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SPECIĀLĀ IZGLĪTĪBA

Special Pedagogy

INTERACTION BETWEEN FAMILIES OF CHILDREN WITH SPECIAL NEEDS AND SUPPORT SYSTEM: PARENTAL PERSPECTIVE

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Abstract. *The study analyses the effectiveness of interaction between parents, who bring up children with special needs and the support system. According to the state defined standards and cognitions of scientific research, activities of the support system are considered as qualitative only if they satisfy parents' individual needs of receiving support. The article reflects qualitative research, where parents have naturally been delegated the functions of experts. The results of the study verify the necessity to improve collaborative strategies, employing non-governmental organizations as a resource for promoting collaboration between parents of children with special needs, educational and support institutions.*

Keywords: *children with special needs, collaboration, effectiveness, parents, provision of support.*

Introduction

The concept of family in scientific categories have been defined as a social institution, where a child obtains the first experience of socialization and where preparation for future roles and tasks in the society occurs within interpersonal system of attitudes (Шнейдер, 2008). At the same time, family environment have been consistently perceived as a protected space with its traditions, habits and requirements, existing between the individual and demands of society (Praschak, 2003).

Parents have been delegated supreme responsibility for ensuring life and developmental conditions of their children, defining the duties and rights in accordance with protection of the child's rights and interests that allow choosing educational institution and participating in a study process development. In their turn, a duty of parents bringing up children with special educational needs (SEN), is to provide special care for their child. Thus, the parents of children with SEN are considered as equal and active partners of various institutions like health care, educational and others. In this regard governmental structures on international scale have been also delegated duties to finance and make available a range of high-quality services from which the families of children with disabilities can choose assistance adapted to their needs (Recommendation of the Committee of Ministers, 2010).

Implementation of these demands is topical to all European Union partner states and refers to every person engaged professionally in the support system foreseen for children with SEN and their parents. Correspondingly the parents as the target audience and collaboration partners of the system mentioned above, have

been considered as the main quality experts of its functioning. This cognition served as a basis for the study reflected in the article.

The aim of the study was to examine parents' understanding of their role in the process of special education for their child with SEN in the context of interaction between a family and a support system, taking into consideration the existing relationships between family members and attitudes in social environments.

Methods of the study: 1) analysis of scientific literature, 2) stratified sampling, 3) narrative analysis.

Conditions for effective interaction between support system and parents

In different periods of time research findings in pedagogy, family psychology and crisis theory certify that care about children with SEN has been considered as one of the most complicated life trials (Bach, 1993; Buscaglia, 1971; Dillon & Underwood, 2012; Jetter, 2003; Lägerheima, 2007). The authors of the article regard it as one of the most relevant cognitions to be respected by specialists of different support areas, implementing their professional duties and developing collaboration with parents of children with SEN.

One of the indicators of this specific situation is particular psychological climate in a family microsystem. Children with SEN usually express heightened necessity for security, love and empathy, accompanied with trials about their personal helplessness and loneliness (Целуйко, 2004). Although there is stated a demand for parental love, responsibility and promotion of child development, the accomplishment of the demand is often hindered by parents' sense of guilt and necessity to reveal intimate family life aspects in the communication process with experts of different areas. Thus the specifics of a child's development and influence of social environment create discrepancies in implementation of the social role of parents (Lägerheima, 2007).

Changes characteristic to the child's socialization bring forward new challenges in relationships between family members. According to the findings of psychological research, the attitude of children towards extended environment depends on acceptance of their individual needs and developmental expressions, characteristics of communication, organization of interaction and achievement evaluation in the family microsystem (Усанова, 2006).

At the same time these families have been characterized by limited social activity and external contacts. Thus increasing inner contradictions in the functioning of family microsystem, the scope of problems to be solved has been broadened and direct dependency on collaboration with different social and health care institutions has been increased (Engelbert, 2000).

In accordance with the way parents overcome the contradictions mentioned before, families can be divided into two groups: microsystems, where functional coping occurs without particular problems and families, who need differential

support in diverse areas. However, representatives of both groups need to have information about existing situation, developmental disorders, parental understandings and expectations that are meaningful because of their psychological context. Providing this information the parental coping phase has to be taken into consideration (Neuhäuser, 2003: 85).

Recently the conceptions of the effectiveness of support system functioning have been changed in connection with parental co-partnership. If before a family of children with SEN had been studied more as a background, where problems arise, then now it is considered as a meaningful social institution for a child (Jetter, 2003). Correspondingly the studies in the area of special pedagogy have broadened the view of family institution orienting the work of different specialists towards awareness of family resources. Thus the parents of the child are no longer considered as objects of special pedagogy, but perceived as competent partners of collaboration possessing equal rights (Theunissen & Plaute, 1995). Parents have their comprehension and needs obtained during their life path, as well as the resources that can be used to overcome problematic situations. These resources can be broadened acquiring skills of self-organization and learning to ensure the rights (Buscaglia, 1971; Praschak, 2003). In this context it has to be taken into consideration that parental perception of disadvantaged children are not homogenous and much focused on the individual case (Dillon & Underwood, 2012). The longitudinal study verifies the diversity of needs and a desire of parents to understand the types of academic and behavioural support their child is receiving, particularly when he or she is struggling. Many parents also want to know how they can help their child to be more successful. Nevertheless, parents may not always be able to grasp the educational terminology that teacher use or the practical implications of those terms for their child (Byrd, 2011: 34).

Thus, ensuring parental collaboration in the support system, the duties of experts include the understanding of particular family needs to examine the suitability of recommended support. At the same time it is necessary to use forms of work that facilitate participation of parents in a common work. Orientation towards the needs of parents means ensuring a link between scientific approach and practical activities, and developing service conception that includes innovative offers and a parent-friendly interaction. These are considered as the most sufficient conditions for effective support system activity, as the quality is present if the needs of the client have been satisfied and a support offer corresponds with parental expectations (Jansen & Wenzel, 1999).

Evidence-based cognitions of scientific studies certify that implementation of the conditions characterized above is a significant investment in both the functioning of family microsystem of children with SEN and the development of support system itself. Close working relationships between professionals and family members also ensure that service recommendations are flexible, accessible and responsive to family needs (Angelo, 1997; Parette & Brotherson,

1996; Thomson, Meadan, Fensler, Alber & Balogh, 2007), as the family is the constant in the child's life, while service and professionals within the system are always in a state of flux (Shelton, Jeppson & Jonson, 1987). It enables people having diverse experiences to interact sharing the common goal of reaching agreement on specific issues. Such interaction can result in shared ownership of problem definition and solutions, shared knowledge and expertise, increased cohesiveness and willingness to work together on future issues (Rock, 2000; Thousand, Villa, Paolucci-Whitcomb & Nevin, 1996; Salend, 2004).

It has been noted that the basis of effective partnership development requests not only constructive, but also emotional aspect. This means the readiness to develop equal interaction and achieve mutual understanding in this process has to be reciprocal. Very often it is a challenge for both parents of children and specialists of support system. However, L. Buscaglia beliefs can be useful for ensuring positively loaded emotional link: „But I do have an enormous love for parents, and the sum of what I am going to say is this: as far as I am concerned, it is about time professionals began to look at parents as warm, pulsating, beautiful, tender, fantastic, unbelievable, intelligent, incredible human beings. And then I want to discuss how parents and professionals can work together, for as long as parents are trapped with professionals and professionals are trapped with parents, we are going to have to find a way to reach one another” (Buscaglia, 1971: 27).

The totality of multidimensional conditions for ensuring the effectiveness of interaction between the support system and parents of children with SEN, as well as its constructive and emotional aspects have been analysed in the study performed by the authors.

Research design

Participants

The study was performed in 2013 during annual summer camp organized by the non-governmental organization (NGO) „Velku biedrība”. The participants were 23 parents of children with SEN representing diverse regions of Latvia. The parents in the study had children of different age and educational levels, enrolled in preschools or schools' environments that ranged from full time placement or general education classrooms to self-contained classrooms or separate schools. They had diagnosis like autism spectrum disorders, severe movement and mental development disorders.

Research method and procedure

The ecosystem study was implemented in real life environments and characterizes interaction of different microsystems in parents' social life. The participants of the study were recruited using a strategy of stratified sampling and a qualitative research method of narratives was selected.

Beginning the research process parents were given general guidelines for the content of narratives – for example, reflection of family interaction with society,

educational institutions and external support system. The “Velku biedrība” acted as observers, they fixed and anonymised the narratives, and negotiated with the parents on making them available to public. The narratives reveal the existing life situation in diverse microsystems, parents’ understanding about the contexts in the field of special education and help to interpret their experiences in the process of interaction between the family and the support system.

To analyse and interpret the data and derive meaning from parents’ shared experiences, the authors of the study identified core categories based on the research instrument used by P. Lalvani (2012). The data was coded by the authors, and according to the narratives the following categories were defined:

- Parents’ understanding and needs in the context of special education;
- Interaction between the family and the support system in social environment with: a) educational institutions and professionals, b) other professionals;
- Parents as educators un advocates;
- Parents as students.

In order to reveal the context of the study, the analysis of narratives contains the characteristics of the family microsystem’s inner functioning.

Results

The indicators of the family microsystem’s inner functioning reveal differences reflected in the narratives. Some parents have mentioned positive examples like: „*We are three in the family and both take care of the child. We teach communication making him easier to form relationships with other people.*” There is also some evidence about parents’ mutual support in complex life situations: „*My husband understood me and was able to take responsibility for both of us.*”

However, majority of narratives report family breakdown just because of special needs of a child: „*Child’s father told that he did not want to be dependent on the special needs and demands of the child.*” Moreover, in some cases parents express fear of such situations: „*I was afraid that my husband could leave us, as we know about similar situations in other families.*”

The study demonstrates **parents’ understanding and needs in the context of special education**. Parents have their opinions about special education and are aware of social and educational needs of their children according to the rough life experience acquired in seeking for the best possible educational environment for their child. Majority of parents believe in education as an opportunity for their child’s well-being, equality and social integration: „*We have to find a proper educational institution instead of social care institution – home for disabled. Children want to live in a family and be members of society like others.*”

The overwhelming majority of parents are aware of the diagnosis of their child and try to cope with it and provide the best possible options for their child. They

long for wider offer of non-formal education, for example, musical activities and movement therapy, and conclude that children's life after school is only parental responsibility, as *“the offer provided by the state and municipality is extremely modest”*.

However, most of the parents express worries about the quality and outcomes of the educational process that very often mismatch their hopes and expectations. For example, a mother points to the observed changes in her daughter's behaviour: *„She has begun to command – claps hands and loudly cries out commands like “stand up”, “wait” and others. There is no such kind of communication in our family and it is not supported as well.”* Many of the parents have come to the conclusion that *„the school was not completely ready for educating children with autism spectrum disorders”* and express concern about the competence of pedagogues: *„My child has poorly developed language and literacy skills. I felt disappointed with the pedagogue, who was not able to explain how these skills could be improved”*. The parents share the belief that their children need learning environments with appropriate specialists, who pay more attention to the development of social and everyday skills.

The study has reflected interaction ***between the family and the support system in social environment with educational institutions and professionals***. The findings indicate a diversity of educational opportunities that are recommended by professionals and used by children with SEN - ranging from home education, specialized preschools, inclusive general preschools and schools to special schools. Parents have reported that although there are special programmes for children with SEN in general schools, not always they feel welcome: *„School's administration acknowledged that they are not interested to have children with SEN in their school”*.

According to the narratives, the presence of negative attitude has often been identified in the very beginning of the educational process, for example: *„I went to school to talk with the administration and the class teacher in due time. Their attitude was not negative, but it seemed like they were waiting that all this somehow would slip by. All collaboration was confined to my talking”*.

The findings reveal other significant aspect – schools lack experience and qualified pedagogues to implement special programmes: *„The pedagogue of special education, a lady of pension age, honestly confessed that she is not able to work with my child”*. In the context of special education provision parents emphasize a lack of responsibility of pedagogical staff: *„When I went to school, I saw the support personnel chatting instead of taking care of children”*.

In contrary to above mentioned, there are also narratives that express positive evaluation and satisfaction with *“educational opportunities recommended by the state and municipality that offer both inclusive preschools and special education institutions”*. It is highly valued if the parents of other children express understanding.

According to the findings, the experience of ***interaction between the family and the support system in social environment with other professionals*** has been characterized as negative. All parents have reported disappointment they experienced at the State Pedagogical Medical Commission (PMC) that evaluates their child's diagnosis, characteristics of specialists and recommends a learning environment and educational institution the most appropriate for the child.

The parents note that specialists are not interested to understand the child's problems and their conclusions are superficial, since it is not possible to evaluate a child with autism in a few minutes time in an unfamiliar environment. The narratives reflect reasonable objections that PMC determining the fate of the child does not evaluate individual opportunities, therefore parents do not perceive the work of the commission as meaningful. A typical viewpoint of parents is: *„Majority of PMC consists of pension age ladies with soviet education and thinking. They have minimal interest in children, their needs and potential. The conclusions of specialists are superficial and it feels like the conclusion is needed just to apply a seal to the child – “fit” or “unfit”.*

Many parents express objections about the style of work of these institutions: *„Nobody even asked me, which school I would prefer to my child! It was clear to them, which school to attend. I did not agree.... They even did not give a chance to try!”* The parents are also anxious about professional ethics of these specialists: *„They spoke so negatively about my son! The worst is that he heard everything, as he was next to me”.*

The narratives reveal that parents feel discriminated about inaccessibility to the premises of the State PMC in the centre of Riga, which is located on the second floor with non-functioning elevator and a distant parking place.

The narratives certify that parents are very conscious about their role as educators of their children and act as ***educators and advocates***. Among the questions asked the most frequently are the following: How will the school be able to implement the programme of special education? Which school to collaborate with? If a child is not able to adapt to the learning environment – what to do? Change the school? Leave in the boarding school? Economic situation often is a reason for inability to solve the problem: *„Because of work, it is not possible for me to change the school - nowadays it is a risk to change work, in order to adapt to my child's schedule”.* Even if the parents have found the school and the child feels well there, they have to give up learning, as they do not have money for taking the bus to school.

The narratives verify that parents are interested in the learning process of their child and desire to know more from the pedagogical personnel – what was done during lessons and free time activities, what was acquired, how was behaviour like. In this context the information exchange by the help of a diary is unacceptable, as it does not reflect all activities performed by a child. Therefore parents have a feeling that records have been done carelessly. Sometimes parents take part in the learning process and try *„in the frame of their*

possibilities to be side by side with their child during activities like music, sports and arts, as well as to go on excursions together with the class”.

The narratives of parents present a tendency of implementing the routine characteristic to educational institutions in the family environment, for example, *“we try to implement structured daily routine”* or *„every day we devote at least 30-40 minutes to the feasible tasks for the child”.*

Judging the narratives, there are some cases when developmental exercises have been organically included into the daily routine of the family: *„A day before the event I prepare my child. I use pictures – pictograms to complement what has been told”* or *„We do not help our child with a lot of things rather try to teach him how to manage on his own”.*

The narratives reveal the role of **parents as students** – they have acquired knowledge about their child’s diagnosis, needs, educational and developmental possibilities due to their motivation, perseverance and personal experience. Majority of parents acknowledge that they have received a purposeful support for their development from NGO: *“Due to their suggestion we started to look for a school”* or *“During the summer camp organized by NGO I have gained new points of view, positive emotions, many ideas how to work with my child”.* Comparatively typical is the following conclusion about the existing situation: *„The most important – I am convinced that I have a smart child; the only thing he needs is an appropriate approach and knowledge.”*

Discussion and conclusions

The results of the study verify the diversity of the families of children with SEN that were involved in the research process. Applying the classification of G. Neuhäuser (2003), the selected samples represent both - the parents having comparatively successful experience of undergoing the phases of coping and parents, who experience negative emotions and sadness. It is possible that exactly the regularities of the family microsystem’s inner functioning influence parents’ abilities to facilitate the process of family socialization in society. It is comprehensible that upbringing of a child with SEN demands particular care; however, explanation of parents’ social role and encouragement of acceptance of its aspects have not been considered as a part of the educational system’s tasks. In national level not only possibilities of financial character should be provided for these families, but also availability of therapeutic aid.

