

Arinova B.A.  
**The Current Directions  
in Learning of Course  
«Self-cognition» in Higher  
Educational Institutions**

The article describes the aims and tasks of the discipline, structural and content system of the "Self-cognition" course in higher educational institutions. And also the article examines the contents of the discipline in conjunction with the contents of other humanitarian, social, public disciplines, it is specified that it will be integrated with the basis of the spiritual and moral education which are necessary for self-cognition of student. Author wrote that with self-cognition the students will be have skills to help each other, live in harmony with themselves, treated with respect to closes, to be sincerely in minds, words, acts, be actively, be responsible for the manifestation of citizenship and patriotism.

The author revealed three conditions of learning self-cognition like as create an atmosphere of faith in love, inspiration, to create conditions for intuitive self-realization; integrate learning spiritual-moral education and full pedagogical process; needs in using positive methods in learning process.

**Key words:** spiritual-moral education, self-cognition, integration, conditions of learning, positive methods.

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**Жоғары оқу орындарында  
«Өзін-өзі тану» курсының оқыту-  
дың қазіргі бағыттары**

Мақалада жоғары оқу орындарындағы «Өзін-өзі тану» курсының мазмұндық құрылымдық жүйесі, пәнді оқыту мақсаты мен міндеттері ашылады. Сонымен қатар мақалада аталған пән бойынша берілетін білім мазмұнының гуманитарлық, әлеуметтік, қоғамдық пәндердің мазмұнымен ықпалдасып, студенттің өзін-өзі тануына қажетті адамгершілік-рухани білім негіздерімен кіріктірілетіні де дәйектеледі. Өзін-өзі тану нәтижесінде студент жастардың адамдарға көмек көрсету, туыстарына және жақындарына мейірімді, қамқор болу, өзімен-өзі үндестікте өмір сүруге бейімделетіні, олардың өз ойы, сөзі және іс-әрекеттерінде шынайы болуға, жасампаздық пен белсенділік, азаматтылық және елжандылық танытуға жауапты болуға дағдыланатыны туралы да сөз қозғалады.

Сол сияқты автор өзін-өзі тану пәнін оқытудың: сүйіспеншілік сенім, шығармашылық шабыт атмосферасын құру, өзін-өзі интуитивті түрде ұғынуға жағдай жасау; рухани-адамгершілік білім беруді оқытудың тұтас педагогикалық үдерісімен ықпалдастыру; пәнді оқытуда үдерісінде тек жағымды әдістерді қолдану қажеттігі тәрізді үш шартқа да тоқталады.

**Түйін сөздер:** рухани-адамгершілік білім, өзін-өзі тану, білім мазмұны, кіріктіру, оқыту шарттары, жағымды әдістер.

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Аринова Б.А.  
**Современные направления  
преподавания курса  
«Самопознание» в вузе**

В статье раскрываются структурно-содержательная система, цели и задачи преподавания курса «Самопознание» в вузе. А также в статье анализируются пути интеграции нравственно-духовного образования с гуманитарными, социальными и общественными предметами, которые помогают студентам познать себя. В результате самопознания у студенческой молодежи развивается доброе отношение, уважение и забота к родственникам, близким а также у них вырабатывается ответственность за свои поступки, искренность в словах и в поступках, и еще формируются навыки патриотизма и гражданственности.

Автор так же обращает внимание на три условия: доверять и любить, построение творческого вдохновения, создать условия для интуитного познания себя; интеграция нравственно-духовного образования с целостными педагогическим процессом; использование только позитивных методов, которые присущи преподаванию самопознания.

**Ключевые слова:** нравственно-духовное образование, самопознание, содержание образования, интеграция, условие преподавания, позитивные методы.

**THE CURRENT  
DIRECTIONS IN  
LEARNING OF COURSE  
«SELF-COGNITION» IN  
HIGHER EDUCATIONAL  
INSTITUTIONS****Introduction**

In this an innovative society in training the competitiveness, versatile, creative, mobile generation the main attention pays to the development of education and moral characteristics of young students. A sign that shows a person in higher - it is his human dignity, human form. For that reason, spiritual-moral formation of young students is one of important duties of country, the opinions over issues were strengthened by words in «The education act» of the Republic of Kazakhstan: «a problem that concerns us with regard to the new circumstances is not only the training educated, professional man but also the formation of the person who has a spiritual and moral capacities, which is capable of accepted global and national values in all areas of public life»[1].

The content of humanitarian education in higher educational institutions are identified and systematized on basis of new successes of spiritual culture. It based of universal and national values and direct to formation needs of lesson and professional competition for development abilities which can be garant in future qualitative life of young. The issue of addition of humanitarian education with «Self-cognition» lesson in preparation system of future educators has appeared with goal to prevention quarrels between values which peculiar to human and values of student's profession.

**Main part**

In the Republic of Kazakhstan the «Self-cognition» lesson which learning as main discipline in faculty of preparation of pedagogy professions in higher educational institutions is intended for students who professional preparing in specialty 5V012300 – social pedagogy and self-cognition. The lesson «self-cognition» aimed to develop essence of future specialist as social and creative subject, culture, and human's role as person, spiritual potential. The main aim of learning this course is formation the basis of future self-cognition teacher's methodology and technical culture and formation of his creative education and practice abilities system, personal and professional self-development.

