
CORRELATION OF INDIVIDUAL'S DEVELOPMENT AND TRAINING

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The problem of correlation of the development of an individual and training is always recognized as one of the crucial problems in pedagogical psychology. During the whole period of its existence and development as a science this problem was being remained prevailing, despite changes, leading to replacement methodological directive, understanding the specific nature of individual's development on different stages of ontogenesis changing the definition of the process of training and its influence on the individual's development.

The ideal of Ya.A.Komensky about the leading role of training in development of nature abilities was being maintained by several psychologists during the subsequent centuries until present day.

The tradition problem of correlation of training and development, first of the mental, nowadays was transformed into the problem of correlation of training and individual's development, set a new outlook of reformation the system of education. Shift of meaning accents in this problem is explained by a number of cases.

The first of them is consisted, that democratic society can't be satisfied by only formation competent and skillful people.

The second case is connected with processes of development of the science, concentrating and increasing the volume of knowledge, after which the educational statements don't make a progress, because it is not allowed to increase the period of common and professional education all the time. It must be directed on mastery of the ways of independent and uninterrupted self-education by learners, formation their readiness to the self-development and self-realization.

The third case is led that lengthy time the account of children's age peculiarities were considered main and unchanging principle of training. If it was so, any training wouldn't be able to overcome limited the possibilities of nature of such or other age. Exposing the correlation of training and individual's development demand the elimination with the help of training the children's age peculiarities, expansion their opportunities.

The fourth case is connected with recognition of the main principle of developing education and exploitation its theory, with development the theory of individual, permitting to understand the processes of individual's reformation on different stages of ontogenesis, to comprehend factors, leading to individual growth and individual changing; to create concepts of individual-developed training (L.V.Zankov, V.V.Davydov, B.D.Elkonin, etc.).

I.A.Zimnyaya depicts in history of psychological thought three points of view to the question about correlation

of training and development [2]. As regards to one of them, training and development is recognized as identical processes (W. Jhames, Ed.Thorndyke, Jh. Watson, K.Koffka), although the nature of training is understood differently. Ed. Thorndike didn't see the difference between person's training and animal's training, denied the role of consciousness in training. W.Jhames, Jh. Watson and K.Koffka supposed that any training is appeared the developing.

The other point of view denies the connection between training and development. Training - this is the only exterior conditions of maturity, development. „The development creates the opportunities - training realizes them or, in other words: „training follows the development (V. Shtern). According Zh. Piazhe, „thinking with necessity goes through all the known stages, independently from if the child is trained or not“. This point of view doesn't recognize this idea of developing training.

According to the third point of view, more recognized by Russian and foreign scientists, training leads the development and must go ahead of it. Firstly, it was defined by L.S. Vygotsky in his concept of child's mental development. Exposing to criticism the first two points of view, he approved that the development is performed in indissoluble inside connection with training, during its progressive movement. Collaboration of child and adult - is a central chain in pedagogical process, that is by method of cultural development of child. [1, t. 2, c. 164].

Training, under L.S.Vygotsky, - is a source of child's development. In the result of interaction natural and cultural lines in the process of training it is arisen the unity of natural development and education. Under influence of training happens the reorganization of all mental functions of child. In this connection he concerned the beginning of the training to earlier age. „Training is begun not only in school age, but the training is in pre - school age. Future investigation, probably, will show that unexpected child's notions is the same product of pre -school training, as a scientific concepts introduce itself the product of school training.

In L.S. Vygotsky's opinion the priority in solving the problem of correlation in the process of teaching and mental activity was given to training. He considered that the process of the child's development didn't coincide with that of training and just followed it.

Evaluating this thesis, the scientist distinguished two levels of the child's development: the first level is zone of the nearest development; the second is the level of the actual development. He regarded them as indicators of the child's

mental development. The first level reveals itself in self - independent but not in unity with adults solving the child's tasks. Training creates zone of the nearest development, which then passes into the sphere of actual development.

Training sets development in motion, goes far ahead of it, basing not only on the natured functions, but on those which are still maturing. That is why training should be „oriented not on the previous, but on the following day of child's development". The second level is created as the result of the accomplished cycles of development. It is characterized by the child's independent solution of intellectual tasks. Owing to L.S. Vygotsky's concept of mental development, psychology has been enriched by the understanding of the fact, that the development of mentality has a social nature, and that training and development are interconnected and interdependent. Forestalling of the development by training is understood as the awakening of the inner development in the child. Training „imposes them to living and brings them into action" [3, p. 132].

