

THE DIDACTIC THEORY OF ISAAK YACOVLEVICH LERNER

1. Curriculum content

The term **curriculum** refers to the **academic content** taught in a school or in a specific course or program.

Curriculum is determined by the purpose of the society to pass (to transmit) the attained level of culture to the younger generation in order to reproduce and to further develop culture.

Содержание образования всегда определяется общественно-заданной целью передать молодому поколению достигнутый уровень культуры для ее воспроизведения и развития.

Education (training) means conversion of cultural achievements into the property (or asset) of an individual.

Обучение имеет в виду превращение достижений культуры в достояние личности.

All characteristics acquired by an individual are the result of acquisition by the individual of a certain content. An educated student (i.e. a taught student) is student who internalized a certain content. Level of proficiency is determined by the volume of content internalized by a student. The character of such proficiency is determined by the type of acquired content.

Все приобретаемые личностью характеристики являются результатом усвоения ею некоторого содержания. Обученный школьник – это школьник, усвоивший соответствующее содержание. Мера обученности обусловлена объемом содержания, усвоенного школьником. Характер обученности определяется видом усвоенного содержания.

Therefore, curriculum shall be isomorphic to the culture.

Следовательно, содержание образования должно быть по своему строению изоморфно культуре.

“History is nothing but the succession of the separate generations each of which exploits the materials, the capital funds, the productive forces handed down to it by all preceding generations, and thus, on the one hand, continues the traditional activity in completely changed circumstances, and, on the other, modifies the old circumstances with a completely changed activity” (Marx K., Engels F. The German Ideology).

«История есть не что иное, как последовательная смена отдельных поколений, каждое из которых использует материалы, капиталы, производительные силы, переданные ему всеми предшествующими поколениями; в силу этого данное поколение, с одной стороны, продолжает унаследованную деятельность при совершенно изменившихся условиях, а с другой видоизменяет старые условия посредством совершенно измененной деятельности» (Маркс К., Энгельс Ф. Немецкая идеология).

Based on the above, it follows that the new generation shall not only acquire ways (i.e. methods, means and modes) of using all assets inherited from the preceding generations, but also shall acquire means of changing the old circumstances. Such means are also inherited and at the same time they enable the young generation to create new ways of activities and new ways of changing circumstances.

Из этого следует, что новое поколение должно овладеть не только способами использования всего того, что оставлено в наследство прежними поколениями, но и способами изменения унаследованных условий. Способами, которые также унаследованы и вместе с тем создают возможность творить новые способы деятельности и новые способы изменения условий.

There is nothing outside culture that could be included in the curriculum, and along with this, school curriculum shall include all structural elements of culture.

Вне культуры нет ничего, что вошло бы в состав содержания образования и. вместе с тем, содержание образования в школе должно включать все структурные элементы культуры.

Two questions arise which determine the further development of the investigation:

- Definition of culture necessary for analysis which I carry out.
- From what angle of view to carry out analysis of culture? What is the criterion for determining its elements?

There are about 300 definitions of culture.

We will consider culture from the angle of activity.

Culture as the whole consisting of material and spiritual values is product of activities of humankind and every human being in particular. Culture - if we distract ourselves from materialized culture - comes down to activity. Knowledge is acquired and put into practice through activity. Any skill, practical or intellectual one, is an acquired way of activity and shows itself in activity and exists only in the form of activity. Any feeling, any attitude is also activity and shows itself in activity. Activity reflecting reality and transforming it is the only form of existence of culture.

В самом деле, вся культура как совокупность материальных и духовных ценностей является продуктом деятельности человечества и каждого человека в отдельности. Кроме того, если отвлечься от материализованной культуры, она сводится к деятельности. Знания усваиваются и реализуются в деятельности. Любой навык, любое умение практическое или умственное, есть усвоенный опыт деятельности, проявляется в деятельности и в форме деятельности только и существует. Любое чувство, любое отношение также является деятельностью и в ней проявляется. Деятельность, отражающая действительность или преобразующая ее, является единственной формой существования всей культуры.

From the didactic angle of view culture can be determined as the whole which includes means and ways of activity created in the process of activity in order to reproduce and to develop human society. Those means and ways of activity can be acquired by an individual. The “means and ways of activity” include intangible assets created by humankind. An individual cannot be passed tools and equipment for internalization, only means and ways of using such tools and equipment can be passed to him.