The parents involved in the study consentaneously recognize education as a particular value for their children. However, according to the Latvian legislation, ensuring educational opportunities is highly dependent upon local municipalities or conclusions made by the PMC, which duties also include consulting for parents. Indeed, it is possible that these institutions employ experts with appropriate professional qualification and experience, however, the narratives express discontentment with their functioning. Therefore, improvement of professional qualification or even certification of the PMC experts has to be

considered, turning particular attention to the aspects of communication skills development and professional ethics comprehension.

Regarding to the lack of understanding and worries about the special education process and the quality of its outcomes, one of the main concerns of parents is frequent change of teachers, caretakers or even educational institutions that make their children to feel gloomy, shy and nervous. The attitude and sensitivity of teachers is of great importance, as children with SEN easy adopt the observed models of behaviour. There are problems also with inclusion in general education and communication with support team experts – psychologists, social pedagogues and speech therapists that in spite of their education and work experience are not able or willing to help the child with SEN. Instead of giving support, they refer to other specialists. Often parents, in accordance with their perceptions, try to create the environment at home similar to that at the educational institution; however, the parents should devote more time exactly for the development of emotional contact with their child.

This situation could be explained by the findings of G. Dillon & J. Underwood (2012) certifying that parents usually concentrate only on their own child's special needs and do not perceive educational institution as a complex microsystem, whose functioning differs from family environment. Because of this, educational institutions have to initiate mutual communication and plan effective collaboration strategies with families, developing both constructive and emotional contacts. Therefore the professional programmes of further education should ensure opportunities to acquire the competences necessary for planning interaction with the parents of children.

Significant resource for creating collaboration strategies between parents, educational and support institutions could be NGO that unite families of children with SEN. The results of the study verify that exactly in the frame of these organizations parents have opportunity to learn by doing and communicate in an emotionally friendly environment. Moreover, developing collaboration with NGO, parents could gain an invaluable partner. This is proved by the quality and quantity of research data and allows planning further research, implementing ecosystem approach and reflecting multiperspective view on the essence of identified problems and their possible solutions.

The authors of the article have put forward the following questions for the discussion and further research: 1) necessity for professional improvement of the PMC experts, 2) development of collaboration strategies between educational institutions and parents of children with SEN, 3) use of NGO resources to create collaboration among parents, educational and support institutions.

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SASKARSMES PILNVEIDE PIRMSSKOLAS VECUMA BĒRNIEM AR VALODAS SISTĒMAS NEPIETIEKAMU ATTĪSTĪBU

Communication Development of Preschool Children with Insufficient Development of Language System

Irina Cupere

Abstract. *This article explores communication development of preschool children with insufficient development of the language system. Children who have speech and language disorders have problems with interaction between persons in society, because they have poor narrative skills. Theoretical aspect is analyzed about communication development differences in preschool children with normal language development and with insufficient development of the language system.*

Keywords: *communication, narrative skills, preschool children, insufficient development of the language system.*

Ievads Introduction

Saistītai runai ir liela nozīme mūsu dzīvē, ar tās palīdzību cilvēki komunicē savā starpā, mijiedarbojas. Pamatmehānisms, uz kura pamata īstenojas šī komunicēšana ir saskarsme. Tai cilvēka dzīvē ir liela nozīme, jo ar saskarsmes palīdzību īstenojas cilvēka sociālās vajadzības: piederības vajadzība, vajadzība pēc pieķeršanās un simpātijām, vajadzība pēc pašapziņas, vajadzība pēc pašapliecināšanās, vajadzība pēc informācijas un vērtību orientāciju sistēmas. Visas šīs vajadzības cilvēks var apmierināt tikai saskarsmē ar citiem cilvēkiem. Lai nodrošinātu kvalitatīvu saskarsmi, saistītai runai jābūt labi attīstītai.

Diemžēl runa ir tā organisma funkcija, kuru visvairāk ietekmē nelabvēlīgie faktori, kas iedarbojas uz cilvēka organismu perinatālā periodā un agrīnā bērnībā. Galvas smadzeņu minimāli organiski bojājumi var izraisīt valodas traucējumus.

Valodas sistēmas nepietiekama attīstība ir sistēmisks traucējums, kad skarti visi valodas komponenti – fonētika, fonemātiskie procesi, leksika, gramatika, ja bērnam ir normāla redze, dzirde, intelekta attīstības līmenis (Tūbele, 2002). Valodas sistēmas nepietiekamas attīstības gadījumā visvairāk cieš tieši saistītā runa. Bērniem ar valodas sistēmas nepietiekamu attīstību ir lielas grūtības izplānot savu stāstījumu, kas ļoti apgrūtina viņa darbību. Bērni nevar dalīties savos pārdzīvojumos, iespaidos. Citiem komunikācijas partneriem grūti saprast viņus, un no tā cieš saskarsme. Veicot koriģējoši attīstošo darbību jau pirmsskolas vecumā, šīs grūtības ir iespējams pārvarēt. Bet, lai veidotu šo darbību, ir nepieciešams saprast, kā attīstās saskarsme pirmsskolas vecuma bērniem ar valodas sistēmas nepietiekamu attīstību.

Raksts veltīts teorētiskai izpētei pirmsskolas vecuma bērna ar valodas sistēmas nepietiekamu attīstību saskarsmes attīstības īpatnības un tas pilnveides iespējam.

Metodes: zinātniskās literatūras analīze.

Runas attīstība *Speech development*

Lielākā daļa saskarsmes ar citiem cilvēkiem ir komunikācija ar valodas palīdzību jeb verbālā komunikācija, kuras laikā komunikācijas partneris mēģina ietekmēt cita partnera uzvedību, emocijas, aktivitātes pakāpi un darbību.

Valodas attīstība ietekmē cilvēka domāšanas attīstību, psiholoģisko un emocionālo attīstību. Ir pierādīts, ka cilvēkiem ar runas traucējumiem sociālās un emocionālās kompetences ir vāji attīstītās (Tannock, 2005).

A.Lurija (Лурия, 1966) izdalīja trīs runas funkcijas, kuru vienotībai ir liela nozīme bērna psihes un intelekta veidošanā.

1. Runas *komunikatīvā funkcija*. Šī runas funkcija bērnam rodas un attīstās agrīnā vecumā, kā viena no pirmajām.

Runa sāk izpildīt saskarsmes funkciju jau bērna divu gadu vecumā. Viena no pirmajiem šo jautājumu pētīja Slama - Kazaku (Слама - Казаку, 1966).

Komunikatīvā runas funkcija nodrošina bērna kontaktēšanās spēju attīstību ar vienaudžiem, attīsta kopējas rotaļas iespējamību, kam ir liela nozīme adekvātas uzvedības veidošanā, emocionālās un gribas jomas un bērna personības attīstīšanā. Komunikatīvā runas funkcija rodas uz elementāriem neverbālā saskarsmes veida pamatiem.

2. Runas *izziņas funkcija*: cieši saistīta ar iespēju komunicēt ar apkārtējiem – komunikatīvā un runas izziņas funkcija attīstās ciešā vienotībā. Bērns ar runas palīdzību ne tikai iegūst jaunu informāciju, bet arī iegūst iespēju apgūt ko jaunu.

Pirmajos dzīves gados runa ietekmē vispirms bērnu sajūtas un uztveres attīstību, gnostisko procesu veidošanos.

3. Runas *regulējošā funkcija* bērniem veidojas jau agrīnās attīstības posmā, bet tikai 4–5 gados, kad bērnam plaši attīstīta jēdzieniskā runas puse, pieaugušā vārds kļūst par bērna darbības un uzvedības regulētāju.

Runas regulējošās funkcijas veidošanās cieši saistīta ar iekšējās runas attīstību, mērķtiecīgu uzvedību, iespēju programmēt intelektuālo darbību (Лурия, 1966).

Ja regulējošā funkcija attīstīta nepietiekami, bērna uzvedība atšķiras ar impulsivitāti, pieaugušā runa vāji ietekmē viņa uzvedību, bērnam grūti secīgi veikt intelektuālas operācijas, viņš nepamana savas kļūdas, zaudē uzdevuma jēgu, viegli pārslēdzas uz sekundāriem, niecīgiem kairinātājiem, nevar aizkavēt blakus asociācijas.

Runas regulējošās funkcijas attīstība cieši saistīta ar galvas smadzeņu pieres daļas centru nobriešanu. Tāpēc, ja bērnam novērojams kāds no cerebrālajiem traucējumiem, kad kavējas smadzeņu pieres daļas centru nobriešana, novēro runas regulējošās funkcijas, iekšējās runas un runas domāšanas nepietiekamu attīstību (Смирнова, 2007). Bērniem ar valodas sistēmas nepietiekamu attīstību, kam saistītā runa nav attīstīta pietiekamā līmenī, parādās problēmas šī verbālas saskarsmes veida īstenošanā.

Zināms, ka runa sākumā attīstās tikai saskarsmes procesā. Bet ne visi saskarsmes veidi attīsta runu. Saskarsmes process stimulē runas attīstību tikai tad, ja tas ir piemērots bērna vecumam un vajadzībām. Sakarā ar to vispirms jānosaka saskarsmes procesa optimālais raksturojums, tā motīvi, saturs, līdzekļi, kādi apkārtējie nosacījumi veicina verbālo komunikācijas līdzekļu veidošanos. Sociāli psiholoģiskie apstākļi, kuros aug bērns, ievērojami ietekmē runas psihofizioloģisko mehānismu attīstību.

Veicot koriģējoši attīstošo darbību ar pirmsskolas vecuma bērniem, kam ir valodas sistēmas nepietiekama attīstība, jāievēro bērna vecums un intereses, jāmotivē bērns komunicēt ar apkārtējiem ar runas palīdzību, jāpalīdz iemācīties izvēlēties pareizus līdzekļus saskarsmes procesā.

Bērna runas attīstībā izdala trīs kritiskos posmus.

1.–2. dzīves gadi: sākas runas attīstība, veidojas komunikatīvās uzvedības pamati, un par virzītājspēku kļūst nepieciešamība pēc saskarsmes. Šajā posmā visintensīvāk attīstās galvas smadzeņu garozas runas centri, to skaitā arī Broka centrs, kam kritiskais posms ir bērna 14–18 mēneši (Волкова, 2008:46). Jebkādi, pat vismazākie, nelabvēlīgie faktori, kuri iedarbojas uz bērna organismu šajā posmā, var ietekmēt bērna runas attīstību.

3. dzīves gads: intensīvi attīstās saistītā runa un notiek pāreja no situatīvās runas uz konteksta runu, kam ir nepieciešama saskaņota centrālās nervu sistēmas darbība un psihisko procesu norise (Волкова, 2008:46). Nervu sistēmas pārpūle var nelabvēlīgi ietekmēt bērna runu. Bērns var atteikties runāt, viņam var parādīties stostīšanās pazīmes.

6.–7. dzīves gads: sāk attīstīties rakstruna. Pieaug centrālās nervu sistēmas slodze (Волкова, 2008:46).

Šajos posmos jebkādi bērna runas traucējumi izpaužas visspilgtāk. Lai runas funkcija attīstītos, ir nepieciešams pietiekošs nervu sistēmas briedums un funkcionēšana.

Saskarsmes attīstība *Communication development*

Viss pirmsskolas vecuma posms ir runas attīstība turpmākajai saskarsmei ar apkārtējiem. Saskarsmes procesā bērns apgūst jaunus jēdzienus, viņam paplašinās zināšanas un priekšstatu apjoms, veidojas domāšana. Saskarsmes veidus bērns apgūst pakāpeniski jau pirmsskolas vecumā. Bērna attīstības gaitā tie pēc kārtas dominē viens pār otru.

Pirmā bērna saskarsmes forma ar pieaugušo ir vizuālā saskarsme. Divos mēnešos bērns jau labi fiksē skatienu uz pieaugušā sejas, seko līdz pieaugušā kustībām. Tonkova – Jampoļskas (Тонкова - Ямпольская, 1966) pētījumā atklāj ka no diviem mēnešiem saskarsme ar pieaugušo veidojas ar skatienu un pirmo mīmisko kustību palīdzību, bērns smaida, atbildot pieaugušajam uz viņa smaidu. Pēc tam mīmiskajai un vizuālajai saskarsmei pievienojas roku kustības: redzot smaidošu pieaugušo, arī bērns smaida un kustina rokas.

Sākumā bērnam veidojas **situatīvi personiska** saskarsme ar pieaugušiem, dominējoša līdz 0,5 gadiem (Селиверстов, 2004). Šajā vecumā aktīvi attīstās sensomotorā joma.

Tonkova – Jampoļska (Тонкова - Ямпольская, 1966) atzīmē, ka vienlaikus ar mīmisko un vizuālo saskarsmi bērnam pirmajos dzīves mēnešos komunikācija ar pieaugušo notiek ar kliegšana palīdzību, kurā sākumā dominē iedzīmtās neapmierinātības intonācijas. Pēc tam ap 3–4 mēnešiem kliegšana raksturs mainās, tajā parādās izteismīgākas intonācijas, un māte var saprast bērna vēlmes pēc kliegšana rakstura. Ap to laiku bērnam attīstās uzmanības pievēršanas izvēles iespēja apkārtējo runai un rodas pirmie aktīvie mēģinājumi reproducēt tās atsevišķus elementus, pakāpeniski attīstās iespēja sazināties ar intonācijas palīdzību (Слама - Казаку, 1966). Ja pieaugušais adekvāti reaģē uz bērna mēģinājumiem ar viņu komunicēt, bērnam veidojas pozitīvi emocionāla vēlēšanās sazināties, kas tālāk stimulēs bērna nepieciešamību kontaktēties.

Situatīvi personiskās saskarsmes galvenais saturs ir bērna emocionālā reakcija uz pieaugušā sarunu ar viņu. Šajā procesā veidojas runas izpratnes pamati: bērns sāk diferencēt un izdalīt to, kas vēlāk pārveidosies par vārdiem. Pirmā dzīves pusgada beigās veidojas pseidorunas saprašanas efekts, kad bērns veido asociāciju starp situāciju un teikto.

Nākamā runas attīstības posmā noteicošās ir intonācijas. Tās izsaka bērna attieksmi pret teikto un papildina to. Bērnam ar valodas sistēmas nepietiekamu attīstību intonācijai un žestiem dominējošā loma saskarsmē ar apkārtējiem ir ilgāku laika posmu.

Vecumā starp 0,5 un 3 gadiem saskarsmē ar pieaugušo bērniem rodas un sāk dominēt **situatīvi lietišķā saskarsme** (Селиверстов, 2004). Bērns līdz 3 gadiem iemācās veidot 3–4 vārdu teikumus, viņam parādās vārds „nē”, viņš lieto vietniekvārdus un atbild uz vienkāršiem jautājumiem, vārdu krājums paplašinās līdz 500 vārdiem (Tūbele, 2002).