Taking into consideration L.S. Vygotsky's ideas such psychologists as S.L. Rubinstein, G. Ananyev, L.I. Bozhovich, L.V. Zankov, D.B. El'Konin, A.N. Leontyev, P.Ya. GaPperin, N.F. Talyzina, V.V. Davydov and others had been working out the theory of training and development. Theoretical base, created by them was used by the pedagogical psychology and reflected in its major concepts of training.

Training is not simply a factor (though a necessary one) but both means and foundation of the person's development.

Different authors point out various indicators of the person's development in the process of training:

- person's ability to the development from the abstract to specific and vice versa, discipline in mentality (thought) (P.P. Blonsky);
- learning, i. e. the ability to acquire a higher level of assimilation for a shorter period of time. (D.N. Bogoyavlensky, N.A. Menchinskaya);
- wedding of systematization and dynamics of knowledge, i.e. the ability to use them in various situations (Yu.A. Samarin);
- transfer of the methods of mental activity (E.N. Kabanova - Meller);
- sensual experience, cognition of the essence of different phenomena, solution of practical tasks, connected with material influence on the environment (L.V. Zankov);
- theoretical mentality, including the ability to „inner plan of actions". (D.B. El'konin, V.V. Davydov);
- the fund of operative knowledge and the ability to learning, including a range of mental characteristic features (Z.I. Kalmykov).

The above-mentioned indicators are concerned with the development of perception, memory, observation, thinking, speech, imagination in the process of training. They are the indicators of the mental development which have been identified to personal development.

Proceeding from the concept of the unity, but not from the identity of the mental development and of the person, the main trends of the development of mentality (development of intellect - cognitive sphere, language ability, ways and mechanisms of carrying out this activity) are interconnected with the trends of the personal development (trends, worth orientations, the level of pretensions, self-awareness, ways of interaction with the world).

Systematization, integration and compensation are common for the development of mentality and personality.

Quality changes in the person's development first of all show their worth in his cognition sphere.

Complication of the intellectual structure, transfer from direct cognition to indirect one, from divided to individual and then to generalized become real thanks to the process of training. It allows to change the quality of all cognition processes: beginning with sense (feeling), memory and perception and ending with notions (ideas) and mentality.

These changes are characterized by the speeding-up the freedom of these processes, logic, theoricity, appearance of new mental structures, gaining of the experience of carrying out new more complicated mental actions.

Improvement of the analytico-synthetic activity leads to the construction of intellect, to the creation of its unity. Changes of sense- perceptive (perception and sense, mnemological, (memory, mentality) and attentional (attention) structures of intellect are the result of the developing training.

Training becomes developing only when it preserves a high level of the mental activity of the person, his intellectual potential and form the essence of mentality (awareness), structure of its discrete units (meaning and category), owing to which subjective conception of the world is created.

Training is considered to be developing in case it is oriented on the activation of the thinking activity of learners and formation of their ability to get knowledge individually and in cooperation with other learners. This ability makes the base of the person's self- development.

It is necessary to mention, that personal innovations in the process of development do not appear simultaneously. This is also related to the formation to the structure of the personality changes of the types of activity, development of mentality and self- awareness, the system of relation of the person with the world and himself.

Every named components is involved a process of personalities, developing, basing gelshtat (integral education), giving a person to represent himself by specific image, which is possible and characteristic for other level of development.

Teaching makes the process of personalities development more purposeful and less strained, helps „to soften" running the famous crises of developing, each of them takes a lot of problems (parents, teachers).

The development of personality is a process of a person's feing to realizing of self -made developing and realization in connection with arising problems of different level.

Such definition gives the opportunity to measure the development of personality by means of tasks which have certain criteria.

As higher manifestation (display) of personality (knowledge, skills, characteristics), than deeper and complicated problems in order a person must plan the correct methods.

The developed personality - is a person with an excellent knowledge and methods of activities, experiment of creative emotional attitude to the world

Named parameters are the main criteria of development of person. They are displayed in intellectual sphere as multitude of intellectual skills and abilities to transfer them into the different situations and to create the new methods of creative activity in depending on problem's character.