«Self-cognition» is integrative discipline in higher educational institutions. The structure system of course connects with content of

humanitarian, social, society disciplines, integrated by basis of all spiritual-moral education that student need for self-cognition. This course aimed teach the future specialist to determine his own goals and plans, to know creative abilities and capacities, to solve the problems with humanistic principles, to find the own area in society, be able to assess self and others and environment. With self-cognition persons adapt to help each other, treated with respect to closes. Throw self-cognition they will be have skills to be actively, responsible for the manifestation of citizenship and patriotism, to be sincerely in mind, words, acts [2].

During of learning lesson students will be know the theoretic-methodology basis of self-cognition process of person, modern concepts of self-cognition and development, human's practice in self-development, basis of professional self-cognition and development of future educator and will learn special methods and modern tasks of learning course.

The education content of discipline as future moment gives opportunities for assimilate competences like as loving own motherland – Kazakhstan, treated with value history, national and world culture heritage, act with humanism in life and professional problems, treat with understanding with people, be tactful with people who has other view, be responsible with environment and nature, keep healthy life and keep physical and emotional condition in balance.

The present student is future specialist, noting this for teaching this course we took modern learning techniques, which suit the principles of learning process in higher educational institutions at the head. The special methods of course will be use widely with general theoretic-methodology issues despite the self-peculiarities of «self-cognition» course.

Nowadays the methodology of learning «self-cognition» lesson was changed in schools, colleges, universities and learning the content of spiritual-moral education is basis of universal absolute values. Transformation in education associated with changing, news in the world in globalization and changing of spiritual crisis in human development. All values of person are in the same hierarchy in certain stage: for person one is more important than ones. On the top of own hierarchy may be several or one main values which describe person's life. The values hierarchy does not stay in consciousness forever, values will change their places and it depends on importance and role of them in person's life. The value system, which use in society can influ on direction of person.

Socrates was a first who raised the issue about values. He took it as basis of his philosophy and

considered in humanistic approach (I.Y. Lerner, V.Okon, L.Y. Zorina). Entering the materials that direct in values to education's base content are actual issue in modernization of spiritual-moral and universal values. For that reason modern education uses materials from content. Then appeared duties emergence in the light values that gone unnoticed.

One cannot talk about a set the system of core values, which are unchanged in any time that should be in a human and became the basis of value systems. So during the sorting of the content of education material that will be based on the content of spiritual and moral education should take in the head values which differ humanistic orientation, the universal essence, the level of significance, diverse. Renovation and addition of learning methodology of self-cognition lesson are defined by the human ability to properly understand the value systems and right use them in real-life situations. Firstly, it is used for the classification of values proposed by T.I. Petrakova:

*Natural values.* These values are the strength and internal human abilities, such as: the mind, the senses, will power (speed of thought, memory reliability, clean feeling).

*The acquired values.* These values are the values acquired during the intellectual and moral development as respect, manners, politeness, tact, kindness, generosity, patience and others.

*Absolutely universal values.* These are very important for a person values which disobedient to time, not limited by any environment and society. Absolute (eternal) universal values are the foundation of the spiritual and moral education of the person. The eternal universal values include are natural and acquired values.

Using human values will open the road to humanism, for that reason they are the foundation of all human virtues. To achieve inner hormone thoughts, words and actions of the person should approach to universal values that are consistent with such aspects of personality. Therefore, important in the current process of learning self-cognition lesson is direct to five universal values that indicate different levels as the truth - the intellectual level, love - moral level, the correct behavior - physical layer, inner peace - emotional level, not abuse - the spiritual level. Along with that used these three conditions for beneficial realization of spiritual and moral program of learning the lesson self-cognition.

*I condition.* Create an atmosphere of faith in love, inspiration, self-understanding, to create conditions for intuitive self-realization. Faith in each other plays an important role in the relationship of

teacher and student. The teacher should be respectful to student's abilities, his human dignity. It creates conditions for self-understanding and self-esteem of student. Besides, a great teacher is able to inspire students. If a teacher acts with understanding and love, he begins to do everything honestly. And there will be a creative and friendly atmosphere.

*II condition.* Interaction learning SME and full pedagogical process. Organize a program of spiritual and moral education must not only through universal human values, but also to hold in connection pedagogical process of class and school.

*III condition.* Needs in using Positive methods in SME process. Self-cognition courses are different from other learning methods. There are needs values system for full development as person are given, not only learning materials based on science. For that reason, we use only positive methods in learning discipline. The discipline which based on love will develop humanism in students. These conditions should use in conjunction.

Of course, the using of these conditions as the postulates of humanistic pedagogy will undoubtedly

influence on the development of the learning quality of self-cognition course.

**Suggestions and recommendations** to improve the teaching of the course "Self-cognition" in the universities of Kazakhstan:

1) to create working group among the leading professors of the subject "Self-cognition" and to develop a model of curriculum for universities on the updated program of moral and spiritual education.

2) to develop textbooks and educational-methodical complex for the course "Self-cognition" in the University by the updated program of moral and spiritual education.

### **Conclusion**

In conclusion, considering changes that will happen according to the characteristics of self-cognition course in higher education institutions, it will be effective and productive amount of success in study, if we consider in conjunction the special learning methods of discipline and didactical tasks of general pedagogical learning theory.

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