Kodols situatīvi lietišķai saskarsmei ir kopīga priekšmetiskā darbība. Ja tādā darbībā vairākas reizes atkārtojas priekšmeta un tā īpašības nosaukums, tad tas pāriet no receptīvās valodas uz ekspresīvo. Manipulācijas ar priekšmetiem veido pamatu gramatikas apgūšanai, bet darbība piespiež bērnu neapmierināties ar atsevišķiem vārdiem un frāzēm, bet pāriet uz izvērstu runu. Praktiska runas apgūšana ir situatīvi lietišķās saskarsmes rezultāts (Piažē, 2002).

Bērniem ar valodas sistēmas nepietiekamu attīstību parādās grūtības valodas apgūšanā. Skaņu izruna neatbilst vecuma normai, vārdu krājums ir

ievērojami mazāks nekā vienaudžiem, ekspresīvā runa pārsvarā sastāv no vārdiem, kurus bērns izrunā neskaidri vai no teikumiem, kurus bērns veido disgramatiski. Saskarsmes procesā bērni plaši izmanto žestus un mīmiku. Valodas attīstība atkarīga no traucējuma smaguma pakāpes. Jau šajā vecumposmā bērniem ar valodas sistēmas nepietiekamu attīstību parādās saskarsmes problēmas, jo šie bērni nekomentē savu darbību. Tas apgrūtina kopīgas priekšmetiskās darbības procesu.

Jau pirmie vārdi bērnam nepieciešami nevis nominēšanai, bet komunikācijai. S. Ceitļina (*Цейтлин, 1989*) atzīmē, ka pat divgadīgie bērni izveido runas uzvedību atkarībā no lomas, kuru viņš pieņēmis spēlē vai inscenējumā. Pārejot no vienas lomas uz citu, viņi maina intonāciju, runas leksisko uzbūvi. Šajā vecumā bērni sajūt sasarsmes rezultātu, vai tā bija veiksmīga vai neveiksmīga, un, nepieciešamības gadījumā, atkārtoti to un koriģē savus izteicienus tā, lai klausītājs varētu tos saprast.

Ļubinska (*Люблинская, 1959*) parādīja, ka pat pasīvās runas apgūšana 1.–2. dzīves gadā sekmē vispārinātas uztveres attīstību, visām bērna sensorajām funkcijām piešķir aktīvu raksturu. Pat pirmā bērna runa ir sociāla, un uz tās pamata veidojas „iekšējā runa”, ar kuras palīdzību bērnam īstenojas zināšanas un veidojas iespēja regulēt savu uzvedību. Sākumā bērns tikai atdarina vārdus, kurus viņš dzird no apkārtējiem. Šajā posmā novēro samērā lēnu aktīvā vārdu krājuma attīstību uz pasīvā vārdu krājuma attīstības fona. Pirmie vārdi cieši saistīti ar bērna praktisko darbību. Tālāk tie sāk „attālināties” no darbības: bērns apgūst dzimtās valodas gramatiku, un vārda struktūra no simpraktiskās pāriet uz sinsemantisko. Pāreja no simpraktiskās runas uz sinsemantisko ir kopā ar strauju vārdu krājuma paplašināšanos. S. Ceitļina (*Цейтлин, 1989*) raksta, ka bērna vārdu krājumā 1,5–2 gados pirmo vietu ieņem lietvārdi, otro – darbības vārdi, bet īpašības vārdu ir ļoti maz.

No 3 līdz 5 gadiem bērniem sāk dominēt **ārpusituatīvi izziņošā saskarsme**. Priekšmetiski praktiskā darbība pāriet rotaļā, bet rotaļā saglabājas ievērojama satura atkarība no rotaļlietām. Rotaļu laikā bērns vārdiski apzīmē priekšmetus un to īpašības, un pēc tam, pateicoties vārdam, viņš var tos aizvietot. Tādā veidā priekšmetu pārpilnība stimulē runas attīstību, jo stimulē vārdu krājuma paplašināšanos, bet pēc tam sāk kavēt vispārināšanas prasmes attīstību, jo vispārināšanas prasmes attīstībai nepieciešams darboties bez rotaļlietām.

Līdz pieciem gadiem bērna receptīvā valoda palielinās līdz 2800 vārdiem. Bērns nosauc vairākas krāsas, jautā par vārda nozīmi, saskaņo īpašības vārdus un lietvārdus, lieto darbības vārdu nākotnes un pagātnes formas (Tūbele, 2002).

Bērniem ar valodas sistēmas nepietiekamu attīstību 4–5 gadu vecumā kā dominējošā saskarsmes forma ar pieaugušiem saglabājas situatīvi lietišķā saskarsme, kas neatbilst vecumam. Runas traucējuma dēļ bērnam saistītā runa nav izveidojusies vai ir dziļi traucēta, kas apgrūtina viņa komunikāciju ar

vienaudžiem un pieaugušajiem. Pirmsskolas vecuma bērni nevēršas ar jautājumiem pie pieaugušā, nekomentē savu rotaļu ar runu.

No pieciem gadiem sāk dominēt **ārpusituatīvi personiskā saskarsme** (Селиверстов, 2004), kura atklāj attiecības starp cilvēkiem. Šīs attiecības kļūst par sižeta lomu rotaļām, kas gandrīz zaudē atkarību no rotaļlietām. Pirmsskolas vecumā vārdi stingri tiek attiecināti uz priekšmetu, kļūst augstāks vispārināšanas līmenis, bērns pakāpeniski paaugstina vispārināšanas līmeni priekšmetiskā leksikā. L.Paramonova (Параманова, 2004) runā par to, ka bērniem bez attīstības traucējumiem vecumā no 5 līdz 7 gadiem dominē nejaušas verbālās asociācijas, kas liecina par neattīstītu leksisko sistēmu. Nozīmīga vieta ir tematiskajām asociācijām, kuras iegūtas, pateicoties uzskatāmai pieredzei. Elementārākās sintagramatiskās reakcijas dominē, paradigmātiskās – nē. Bērniem 7 gados ievērojami palielinās paradigmātisko reakciju skaits, un tāpat pazeminās tematiskās un, īpaši, nejaušu reakciju skaits (Параманова, 2004). Tas liecina par to, ka šajā vecumā notiek kvalitatīvs lēciens semantisko lauku attīstībā.

Kompensācijas un runas attīstīšanas iespējas atkarīgas no vecuma, kurā sāka koriģējoši attīstošā darbība ar logopēdu. Logopēdiskās nodarbības, kuras sāktas agrā bērnībā, rosina smadzeņu sistēmas aktīvu darbību un tādā veida paātrina tās nobriešanu un veicina ievērojami pilnīgāku runas traucējuma kompensāciju (Лурия (ред.), 1960).

Saskarsmes pilnveides svarīgums bērnam ar valodas sistēmas nepietiekamu attīstību

Communication development important in the preschool children with insufficient development of language system

Bērniem pirmsskolas vecumā ar valodas sistēmas nepietiekamu attīstību parādās saskarsmes traucējumi, kuri izpaužas kā motivācijas un vajadzību jomas mazbriedums (Ястребова, Спирина, Бессонова, 1996, 28). Pirmsskolēni ar valodas sistēmas nepietiekamu attīstību retos gadījumos iniciē saskarsmes procesu, viņi nevēršas pie pieaugušiem ar jautājumiem, rotaļas nekomentē ar stāstījumu. Tas viss kavē bērna attīstības procesu kopumā.

Bērniem ar valodas sistēmas nepietiekamu attīstību runas traucējums izraisa kompleksu. Bērni kautrējas no tā. Pirmsskolas vecuma bērniem ar valodas sistēmas nepietiekamu attīstību nav izveidojusies motivācija komunicēt ar apkārtējiem.

Kā tika minēts, bērni ar valodas sistēmas nepietiekamu attīstību nekomentē savu darbību ar runu, nevēršas ar jautājumiem pie pieaugušā. Valodas traucējuma dēļ bērniem parādās negatīvisms, noslēgtība, cieš pašvērtējums – bērni nevar adekvāti novērtēt savu darbību. Bailes kļūdoties, nokļūt tādā situācijā, kad viņu nesaprot apkārtējie, izraisa vēlmi izvairīties no runāšanas.

Pirmsskolas vecuma bērni ar valodas sistēmas nepietiekamu attīstību nevar plānot savus stāstījumus un ar grūtībām orientējas cita stāstītajā. Bērna teikto apkārtējiem ir grūti saprast. Bērniem ar valodas sistēmas nepietiekamu attīstību grūtāk adoptējas vienaudžu kolektīvā, kas var izraisīt bērna sociālu izolāciju. Uzsakot skolas gaitas, bērniem ar valodas un runas traucējumiem var parādīties pat sekundārie neirotikie traucējumi kā reakcija uz sociālās adoptācijas grūtībām.

Viens no galveniem uzdevumiem, koriģējoši attīstošajā darbībā ar pirmsskolas vecuma bērniem ar valodas sistēmas nepietiekamu attīstību, ir bērna socializācija. Veicinot saskarsmes motivāciju un pozitīvas komunikatīvas situācijas, var mazināt bērna pārdzīvojumus par savu valodas traucējumu un palīdzēt viņam iemācīties komunicēt ar apkārtējiem.

Ja koriģējoši attīstošā darbība ir sākta laicīgi, pirmsskolas vecumā, bērns ar valodas sistēmas nepietiekamu attīstību līdz 7 gadiem var apgūt saistīto runu pietiekami labā līmenī. Runa kļūst skaidrāka, fonētiski fonemātiskie un leksiski gramatiskie procesi var būt attīstīti pietiekami labā līmenī. Savā pētījumā Spensers un Slokums (Spencer, Slocum, 2010) to praktiski pierādīja – pirmsskolas vecuma bērniem saistītā runa attīstās, ja ar viņiem veic attīstošo darbību, izmantojot speciālās metodes: sižeta attēlus, plānu sastādīšanu utt. Atkarībā no valodas sistēmas nepietiekamas attīstības smaguma pakāpes un koriģējoši attīstošās darbības uzsākšanas laika, bērns ar valodas sistēmas nepietiekamu attīstību līdz skolas vecumam var apgūt saistīto runu pilnībā, kas palīdzēs viņam skolas vecumā piedalīties saskarsmes procesā kā pilnvērtīgam komunikācijas partnerim.

Secinājumi ***Conclusions***

- Mūsu dzīvē liela nozīme ir saistītai runai, ar kuras palīdzību cilvēki komunicē savā starpā.
- Valodas sistēmas nepietiekama attīstība jeb VSNA ir sistēmisks traucējums, kad skarti visi valodas komponenti – fonētika, fonemātiskie procesi, leksika, gramatika, ja bērnam ir normāla redze, dzirde, intelekta attīstības līmenis.
- Valodas sistēmas nepietiekamas attīstības gadījumā saistītā runa ir ievērojami traucēta, no kā cieš saskarsmes process.
- Runai ir trīs funkcijas: komunikatīvā, izziņas un regulējošā funkcija. Valodas sistēmas nepietiekamas attīstības gadījumā šīs runas funkcijas netiek pilnvērtīgi īstenotas.
- Bērna runas attīstībā izdala trīs kritiskos posmus: 1.–2. dzīves gads, 3. dzīves gads un 6.–7. dzīves gads. Šajos posmos valodas sistēmas nepietiekama attīstība, kā arī jebkādi citi runas traucējumi, izpaužas visspilgtāk.
- Saskarsmes attīstība izpaužas kā pāreja no viena dominējoša saskarsmes veida uz citu. Izdala situatīvi personisko, situatīvi lietišķo, ārpus situatīvi izzinošo un ārpus situatīvi personisko saskarsmes veidu. Bērniem ar valodas

sistēmas nepietiekamu attīstību kā vadošais saskarsmes veids dominē situatīvi lietišķā saskarsme, jo šiem bērniem saistītā runa nav attīstīta pietiekami labā līmenī, kāds nepieciešams, lai pārietu uz citu saskarsmes veidu.

- Pirmsskolas vecuma bērni ar valodas sistēmas nepietiekamu attīstību retos gadījumos iniciē saskarsmes procesu, viņi nevēršas pie pieaugušiem ar jautājumiem, rotaļas nekomentē ar stāstījumu. Tas viss kavē bērna attīstības procesu kopumā.
- Uzsākot koriģējoši attīstošo darbību valodas sistēmas nepietiekamas attīstības izpausmju novēršanai laicīgi, jau pirmsskolas vecumā, tiek iedarbināti organisma kompensējošie mehānismi, kas veicina ievērojami pilnīgāku runas traucējuma novēršanu.
- Pirmsskolas vecuma bērni ar valodas sistēmas nepietiekamu attīstību līdz skolas vecumam var apgūt saistīto runu pietiekami labā līmenī, lai uzsāktu skolas gaitas un pilnvērtīgi piedalītos saskarsmes procesā, ja koriģējoši attīstošā darbība uzsākta laicīgi.

Summary

The narrative speech is very important in the human life. Human is social person, who communicate with other person through speech. Speech realizes human social needs: needs for accessory, needs for affection and sympathy, needs for self – awareness, needs for self – realization, needs for information and system of values. All these social needs people can realize only through communication with other human. Qualitative communication is possible, when human has good narrative speech.

The speech development influences mental, psychological and emotional development. People with speech disorders have poor social and emotional competences.

Insufficient development of language system is a systemic disorder of speech and language when it covers all its components – phonetics, phonological processes, vocabulary, grammar, connected speech if children does not have problem with hearing, vision and intelligence.

The speech have three functions: the communicative function, the cognitive function and the regulation function. The insufficient development of language system does not allow to realize fully these speech functions.

Children have three critical periods of speech development: 1 – 2 years of life, 3 years of life and 6 – 7 years of life. Insufficient development of language system and other speech disorders in these periods are seen most clearly.

Communication development occurs as a transition from one dominant communicative species to the other. The types of communication can be divided into following groups: situationnaly personal, situationnaly applicable, beyoung situationnaly cognotive and beyoung situationally personal. Children with insufficient development of the language system for long time stay in situational cases, because these children have poor narrative speech. Good connected speech skills are required to acquire communicative skills.

Children with insufficient development of the language system a re rarely tend to be communicatin innititaros, they do not nave a motivation to communitate. It all can cause a social isolation of a child.

Starting corrective and develoupming activities for recognizing insufficient development of language system signs in proper time, at prescohoool age, the compensative mechanisms are used to hold a significant observation over the speech disorders.

The children with insufficient development of language system can master the connected speech before school age, to begin school and participate fully in the communication process, if a correcting and developing activities take place in the preschool age.

