

The Task Approach for Developing Humanitarian Thinking in Schoolchildren

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Abstract: The article is devoted to the results of the study of the possibilities of the task-based approach in the successful development of the humanitarian thinking of schoolchildren in the context of the implementation of education. In pedagogy and psychology, it is generally accepted that solving problems is the leading means of developing students' thinking. The aim of our study is to develop a system of tasks that allows us to develop the humanitarian thinking of students in the context of the regionalization of education. In this study, the leading methods were used, such as generalization, synthesis, and typology. Tasks are developed, taking into account the structure of humanitarian thinking, its features, and its functions. They allow schoolchildren to “plunge” into humanitarian-oriented situations. Such tasks are aimed at identifying and understanding the methods of activity, which are based on the value-form of humanity, humanitarian thinking. The authors contribute by developing a system of humanitarian-oriented tasks filled with regional content, which would allow this type of thinking to be developed in modern conditions.

1. Introduction

Penetrated by the end of the twentieth century in all spheres of society, the technocratic thinking leads to a loss of spirituality, rationalization, and pragmatism. As the main ways to achieve knowledge, it leads to the loss of humanity as a system of values of worldview level. Therefore, in today education, the search for means of developing the humanitarian thinking of schoolchildren (as the antipode of technocratic) is especially relevant. The humanitarian thinking is a situational, value-semantic, dialogical, and creative way of reflecting the humanitarian reality, based on the understanding of the human being in the world and the worldview of humanism. In other words, it is a way to perceive, evaluate, transform the world in its human dimension.

In our opinion, the structure of humanitarian thinking includes the following components: conceptual, operational-situational, reflective. The components in the structure of humanitarian thinking are the value-containing and meaning-expressing units. They are united in their structure precisely by meaning. The subject orientation of humanitarian thinking is realized through specific concepts and concepts that ensure the selectivity of semantic and mnemonic information processing. The development of the humanitarian thinking based on humanitarian concepts and concepts is becoming the source of the formation of psychological neoplasms, namely a new type of cognitive interests (not only to facts but also to events).

Also, the development of humanitarian thinking becomes a means of establishing a worldview, leads to the formation of humanitarian reflection as the ability to “direct thought to thought” following the principles of humanity. The operational-situational component in the structure of humanitarian thinking is associated with the existential layer of consciousness, with a specific situation. Among all operations inherent in the actual thinking, the humanitarian thinking (by virtue of its specificity) most often resorts to constructing mental representations of specific situations (events), operations of interpretation and understanding. The result of representing the situation and understanding it is a concept of the situation (“a situational concept” [4]), which absorbs “not true but value descriptions of situations of human existence, not a description of facts but an interpretation of events” [3].

In humanitarian thinking, a concept unites interpretation and understanding, since the logical-epistemological and value-semantic, cognitive and affective, conceptual and symbolic components are given in intricate unity. An event (as coexistence) also implies understanding and interpretation, as the basis for an “event of being” [1]. The reflective component in the structure of humanitarian thinking includes the following types of reflection: intellectual (to analyze, evaluate and correlate one's actions with the objective situation [6]), communicative (analysis of the basis of their social and communicative interactions in various activities [5]), cultural (understanding of their cultural experience and cultural growth [6]), moral and ethical (understanding of the relationship between the "I" and other people in a normative and evaluative context, establishing meaningful relationships between the categories of ethics and moral concepts [2]). In general, the reflective component has a control function; that is, it allows you to correlate the purpose and results of the work of humanitarian thinking, the goal, and results of self-development.

It is completely obvious that the content of education corresponding to the goal of the development of humanitarian thinking should be adequate to the content of life, to ensure the development of empathy in the schoolchild, interest in the spiritual world of a person, in human-human (humanitarian) reality. Thinking “in the text” of culture, “building up” humanitarian experience, living events, observing and experiencing the surrounding reality, creative expression of attitude to reality, solving vitally important, existentially directed tasks, in circumstances that encourage understanding, a student can get such an experience, being in the context of regional problems. When the life of the region in all its diverse manifestations becomes the “genetic matrix of society,” that is, in the context of the regionalization of education.

