

# Content and Essence of Vitagen Educational Technology

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## Abstract

This article highlights the basic competencies of secondary schools based on international educational standards, the basic competencies of secondary schools, the use of vitagenic education technologies in the development of social competencies among students, the content, significance, pedagogical and psychological conditions of vitagenic education technologies in ensuring the effectiveness of the educational process in our republic.

**Keywords:** Vitagenic education technologies, qualification requirement, social competence, basic competencies, students, social competence, motivation of educational activity, creating a situation of success.

## Introduction

The most important and urgent task facing us in the field of education is to educate young people who think independently, who have firmly mastered modern knowledge and professions, develop in them a sense of respect for national and universal values, and form ideological immunity in the hearts and minds of our children. “When implementing these tasks, we will rely on our national traditions that have been formed over the centuries, the rich spiritual heritage of our ancestors. We will intensify educational work aimed at instilling in the hearts of young people a feeling of love and devotion to the Motherland, educating them in the spirit of a healthy lifestyle. Our policy in this area will continue on the basis of the requirements of the recently adopted law “On State Youth Policy,” the head of our state emphasized.

A.S. Belkin originally introduced the idea of vitagenic education to pedagogy in the late 1990s. The author cites as one of the reasons for its creation the discrepancy between the accepted pedagogical science notion of teaching interaction based on cooperation and subject-subject relations of the participants in the educational process and the reality. Vitagenic education is training, which is based on the actualization of the life experience of an individual, his personal and intellectual potential for pedagogical purposes. In vitagenic education, life experience is essential. However, it is necessary to distinguish between experience of life and life experience [3]. According to A.S. Belkin, these are completely different concepts that have different contents. Experience of life is vitagenic information that is not obtained independently, but is based on a person's awareness of certain aspects of life and activities. The experience of life is not of sufficient value for a person. However, as it was established by A.S. Belkin, it is based on the experience of life that the learning process is built in most educational technologies [1, 2].

Life experience is vitagenic information that was obtained by a person on his own and is his property. Life experience is deposited in the personality's memory reserves and is in a state of constant readiness for actualization in various life situations [7, 8, 9]. In pedagogy, it is customary to call this competence. The classification parameters of the vitagenic education technology are:

- The level and nature of the technology is the sectoral macrotechnology;
- Existential philosophical basis;
- A set of sociogenic and biogenic factors;
- Associative-reflex scientific concept of development;
- Orientation to personal structures and spheres, such as: ZUN, COURT and key competencies;
- Socio-pedagogical activity is represented by the socialization of the individual; The secular and educational nature of the content;
- The nature of the management of the educational process is represented by work with small groups;
- Communication methods are leading;
- Classroom-lesson form of work with students in the framework of the educational process;

Vitagenic learning is learning aimed at actualizing and turning into a necessity life experience, the intellectual, psychological and pedagogical potential of the individual in the process of education, which is based on two types of life experience. Life experience is vital information that has not been lived by a person, connected only with his awareness of certain aspects of life and activity, but not having sufficient value for him. Life experience is vital information that has become the property of the individual, deposited in the reserves of long-term memory and in a state of constant readiness for actualization in adequate situations. This is what in modern pedagogy is called competencies. Vitagenic learning is the living of feelings, the living of actions, the living of activities soldered into something indivisible. From these positions, the teacher is not so much an informer as an accomplice, an inspirer who knows how not only to lead, but also has the ability to sympathize, empathize with successes and failures. The meaning of vitagenic education is the formation of a social image of a person, a unique personality, i.e. individuality. Vitagenic education uses the student's resources hidden in the subconscious. The reliance on the subconscious in vitagenic education is, first of all, the creativity and fantasies of the student in various manifestations, intuition, i.e. the ability to perceive the world and make decisions based on "intuition", without the participation of consciousness, at the level of instantaneous comprehension. Intuition, like fantasies, reflects vital experience, the actualization of which is an excellent tool for organizing the educational process. The fact is that the vital technology, unlike others, considers life experience as the basis for the formation of a personality, while other technologies that I worked with use life experience only as an illustrative material, which is also, of course, a big plus. . If earlier I solved problems through introspection and self-education, now I see this solution in the fact that children themselves are a unique material that you just need to learn how to work with. Vitagenic education proceeds precisely from the understanding of the uniqueness, unconditional significance, value of the child's vital experience, and considers this experience as the key to cooperation, which is understood as a joint activity of the participants in the educational process aimed at achieving common goals. At the same time, not only an auxiliary, but, above all, an independent educational function of vital experience is recognized [4].

I believe that the systematic application of knowledge to expand life experience gives an active and purposeful nature to the activities of students, creates in them the habit of peering into life, accumulating knowledge "in reserve". The result of my work within the framework of this technology will be my own style, to which I have been going for so long. The author of this technology is August Solomonovich Belkin. A.S. Belkin distinguishes the following methods of the vitagenic method in teaching: (I want to dwell on certain methods of the vitagenic technology that I have already tested)

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