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ШКОЛЬНАЯ ГОТОВНОСТЬ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА С НАРУШЕННЫМ ЗРЕНИЕМ

School maturity of pre-school age visually impaired children

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Abstract. *The sample or research is 310 pre-school age visually impaired children. The average age of the surveyed is 6.3 years, the sharpness of vision is V 0.3–1. The research employed the methods for assessment of children's maturity for school worked out by G. Gintilienė, D. Butkienė, S. Girdzijauskienė et al. (2005). During the investigation, essential problems of pre-school age visually impaired children have been estimated: a number of hyperactive children increases; also, a number of children who can hardly focus and retain attention increases; poor visual-motor coordination; narrow vocabulary; they explain notions of active vocabulary with difficulty. Results of school maturity of pre-school age visually impaired children proved significance of pre-school education institutions in visually impaired children's preparation for school. It has been found that when surveying children of pre-school groups twice, in September and May, as well as preparing and using psychologists' recommendations for pedagogues and parents, the level of pupils' school maturity increases.*

Key words: *visual impaired children, school maturity.*

Введение

Introduction

В настоящее время ни у кого не возникает сомнений о том, что ребенка дошкольного возраста необходимо готовить к школе. Школьная зрелость – это умственная (интеллектуальная), эмоциональная и социальная зрелость ребенка. У первоклассника должно быть много необходимых свойств для учебы, он должен быть зрелым в умственном, эмоциональном и социальном отношениях (Glebuviene., Grigaitė, Monkevičienė, 2002). Предпосылки к учебной деятельности формируются в дошкольном возрасте. Поэтому действия по правилу (указанию) являются непосредственной предпосылкой процесса обучения. Способность сознательно действовать по правилу, обобщенно характеризующему способ действия, можно считать не только предпосылкой обучения, но и показателем школьной зрелости. Школьную зрелость определяют многие факторы, которые обуславливают соматическое и психическое развитие ребенка. Это биологические (органические), психологические и социальные факторы. Причины школьной незрелости бывают разные, часто они являются сочетаниями различных причин. Это могут быть неблагоприятные условия развития ребенка в семье, педагогическая запущенность (причины социального характера), нарушения физического развития, расстройства центральной нервной системы (биологические причины), порочное формирование характера из-за психических травм, конфликтных ситуаций

(психологические причины) и др. Важно установить, является ли школьная незрелость временным явлением, которое можно преодолеть с помощью корректирующих мер (например, в случае замедленного психического развития, при частичном нарушении зрительного или слухового анализатора), является ли стабильным, необратимым явлением - недостаточная интеллектуальная, эмоциональная и социальная зрелость ребенка (например, в случае нарушения интеллекта).

В Литве одними из первых школьной зрелостью детей интересовались классики: психолог Альфонсас Гучас (1907–1988), и педагог Йонас Лаужикас (1903–1980). Позже разными вопросами подготовки к школе детей дошкольного возраста интересовались Борткявичене (Bartkevičienė, 1999), Григайте (1996, 1998), Чепулене (2010), Гинтилене, Буткене, Гирдзияускене, Драгунявичене, Гудаускене (Gintilienė, et al., 2005), Гринене, Каспутене (2009), Глебувене, Григайте, Монкявичене (2002), Мешкаускайте (2005), Раубене, Норкувене (2014), Багдонене, Стундене, Жалайте (Bagdonienė, Stundienė & Žalaitė, 2003), Варнене (2014) и др. Методологические базовые основы подготовки детей дошкольного возраста к школе представил Л. С. Выготский (2000). Достаточно значимы труды и других русских авторов – Венгер (1994), Поглазовой (2002) и др., изучавших подготовку детей к школе. Значительно меньше находим работ, в которых изучалась школьная готовность детей со специальными потребностями. Школьную готовность детей с отклонениями поведения описал Подласый (2002), а готовность к школе слабослышащих детей изучали Речицкая и Пархалина (2003). Школьную готовность детей с нарушенным зрением исследовали Гудонис, Алишаускас (Gudonis & Ališauskas, 1996),

В последнее десятилетие прошлого века в мире опубликованные данные межконтинентального сравнительного исследования пятнадцати программ 13 стран (исследованы 51144 ребенка) показывают, что обучение детей по подготовительным школьным программам, предназначенным для 3-летних детей и более старших, гарантирует и нормальное развитие ребенка и его успех в школе. (The Future of Children, 1955). Кафедра дошкольной педагогики Эдукологического института Литвы в Вильнюсе проблему школьной зрелости ребенка изучают с 1997 года. В разные годы исследовались особенности мышления детей и школьная зрелость, влияние содержания обучения на умственную зрелость детей, школьную зрелость детей, посещавших и не посещавших дошкольные учреждения, детскую грамотность и школьную зрелость. В 2001–2002 г. г. кафедра организовала исследование школьной зрелости детей Литвы, в котором приняли участие В. С. Глебувене, Б. Григайте, О. Монкявичене, К. Станкявичене, А. Тарасонене, а также 14 магистранток по специальности эдукология. Индивидуально исследована зрелость 280 детей, осенью пришедших в

школы разных местностей Литвы (Glebuviënė, Grigaitė, Monkevičienė, 2002).

Очень важно, чтобы в каждой стране была создана необходимая законодательная база для школьной зрелости детей. В Литве юридическая база по исследуемому вопросу является достаточной. Законодательная база за основу взяла данные научных исследований разных лет и разных авторов (В. Grigaitė, 1998; V. Glebuviënė и др., 2002; А. Liniauskaitė, Dž. Valeckaitė, 2002; О. Monkevičienė и др., 2001; G. Gredler, 1992; L. Venger, 1994; J. Jirasek, 1978) и установку, что **школьная зрелость является многомерным явлением**. При определении важных и необходимых способностей ребенка к учебе нужно было бы опираться на следующие конкретные критерии:

- 1) **Интеллектуальная зрелость;**
- 2) **Социально–эмоциональная зрелость;**
- 3) **Установка и готовность стать учащимся.**

Очень важны **навыки гигиены и закалка**.

Активное участие родителей, опекунов в познавательной деятельности ребенка, их пример, поощрение и помощь помогают малышам развивать основы мышления, развивают речь, обогащают опыт и знания, побуждают к исследованию мира и поиску того или другого решения проблемы. Совсем необязательно, чтобы будущий первоклассник еще до школы научился писать и читать, но он должен приобрести **необходимые навыки** этой деятельности. Дошкольные педагоги встречаются с затруднениями при выборе методик. Особенно трудно приходится тем дошкольным учреждениям, где нет психолога. Иногда даже в научной литературе предлагаются не комплексы методик, а какая-либо одна методика. Так Ю.А. Акшенцева (2011) предлагает модифицированную А. Керном методику И. Йирасека, иногда называемую как методика Керна–Йирасека. До 2005 года мы тоже использовали эту методику, но комбинируя ее с другими, такими как Цветные прогрессивные матрицы Дж. К. Равена и другими методиками.

Методика **Methodology**

В 2005 году ученые Вильнюсского университета в тесном сотрудничестве с коллегами из Центра специальной педагогики и психологии подготовили комплексную методику по оценке школьной готовности дошкольников. Методику составляют такие разделы:

1. Опросник для родителей, воспитателей, учителей о сильных сторонах и трудностях;
2. Цветные прогрессивные матрицы А, А_в, В Дж. К. Равена.
3. Задания по слуховому восприятию.
4. Копирование рисунка человека.

5. Словарная шкала
6. Опись проблемного поведения ребенка.
7. Беседа с ребенком.
8. Беседа с родителями.

Методика оценки школьной готовности измеряет познавательные способности и социально–эмоциональные функции ребенка, а также особенности его поведения. Данная методика в Литве используется:

- в целях психологической оценки, принимая решение о зрелости ребенка посещать дошкольную группу или школу раньше, чем ему в соответствующий календарный год исполнится шесть или семь лет;
- стремясь выбрать семилетних учащихся со специальными образовательными потребностями, когда необходимо предоставить объективную информацию, помогающую предвидеть способность ребенка к учебе;
- для ранней идентификации способных пятилетних и шестилетних детей;
- применяется дополнительно при выполнении клинической и нейропсихологической оценки ребенка, а также в целях научного исследования.

Традиционно исследования школьной зрелости выполняются, когда ребенок заканчивает дошкольное учреждение. Однако, при исследовании ребенка перед выпуском в школу, не остается времени для коррекции обнаруженных пробелов в развитии. Редко родители вслушиваются в рекомендации и работают с детьми летом до школы. Следовательно, более рационально школьную зрелость детей исследовать за год до школы и второй раз – перед уходом из детского сада. Это создает благоприятные условия для педагогов корректировать развитие ребенка, заполнить обнаруженные пробелы развития или образования. Кроме того, исследование зрелости позволяет наблюдать за динамикой развития ребенка и в тоже время реально и объективно оценить результаты коррекционной работы. В центре зрения Пятраса Авижониса г. Шяуляй (Литва) психолог, исследовав воспитанников дошкольных групп, в сентябре месяце, опираясь на данные исследования, пишет для каждого ребенка рекомендации для воспитателей и родителей (или опекунов) и консультирует родителей и воспитателей. Затем тех же детей исследуют в мае месяце данного учебного года и оценивают изменения.

Результаты исследования и их обсуждение ***Results and discussion***

Для анализа использованы данные исследования (2003–2013) школьной зрелости воспитанников предшкольных групп центра зрения Пятраса Авижониса г. Шяуляй. Психолог данного центра – автор статьи.

Выборка исследования 286 детей дошкольного возраста. Средний возраст – 6, 3 года. Острота зрения исследуемых V 0,3–1.

С 2003 года заметили, что стало увеличиваться количество выпускаемых в школу детей с низким уровнем школьной зрелости, а в наши учебные заведения приходят все больше невежественных и даже педагогически запущенных детей. Эту ситуацию можно объяснить тем, что ребенок с нарушенным зрением в семье может жить в исключительном статусе «больного» или даже «инвалида». Довольно часто эти дети приходят в учебное заведение, не зная понятий «можно», «нельзя», «надо». Эти дети не любознательны, они труднее адаптируются и в своем развитии достигают незначительного прогресса. Иногда последствий педагогической запущенности нельзя удалить вплоть до школы.

Те же дети исследовались два раза – в сентябре (первое исследование) и в мае (второе исследование), за исключением выпускаемых групп в 2003, 2004, 2005 г., когда их обследование проводилось только в мае месяце (см. таблицу 1). Результаты этих лет показывают, что в 2003, 2004 годах в школу отправили около трети, а в 2005 году около половины воспитанников дошкольных групп с низким уровнем школьной зрелости, т. е. неподготовленных к школе детей. Такое положение не удовлетворяло ни специалистов, ни работников администрации, ни родителей. Пытаясь исправить данное положение психолог учреждения по своей инициативе с 2005 года начал обследование детей два раза – в сентябре и потом в мае месяцах. После анализа результатов исследования в сентябре месяце, опираясь на результаты каждого ребенка, была начата подготовка индивидуальных рекомендаций воспитателям и родителям ребенка. Родителей консультировали, с ними детально обсуждались рекомендации. Такая же работа была проделана и с воспитателями.

В 2006/2007 учебном году лёд тронулся – 4 ребенка перешли из нижнего уровня в средний уровень школьной зрелости (см. таблицу 1). Начинает просматриваться тенденция уменьшения детей, приходящих в школу с низким уровнем школьной зрелости и увеличения числа детей с высоким уровнем. Можно предположить, что педагогу дошкольного учреждения все же нужна как помощь специалистов (рекомендации, консультации психолога), так и определенная контроль (в форме анализа конкретных результатов). По мнению Л.С. Выготского, подготовка к учебе в школе значит, что ребенок должен уметь выделять основные явления, происходящие в среде, уметь сравнивать их, увидеть сходства и различия, он должен научиться рассуждать, находить причины явлений, делать выводы, уметь обобщать и дифференцировать предметы и явления по соответствующим категориям. Л. С. Выготский выделил ближайшую зону развития, которая базируется на трех основных постулатах:

1) если задания ребенку слишком легкие, он не совершенствуется и теряет мотивацию;

2) если задания ребенку слишком трудны, он фрустрирует, теряет уверенность в себе, вместе с тем теряет мотивацию;

3) если задания ребенку трудны настолько, что при объяснении (помощи) взрослого, но по сути самостоятельно, он может их выполнить, тогда усиливается мотивация к учебе. Взрослый хвалит ребенка за успех и продвижение, что в свою очередь позитивно влияет на его любознательность. Согласно этой модели, то, что сегодня ребенок делает с помощью педагога, завтра он сможет сделать самостоятельно (Выготский, 2000). Мы можем предположить, что в нашем случае, говоря о результатах 2005/2006 учебного года дело имеем со слишком легкими, не соответствующими возрасту ребенка, заданиями, которые не дали необходимого импульса к развитию. С другой стороны, данные этого лонгитюдного исследования еще раз подтверждают полезность воспитания в дошкольных учреждениях в подготовке детей к школе.

Таблица 1

УРОВНИ ЗРЕЛОСТИ

Показатели Уровни зрелости	2013 / 2014 N - 25				2012 / 2013 N - 27				2011 / 2012 N - 19			
	сентябрь		май		сентябрь		май		сентябрь		май	
	чисо	%	чисо	%	чисо	%	чисо	%	чисо	%	чисо	%
Высокий	-	-			-	-	11	40,7	1	5,3	6	31,6
Средний	13	52			12	44,4	14	50,8	7	36,8	8	42,1
Низкий	12	48			15	55,5	2	7,4	11	57,9	5	26,3

Показатели Уровни зрелости	2010 / 2011 N - 28				2009 / 2010 N - 22				2008 / 2009 N - 30			
	сентябрь		май		сентябрь		май		сентябрь		май	
	чисо	%	чисо	%	чисо	%	чисо	%	чисо	%	чисо	%
Высокий	1	3,6	8	28,6	-	-	6	27,2	3	10	14	46,7
Средний	11	39,2	15	53,5	11	50	12	54,5	15	50	11	36,7
Низкий	16	57,1	5	17,9	11	50	4	18,2	12	40	5	16,6

Показатели Уровни зрелости	2007 / 2008 N - 24				2006 / 2007 N - 30				2005 / 2006 N - 18			
	сентябрь		май		сентябрь		май		сентябрь		май	
	чисо	%	чисо	%	чисо	%	чисо	%	чисо	%	чисо	%
Высокий	1	4,2	7	29,1	2	6,7	6	20	3	1,7	7	38,9
Средний	14	58,3	16	66,7	17	56,7	18	60	10	55,5	6	33,3
Низкий	9	37,5	1	4,2	11	36,6	6	20	5	27,8	5	27,8

Показатели	2004 N - 32		2005 N - 26		2003 N - 29	
	май		май		май	
	число	%	число	%	число	%
Уровни зрелости						
Высокий	11	34,4	1	3,8	1	3,4
Средний	7	21,9	18	69,2	20	6,9
Низкий	14	43,7	7	26,9	8	27,6

Что даёт организованное дошкольное образование ребенку? У детей, посещавших детский сад или другую институцию дошкольного образования:

прослеживаются:

- достаточная социальная компетенция (больше склонны общаться, более свободны, более самоуверенны и адаптивны);
- характерна любопытство, интерес к среде;
- более выраженная речевая экспрессия.

