

## **PSYCHOLOGY OF NON-ADAPTIVE EDUCATION:**

results of experimental investigations

For many years I have been solving the problem of training the students educational aids who are able to find non-standard solutions in non-standard situations. In my opinion this problem hasn't been solved because we got used to treat man as an adaptive being.

Education of the adaptive man is not the process of initiation of his new psychical possibilities by the student himself, but borrowing them from the society (culture) or thanks to forming them by society (culture). The result of such education is an "adaptive man" capable of deciding stereotyped problems, but not generating new ideas.

An adaptive man isn't capable of creating. Creation is overcoming of adaptability. Adaptability and creation are opposite things. Therefore, there appears the problem of creation of non-adaptive education system.

We have been working at this practical task for 15 years already. During this time there was developed a psychological conception of a non-adaptive man, non-adaptive educational technology. The experimental practice of non-adaptive education was organized.

The non-adaptive education is getting the ability to generate one's own psychical possibilities in new situations. The solution can be found only owing to decision of psychological problem – generation of new psychical possibilities.

If to imagine the non-adaptive education as sequence of educational problems, a student is able to reconstruct the logic of their complication and to formulate the law of complication of problems. He will transform this law in law of complication of means of solution. It is possible to transform this law into the law of genesis of one's own *means of activity (psychic possibilities)*. The student, having applied the law of proper genesis to the own possibilities, will get the required solution of educational problem.

Non-adaptive education is:

- succession of educational problems, concerned with the law of complication;
- the student finds the solution of educational problem as a result of solution of psychological problem;
- solution of psychological problem is found as a consequence of reflexivity of his own actual and potential possibilities;
- as a result of reflexivity the law of genesis of own psychical possibilities is formulated;
- this law is used for creating some new psychical possibilities;
- new *psychic possibilities (means of activity)* are the means of solving educational problem.

Non-adaptive education is the succession of complicative educational problems, whose own solution leads to the formation of confidence in one's own power and to ability to solve any problems of life. This is the main non-adaptive education's result which allows the man not only to specialize in social environment but also to be a source of one's own genesis and genesis of social environment.

The teacher in non-adaptive education organizes the independent research by students of means of educational problem solution but he isn't the bearer of information. The teacher organizes the independent solution but he doesn't inform about the means of solution. He makes the students independently solve the educational problem.

Solution of educational problems roots back its own history. It's a continual possibility under conditions of non-adaptive education to reconstruct the logic of complication of educational problems.

On the basis of this logic it becomes possible to reconstruct the law of genesis of means of solution of problem situations. But as the means of solution of educational problem is the mean of

psychical activity of a student, by applying the law of genesis to the own psychical possibility, the student generates a necessary mean of solution of educational problem.

If a student can't solve the educational problem, offered to him, he is capable of going the necessary path of successive solution of the problems from the less complex to more complicated and in this way to find, as a result, the essential solution of educational problem.

We elaborate the non-adaptive educational technology of mathematics and natural science acquisition, as well as experimental versions of two school disciplines: "The genetic mathematics" and "Theoretical natural science". The experimental teaching was realized in 1984-1999.

The results of non-adaptive education are:

1. In elementary school students master the concept "angle", so they are capable of solving any sums on the construction of succession of incremental as well as diminishing angles (not only within the limits  $90^\circ$ , but also more than  $360^\circ$  etc.).
2. In the second grade students master the concept of "discontinuous structure of substance" and have independently assumed discontinuous model as means of solution of concrete physical problems (evaporation of liquids, diffusion of smell over the class, change of aggregative state of water by transition from solid to liquid or gaseous state).
3. In the second grade the students learn to reorganize the initial "monomolecular" model of mixture of substances to new "bimolecular" models of the new chemical compounds and to enjoy these models as means of solution of chemical problems.
4. In the second grade the students master easily the abstract concept "concentration" and create independently (using special means of modeling) the paints of any prescribed concentration (color).
5. In the first grade the students master on unruled sheets of paper the means of writing in such a way that they will master any foreign written language easily later on.
6. Knowledge of students is distinguished by systematic character, integrity and easement.
7. It constantly increases assurance in his strength.
8. It constantly increases interest to his study.
9. The teacher isn't the knowledge source but the organizer of independent investigations.
10. The students of primary grades master successfully the notions which are learned in the secondary or senior school.
11. Students quickly develop their speech, ability to ground their own standpoint, respectful attitude to the other point of view, critical attitude to their progress, feeling comradeship and responsibility, aversion of formal authorities; they all try to think out for themselves, to count and solve practical problems.
12. The common training time is distinctly decreased.
13. The educational technology of non-adaptive type has been patented in the Department of Justice.