Such criteria in the region of physical development is expressed in the fond of different physical possibilities and opportunities of the subject, who can successfully develop the new possibilities in himself.

The development of personality means the development of essential qualities of individual though the formation of functional systems, with the help of which happens the realization of tasks of main forms of activity (plays, learnings, labour, communications) and realization of social valuable forms of behavior.

The given information removes on the problem of correlation. Many investigators underline that under training means learning some content, which forms the features of person.

Training to knowledge and methods of activities develops their meaning for person it's moral strongwilled and aesthetic characteristics.

Therefore training is an education at the same time. In its turn, education means the formation not only the features of a person, but his knowledge and skills. Formation worldview, moral supports suppose adoption of the system of the word knowledge and knowledge concerning social standards of moral, training to use this knowledge and upbringing of valuable attitude to them.

The last is connected with the development of emotional perception of this knowledge and standards among learners, the formation of their moral and general requirements. It is also connected with upbringing of moral qualities that is based on the adoption of the information about moral cases, training the ability to perceive beauty, to create it and the formation of the attitude to it as to the private value.

Thus, training and education as factors of a person's development contain similar features and elements.

It is caused by the content that is offered to learners for their active adoption. The basis of differentiation of training and education is that in the process of training the accent is made on the adoption of the knowledge and methods of the activity and in the process of education on the interiorization of sociable values, the formation of personal attitude to them.

The inevitability of the educational influence of the training process is caused by the fact that it is aimed at a person as a whole personality possessing the ability to be impacted or rejecting it.

Training influence impact the emotional state of a person corresponding or not corresponding to them. Only in the first case training becomes individually valuable and therefore educational and individually developing.

The connection between training and education is not one-sided. The training process influences upon education and in its turn the level of education influences upon the effectiveness of the training process, the quality of education. Training is based on the motivation sphere of learners and develops and deepens it at the same time.

The training process educates in the direction necessary to a society and it becomes personally developing with organized activity of the training process and its subjective content corresponds to requirements, interests and motives of students when this activity is carried out in the conditions which influence upon the appearance and attachment of the valuable attitude to it. Such conditions produce an indirect influence because subjective content of any theme is not directly emotional. However the presence of interest to a subjective, aspiration to self-affirmation, a high level of pretensions become indirect conditions of learning organization.

Lerner notes that training and upbringing represent an indivisible process that intends the acquisition of knowledge, and experience of creative activity and emotional education. The first three elements determine the level of intellectual development of person by its volume and character and compose its content all the mentioned components on the whole cause and compose the content of spiritual development of a person. The scale and the character of the objects included into the system of values that cause one are another row of emotional relation determines the scale. Thus the analysis of correlation of training, upbringing and development of the person shows the interconnection of all these processes. Gaining personal experience in social environment, in special educational institutions is the result of the complicated interconnection of the development, training, upbringing, where the person's development is the final goal of training, and it itself (together with upbringing) is the condition and the base of the development.

Personal-developing training is the productive realization of the principle of the forestalling development of training.

Humanistic goal of education in E.N. Shivanov's opinion allows to set up adequate tasks of the personal-developing training:

- world outlook orientation of the person in understanding of the meaning of life, his place in the world his unique personality and value;
- giving help (support) in creating of the person's concepts, reflecting the perspectives and the bounds of the development of physical as well as spiritual in-

- herent qualities and abilities, creative potential and awareness of his own responsibility for life-viability;
- familiarizing of the person to the system of cultural values and development of this attitude to them;
- disclosing of the scope and essence of the human norms of human moral precepts (kindness, mutual understanding, mercy, sympathy, etc.) and cultivation of intellectual level as a significant parameter of the personality;
- development of the intellectual-moral freedom of the personality, the ability to adequate self-valuation and internal valuation, self-regulation of his behavior and activity and world outlook reflection;
- regeneration of the traditions of the Russian culture, patriotic sentiments in the unity of ethnic and human values, upbringing of the respect to the laws of the country and civil rights of the person, aspiration for preservation and improvement of the prestige, honor and the wealth of the native land;
- formation of the attitude to work as to socio and personal significant activity, source of material and spiri-

- tual values, which in their turn provide the possibility of the personal growth ;
 - cultivation of the healthy mode of life, formation of living plans of realization of personal and social perspectives [4].
- Solution of the mentioned tasks in the process of training gives the possibility to lay the foundation of the humanitarian culture of the person, which leads to the necessity of creation and improvement of the world, society and his own personality.

