13].

In the process of adaptation of the semiotic approach to education it is necessary to further its conceptual justification in relation to the field of vocational education. Semiotics, which adapts to the sphere of education without taking into account the personal principle, is a soulless semiotics; it has a state of discord between its aspects - syntactic, semantics and pragmatics. Noting that in terms of the formation of self-consciousness of the individual has changed little that semiotics adapted to education, but its humanitarian potential is not realized that the vision of the world inherent in European culture preserved scientific thought, including in terms of semiotics, the authors proposed the following.

Since "syntactic", "semantics", and "pragmatics" of education lack a link between these three areas of understanding of the texts of culture, such a link can serve, on the one hand, the development of mental abilities associated with the interpretation of various texts of culture, carried out by the meta-linguistic scheme of semiotic editing; on the other - through the development of meta-artistic thinking, the development of the semantic sphere of personality at different levels; the attitude to such facts should be objectified, and, accordingly, a method of objectification of attitude to cultural objects should be developed.

VII. CONCLUSION

The structure of the developed model includes the following components: goals, content, tools and conditions, methods and techniques, results. The target component of the model is built in accordance with the leading goal: the formation of professionally significant mental abilities of a student through the cultural development of imagination structures. The content component is realized through the semiotic transfer of the content of education from the macro level to the micro level. Semiotic translation of the functional components of the content of education into meanings allows talking about the stages of implementation of the content of education: cognitive-Gnostic, constructive, design-heuristic, emotional.

The essence of the first stage (and the corresponding parameter for the diagnosis of mental abilities of a student - spreading) - work with the spread cultural meaning in the form of knowledge, which are grouped into a particular text. The second phase of work (and a corresponding parameter of objectification) - the objectification of cultural meaning by creating a teaching text for one sample, template, algorithm. This is the basis for the diagnosis of mental abilities.

The system of means of vocational education was implemented in the educational process (lectures, seminars, independent work of students with the educational text) on the principle of the metalanguage of culture, which creates pedagogical conditions for the successful development of mental abilities of a student. When organizing work with educational texts, the authors focused on the use of metaphor language. The metaphor was understood by us in a complex way: as a semantic construct of personality and a means of forming the thinking abilities of a student, as a "filter" of consciousness that establishes a certain dimension of perception of the world.

Methods, techniques and private teaching methods should be used in a complex. In addition to the use of problem-heuristic teaching methods, new methods of working with iconic material and corresponding private techniques are needed.

These techniques are necessary for the successful implementation of the effective component, where the parameters are grouped in accordance with the cultural specificity: the identification and dissemination of cultural meanings, self-actualization of personality and "transience" of thinking in the world of cultural phenomena. It is necessary to introduce two terms for the terminological consolidation of such techniques. These terms are "semiotic editing" and "objectification of relation to the facts of culture".

Semiotic montage is the process of building a cultural object (text) of the most significant items by using metalinguistic means through the mechanisms of the imagination. From the fragments of the source texts in written, auditory, visual form, spread to the necessary degree, the formation of "pieces" of the new text is carried out, and then - the assembly into a single whole.

Transformed in the mind of a student text "pieces" become the basis of their own whole text - works, the leading link of which is a tangible main idea. It is clear that the source code is not originally "their".

However, learning to understand the texts of culture, in the process of their systematic interpretation, translation into their own language with the help of the proposed meta-language, a student thereby creates "their" texts and prepares them in the form of works.

Objectification of the attitude to the facts of culture is the formation of a multidimensional vision of the object in the imagination through the construction of their views on certain "plans". The result of the process of objectification of the attitude to the facts of culture is the achievement of correlation connectedness of life orientations of the person.

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