

**Lobanov Victor V.**

*PhD in Education, Assistant Professor of general pedagogy and psychology, doctoral student of postgraduate education pedagogy, Tomsk State Pedagogical University, Tomsk (RF).*

*E-mail: danwelur@rambler.ru*

## **EDUCATIONAL EVENT AS THE PEDAGOGICAL CATEGORY**

**Abstract.** *The aim of the investigation is to reveal the essence of the educational event as a pedagogical category. The reason to study the issue is the methodological generality of the term that came into pedagogical everyday life, but which semantic content is still not clear enough.*

**Methods.** *The methods involve a theoretical analysis of the philosophical and pedagogical literature on the study, the categorical analysis, surveys of students and teachers.*

**Results.** *The concept content of «event» is looked upon in both historical scholarship and pedagogy, «educational event» is analyzed in unity with the «educational situation» and «educational process». The attitude of students and teachers to educational events was clarified through the surveys; emotional and rational responses of the respondents were differentiated and the peculiarities of events organization in the education system were classified. While teachers and students are considered as subjects of educational events, their goals are delineated.*

**Scientific novelty.** *The author's own definition of is given. Educational event is defined as a specially organized and unique pedagogical fact limited, but not rigidly determined by the educational situation, and capable of changing the educational process going beyond the boundaries of its conformism. The formulation above is the result of analysis how the concepts of «event», «situation» and «process» may interact in pedagogical discourse.*

**Practical significance.** *The results can be used while designing the educational programs and projects, as well as in the development of academic courses of innovative pedagogy.*

**Keywords:** *methodology of pedagogy, educational event, educational situation, educational process.*

## **References**

1. Belkin A. S. Situaciya uspeha. Kak eyo sozdat': Kniga dlya uchitelya [Situation for success. How to create it: Instructor's manual]. Moscow, 1991. 176 p. (In Russian)
2. Volkova N. V. Obrazovatel'naja sobytijnost': priznaki i harakteristiki. [Educational eventfulness: indications and characteristics]. *Vestnik Severo-Vostochnogo federal'nogo universiteta imeni M. K. Ammosova [Bulletin of the North-Eastern Federal University named after M. K. Ammosov]*. 2010. № 7. P. 78–82. (In Russian)
3. Gevorkian A. A., Revyakina V. I. Development of children's and youth associations as institute of education. [Razvitie detskih i molodezhnyh ob'edinenij kak instituta vospitanija]. *Vestnik Tomskogo gosudarstvennogo pedagogicheskogo universiteta [Tomsk State Pedagogical University Bulletin]*. 2009. № 8 (86). P. 54–58. (In Russian)
4. Zagvyazinsky V. I. O kachestve dissertacionnyh rabot po pedagogike [About quality of pedagogical theses]. *Obrazovanie i nauka. Izv. UrO RAO [Education and science. News of Ural Branch of Russian Academy of Education]*. 2008. № 2 (50). P. 24–29. (In Russian)

5. Kiseleva N. A. Istoricheskoe sobytie – fakt ili fenomen? [Historical event – the fact or the phenomenon?]. *Izvestiya Rossiiskogo gosudarstvennogo pedagogicheskogo universiteta im. A. I. Gertsena [Proceedings of Herzen University Journal on Humanities and Sciences]*. 2007. № 33. vol. 12. P. 115–118. (In Russian)
6. Lobanov V. V. Istoriko-pedagogicheskij analiz novatorskikh ozdorovitel'no-vospitatel'nyh praktik V. S. Pirusskogo v Tomskoj gubernii konca XIX – nachala XX veka. [The historical and pedagogical analysis of the innovative practices for recreation and upbringing by V. S. Pirussky in Tomsk province from the end of 19-th century till the beginning of 20-th century]. *Vestnik Tomskogo gosudarstvennogo pedagogicheskogo universiteta [Tomsk State Pedagogical University Bulletin]*. 2013. № 4 (132). P. 60–65. (In Russian)
7. Lobanov V. V. Rol' truda v opytah fizicheskogo vospitaniya V. S. Pirusskogo. [The role of craft in the physical education practices by V. S. Pirussky]. *Vestnik Tomskogo gosudarstvennogo pedagogicheskogo universiteta [Tomsk State Pedagogical University Bulletin]*. 2013. № 9 (137). P. 181–187. (In Russian)
8. Lotman Ju.M. Struktura hudozhestvennogo teksta [Structure of literary text]. Moscow, 1970. 384 p. (In Russian)
9. Makarenko A. S. Zayavlenie v tsentral'nyi institut organizatorov narodnogo prosveshcheniya [The statement for central institute of public education organizers]. Collection works in 7 volumes. Vol. № 7. Moscow, 1958. P. 399–402. (In Russian)
10. Melik-Hajkazyan I. V. Intellektual'nyj salon, ideja processa i problema izmereniya. [Intellectual salon, idea of process and problem of measurement]. *Epistemologiya i filosofiya nauki [Epistemology & Philosophy of Science]*. 2009. Vol. 20. № 2. P. 127–141. (In Russian)
11. Melik-Hajkazyan I. V. «Sobytie-v-dejstvitel'nosti» i «sobytie-v-real'nosti». [«Occasion-in-actuality» and «occasion-in-reality»]. *Vestnik Tomskogo gosudarstvennogo universiteta [Tomsk State University Bulletin]*. 2009. № 3 (7). P. 54–76. (In Russian)
12. Prigozhin I., Stengers I. Vremya, khaos, kvant. K resheniyu paradoksa vremeni [Time, chaos, quantum. For solution of clock paradox]. Moscow, 2003. 240 p. (In Russian)
13. Prosumentova G. N., Malkova I. Y. Problema sub'ekta sovместnoj dejatel'nosti v obrazovatel'nom proektirovanii. [The problem of cooperative activity subject in educational projecting]. *Sibirskiy psihologicheskij zhurnal [Siberian Psychological Journal]*. 2007. no. 26. pp. 170–174. (In Russian)
14. Whitehead A. Izbrannye raboty po filosofii [Philosophical Selecta]. Moscow, 1990. 718 p. (In Russian)
15. El'konin B. D. Vvedenie v psikhologiyu razvitiya (v traditsii kul'turno-istoricheskoi teorii L. S. Vygotskogo). [Introduction to developmental psychology (tradition of the cultural and historical theory of L. S. Vygotsky)]. Moscow, 1994. 168 p. (In Russian)