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Classification of the concept «Pedagogical conditions»

The analysis of the notion «pedagogical conditions» is represented in the article. On the basis of the comparative multi aspect analysis of the notion «conditions», the notion «pedagogical conditions» is defined and the main characteristic features are revealed. Pedagogical conditions are analyzed in the paper as a component of a pedagogical system; they reflect the environmental opportunities effecting personality- and process-based aspects of the system, enhancing its successful functioning. Different groups of conditions guaranteeing the effective functioning of pedagogical system are considered. The peculiar properties of three groups of pedagogical conditions (organizational-pedagogical, psychological-pedagogical, didactic) are disclosed.

Key words: conditions, pedagogical conditions, organizational-pedagogical conditions, psychological pedagogical conditions, didactic conditions.

Philosophically, the category of «condition» is one of the leading along with, as a person, activity, matter, etc. «Condition» is regarded as a category that expresses the ratio of the object to its surrounding phenomena, which without this subject can not exist, develop.

In modern educational research related to the problems of improving the functioning education system, increasing the efficiency of the educational process, one of the aspects of greatest interest is the identification, justification and verification of pedagogical conditions for the success of activities.

Here is analysis of the main characteristics and features of the concept «condition» in various aspects of the phenomenon.

In referential literature «condition» is understood as:

- 1) The fact that something depends on;
- 2) the rules that set out in any area of life activities;
- 3) setting in which something occurs [1; 588].

In psychology, the concept of the test is usually presented in the context of mental development and revealed through the combination of internal and external factors that determine human psychological development, accelerating or retarding it, influencing to the development process, its dynamics and outcomes.

Teachers occupy a similar position with psychologists, considering the condition as a set of variable, natural, social, external and internal influences that affect the physical, moral and mental development of a person, his behavior, education and training, the formation of personality (V.M. Polonsky) [2; 36].

Thus, the results of a comprehensive analysis allow us to conclude that the term «condition» is the general scientific, and its essence in the pedagogical aspect can be characterized by several provisions:

1. condition is a set of complex, circumstances any facilities, etc.;
2. labeled set of complex on development, education and training of human rights;

3. the effect of conditions can accelerate or decelerate the development processes, education and training, as well as work on their dynamics and outcomes.

Researchers like V.I. Andreev, M.Y. Duranov, T.A. Il'ina, Zh.K. Konarzhevskiy, A.J. Nain, V.I. Smirnov, V.A. Slastenin, N.M. Yakovlev and others interpreted the term «pedagogical conditions» ambiguously.

V.I. Andreev defines «pedagogical conditions» as a result of the purposeful selection and application of elements of content, methods, techniques, organizational forms of education to achieve their goals.

M.Y. Duranov said that pedagogical conditions is the circumstances under which implemented factors [3; 55].

A.J. Nain treats pedagogical conditions as a set of objective possibilities of content, forms, methods, pedagogical methods and material spatial environment, aimed to solve goals.

The concept «pedagogical condition» in relation to development of creative abilities in psychological and pedagogical literature, as the researchers note, is widely considered — from the presence of natural instincts to foreign cultural environment. In this regard, V.I. Andreev said that «... in the study and development should be based on methodological principle of systematic, comprehensive and holistic determination of development of creative abilities, depending on the natural, social, and pedagogical factors and conditions for the development of personality» [4; 29].

Generalization of the results of numerous scientific and educational research show that the theory and practice of pedagogy can find such variety of pedagogical conditions as organizational and pedagogical (V.A. Belikov, Y.I. Kozyreva, S.N. Pavlov, A.V. Sverchkov etc.), psychological and pedagogical (N.V. Zhuravskaya, A.V. Kruglov, A.V. Lysenko, A.O. Malyhin etc.), didactic conditions (M.V. Rutkovskaya etc.) and etc. Let us turn to a more detailed description of each group of conditions [5; 102].

The first group of selected conditions constitute the **organizational pedagogical conditions**. This kind of pedagogical conditions considered by scientists, as a set of any of the features, providing successful solution of educational problems:

- a set of objective possibilities, providing successful problem solving (Y.I. Kozyrev);
- a set of features of content, forms, methods, holistic educational process aimed at achieving the objectives of educational activities (V.A. Belikov).

The second kind of pedagogical conditions are **psycho-pedagogical conditions** (N.V. Zhuravska, A.V. Kruglov, A.V. Lysenko, A.O. Malyhin etc.) [6; 15].

Generalizing materials of several studies, we found that psycho-pedagogical conditions are considered by scientists as the conditions that are designed to provide specific educational measure of impact on personal development subjects or objects of the pedagogical process (teachers or students), entailing increase of the efficiency of the educational process.

In studies of the problems of modern pedagogy specifically covers the didactic conditions, which are defined as «the existence of such circumstances, assumptions that, first, takes into account existing learning environment, and secondly, a method of converting these conditions in the direction of learning objectives, and thirdly certain way of selected elements are arranged and used content, methods (techniques) and organizational forms of education based on the principles of optimization», that is didactic conditions act as a result of the purposeful selection, design and implementation of elements of content, methods (techniques), as well as organizational forms of training to achieve didactic purposes.

To summarize the results we should focus on the positions that are important for our research:

- synthesis of complex analysis allows us to assume that the term «condition» is the general scientific and represents a collection of causes, circumstances, any objects that affect the functioning and development of any object (including educational systems, integrated pedagogical process);
- pedagogical conditions, addressed as one of the components of the pedagogical system, reflect the combination of capabilities and educational material spatial environment, affecting the personal and procedural aspects of the system, and ensure its effective functioning and development;
- based on the analysis of numerous scientific and educational research, we found that researchers have identified different types of pedagogical conditions for the operation and development of an effective educational system, among which the most frequent organizational, educational, psychological and pedagogical, didactic conditions;
- organizational and pedagogical conditions represent a set of features specifically designed content, forms, methods, holistic educational process (measures of impact), the underlying management operation and development of the procedural aspect of the pedagogical system (integrated pedagogical process);

- psycho-pedagogical conditions is the set purposefully designed interrelated and interdependent capabilities and educational material spatial environment (measures of impact) aimed at developing the personal aspect of the pedagogical system (conversion of the specific characteristics of the individual);
- didactic conditions act as a result of the purposeful selection, design and implementation of elements of content, methods (techniques), as well as organizational forms of training to achieve didactic purposes. Identifying conditions for the operation and development of educational system, a holistic educational process is one of the important tasks of educational research, the successful solution of which, as a rule, compose a novelty of scientific research and determines its practical value.

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«Педагогикалық шарттар» ұғымының жіктелуі

Мақалада «педагогикалық шарттар» ұғымына талдау жасалған. «Шарттар» ұғымының бірнеше мағыналарының салыстырмалы зерттеу негізінде «педагогикалық шарттар» ұғымы және оның өзіндік ерекшеліктері анықталды. Нәтижесінде оның ерекше үш тобы белгіленді: педагогикалық-ұйымдастырушылық, психологиялық-педагогикалық, дидактикалық.

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Классификация понятия «педагогические условия»

В статье представлен анализ понятия «педагогические условия». На основе сравнительного анализа нескольких сторон понятия «условия» определено понятие «педагогические условия» и выявлены его основные характерные черты. «Педагогические условия» в статье проанализированы в качестве компонента педагогической системы; они отражают экзогенные возможности, влияющие на личность, повышая ее успешное функционирование. Рассмотрены различные группы условий, обеспечивающих эффективное функционирование педагогической системы. Раскрыты своеобразные свойства трех групп «педагогических условий» (организационно-педагогической, психолого-педагогической, дидактической).

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