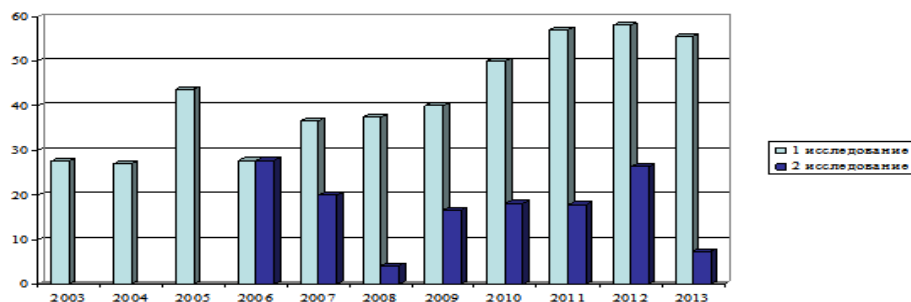


Рисунок 1. Динамика низкого уровня школьной зрелости воспитанников дошкольных групп

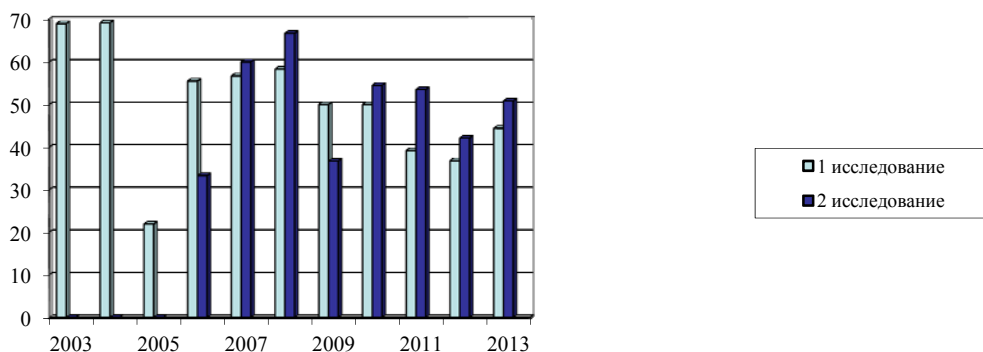


Рисунок 2. Динамика среднего уровня школьной зрелости воспитанников дошкольных групп

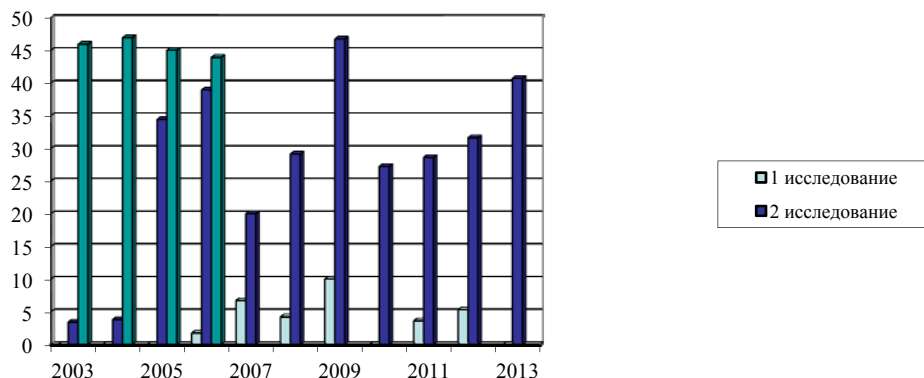


Рисунок 3. Динамика высокого уровня школьной зрелости воспитанников дошкольных групп

Позитивное воздействие организованного образования является значительным. Когда ребенок посещает детский сад, большая вероятность заметить и установить возможные и даже самые маленькие нарушения в развитии ребенка, заранее прогнозировать, достигнет ли ребенок необходимый уровень зрелости до школы, организовать помощь ребенку. Детский сад особенно нужен детям из семей социального отчуждения, которым трудно гарантировать зрелость ребенка, особенно в сфере здоровья и социально–эмоционального развития (Glebuviėnė, Grigaitė, Monkeviėienė, 2002).

Во время исследования замечены основные проблемы детей дошкольного возраста с нарушениями зрения:

1. Увеличивается количество гиперактивных детей.
2. Увеличивается количество детей, с трудом сосредотачивающих внимание.
3. Слабая визуально–моторная координация.
4. Недостаточный словарный запас.
5. Сильно страдает смысловая сторона речи.

Выводы *Conclusions*

Исследование подтвердило значимость работы дошкольных учреждений в подготовке детей к школе.

Дети дошкольного возраста с нарушениями зрения, не имеющие комплексных нарушений, при посещении дошкольных учреждений могут достичь необходимого уровня школьной готовности.

При исследовании детей преддошкольных групп два раза – в сентябре и мае месяцах – и подготовке и использовании рекомендаций для педагогов и родителей значительно повышается уровень школьной зрелости.

Установлена необходимость как помощи (в форме рекомендаций и консультаций психолога), так и контроля (в форме обсуждения результатов исследования школьной зрелости воспитанников) воспитателям дошкольных учреждений.

Summary

The research analysis deals with the data on investigation of school maturity of pre-school groups pupils attending Šiauliai Petras Avižonis Vision Centre (Lithuania) in the period of 11 years (2003–2013). The sample or research is 286 pre-school age visually impaired children. The average age of the surveyed is 6.3 years, the sharpness of vision is V 0.3–1. The research employed the methods for assessment of children's maturity for school worked out by G. Gintilienė, D. Butkienė, S. Girdzijauskienė et al. (2005). During the investigation, essential problems of pre-school age visually impaired children have been estimated: a number of hyperactive children increases; also, a number of children who can hardly focus and retain attention increases; poor visual-motor coordination; narrow vocabulary; they explain notions of active vocabulary with difficulty. Results of school maturity of pre-school age visually impaired children proved significance of pre-school education institutions in visually impaired children's preparation for school. It has been found that when surveying children of pre-school groups twice, in September and May, as well as preparing and using psychologists' recommendations for pedagogues and parents, the level of pupils' school maturity increases. It has been estimated that visually impaired children having no complex disorders and attending pre-school education institutions can be properly prepared for school.

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INTERACTIONS BETWEEN PUPILS WITH SEVERE MULTIPLE DISABILITY AND TEACHERS

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Abstract: *The paper presents a study (mostly of a quality design) aimed at the teacher-pupil interaction performed at the Institute of Special Education Studies, Palacky University in Olomouc. The data was collected by semi-structured interviews, observation of the educational process and a questionnaire survey. Open, axial and selective coding as well as logic analysis of the responses was used for the data analyses. A synthesis of various data as well as various theoretical backgrounds led to the development of a model for the description of the relationship between the teacher and the pupil with severe mental, physical and communicational disability. The paper includes a description of the categories of this model and their process-based classification into inputs, course and outputs.*

Keywords: *Communication, education, interaction, multiple disability.*

Introduction

The teacher-pupil relationship is considered a key aspect of the educational process, where its quality determines the quality of education (Průcha, 2009). In spite of this fact, the teacher-pupil interaction and the development of their relationship has been insufficiently addressed by Czech professional literature. Particularly in the context of pupils with severe multiple disability there are rare conclusions, mostly based on the teachers' empiric experience. Some studies primarily focused on other topics while the interaction issue was dealt with marginally, e.g. study by Hrebeňárová (2012), Michalík (2012).

In foreign literature (particularly in English speaking countries) many more relevant studies and sources are available. However, it is difficult to generalize these data to be applied in the environment of Czech special schools due to different educational systems and different contexts in which the teacher-pupil interaction takes place. While in most Western countries pupils with severe multiple disability are subject to an inclusive trend, in the Czech Republic these pupils are educated in special schools. For these reasons the interaction process was addressed by one of the IGA project studies called *Research of Quality of Life of Individuals with Special Needs* carried out at the Institute of Special Education Studies, Palacky University in Olomouc.

The aim of the study was to analyse the inputs, course and outputs of education. We were interested in the categories that are important in relation to the interaction between the teacher and a pupil with severe multiple disability. Covering these categories led to the development of a model for the description

of the interaction process. The research used mixed methodology of a primary quality-based focus. Data collection was based on 45 semi-structured interviews with teachers, analyses of educational documents (30 verbal evaluations and 30 individual educational plans), observation of the educational process of four pupils and a questionnaire survey aimed at 101 teachers.

Conditions for the selection of teachers into the research sample included a university degree in special education and a minimum of two-year experience with educating pupils with severe multiple disability.

A prerequisite for the inclusion of pupils into the research sample was a combination of severe physical, mental and communication disability.

The data were classified according to the source, converted into text and prepared for a quality-based analysis. The data analysis was performed by means of open, axial and selective coding. Through the open coding the data were divided into categories and subcategories and further to the following eight areas: significance of education and pupil's educational needs, facilitators of teacher-pupil interaction, tools to understand pupils, teacher-pupil communication, physical, mental and social needs of pupils, other statements about pupils (e.g. about their personal qualities), process and methodological aspects of the educational process and teachers' profits, difficult situations and methods of addressing these situations.

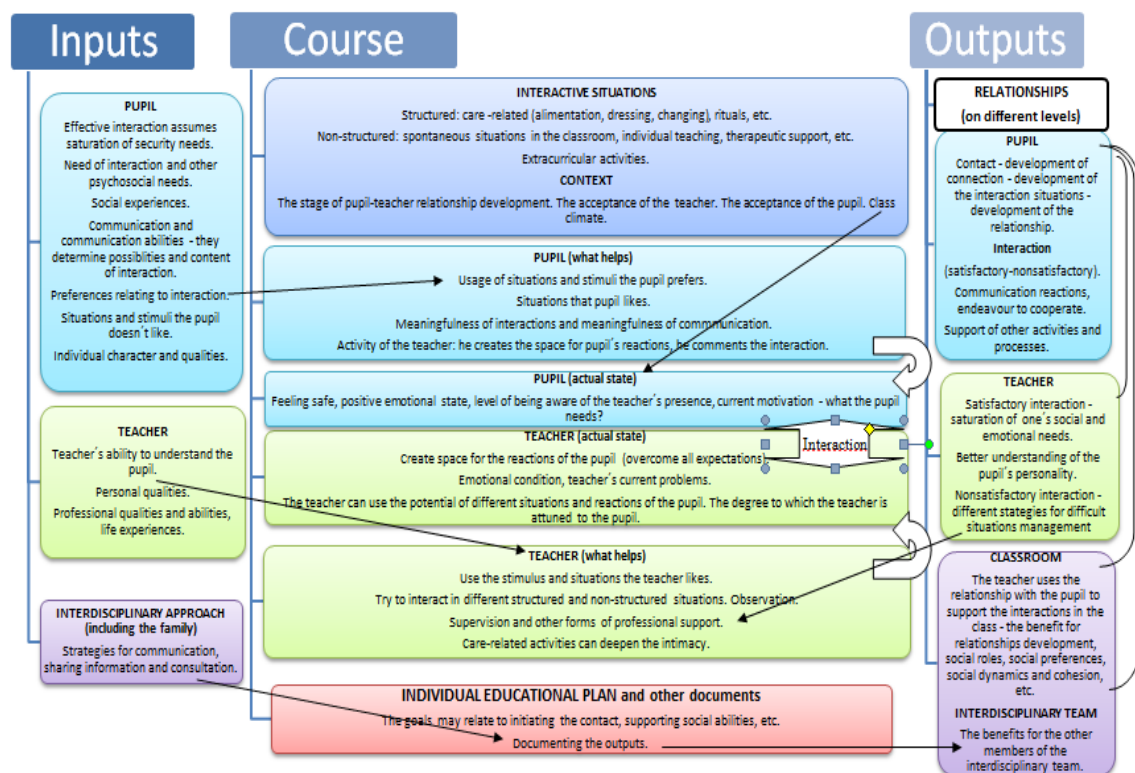


Figure 1 Interaction process model

At this stage we also performed a critical reflection of the data obtained – the data were verified for validity by means of triangulation of data from the semi-structured interviews, observations and study of educational documents. Some categories could not have been triangulated with other data sources, therefore we decided to develop a questionnaire and verify some results of the quality-based part of the research in a quantity-based way on a sample of 101 respondents. The questionnaire survey examined the educational needs of the pupils and tools to understand the pupils better. A Lickert scale was used, allowing an evaluation of truthfulness of statements on a scale from 0 to 7 (Chráska, 2007). A space was left for open responses. Most answers confirmed the conclusions of the quality-based part, only in few cases the respondents' answers caused some categories to be reconceptualised. Selected results of the questionnaire survey will be presented in the following chapter.

At the level of axial coding the categories were further reorganized and classified according to the process-based educational model as described by Průcha (2009) into inputs, course and outputs of education. We examined possible correlations between the categories in terms of the interaction process. We also performed a second order reduction and dropped the categories that appeared irrelevant in terms of the requirement of the interaction model. For the resulting model we developed a visual diagram indicating the results of the research at the level of selective coding (Figure 1). The following chapters deal with a more detailed introduction of some categories depicted in this diagram.

Description of important categories at the level of educational inputs

Input educational determinants were divided into three areas according to important subjects that take part in the interaction or influence it – pupil personality, teacher personality and rehabilitation team (including family).

Pupil personality was analysed in terms of the factors that can be significant facilitators that help initiate interaction and foster its development. The most significant was the issue of psychosocial needs, social experience, communication, preferences and personality qualities.

The obtained data on **physical, mental and social needs** indicate a great significance of the need for safety and higher mental needs for the interaction process. We asked the teachers what a saturated need for emotional safety means to their pupils. Their responses involved a good structure of the environment (20), requirements for a good social climate (detailed requirements to be specified below) and kind attitude of the teacher (31).

Understandably, pupils also have a need for interaction with their environment and higher mental needs (e.g. need for appreciation), similar to their intact peers. The statements of 15 teachers indicate that these pupils have a higher risk of deprivation of the need for interaction with the environment and higher mental needs. This conclusion was also confirmed by triangulating the data obtained through observation of the educational process (in some pupils we observed

repeated excitation and activation when the teacher emerged). Moreover the interviews indicated that the teachers have less means to saturate these pupils' needs, e.g. appreciation.

During their development, pupils acquire various kinds of **experience with interaction** with another person. During the research we had an opportunity to analyse only those types of interaction situations that take place in the educational process (structured and unstructured situations and extra-school interactions, see below). From a methodological point of view it is difficult to assess these situations and analyse what is the influence of pupil participation on the development of his/her personality and further need for interaction. From this perspective, it was impossible to further analyse the interaction situations.

In the area of pupil **communication** the following categories were assessed as significant: pupils' communication responses and pupils' favourite communication topics. The pupils' communication responses were divided according to likes and dislikes into positive, negative and nonspecific. According to the types of communication signals we further distinguished motor responses (e.g. turning the head), mimic responses (e.g. frowning, smiling), voice responses (e.g. laughing, gasping), vegetative responses (e.g. changes of face skin colour), nonspecific responses and responses with a specific communication intent (e.g. rubbing the ear indicating a need to sleep). A detailed analysis of communication responses was published in a different paper (Kantor, Urbanovská, in press). The pupils' favourite communication topics included the family, shopping, sport, travelling, pets, need to share fresh experiences, selection (of food, toys), need to express a wish (change of position, request for a contact), need to describe what is happening, etc.

The **pupil's preferences** were divided into stimuli and situations during which the pupils express likes and those stimuli and situations during which the pupils express dislikes. The vast set of stimuli and situations during which the pupils express likes was further divided into visual stimuli, e.g. photographs or looking into a mirror (23), auditory stimuli, e.g. music or computer game sounds (31), tactile stimuli, e.g. various types of touches and surfaces such as hair or carpet (26), olfactory stimuli (6), taste stimuli (13), stimuli aimed at movement and physical experiencing, e.g. turning on a chair or swinging (16), voice and speech-related stimuli (28), situations based on verbal communication, e.g. appreciation or commenting on various situations (18), humorous situations (14), situations based on interaction, e.g. attention of other people or observing the surrounding environment (27), activities in the class or in other classes, e.g. morning circle, celebrations (25), therapeutic and stimulation activities, e.g. basal stimulation or Snoezelen (21), class-related activities, e.g. garden parties, joint music lessons (9), staying outside the school, e.g. visits to the theatre, curative stays, walks, etc. (16).

The stimuli and situations during which the pupils express dislikes are represented by interaction barriers, e.g. movement limitation (43), too strong or

quick touch (36), strong and unexpected noise (15), unexpected position change (14), pain (4), difficult food intake (4), too many people at a time (4), situations during which the pupils are out of attention (2), fear from unknown situations, e.g. swing, animals, spoon (11), etc.

Particular attention was given to the **pupils' personality**. The responses of the teachers show that to a certain degree, in spite of serious functional disorders, pupils with severe multiple disability are able to manifest deep emotional life and virtues. The teachers mentioned in the interviews the following positive aspects of pupil's personality (the numbers in brackets show the number of responses): gratitude (7), strength (2), sensitivity (9), spontaneity (5), sincerity and authenticity (8), openness (2), curiosity (2), sense of accomplishment (1), enthusiasm in group activities (4), assertiveness and friendship (1). The teachers also appreciated the pupils' joyousness (5), their sense of humour (4), emotional harmony (2), their contentment with little (3), their ever-good intentions (5) and their desire to learn and gain independence (3).