2. Materials and Methods

Materials for the study were obtained in the analysis of psychological and pedagogical literature, covering issues related to the problem of the task approach (S. S. Bakulevskaya, G. A. Ball, V. V. Davydov, V. I. Zagvyazinsky, N. Yu. Zilberbrand, Yu. M. Kolyagin, E. N. Kolyada, S. A. Komissarova, A. N. Leontiev, I. Ya. Lerner, E. I. Mashbits, N. Yu. Postalyuk, S. L. Rubinstein, Yu. V. Senko, V. M. Simonov, L. F. Spirin, I. G. Stupak, O. K. Tikhomirov, M. L. Frumkin, D. B. Elkonin, A. F. Esaulov et al.), as well as issues of humanization of the student's personality (E. V. Bondarevskaya, N. Yu. Guzeva, V. I. Danilchuk, I. A. Kolesnikova, S. A. Komissarova, V. A. Kotelnikov, A. N. Leontyev, O. I. Lipina, O. I. Maykova, V. A. Petrovsky, V. M. Simonov, N. M. Talanchuk, and others).

Our analysis of the scientific studies of the above authors allowed us to conclude that the leading means of developing the humanitarian thinking of schoolchildren in the context of regionalization of education should be a task approach based on the use of a system of educational, cognitive and concrete practical tasks. Their content is constructed on the basis of regional material, allowing students to make the most sense of the humanitarian-oriented problem situations that arise in the region. Such conditions include value-semantic and value-emotional aspects, regardless of the subject matter. At the same time, the student becomes the position of the subject of activity, shows responsibility, acts as a person who performs any activity meaningfully. The tasks discovered by schoolchildren in humanitarian-oriented task (problem) situations are aimed at identifying and understanding the methods of activity, which are based on the value-form of humanity, humanitarian thinking. The teacher's use of the system of specially designed tasks allows students to “plunge” into a humanitarian-oriented task (problem) situation, to find a task in it.

The following research methods are used: generalization, synthesis, typology building.

3. Results

The structural components of humanitarian thinking were taken as the basis for the typology of tasks presented below (Table 1). The proposed system of tasks also reflects the features (thinking in the text of culture, the features of which are value-semantic, dialogical and existential appeal, creativity, mythological, non-linearity, subjectivity, and reflexivity) and the functions of humanitarian thinking (worldview, cultural, holistic, dialogic, cognitive, empathic, regulatory and reflective).

TABLE 1. TYPES OF TASKS AIMED AT THE DEVELOPMENT OF HUMANITARIAN THINKING OF SCHOOLCHILDREN UNDER CONDITIONS OF EDUCATION REGIONALIZATION

Tasks for the development of the conceptual component of humanitarian thinking	Tasks for the development of the operational-situational component of humanitarian thinking	Tasks for the development of the reflective component of humanitarian thinking
Compilation of a holistic characterization of the concept	Semantic reading of cultural texts of different genres: - Semantic reading of a literary text	
Work with individual components of the concept structure: - Work with a figurative component; - Work with the information component; - Work with the interpretation component;	- City as a text - Sculpture as a text - Cultural landscape as a text - Museum as a text - Picture as a text - Travel as a text	Tasks for the development of intellectual reflection
The distinction between framework and concept	Interpretation and understanding of situations (events) Mental anamorph	
“Growing” frameworks to concepts	Work with culture text as a hypertext	Tasks for the development of communicative reflection
Work with related moral frameworks and concepts	Work with culture text as a palimpsest	
Work with opposite concepts		
Building a situation concept	Construction of least-logical conclusions, a hermeneutic circle	Tasks for the development of cultural reflection
Building a concept of a symbolic place	Dialogue as a way of understanding: - dialogue with nature - exchange of thesauri	
Building a network of concepts	- dialogue with another	
Work with the individual and cultural thesaurus	Thinking bricolage Humanitarian expertise Compilation of narrative descriptions of situations (events)	Tasks for the development of moral and ethical reflection

The proposed system of tasks allows us to provide the following sequence of work for humanitarian thinking of students: a system of concepts (a conceptual component of humanitarian thinking) correlates with certain mental operations (operational-situational component), the structure and functioning of which are determined by the subject of humanitarian thinking. The reflexive part provides “spiritual navigation” in general.

