

ABSTRACTS

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SUBJECT-SUBJECT AND SUBJECT-OBJECT INTERACTION AS A PSYCHOLOGICAL BASIS OF CONTENT FORMATION IN SCHOOL BIOLOGY EDUCATION

The reform of the secondary school requires a radical improvement in the process of learning biology. To solve this problem educators suggest changing the structure of the content of education. They insist that the content does not have to reflect the ideal objects of cognition (concepts, laws, theories) but have to study biological objects. It's necessary to use the ways of cognition (knowledge and skills) to transform this knowledge into subjective experience.

One of the ways of forming the subject-subject relationship of children to nature is subjectification of natural objects. It means building relationships (with plants, fungi, bacteria, animals, and other people) as the subjects of communication that are relevant to children.

The subjects of the educational process are the student's personality, a personality of the teacher, and the class team. Therefore, the acquisition of education's content has multi-subjective or intersubjective character. Scientists note that the objects of teacher's activities are the personalities of students, various kinds of their activities; and that the object of pupils' activities is natural, social, and cultural reality.

The student could be both a subject and an object and those periodically alternate. A student is the object of the didactic process when he or she becomes an object of social and pedagogical impacts; he is a subject when he designs and performs his or her own activities for mastering educational content.

Key words: the subject of education, the object of education, subject-subject interaction, subject-object interaction, the content of school biology education