In terms of the interaction process, the **teacher's personality** was considered from both professional and personality qualities. At the beginning of the research we identified a significant category, which is the ability to understand the pupils. Due to the fact that this category is important for the interpretation of interactions in the context of the pupils' severe functional disability and also for overall 'tuning in' to the pupil's personality, the questionnaire survey was used to verify the conclusions gained from the semi-structured interviews. The responses in this part of the research were summarized into several subcategories:

- Abilities related to establishing a relationship with another person (empathy, interest in the pupil, positive relationship with the pupil, acceptance of the pupil, etc.)
- Personality qualities (intuition, patience, calm character, flexibility, etc.)
- Professional qualities and own experience with functional disability (limitations as a result of a broken arm, not speaking during the day), ability to observe and further teacher education (courses, training, study of case studies and literature).
- Life experience – experiencing own child's development (intact as well as disabled) and experiencing motherhood.
- Team approach (including cooperation with parents and good pupil diagnostics),
- Activities in the school and out-of-school environment (particularly individual teaching, various therapies and curative stays).

Cooperation with other members of a **multidisciplinary team** is based on the development of mutual communication and providing various communications about the pupil, consultations in the process of developing individual educational plans, sharing observations gained during pupil diagnostics and evaluation. The significance of interdisciplinary cooperation within the

interaction process lies for example in communicating important information that the pupil is unable to communicate, which partially compensates for the pupil's deficiencies. We revealed that almost all teachers maintain personal communication with the parents on a daily basis (35). In all cases the teachers use a diary and sometimes a telephone for communication.

Course of the interaction process

The course of the interaction process will be introduced in the context of specific situations and the degree of acceptance of the pupil and various interaction situations and factors that facilitate the interaction process.

Acceptance of the pupil is a necessary prerequisite for establishing a quality relationship (Rogers, 2014). Some partial conclusions of this research study indicate that the acceptance of a pupil with severe multiple disability can be impeded by a number of factors including particularly the pupil's incontinence (21), hypersalivation (5), physical deformities (1) and unpleasant smell, e.g. as a result of incontinence or excessive sweating (4). The teachers indicated that they try to overcome these factors by getting used to them and sharing these problems with an experienced colleague. In one case a problem with difficult acceptance was solved by reassignment of the pupil to a different class.

For effective interaction to take place the acceptance must be mutual, i.e. the pupil must also accept the teacher. The teachers expressed their views about accepting the teacher by the pupil. Some pupils have problems with adaptation to their teachers. There are two stages in the process of their **relationship development**. In the first stage the pupils gradually get used to the teacher – with a minimum of positive emotional reactions. Only in the second stage (that can start even after several months) the pupils get actively involved in the interaction. In the interviews there were five teachers who described pupil acceptance lasting over 6 months. However, to map the stages of the development of the teacher-pupil relationship, more information is required.

In the context of the **class climate** the teachers gave the following characteristics: close teacher-assistant cooperation (10), use of art and pleasant stimuli, e.g. basal stimulation (11), use of humour and game (8), saturating the need for safety (7), positive internal tuning of the pupil and the teacher throughout all classes (6), etc. These requirements are in accordance with the characteristics attributed to a good climate in scientific studies on special education (Allodi, 2008).

The interaction situations were divided according to the degree of their structure to structured, unstructured and out-of-school situations. Most teacher-pupil interactions take place in structured situations. As far as various structured situations are concerned, particularly all types of rituals are considered by teachers as effective for the initiation of interaction – morning circle (12), contact song and welcoming rituals (15), etc. A certain degree of structure is required for the saturation of the need for safety and orientation of the pupil.

However, the degree of structure must allow sufficient time for the pupil's reaction. At the same time the teacher must refrain from a feeling that a specific reaction is required from the pupil and must be able to respond flexibly to the latest developments. As indicated by the teachers, some of the situations with a low degree of structure included short observations when the teacher observed the class in an uninterested way (2), spontaneous interactions during car transportation (1), resting on mattresses (3), stimulation activities (10), etc. A special group includes situations in an out-of-school environment, where the teachers have an opportunity to interact with the pupil in a different context than they are used to (16). According to the teachers, these situations are stimulating for the development of the mutual relationship, more intimate tuning in to the pupil, etc.

The process of social interaction between the teacher and the pupil corresponds with the theory of **shape and countershape** by A. Pessa (Pessa, Boyden-Pessa, Vrtbovská, 2009). In the context of social interaction, shape and countershape can, metaphorically speaking, fit to various degrees. The pupil and the teacher can interpret social interaction (fitting a shape and countershape) in the same or different way. For example the teacher can evaluate social interaction as meaningful (shape and countershape fit), whereas to the pupil the social interaction might make no sense (shape and countershape do not fit). On the contrary, we can speak of situations in which the interaction is favourable for the pupil but the teacher, according to various factors, e.g. own uncertainty, evaluates the interaction in an opposite way.

A specific feature of the interaction process between the teacher and the pupil with severe multiple disability is a considerable difficulty **to interpret the interaction situations** with respect to the strongly limited response possibilities of these pupils. As a result of their limitations, the pupils cannot develop meaningful interaction countershapes that would be generally comprehensible. Their communication responses can be specifically influenced by mental retardation, involuntary movements, spasms in the area of orofacial motor functions, inadequate co-verbal expressions, etc. In this case the interaction process is interfered by a number of communication noises. The teacher is forced respond to the difficult-to-understand communication signals of the pupil, often without any feedback confirming the correctness of the teacher's interpretation. In this way, a number of misunderstandings can occur in the communication. At present the teachers unfortunately lack adequate support in addressing these interaction issues although interpreting the interaction situations were identified as frequent difficulties encountered in their work (mentioned by 17 teachers during interviews).

Other significant factors on the part of the pupil that influence the interaction process include the pupil's emotional condition, level of perceiving the other person, level of saturation of the feeling of safety and current motivation. On the part of the teacher the interaction process is affected by the emotional condition,

ability to provide a space for the pupil's reaction (the teacher must refrain from actually wanting something), level of tuning in to the pupil and ability to use the potential of various situations (e.g. in care-related situations such as feeding or changing the diapers can provide a high degree of tuning in, however, these situations can be carried out purely mechanically).

The process of interaction is further facilitated by:

- Use of stimuli and situations preferred by the teachers and the pupils,
- Exploitation of the pupil's positive personal qualities (e.g. during appreciation and validation of the pupil's personality),
- Support of meaningfulness and comprehensibility of communication for the pupil, e.g. by means of accompanying gestures or distinctive mimics.
- Commenting on situations – the teachers can for example comment on a situation from the pupil's viewpoint, which compensates for the pupil's missing verbal reactions and supports continued interaction,
- Ability of the teacher to observe the pupil, especially minor differences in non-verbal communications with respect to the interaction context,
- Possibility of the teacher to get support in difficult situations, whether it be supervision, colleague support or emphatic support outside work.

One of the factors influencing the success of the interaction process is **the ability to connect with the pupil**, which is enabled by respecting a different pace of the pupil and synchronizing with the pupil's pace. The ability to connect with the pupil creates a space for reciprocal communication, i.e. interaction synchrony at a non-verbal level, which requires the teacher's sensitivity to the timing and quality of emotional signals. This process includes emotional information transferred by means of voice quality regulated by pitch (frequency) elements and speech dynamics and is related to rhythmical connection. In the context of interaction with pupils with severe multiple disability it is therefore of vital importance to consider their specific pace which is significantly slower than in usual communication and requires patience, delays in waiting for responses, etc. on the part of the communication partner.

Outcomes and documentation of the whole process

During an analysis of educational documents we revealed that the educational objectives and outcomes in the area of interaction are not adequately documented. During an analysis of 30 individual educational plans the objectives relating to interaction included mainly the following:

- Intellectual areas – knowing the classmates and the teachers (11), identifying people in the room (5).
- Speech education – responding to an adult's voice and intonation (9),
- Social and communication skills – training of greeting and thanking (5), expressing agreement and disagreement (6), communicating needs and

wishes (10), motivating to expressing speech (2), stimulating eye contact (12), giving a hand (2).

- Music and PE – involvement in music and physical activities of an interaction nature (11).
- Other statements relating to social interaction – supporting feelings of safety by commenting, initial touch, etc. (10), encouraging involvement in team activities (3), inducing situations leading to satisfaction (3), getting acquainted with classmates and teachers (2), supporting interaction among classmates (2).

During an analysis of observation of the educational process we noticed that the teachers pay considerable attention to the initiation and development of mutually pleasant interaction (during an analysis of some video recordings of individual teaching sessions the teacher allocated to this type of interaction as much as 70% of total time). In all video recordings we could observe good timing, sensitivity and intuitiveness of the teacher during interaction. However, during the interviews the teachers had difficulties knowingly explain how the interaction takes place.

A similarly unsatisfactory situation was observed during an analysis of 30 verbal evaluations of the pupils. The following outcomes were based on interaction:

- Addressing the pupil and saying goodbye (10).
- Other communication statements (10).
- Emotional expression during communication with people (13).
- Pupil's effort to cooperate in educational activities (10).

We believe there is a great potential for further amendments and additions in the area of documenting the objectives and outcomes of the interaction process. We need to think about some possibilities that could enrich the documentation of the educational process with meaningful outcomes in the area of interaction.

In the context of the development of the interaction process the following stages were described in terms of the pupil: contact initiation – development of the connection – development of the interaction situation – development of the relationship. To a large extent, the assessment of the connection and mutual relationship is based on subjective feelings of the teacher. Currently the teachers lack appropriate methodology that could be used for the evaluation of the connection and development of the relationship with pupils with severe multiple disability. However, in developing a contact and describing various interaction situations, teachers can use the description of stimuli significant for the development of interaction and specific situations in which interaction successfully took place.

Moreover, interaction also supports other processes that take place during education. If a pupil does not want to or cannot cooperate, the teacher can examine the pupil's interaction ability in various situations and thus create a space for more effective involvement of the pupil in the educational process. A

successful interaction with a single pupil can be used to support social cohesion, dynamics and interaction in the whole class.

The outcomes of the interaction process also present benefits (and also risks) for the teacher. Through the relationship with the pupil the student can saturate own emotional needs. As a result of strong fixation to their care person and a low degree of autonomy, pupils with severe multiple disability provide ideal opportunities for the saturation of own emotional needs of the care persons. Although this is a legitimate profit provided to the teachers by the nature of the work and motivating the teachers to carry out this demanding profession, in some cases this can present a barrier to the development of an authentic pupil-teacher relationship (especially if this mutual profit becomes an addiction and the teacher starts to restrict the choices of the pupil). The risk of transmission mechanisms is their non-deliberate occurrence and difficult recognition in a professional relationship, particularly if the perspective of one person is not available (Bruscia, 1998). The benefit of the interaction for the teacher is not documented but it must be reflected on and professional support must be searched for if needed.

Conclusion

The interaction process between the teacher and a pupil with severe multiple disability provides a number of opportunities for further research and changes in practical applications. In the preparation of pupils it is useful to discuss important categories in the context of interaction, learn to reflect on own interpretations of interactions as well as on the development of the teacher-pupil relationship. In future it will be necessary to produce strategies for description of effective teacher-student interaction. Evaluation of short-term as well as long-term outcomes of the interaction process could enrich the documentation in a meaningful way.

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THE LIFE QUALITY OF FAMILIES WITH A MEMBER WITH A MENTAL DISABILITY

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Abstract. *This paper focuses on the quality of life of a family taking care of a mentally disabled member. In order to be able to provide families taking care of a disabled member with high-quality special-education care and support, it is at first necessary to learn about their needs in as complex a way as possible. This paper presents a selected summary of the results of a survey carried out by means of a questionnaire and a standardized questionnaire SEIQoL, in order to compare the quality of life of parents taking care of a mentally disabled child/children and the quality of life of parents taking care of a child/children without mental disability, and thus to ascertain those areas that would be desirable for further focus in the future.*

Keywords: *family, mental disability, quality of life, questionnaire, standardized questionnaire SEIQoL.*

Introduction

The quality of life of families taking care of a disabled child represents a topic that is currently catching increasing attention. There are efforts to learn, as complexly as possible, about the needs of the tending families so as to ensure that the support provided to these families reaches the highest possible quality. In this paper, we will focus on parents taking care of a mentally disabled child and on the quality of their lives. Firstly, we will define the basic terms, then we will present a selected summary of the results of a survey aimed at comparing the quality of life of parents taking care of a mentally disabled child/children and the quality of life of parents taking care of a child/children without mental disability.

Terminology definition in the field of quality of life

The issue of quality of life employs the human mind from time immemorial. The available literature offers a number of definitions of quality of life. In the conceptualization of this term and especially in methodological issues, however, we do not find any consensus. (Kozáková, 2013)

Quality of life is rather a troublesome and wide term, which is difficult to grasp for its multidimensionality and complexity (Dušková, Svobodová in Dvořáková et. al., 2006). It includes both the external life conditions as well as the internal conditions of a human being. It is linked to understanding the meaning of human existence and of existence in itself. It investigates the materialistic, psychological, social, spiritual and other conditions for a healthy and happy human life (Dušková, Svobodová in Dvořáková et. al., 2006).

The term quality of life is most often grounded in the broader definition of health: *“that is to feel well from the physiological, mental (spiritual) and also social points of view”* (Prokešová, 2008, p. 17). The World Health Organization defines quality of life as *“the individual’s perception of their position in life in the context of their culture and value system and in relation to their goals, anticipations, norms and worries”* (Vaďurová, Mühlpachr, 2005, p. 11). It is a wide concept that is multifactorially influenced by the individual’s physical and mental state, social relationships and personal creed in the context of their environment (Vaďurová, Mühlpachr, 2005).

By life satisfaction we mean the measure that includes both physiological, mental (spiritual) and also social dimensions. We can also include into it the attitudes, values and value orientations of an individual (Prokešová, 2008).

The concept of quality of life can be approached from two dimensions, namely subjective and objective. Nowadays, experts are much more significantly inclined towards the subjective evaluation of quality of life. It is perceived as crucial and determinative for an individual’s life (Vaďurová, Mühlpachr, 2005).

Quality of life can be viewed from different perspectives, be it the sociological, psychological perspective or the perspective of cultural anthropology, medicine, ecology or economy. There are a number of definitions, perspectives, specifications and influencing factors and there are dozens of organizations addressing these issues.

Methodological basis of the research

Within the research, the selected summary of results of which we would like to present in this paper, we focused on the quality of life of families with a mentally disabled member. **The aim of the research** was to ascertain whether the care imparted to a mentally disabled child (hereinafter MD child) influences the quality of life of the tending parents, and to compare the quality of life of parents taking care of a mentally disabled child/children with the quality of life of parents taking care of a child/children without mental disability. To assemble the relevant results, we used the means of a **standardized questionnaire SEIQoL** and the means of a **questionnaire**, which had been used in the research of stressful and resilient factors and tendencies in persons taking care of a person with a health disability (Michalík, Valenta in Titzl, 2008). The questionnaire used open-ended questions, semi-close-ended and close-ended questions, as well as scale questions. The research questionnaire was divided into four parts. The first part inquired about **personal data of the respondents**. The individual questions were adapted so that both parents taking care of a MD child as well as those of a child without MD would be able to answer them. The second part focused on the respondent and their **psychosocial and economical characteristics and perspectives**. The third part was oriented to the area of **work competencies of a person taking care of a child** with MD or without it. The fourth part consisted of the standardized questionnaire SEIQoL. **The**

standardized questionnaire SEIQoL (Schedule for the Evaluation of Individual Quality of Life) is the most wide-spread method of establishing quality of life. *“The basis for it is how the quality of life is defined by the questioned person, and how it is evaluated by that person him/herself. The basic data are the statements of the given person”* (Křivohlavý, 2002, p. 172). The respondent is supposed to state five life goals which they consider to be the most important in the given situation. For each of the five stated life goals, the respondent is supposed to state its importance and their satisfaction with the given stimulus. The satisfaction is given in percentage, where 0% represents the lowest margin (the respondent is completely dissatisfied with the given goal) and 100% represents the highest margin (the respondent is completely satisfied with the given goal). Importance is also expressed in percentage; however, the total sum of importance of all five goals must not be higher than 100% (Křivohlavý, 2001).