The task system also provides the possibility of a specific movement of humanitarian thinking on the basis of the “hermeneutic circle.” The non-linear organization of acts of reasoning allows you to read the world as hypertext, to understand the phenomena and processes of regional reality at the level of events.

It should be noted that the proposed system of tasks is rather arbitrary (in practice, it is impossible to develop one component of thinking and ignore the development of another). Also note that the same task can “work” on the development of different characteristics of thinking, its functions, to develop various structural components. At the same time, the success of the development of humanitarian thinking among schoolchildren will depend on a set of tasks adequate to each specific situation.

Developing a special procedure for conducting a formative assessment, a system of criteria and indicators allow us to determine the effectiveness of the development of humanitarian thinking of students based on our proposed system of tasks.

4. Discussion

As a discussion, we invite a wide circle of representatives of the scientific and pedagogical community, schoolteachers, and future teachers to discuss our system of humanitarian-oriented tasks of regional content and their possibilities in the development of humanitarian thinking of students.

The system of tasks, compiled based on the specific structure, features, and functions of humanitarian thinking includes the following:

- Provides the development of components in the formation of humanitarian thinking, reflects its features and promotes the practice of functions;
- Involves the construction of the thought process “from part to whole”;
- Determines the means of interpretation and understanding, the experience of meanings (one's own and the other's purposes) through different strategies of their formation and fixation in consciousness;
- Promotes awareness and dialogical experiences of semantic connections and relations between the educational content, regional context, society, nature, and personality; reveals the prospects of personal self-development in the educational process;
- Is an effective means of transmitting cultural experience to schoolchildren, relies on cultural texts, concludes the value-semantic content that arises at the borders of cultural texts in the global world;
- Involves “living” knowledge and experience, which brings problem-solving closer to life, with the student's being;
- Includes practical activities aimed at solving the vital everyday issues that are relevant for their region, when “educational being” is extended to the problems of everyday life, daily practices;
- Contributes to the manifestation of "attitudes in reality" and "attitudes towards reality," involving a choice, commitment, the implementation of subjectivity, finding personal meanings of being, the development of a particular existential position;
- Includes the rules for transforming the situation (action, operation), the concept of the solution, taking into account the attitude to objects and nature as existing in the interaction between people, the need to include human coexistence as a prerequisite for solving any problem;
- Involves the manifestation of authorship, subjectivity, responsibility;
- Allows one to rely on humanitarian knowledge and experience, emotions, contribute to the resolution of the existential problems of the student;
- Concludes the possibilities for the development of the creative orientation of humanitarian thinking, the manifestation of its integrity, subjectivity, non-linearity (a problem can have several solutions and several answers);
- Provides reflexivity of mental activity directed not so much on oneself as on understanding another, on understanding cultural texts.

5. Conclusion

Due to the fact that the development of humanitarian thinking is a meta-subject educational result, the task system developed on the basis of the typology we have proposed can be used both in the lessons of the widest range of educational disciplines at school and in extracurricular activities. There is no doubt that, in their substantive and procedural characteristics, such humanitarian-oriented tasks form a unique system of values and meanings among schoolchildren, exerting serious influence on their emotional-sensual sphere, the sphere of emotions, and strengthen the “human in man.” It should be noted the importance of the teacher’s

reflexive work, during which completion, construction of a system of humanitarian-oriented tasks that take into account the specific features of a particular region and their reflection in the regionalization of school education should take place.

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