Culture consists of four elements. They are as follows:

The first element is already obtained knowledge of nature, society, technology as well as ways of activity enabling to apply knowledge and to transform the reality.

Первый элемент культуры - это уже добытые знания о природе, обществе, технике и способах деятельности, обеспечивающих применение знаний и преобразование действительности.

Knowledge of ways of activity is theoretical. To transform knowledge into skills it necessary to put such knowledge into practice, to apply it and thus to acquire the experience in using means and ways of activity.

Знание о способах деятельности – это теория. Чтобы овладеть способом деятельности, чтобы знание о нем превратилось в навык и умение, необходимо способ деятельности реально осуществлять и тем самым приобрести опыт практического применения способов деятельности.

Therefore, the second element of culture is skills, i.e. acquired experience in implementing ways and means of activity already known to society (intellectual and practical skills).

Вторым элементом культуры являются умения и навыки, т.е. приобретенные опыт осуществления уже известных обществу способов деятельности, как интеллектуального, так и практического характера.

The first two elements serve to reproduce results previously found in the process of problems solution.

However, the humankind is confronted not only with repeated problems, but also with new problems not yet solved. They may be of various levels of novelty and complexity.

In one instance it necessary to apply a way of activity already known in a certain area to a completely different area and to modify it. However, the problem may be absolutely new and known ways of activity are inapplicable, therefore it necessary to find absolutely new ways and means to solving such problem. Society in the process of solving new problems has accumulated experience of creative activity. Consequently, the third element of culture is creative experience.

Третий элемент культуры – **опыт творческой деятельности**, накопленный в процесс решения новых проблем, возникающих перед человечеством.

The function of the third element of culture consists in culture development and creation of the new.

The fourth element of culture includes attitudes of people to the world, to themselves. The norms influencing our behavior presume their knowledge, skills in their implementation and also their emotional perception and emotional attitude to them. It is the system of moral, aesthetic and emotional educatedness. The fourth element is defined as values, i.e. experience in attitude to the world through emotions and values.

Наконец, четвертый элемент культуры составляют нормы отношения людей к миру и друг к другу, нормы, предполагающие знания о них, навыки в их соблюдении, а также и эмоциональное восприятие и отношение, т.е. система моральной, эстетической и эмоциональной воспитанности. **Это опыт эмоционально-ценностного отношения к миру.**

[Example of values: Some values are physiologically determined and are normally considered objective, such as a desire to avoid physical pain or to seek pleasure. Other values are considered subjective, vary across individuals and cultures. Types of values include ethical/moral values, ideological (religious, political) values, social values, and aesthetic values.

Values reflect a person's sense of right and wrong or what "ought" to be. "Equal rights for all", "Excellence deserves admiration", and "People should be treated with respect and dignity" are representative of values. Values tend to influence attitudes and behavior. - Wikipedia]

Emotions: anger, annoyance, curiosity, confidence, courage, despair, excitement, envy, gratitude, grief, horror, love, passion, pity, pride, sadness, surprise, zeal.

Lerner proposes that curriculum shall also consist of the four elements mentioned above.

There are three levels of learning.

Knowledge is learned on three levels:

1. Receiving, comprehending, remembering.
2. Application of knowledge in standard situations (ad exemplum, after a pattern).
3. Application of knowledge in a new situation.

Skills are learned on three levels too.

1. Knowledge about the ways of using skills.
2. Application of such knowledge after a pattern.
3. Application of skills in new situation.

Examples of intellectual skills: critical, analytical, synthesizing and problem-solving skills.

Examples of communication skills : written, oral, non-verbal, formal or informal and active listening skills.

Creative experience is learned only on the third level.

Experience in creativity is acquired only in the process of creative activity.

In his later works published in 1980-s and 1990-s, Lerner replaced term “culture” with term “social experience” and never returned to term “culture” again.

Social experience is widely considered as one of the most important components of culture.

Culture in the sociological field can be defined as the ways of thinking, the ways of acting, and the material objects that together shape a people's way of life. Culture can be any of two types, non-material culture or material culture.

It seems that according to Lerner, “social experience” is non-material component of culture.