For cooperation within the carried out research, various types of institutions were contacted – 5 so-called “special schools”, 3 kindergartens, 2 day care centers, and 1 elementary school with established special classes; furthermore, families with a MD child were contacted with the help of the charity society Maltéžská pomoc. Contact was in the form of letters addressed to the directors of the institutions.

Altogether, 342 questionnaires were circulated, out of which 112 were returned. Out of 192 questionnaires circulated to **parents of MD children**, 53 questionnaires were returned (27.6%). Out of 150 questionnaires distributed to **parents of children without MD**, 59 questionnaires were returned (39.3%). The examined set thus consisted of 53 parents of children with MD and 59 parents of children without MD.

Presentation of and discussion on the results of the research

Within the research, we first established the **personal data regarding the respondents and their children**. Out of the total number of 53 parents taking care of a child with MD, there were 38 mothers (71.7%) and 15 fathers (28.3%). Out of the total number of 59 parents taking care of a child without MD who took part in the research, there were 51 mothers (86.4%) and 8 fathers (13.6%). 43 parents (81%) of children with MD live in a marriage, 4 parents (7.6%) live on their own, 4 (7.6%) live in a partnership and 2 parents (3.8%) stated a different alternative which they did not further specify. 46 parents (78%) of children without MD live in a marriage, 9 parents (15.2%) live in a partnership, 3 parents (5.1%) live on their own and 1 parent (1.7%) did not state any option. 26 parents (49.1%) of children with MD live in a city, 26 (49.1%) live in a village, 1 (1.8%) did not answer the question. 16 parents (27.1%) of children without MD live in a city, 42 (71.2%) live in a village, 1 (1.7%) did not answer the question. 19 parents (35.8%) taking care of a child with MD are **aged** between 20 and 40 years, 26 parents (49.1%) are aged between 40 and 60; 3

parents (5.7%) are aged between 60 and 80 and 5 parents (9.4%) did not answer the question. 5 parents (8.5%) of children without MD are aged under 20 years; 44 parents (74.6%) are aged between 20 and 40; 7 parents (11.9%) are aged between 40 and 60 and 2 parents (3.4%) were aged between 60 and 80 years. The question was not answered by 1 parent (1.7%). As far as **education** of the parents of children with MD is concerned, 3 parents (5.6%) stated elementary education, 18 completed secondary education without the leaving exam (34%) and 21 completed secondary education with the leaving exam (39.6%); 11 parents (20.8%) completed university education. 2 parents of children without MD completed elementary education (3.4%), 14 parents completed secondary education without the leaving exam (23.7%), 26 completed secondary education with the leaving exam (44.1%), 2 parents have completed higher specialized education (3.4%), 11 university education (18.6%) and 4 parents did not answer the given question (6.8%). Over the last 0-5 years, 12 parents of children with MD (22.6%) were **actively employed**, over the last 6-10 years the number was 11 parents of children with MD (20.8%), over the last 11-15 years 5 parents (9.4%), over the last 16-20 years 8 parents (15.1%) and over the last 21 years and more, 17 parents of children with MD (32.1%) were employed. Of these, 23 parents are still employed (43.4%), 4 work part-time (7.6%), 16 parents are unemployed (30.1%) and 10 parents stated a different alternative, which they did not further specify (18.9%). Over the past 0-5 years, 16 parents of children without MD were actively employed (27.1%), over the last 6-10 years it was 14 parents (23.7%), over the last 11-15 years it was 11 parents (18.65%), over the last 16-20 years it was also 11 parents (18.65%) and over the last 21 years and more, 5 parents of children without MD (8.5%) had employment. 2 parents (3.4%) did not answer the given question. 41 parents (69.4%) are still employed, 4 parents work part-time (6.8%), 9 parents are unemployed (15.3%), 4 stated a different alternative which they did not specify further (6.8%) and 1 parent (1.7%) did not answer the question.

11 parents (20.7%) **take care** only of the child with MD, 26 parents (49.1%) take care of two children, out of whom 1 has MD, 9 parents (17%) take care of three children, out of whom 1 has MD, 2 parents (3.8%) take care of four children, out of whom 1 child has MD, and 1 parent (1.9%) takes care of five children, out of whom 1 has MD. 4 parents (7.5%) did not answer this question. None of the parents take care of more than 1 child with MD. Of these, 18 parents (34%) stay at home with the children. 27 parents (51%) do not stay at home with the children, 4 parents (7.5%) stated a different alternative: *“I am employed.”* *“Yes and no, in the morning special supervision.”* *“Yes, at the weekends and on holidays.”* *“Besides a part-time job.”* 4 parents (7.5%) did not answer this question.

9 parents (15.3%) of children without MD take care only of one child, 28 parents (47.5%) take care of two children, 10 parents (16.9%) take care of three children and 1 parent (1.7%) takes care of five children. 11 parents (18.6%) did

not answer the question. 18 parents (30.5%) stay at home with the children, 37 parents (62.7%) do not stay at home with the children, and 2 parents (3.4%) stated a different alternative: “*Part-time job, otherwise am at home with the child.*” “*I work in at a hairdresser’s 4 hours a day.*” 2 parents (3.4%) did not answer the question.

As stated before, 53 parents take care of a child with MD. Of these, 3 parents (5.7%) take care of a child under 3 years of age, 5 parents (9.4%) of a child under 6 years of age, 8 parents (15.1%) of a child under 10 years of age, 7 parents (13.2%) of a child under 12 years of age, 7 parents (13.2%) of a child under 15 years of age, and 14 parents (26.4%) of a child over 15 years of age. 9 parents (17%) did not answer the question.

47 children with MD attend a day care center (92.1%), 1 child with MD attends a week care center (2%), 2 stay at home (3.9%), 1 parent (2%) stated a different alternative: “*within school schedule*”, and 2 parents did not answer the question.

The second part of the questionnaire focused on **psychosocial and economical characteristics and perspectives**. The respondents were first supposed to state how the following factors have changed over the period of their care for the child both with MD and without MD: *the extent of spiritualism, altruism, tolerance, peace and balance, faith, life optimism, humbleness, ability to relax in free time and care for oneself*. The results of the particular categories of focus are listed in percent in the table 1.

Table 1

Values perceived positively by parents taking care of a child with MD

Area of focus (%)	Has risen	Has stayed the same	Has fallen	Did not answer
extent of spiritualism (experiencing faith and spiritualism)	24.5	54.7	5.7	15.1
extent of altruism (readiness to help others)	39.6	52.8	1.9	5.7
extent of tolerance towards others	43.4	52.8	1.9	1.9
extent of peace and balance	11.4	52.8	35.8	0
extent of faith in human solidarity	17	47.1	30.2	5.7
extent of life optimism	13.2	58.5	26.4	1.9
extent of humbleness towards what life brings	43.4	43.4	11.3	1.9
extent of ability to relax in free time	13.2	30.2	52.8	3.8
extent of care for oneself	9.5	35.8	52.8	1.9

By briefly summarising the answers received from **parents taking care of a child with MD** we will find that the highest increase in positive values stated by the respondents occurred in *the extent of tolerance towards others* and *the extent of humbleness towards what life brings*. In both cases, the number was 43.4% of

respondents who provided an answer. On the other hand, the value that fell the most in respondents was *the extent of ability to relax in free time* and *the extent of care for oneself* – in both cases it was 52.8%.

In **parents taking care of a child without MD**, the highest increase in positive values occurred in *the extent of altruism*, i.e. in the readiness to help others (42.4%). The biggest decrease occurred in the area of *extent of care for oneself*, namely 47.5%.

If we compare the results of both surveyed groups, we can notice that both groups recorded the biggest decrease in the area of *extent of care for oneself*. There are no significant differences in the increased values either. Parents taking care of a child with MD recorded the highest increase in the area of *extent of tolerance towards others*. In parents taking care of a child without MD, this was the second most increased value recorded.

In the next part of the research questionnaire, we were interested in the question **after how many years of caring for a child with or without MD the stated conditions occurred** and if these conditions still prevail.

In **parents taking care of a child with MD**, the predominating state was the *loss of ability to enjoy free time* (24.5%). The most often stated condition, which does not last any more, was the *loss of the feeling of having things under control* and *massive onset of depression* (28.3%).

Parents taking care of a child without MD most often suffer from *feeling of exhaustion* (11.9%); *loss of the ability to feel joy* was most often given as the condition that does not last any longer (23.7%).

In the next part of the research, we attempted to find out whether any of the following **changes occurred as a result of long-term care for a child** with or without MD: increase in isolation of tending parents resulting from long-term care of a child, worsening of health condition, worsening of the economic situation, worsening of relationships among family members, and the worsening of social life of the tending family.

As far as positive consequences are concerned, our aim was to establish **whether the parents feel enriched by the care of the child**. Parents taking care of a child with MD felt, according to the results, in most cases enriched by the given situation (33), out of which 10 parents stated the answer as *yes* and 23 *rather yes*. However, quite a large group was also formed by parents answering negatively. 9 parents taking care of a child with MD *do not feel enriched* by the given situation. In parents taking care of a child without MD, positive answers were significantly predominant. 34 parents feel enriched by the situation and 16 parents feel rather enriched.

The next part of the research focused on the **division of care for the child among individual family members**, the parents' opinion of the state and social support for parents taking care of a child with or without MD, and the biggest gain and loss of the parents resulting from the care of a child with and without MD.

Regarding the question of **who takes care of the child the most**, the significantly prevailing answer in both groups was women (32 women taking care of a child with MD and 33 women taking care of a child without MD). In neither, the parents taking care of a child with MD nor the parents taking care of a child without MD does the male parent take care of the child more than the mother. Siblings of both the child with MD and the child without MD are usually involved in the care child and thus help their parents. This was stated by 25 parents taking care of a child with MD and by 33 parents of a child without MD. In both cases, the extended family mostly tries to help with the care. In families taking care of a child with MD, 16 parents answered *yes* and 12 *rather yes*. 20 parents taking care of a child without MD answered *yes* and 18 *rather yes*.

As regards the evaluation of **financial support** from the state, both groups of respondents answered negatively. 19 parents taking care of a child with MD believe that there is no prevailing readiness to financially support child care in the country, 17 parents chose the answer *rather not*. 22 parents taking care of children without MD believe that the readiness to financially support child care most probably does not prevail, and 12 parents believe that this readiness does not prevail at all.

On the question of **respect and recognition of the society experienced by the tending persons**, 13 parents taking care of a child with MD stated that they *do not experience* it, 16 parents *rather not experience* respect and recognition. In parents taking care of a child without MD, the situation is similar. 27 parents do rather not experience respect and recognition in society.

The next part of the research was focused on the **area or work competencies**. First, we aimed to establish *after how many years the parents believe that irreversible loss of work competencies occurs in the tending persons*. In parents taking care of a child with MD, the opinions prevailed that irreversible loss of work competencies occurs in the tending person after 5 years (15 parents) and 10 years (11 parents). In parents taking care of a child without MD, the opinions prevailed that it occurs after 10 years (26 parents). 11 parents taking care of a child with MD believe that **returning to their original profession** is absolutely impossible. A lot of the parents expressed the **feeling of social isolation** resulting from unemployment. 9 parents taking care of a child with MD stated that they would be **willing to do work inferior to their education level**. This willingness to do work that is inferior to one's education was also stated by 6 parents taking care of a child without MD. On the other hand, 5 parents from both groups stated that they would not be willing to do any inferior work (the second most frequent group of answers). 6 parents taking care of a child with MD stated that **unemployment resulting from the care for a child** suits them. In both groups, however, the prevailing answers were that unemployment resulting from long-term care of a child does not suit the parents (9 parents taking care of a child with MD, 7 parents taking care of a child without MD).

Evaluation of the questionnaire research using the SEIQoL method

The standardized questionnaire SEIQoL focuses on the respondents' life goals and their fulfilment. The respondent is supposed to state 5 life goals, and for each of them state its importance and their satisfaction with the given stimulus. The total sum of the given percentage of importance for all 5 goals of the respondent should be 100% (or less). Satisfaction with particular goals was supposed to be expressed on a scale of 0 to 100% without the condition that the total sum must be 100%. The text below represents the particular life goals stated by **parents taking care of a child with MD** and by **parents taking care of a child without MD**.

Table 2

First life goal (SEIQoL)

<i>First life goal</i>	
Parents taking care of a child with MD 32 (60.4%) parents	Parents taking care of a child without MD 39 (66.1%) parents
<ul style="list-style-type: none"> - <i>children, their upbringing and preparation for the future</i> (11 parents, i.e. 20.8% out of the total number of parents taking care of a child with MD), - <i>health of the children and all family members</i> – 4 parents (7.5%), - <i>satisfied family and care for the family</i> – 6 parents (11.3%), - <i>marriage and partnership</i> – 3 parents (5.7%), - <i>securing the children and the family</i> – 3 parents (5.7%), - <i>other</i> – 5 parents (9.4%). 	<ul style="list-style-type: none"> - <i>children and their upbringing</i> (12 parents, i.e. 20.3% out of the total number of parents taking care of a child without MD), - <i>health of the children and all family members</i> – 11 parents (18.6%), - <i>family and their satisfaction</i> – 7 parents (11.9%), - <i>faith</i> – 3 parents (5.1%), - <i>other</i> – 6 parents (10.2%).

From the abovestated, it is obvious that both **parents of children with MD** and **of children without MD** have similar life goals. In the majority of cases these are children, their upbringing, health and satisfaction of the family.

If we were to somehow summarize the results of the **SEIQoL questionnaire**, we can say that the **stated life goals** of parents taking care of a child with MD and of parents taking care of a child without MD **do not significantly differ**. Both groups listed among their first life goals: children, their upbringing and preparation for the future, health of the children and of all family members, and family and their satisfaction; 3 parents taking care of a child with MD gave as their first life goal marriage and partnership; and 3 parents taking care of a child without MD gave as their first life goal faith. The second life goal was most frequently represented by: children and their upbringing, health, family, marriage, employment and financial security. Employment (work), family,

friends, free time and interests were in both groups usually listed as their third life goal. In the fourth and fifth life goals, we could already observe the onset of differences between parents taking care of a child with MD and the parents taking care of a child without MD, and we could also see considerable variance in the answers. Goals connected with satisfaction and finances occurred more often.

Conclusions and discussion of the research results

The aim of this research was to **compare the quality of life of parents taking care of a child with MD and the quality of life of parents taking care of a child without MD**. 53 parents taking care of a child with MD and 59 parents taking care of a child without MD took part in the research.

When we summarize the results of the research, we must state that the **quality of life of parents taking care of a child with MD and the quality of life of parents taking care of a child without MD do not, in general, essentially differ**. We have reached this conclusion based on the particular answers provided to the given items in the research questionnaire by both groups of parents, i.e. parents taking care of a child with MD and parents taking care of a child without MD.