Literature:

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LISTY

GAZOWNIE OSZUKUJĄ?

Na przełomie minionego i obecnego roku horrendalnie zawyżone rachunki za gaz. Adam Maciejowski z Nysy za okres od 9 grudnia 2007 r. do 8 lutego 2008 r. miał zużycie gazu wyższe aż o 1086 procent w porównaniu do poprzednich. Od 8 miesięcy próbuje zmusić prokuraturę do rzetelnego przeprowadzenia śledztwa w sprawie afery gazowej. Nyski sąd uznał jego odwołanie za zasadne.

Do połowy marca br. do Urzędu Regulacji Energetyki wpłynęło aż 585 skarg, w tym również od mieszkańców Opolszczyzny. Pierwsze sygnały zaczęły spływać z obszaru Szczecina pod koniec stycznia 2008 r. (aż 416!) Potem pojawiły się z innych stron Polski i dotyczyły rachunków — w zależności od rejonu kraju — za okres od listopada 2007 r. do stycznia 2008 r.

— Wtedy ten problem nie dotknął mnie bezpośrednio. Znalazłem na forum internetowym skargi ludzi, którzy otrzymali rachunki wyższe o kilkaset złotych, mimo że nie stosowali gazu do innych celów niż dotychczas. Wszystko wskazywało na to, że spada kaloryczność gazu — o czym świadczą opisywane przez internau-

tów symptomy: potrzeba znacznie dłuższego gotowania zwykłej wody na herbatę, inna barwa płomienia. Dyskutowaliśmy wprost: „To się nadaje do prokuratora!”.

Prokuratura Krajowa — mimo, że problem dotyczył całego kraju — skierowała sprawę do Opola — do Prokuratury Rejonowej.

Los chyba się zemścił na mieszkańcu naszego miasta, bo wkrótce on też otrzymał znacznie zawyżony rachunek.

— Spodziewałem się, że będzie jak zwykle 120 zł, bo używałem gazu tylko do gotowania i grzania wody. A rachunek opiewał na 632 zł (bez ogrzewania mieszkania!). Zrobiłem sobie statystykę z której wynikało, że w porównaniu do pozostałych okresów rozliczeniowych nagle zużyłem 6,89 m sześć. na dobę (podkreślam: bez ogrzewania), a średnia była 0,59. Wzrost był dziesięciokrotny! Od razu pomyślałem, że to zwykłe złodziejstwo i nie dam się bezkarnie oszukiwać. Złożyłem reklamację do gazowni opolskiej oraz doniesienie do nyskiej prokuratury o przestępstwie usiłowania wyłudzenia przez gazownię ode-

mnie ok. 500 zł — Adam Maciejowski tym razem już musiał działać we własnej sprawie.

Niestety reklamacja została odrzucona, nysanin zapłacił zawyżony rachunek za gaz wraz z odsetkami.

Nyska prokuratura wszczęła dochodzenie. Adam Maciejowski został przesłuchany przez policję, gdzie przedstawił argumenty w postaci zestawienia poprzednich i następnych rachunków. Wynikało z nich jednoznacznie, że skok zużycia gazu w jego gospodarstwie domowym jest radykalnie zawyżony. Musiałby chyba dzień i noc gotować i wypiekać, aby osiągnąć taki wynik.

W tym czasie otrzymał z opolskiej prokuratury decyzję o umorzeniu postępowania przygotowawczego. Prokuratorzy opolscy powołali się na art. 17 kk, że jeżeli nawet doszło do przestępstwa, to było ono nieumyślne. Złożyłem zażalenie do sądu. Rozprawa odbyła się 20 maja, czyli pięć miesięcy po przekroczeniu. Napisałem też do Centralnego Biura Śledczego, Komendy Głównej Policji, do Ministerstwa Sprawiedliwości (wydział przestępczości zorganizowanej). Zero reakcji