

## THE DEVELOPMENT OF THE NATIONAL PEDAGOGICAL EDUCATION AT THE BOUNDARY OF THE XXIST CENTURY GEOPOLITICAL ASPECT

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I would like to mention, dear colleagues, the following. In the recent researches, connected with the training of pedagogues, one often comes across the idea of the necessity to learn European and Asian metacontinental culture and the formation at its basis of the educational system of the global wide. To our point of view, we cannot agree with it as there may be a confusion of the common to all mankind dialectics.

To support this point, I should say that things that are common to all mankind are not something human-abstract, typical of all people. Things that are common to all mankind appear as individual, human, personal..

If one speaks about things, common to all mankind as about, personal, so culture, philosophy, theoretical thinking of a human being each sphere in the spiritual activity is a phenomenon of overcoming of social, class, economical determination, a phenomenon of the common to all mankind search and individual personal sense.

Coming to a world arena of the Republic of Belarus actively involves Belorussian culture and education into the system of the world exchange or and moral values, creates new conditions for their dialogue. the dialogue of different cultures, different educational systems puts the problem of a search of the common to all mankind grounds for the mutual understanding.

I would like to mention that this searching as a process is going on the background of real life. Our life demands such searching as consensus, skills to

deal with different cultural traditions and systems of moral values, and we should not reject them, but keeping our traditions, our culture we should understand other values and traditions.

One more thing as far as it concerns values that are common to all mankind, without which it is very difficult to understand the essence of our concept of national education in the context of their relations with East and West.

I mean the following. The idea of common to all mankind values has entered our social consciousness as the idea of objective opposition to these values to class interests, At the same time each of us realistic that common to all mankind values withstand the class interests and values not by themselves, but only in case we have a certain aim : common to all mankind values are something the highest and the only one.

In this sphere it is essential to determine the correlation of the national and common to all mankind. The logics of the development or the contemporary civilization which starts with the beginning of the national culture, state system, economics and eventually prolongs common exchange of the material and spiritual values among people of different nations shows itself in the genesis of the nation. Nation is a historically peculiar form of the transition from the ethnic to the common to all mankind, from the private to the general. ( V. S. Stepin, A. A. Guseinov).

With this it is important to notice hat in case people join the ethnic collectively as they belong to

the definite ethnos, than they join the national culture, education as a rule individually in contrast with their ethnic origin.

Only as an individual a person can rise to the level of what unites him with all other people, independently of his and their group belonging. In its meaning the common to all mankind coincides with the individual and reveals in the scale of not a separate group but as their individual objective reality of every person.

These are the general theoretical statements, our national pedagogical education is built on in the context of East and west relationship.

And now we shall speak in brief about the very essence of higher pedagogical educational formation in our Republic.

It is known that the basis of any high pedagogical school activity and results of its work - is the most successful combination of the professional skills with the personal characteristics of a future teacher.

The introducing of such terms as 'bachelor', 'master' in connection with the academic system of education into the context of professionally pedagogical multigraded system training gives wide possibilities for the realization of new ways in high pedagogical education.

We see the specific character of the University training of a pedagogue in case the basic educational principles of scientific research, functionalism, professional orientation are deep with humanist sense.

In no case the scientific education doesn't mean the oblivion of the functional content as well as the basic training doesn't mean only the technological content as well as the basic training doesn't mean only the technological one. In its turn professional orientation doesn't separate the education of a pedagogue from the development of his individual educational humanization on the basis of pertaining to the humanities.

The paradigm describing a person and a pedagogue activity which recently begins to shape in the society includes variability, creativity, criticism, the possibility to conduct a dialogue, the usage of the latest technological achievements etc. but,

nevertheless, it doesn't lead the pedagogical educational practice from the aspiration to create the entire model of a specialist by means of the stage-to-stage personal formation. Future professional activity creation on the principally new basis demands giving up the existing stereotypes and the formation of a new outlook at the pedagogical problems. But it is impossible without the working out of the rich in content approach to scientific explanation of the essence of the modern educational-academic processes at all levels of the pedagogical systems, educational supplies of a new generation.

Meanwhile we should pay attention to the increasing of the share of the applied forms of activities to the theoretical-methodological development of a future pedagogue school.

The solving of these problems is possible only on the ground of the systematical approach which represents a certain variant of the dialectical methods. It is based on the complex mutual link of the university variety cognition in its integration and harmony, it means in integrity. Taking into consideration the educational system as an integrity we start off with the thought of that peculiarities of its harmonious development is not in the oblivion of the dialectics laws, but in their most optimal realization while the components of the system unite, if there is a logical transition from the past to the modern in the non-stop development and the coming back to the past state or things. is the dialectical movement through the creation of an ideal entire pedagogical process.