

ABSTRACTS

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BASIC APPROACHES TO TEACHING LIFE ANTICIPATION

The paper suggests a complex approach to teaching life participation, which combines both traditional and up-to-date approaches. It proves that the ability to anticipate life is a variation of a special learning type that is life-long. In such a way life anticipation can evolve significantly and appear as a by-side effect of a person's life activity.

Purposeful learning of life anticipation may be fulfilled within the traditional approach frame as well as by means of active group methods with dominating trainings aimed at forming specific skills and correcting and developing one's own future subject image. Both approaches are implemented in a series of specially developed talks on creative life psychology and anticipation-oriented biographical training.

The study ascertains that life anticipation correction and development in groups can be built as training that has the stages that follow: opening instructions and individual intrapersonal research of life anticipation and envisioning the would-be life profile, its semantic spectre, the conception of the future, information basis of life anticipation; the procedure; mutual presentation and mutual examination of life anticipation; comparison of effective and ineffective life anticipation criteria and their discussion; mutual prophesying; life anticipation analysis on lexical basis; proverbs and saying analysis (maxim training); analysis of anecdotes, tales, poetry, literature etc. (anchor training); listening to a lecture on life anticipation psychology; group life anticipation (Information retrieval and procedure trainings or analytical training); new image generation of one's own life; discussion of new images of the future and the class summary.

Key words: life anticipation, life anticipation learning, correction and development of life anticipation, talks, trainings.