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PROBLEM OF GOAL SETTING AS CONDITION FOR ADVANCED DEVELOPMENT

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Abstract

Successful organization of the modern educational process is stipulated by the solution of the "parent - student – teacher" interaction problem. In the traditional context of using the words "education" and "upbringing", education is understood as the process of intellectual saturation of a person who possesses certain educational competencies being literacy, reading, etc., which enable to judge its content. Education implies the process of assimilating certain cultural and social norms enabling to talk about the formal side of personality development. The semantic factor in the education and upbringing processes in the "parent-student-teacher" system is goal setting, which contributes to a new meaningful interpretation of advanced development in education. Advanced development in education is the development focused not so much on the past and present, but on the future, on anticipating and forming students' knowledge, the ability to work with uncertainty, with the prospects for the future. In the context of the newly emerging trends like digitalization and technologization of education processes, when education is narrowed down to learning, the education and upbringing distance themselves from each other. Education gets stuck on teaching and wastes its sense-forming principle being an activity aimed to create an image of a person. At this new level of their entity, the student drops out of the traditional system "parent-student-teacher", and the communicative continuum is transformed. Goal setting being a factor in the "parent-student-teacher" system, can contribute to a new meaningful interpretation of advanced development in education.

1. Introduction

By the third decade of the current century, a clear outline of new requirements for the processes of upbringing and education has formed. A new subject of the pedagogical space is being built within these requirements. Twenty or thirty years ago the teacher was the main translator of knowledge and now the information digitalization has changed this function. The role of parents is also ambiguous in the modern world. We are experiencing another period of tempest, which entails the transformation of communications and thinking. Recognizing that the issues under consideration are relevant for the modern cultural and educational space, the authors offer their reflections on some aspects of the research subject.

2. Problem Statement

One of the urgent problems of the modern educational process is the problem of successful interaction between a parent, a student and a teacher. The key concept in this triangle is traditionally the student representing the beginning and the result of upbringing and education as a process and activity. As a process, education and upbringing presuppose a certain course of events development characterized by the quantitative change. At the point of saturation, a qualitative leap contributing to the transformation of the process actor occurs. As an activity, education and upbringing represent the purposeful activity of a subject who acts relying on their perspective on a certain image of the final "product". From our standpoint the process is a relatively inert phenomenon, whose result is not entirely predictable, and at the background of the events variability, the activity implies the content-semantic clarity of what is due. According to Hegel, in the person of the goal we have a content known in advance; this activity is therefore not blind but sighted (Hegel, 1974).

3. Research Questions

Within the framework of our study, it is interesting to comprehend the essence of the words "education" and "upbringing" in the process of their generation. The word "education" goes back to the image. In Fasmer's (2003b) dictionary, "image" is connected by alternation with the word "cut" and in this relationship it acquires the meaning of "giving a certain form", "cutting". Fasmer traces the word "education" to the word "nourish" (2003a; 2003b). In their origins, the words "education" and "upbringing" are close to each other and bring a sense of organizing the process of a person's cultural development. The semantic emphasis in the word "education" presupposes saturation (nourishment, nutrition) of a person with spiritual and moral food. In a person's mind this word has a tendency to promote certain conceptual images, which each time acquire different meanings in the context of the individual's experience. Upbringing and education in a traditional society are interdependent while the spiritual and intellectual components of food are involved in creating a person's image.

In the traditional context of using the words "education" and "upbringing", by education we mean the process of intellectual saturation of a person possessing certain educational competencies being

literacy, reading, etc., which enable to judge its content. Education presupposes the process of assimilating certain cultural and social norms which imply the formal side of personality development.

In turn, education and upbringing are mutually complementary and sometimes supplement each other. In general, both processes being upbringing and education form the basis of the tribal formation of a person as a cultural notion. Culture represents the process of transforming what exists into what should exist and reproduces in itself a reasonable person, endowed with unique abilities for the active implementation of existential plans.

4. Purpose of the Study

The purpose of our study is to state the problem that "goal setting" is a meaning-forming factor of the "parent-student-teacher" system, which can contribute to a new meaningful interpretation of advanced development in education.

5. Research Methods

The article covers a theoretical analysis of key concepts revealing the subject of research, as well as general logical methods, such as induction and deduction, generalization, which enabled to portray the problem of goal setting as a condition for advanced development in the "parent-student-teacher" system.

6. Findings

The concept of goal setting consists of two words "goal" and "setting", where the goal presupposes some meaningful mark, and setting in this context serves as a process or activity aimed to set a goal. In the studies of a number of scientists, the notion "goal setting" is considered along with "goal formation". From our viewpoint, "goal-setting" is more consistent with the tasks solved within the framework of the "parent-student-teacher" triad.

Advanced development in education is development focusing not on the past and present but on the future, to anticipate and form students' knowledge, the ability to work with uncertainty, with the prospects for the future (Borisyuk, 2020). Advanced development is based on the use of modern digital technologies, creative teaching methods, the student's striving for keeping ahead of themselves (Borisyuk, 2020), their time, reaching a new level of educational and professional growth. In the context of the newly emerging trends in digitalization and technologization of education processes, when education is narrowed down to learning, from our viewpoint, education and upbringing distance from each other. Education gets stuck on teaching and wastes its sense-forming principle being an activity aimed to create an image of a person, awaken the human in a person and the spiritual in the spirit of a person. At this new level of their entity, the student drops out of the traditional system "parent-student-teacher", and the communicative continuum is transformed.

Traditional communicative space is organized by communication as an immanent form of interaction between people in a certain space-time continuum. If we consider communication according to the logic of the famous German researcher Luhmann (2012), then communication is established through the synthesis of three selections: information selection, message selection and selective understanding or

misunderstanding of the message and its information. The communicative continuum is organized by the systemic interaction of information - message - understanding. The process of transforming physical reality from a sign serving as a kind of informational code that carries a message into an ideal image-concept built by trial and error in the mind of the subject is due to historical and cultural experience, within the framework of which the mental and cognitive characteristics of the bearer are formed.

7. Conclusion

The communicative continuum is being transformed into a plurality of realities under the influence of technological and digital breakthroughs. In this regard, the problem of goal setting is kept current for people who are loath to wasting identity to them. In the "parent-student-teacher" system being one of the basic structures of modern society, goal setting becomes one of the significant criteria preserving the integrity of the system. As we wrote earlier (Betilmerzaeva, 2017), the socio-philosophical understanding of the ontological foundations of the socialization process enables to deduce the phenomena of "spirituality" and "sociality" as important aspects being inherent properties of a person.

Spirituality and sociality are formed in social space and social time by human experience. Technologization and digitalization of modern society is experiencing the shift of emphasis in a person from their sociality and spirituality to a new sociality and atomicity. If earlier a person was guided by social principles, according to which he/she saw a brother or an enemy in their neighbor, then under the conditions of a new reality the individual easily changes their sociality to the "atomicity" of existence (Betilmerzaeva, 2020), involved in the cycle of object-centered sociality, which represents the other side of the modern experience of individualization (Knorr, 2002). Amidst the advanced development, a person is alienated from their sociality and spirituality. The need to formulate new denotative meanings of goal setting, within the framework of which the meaning of advanced development is reconceptualized, is becoming acute.

Thus, goal-setting being a sense-forming factor in the "parent-student-teacher" system can contribute to a new meaningful interpretation of advanced development in education.

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