Education and Spirituality in Kazakhstan: "Self-cognition" Metadiscipline Features and Methods of Teaching

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Introduction

New ideas of the 21st century pedagogy and humane pedagogy are being gradually introduced into mass Kazakhstani school, along with methodology and teaching methods being updated. The introduction of Self-Cognition subject became an important new milestone in updating secondary education content in Kazakhstan.

The purpose of the subject is child's development and harmonious development of his/her intellectual and moral capacities.

Purpose of Research - generalization of teaching experience in the new school subject of Self-Cognition and establishing didactic bases for Self-Cognition teaching strategies being the realization of the new century pedagogics.

Methods

Observation and generalization of innovative teachers’ experience in Self-Cognition, comparison of combined lesson structures with the lesson of Self-Cognition, systematization and analysis of new learning strategies, student interviews to conclude whether they have developed an understanding of the new bases of pedagogical science,

Structure of Self-Cognition subject planning, differences when compared to other school disciplines.

Results

The main principle of humanization of education is to return to the origins of a holistic perception of an individual.

The principle of universal value identification, according to which Self-Cognition subject content shall be based on the eternal universal values.

Moral and spiritual education, carried out within the Self-Cognition subject teaching is not religious but secular education, treating physical, mental, spiritual and moral nature of a man in the unity thereof. Absolute universal values that are inherent in a man since birth are Truth, Love, Righteous Behavior (Duty), Inner Peace (Peace), Non-violence.

Comparison of combined lesson and Self-Cognition lesson structures

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Introduction of Self-Cognition subject corresponds to the pedagogy of the 21st century, and allows providing for the development of intelligence and spirituality concepts.

Lesson designing applies modern storytelling strategy, value-based education, coaching, and relaxation. Actual use of psychological relaxation techniques, reference and orientation to Jung’s theory, humanistic psychology of A. Maslow and K. Rogers, neuro-linguistic programming theory, M. Csikszentmihalyi’s Flow Theory and others.

It is recommended to include few cognitive concepts (perhaps just foundations of social, emotional intellect) into senior grades curriculum, to take advantage of the cognitive approach and social constructivism, expand the use of art technologies, to teach resilience and coping behavior. Thus, it is possible to expand the content and expected results from learning the lesson by real-life behavioral skills.

Teachers certified by Bobek National Scientific, Practical, and Wellness Center are allowed to teach Self-Cognition. The educator must be a role model of a person living in the unity of thought, word and deed. It is important for the teacher to master the art of combing lesson blocks by theme as a storyline based on the principle of identifying the universal values, and to be able to make transitions with a focus on the subject and value. In fact, it is more like a role of writer and director rather than teacher.

References