For us, this was a rather surprising finding, which may point to the fact that parents taking care of a child with MD receive more and more attention. One of the causes might be a constantly developing system of social, educational and health services in the Czech Republic, which the parents taking care of a child with MD can use.

On the other hand, the research results also pointed out a range of problematic areas. Let us mention e.g. the area of free time, parents' relaxation, preventing tiredness and the area of parents' care for oneself or their negative perception of the society's respect and recognition for parents taking care of such a child. A large problematic area is also the financial support for child care from the state. If we compare the established problematic areas for example with the results of the research "*Quality of life of families taking care of a member with a severe health disability*", which was conducted in the Czech Republic in 2010, we will find that also in that research, the items such as **loss of parents' ability to enjoy free time** or **feelings of exhaustion** occurred in the tending persons quite often – in 34.1% and 43.35% of respondents (Michalík, 2010, accessible at <http://www.sancedetem.cz/cs/hledam-pomoc/deti-se-zdravotnim-postizenim.shtml>, [cit. 19. 1. 2014]) The results of *Research into stressful and resilient factors and tendencies in persons taking care of a family member with a health disability in the area of the capital city Prague* show that the most common condition that prevails in the tending persons is the loss of personal life perspectives (35.2%). It is important to point out that 33.3% of respondents experience feeling of exhaustion and 29.8% complain of the loss of ability to enjoy free time (Michalík, Valenta in Titzl, 2008).

Although the research did not prove that the quality of life of parents differs significantly depending on the fact whether or not they take care of a child with a mental disability, the research results do most certainly call for dealing with the abovementioned problematic areas. This concerns especially the area of free time of parents taking care of a child with MD and preventing their feeling of exhaustion, the area of parents' awareness of the possible solutions to the given situation and of using the services offered in the Czech Republic and using, for example, the services of volunteers.

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THE QUALITY OF UNDERGRADUATE AND POSTGRADUATE TRAINING OF A TEACHING ASSISTANT

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Abstract. *The article deals with the results of research, monitoring the attitudes of specific pedagogical staff – teaching assistants (TA) – in the Czech Republic to their undergraduate and postgraduate education. It includes statements of more than 800 respondents. It evaluates the qualifications, teaching assistants' skills of working with children of the target group (disablements and social disadvantages). It provides a comparison of attitudes of both teaching assistants' groups (acting as teaching assistants in two mentioned groups of pupils). It answers the questions: Which qualifications are regarded by TA as the most important? Which skills have not been provided by existing training programs and courses? How do they assess the conditions of executing the profession in schools? The research confirmed the difference between legislatively determined mandatory minimum of educational curriculum for TA and their real needs. It makes proposals to modify training programs.*

Keywords: *pedagogical staff, teaching assistants, pupil with disability, socially disadvantaged pupil, special educational needs, curriculum.*

Introduction

In the Czech Republic there are more than five thousand teachers working as teaching assistants at schools. Formally, such a post was established in 2005, within the meaning of the Education Act 2004 and the prerequisites for this professional position brought Pedagogical Staff Act 2004. By 2005, assistants worked at schools - but unsystematically, mostly "hidden" under a different pedagogical position (educator, a worker in the so-called civil-service - compensation for military service, etc.).

During nearly ten years of the official activities of teaching assistants they have proven to be an irreplaceable contribution to the education of children, pupils and students (hereinafter pupils) with special educational needs. On the other hand, experience has shown a number of challenges the profession faces. Some of them have a common basis and impacts on the whole territory of the Czech Republic (eg. absence of uniform rules of the establishment of this position, the lack of methodological guidance and, finally, the lack of generally accepted standards of TA activities). Others are relevant to the region or school (especially misunderstanding of the role and place of the TA in the team of teachers). Many of them, however, appear also in other countries (Ross, Dunphy, 2007)

However, inconsistencies between the activities of teaching assistants and the differences in their preparation (and acquired competences) fall the most to the primary users of their services - students in classes in which an assistant operates. (Uzlova, 2010)

In the Czech Republic there is currently a team of experts preparing a system solution of aspects of the performance of this job for the Ministry of Education. In this project¹ there are gradually emerging:

- a) TA work standards
- b) Education system design for TA
- c) Financing system design for TA

In this paper we bring a part of a sub-product "TA Training Analysis in the Czech Republic." We focus on the parts that can be beneficial for the international community.

Education of a teaching assistant

Basic training requirements are provided in the relevant legislation Section 20 of the Pedagogical Staff Act 2004. By law the qualification can be obtained for the "expert" teaching assistant - or "auxiliary" teaching assistant in the following ways.

Sect. 1)

- a) university education obtained by studying in the field of pedagogical science,
- b) other university education than under letter a) and
 1. education in the Lifelong Learning Programme (LLP hereinafter) at university and focused on education,
 2. study pedagogy, or
 3. completion of a training program for teaching assistants at a university or facilities for further education of teachers
- c) higher vocational education at a vocational school in pedagogy,
- d) other higher vocational education than under letter c) and
 1. education in LLP at a university focused on pedagogy,
 2. studying pedagogy, or
 3. studies for teaching assistants.
- e) secondary education with a school-leaving examination in pedagogy, or
- f) other secondary education with a school-leaving examination than under letter e) and
 1. education in LLP at a university focused on pedagogy,
 2. studying pedagogy, or
 3. studies for teaching assistants.

These "studies" for teaching assistants can also be completed in a special form of an accredited program of 80 hours of instruction and 40 hours of practice. This is criticized as inadequate.

Sect. 2)

A teaching assistant who performs a direct educational activity of auxiliary educational work at school, gaining professional qualifications in addition to the

¹ Systémová podpora inkluzivního vzdělávání v ČR (System support for inclusive education in the Czech Republic, CZ.1.07/1.2.00/43.0003), head researcher Jan Michalík.

aforementioned, as follows:

- a) secondary education with a vocational certificate and the study of pedagogy,
- b) secondary education in the field of education focusing on preparing teaching assistants,
- c) secondary education by completing an educational program of secondary education and
 1. pedagogy studies, or
 2. teaching assistant studies, or
- d) basic education and a course for teaching assistants.

The quantitative dimension effect of teaching assistants in Czech schools
(Kol. Autorů, 2013)

Table 1

Number of TA in Czech schools

Year	Individuals		Conversion to full-time	
2005	1588		1156,4	
2006	2132		1559,9	
2007	2923		2098,9	
2008	3450		2415,4	
2009	4044		2772,3	
2010	4751		3145,6	
2011	5386		3483,1	
2012	6576		4276,5	
	TA for children /pupils with ZP	TA for children /pupils with SZV	Disab.- conversion to full-time	SZV-Conversion to full-time
	5966	610	3797,1	479,4

* MŠMT data (ÚIV since 2011) come from the so called opening statements processed to 30 Sept. of the relevant year for the given school year.

** In the school year 2010/2011 there were app. 330 thousand children in the preschool education, at elementary schools (4123 ZŠ) were 789 thousand pupils and at secondary schools (1423 schools) were 497 thousand students in the day form of education.

*** ZP = health disability and SZV = socially disadvantaged

Methodology

Given the large number of members of a core set of teaching assistants working in schools in the Czech Republic (see above), quantitatively conceived collection of empirical data and their subsequent statistical processing were chosen. The form of an online questionnaire that allows remote access of respondents to the questionnaire and filling in on-line mode was chosen.

I was preceded by piloting with teaching assistants working with different target groups of children with SEN, with different terms and practices in different regions of the country. The findings of the pilot pilot-study were subsequently taken into account. The measuring instrument was structured into four thematic areas (professional qualifications, current job, the position of assistant teacher at the school, socio-demographic characteristics). A total of 30 research respondents asked questions (11 semi-structured selection, 9 unstructured, 5 scale and 5 dichotomous), to some of which mandatory response was required. At the end of the questionnaire respondents were free to comment on the issue of their profession as a teaching assistant.

Description of the sample

The research sample consisted of a total of 838 respondents working in a job teaching assistant for pupils with special educational needs. The investigation was attended by 785 women (94%) and 53 men (6%), which corresponds to the usual gender representation of teachers in the Czech education system. The age range of respondents- teaching assistants was between 19 to 71 years. Most respondents were aged 39 years (5% of the total set), while the average age of respondents was 38.4 years.

In terms of education the largest group was with completed secondary school graduates (53%), followed by respondents with a university education (27%), trained without GCE (10%) and higher specialized education (9%). 1% (total 10) teaching assistants has a basic education. From the perspective of practice respondents working as teaching assistants were the most numerous category of 2-5 years and over 5 years (both 28%), with length of service within one year (26%) and 1-2 years (18%).

In terms of the area of action of the respondents it can be said that the investigation involved teaching assistants more or less evenly from all territorial units (14 regions), with the exception of the Pilsen region.

In terms of target groups TA worked with students with disabilities (686 respondents), physical handicap (30 respondents) and socially disadvantaged pupils (122 respondents). That ratio corresponds to the nationwide situation (see above). From the category of disability it is to the greatest extent pupils with autistic spectrum disorders, learning disabilities, ADHD and children with mental disabilities.

Research objective

The aim of the research was to determine whether the evaluation of the adequacy of vocational training and basic markers of its performance there are statistically significant differences between TA acting for pupils with disabilities and handicaps and TA for socially disadvantaged pupils.

In the Czech Republic the issue of education of children and pupils who come from socially disadvantaged backgrounds is becoming increasingly important. In the past, many of them were placed in schools for pupils with disabilities (mental) disability. Currently, there is a strong pressure of parental and non-governmental organizations to ensure their education in mainstream schools. The presence of TA is seen as crucial. The finding whether there are differences between the two TA groups in the evaluation of monitored items is crucial for the correct setting educational model for the future.

To achieve the objectives of the research it was decided to research the correlation analysis of quantitative data through the test of the statistical significance of the chi-square for the PivotTable. Given the above formulated research problem an item finding, in which the target groups of pupils with special educational needs the individual respondents of the research work was correlated with other items. For the purposes of this paper categories of TA for a student with disabilities and SZN were merged into one single category comprising a total of 716 respondents (86 %). The second group consists of teaching assistants for pupils with social disadvantage.

For the purpose of this paper the following items were chosen from the extensive whole of the electronic questionnaire items:

- How did you obtain professional qualifications of the teaching assistant?
- What is your highest level of education attained?
- What skills do you think are the most important for the profession of TA?
- In what areas of competence of your profession do you feel that you lack the necessary educational preparation?
- How do you assess your readiness to work with this group of pupils gained through education?

Results

Qualification level of teaching assistants

First, the correlation data analysis examined whether there are statistically significant differences in the erudition of the two groups of teaching assistants. Substituting this into the pivot table, it was found out that according to the goodness of fit chi-square for the PivotTable at a significance level of 0.05 there are no statistically significant differences between the two groups in the number of assistants required with erudition and without erudition, as there are no statistically significant differences in the types of acquisition erudition for the profession of a teacher assistant.

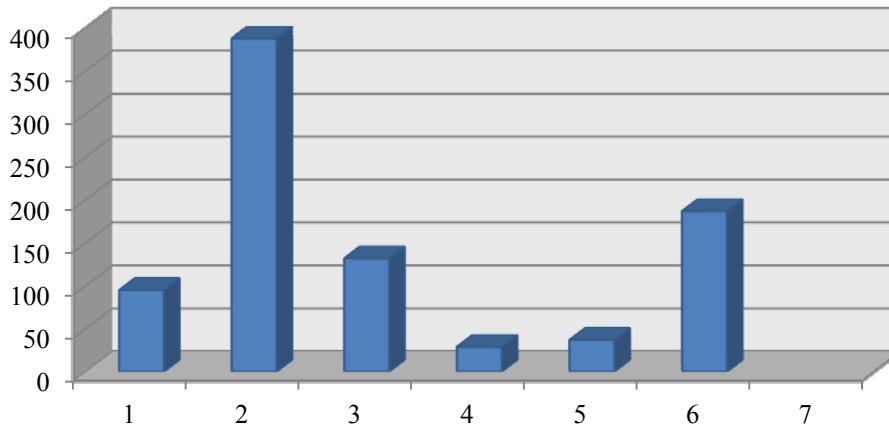


Figure 1 A method for obtaining qualification for the profession of a TA

1 – without qualification; 2 – accredited course for teaching assistant; 3 – secondary education in pedagogy; 4 – secondary education for education staff; 5 – higher vocational education for teaching assistant; 6 – university study program in pedagogical science; 7 – others

The highest achieved education

A statistically significant difference between the two groups of teaching assistants demonstrated a correlation with the item detecting the highest educational attainment of respondents. According to the sign test, the biggest differences are particularly apparent in the case of respondents with primary education, which is highly prevalent among teaching assistants for pupils with social disadvantage.

Table 2

Contingency table with the calculation of χ^2 test of independence

Target group	The highest achieved education					
	elementary	apprenticeship without GCE	High school with GCE	Higher professional	university	Total
ZP and SZn	3 (8,54)	68 (68,35)	387 (378,51)	71 (67,5)	187 (193,1)	716
SZn	7 (1,46)	12 (11,65)	56 (64,49)	8 (11,5)	39 (32,9)	122
Total	10	80	443	79	226	838

Evaluation of TA readiness for the profession

In the correlated item finding its own self-evaluation of teaching assistants (using a five-point rating scale Lickert type) in readiness for the work with entrusted pupils were between the two groups statistically significant differences. Sign test also showed that the slight differences occur in the case of self-assessment score 2 (second highest), which in the case of assistants for pupils with disabilities or physical handicaps more frequent than the expected frequency.

Table 3

Evaluation of the readiness to work with students of the target group

1 – excellent	185	22 %
2 – very good	410	49 %
3 – good	193	23 %
4 – sufficient	37	4 %
5 – insufficient	13	2 %

Assessment of competencies for the profession

Statistically significant differences between the two groups of teaching assistants present in the evaluation of the relevance and necessity of the specific competencies of teaching assistants working with students of the target group. The differences are particularly manifested in these key competencies:

- methods of work with pupils with special educational needs (prevalence among teaching assistants for pupils with disabilities or physical handicaps);
- forms of student involvement in the activities of the entire class (prevalence among teaching assistants for pupils with disabilities or physical handicaps).

Differences are not evident in these key competencies: safety awareness and legislation; communication skills; work with behavioral disorders; working with learning disabilities; communication with the family of the pupil; work with classroom climate; cooperation and communication with the teacher.

Similarly, statistically significant differences in the responses of both groups of respondents to the question, which should critically assess in which competencies they are feeling the deficits in their own educational preparation were confirmed. The differences are reflected in the following key competencies:

- safety awareness and legislation (prevalence among teaching assistants for pupils with disabilities or physical handicaps);
- Communication with the family of the pupil (predominated by teaching assistants socially disadvantaged pupils);
- forms of student involvement in the activities of the entire class (predominated by teaching assistants socially disadvantaged pupils).

Differences are not evident in these key competencies: safety awareness and legislation; communication skills; work with behavioral disorders; working with learning disabilities; communication with the family of the pupil; work with classroom climate; cooperation and communication with the teacher.

TA comments on professional training

Property measuring tools enable respondents open expression of opinions, judgments and needs. Wide spectrum of responses was recorded (option used by 765 respondents), views that can be described as simplistic are presented without further comments:

„Most of the practical knowledge gets one while working in specific facilities. It is not possible to get full complete knowledge of all variants of disability and target groups of students in a course; you would have to study special education. ”

"I'm a Roma, I understand the community. So I think that nothing will surprise me and I don't lack anything. “

„I think education is insufficient for TA. I very much appreciated the opportunity for further education such as learning, as well as various seminars. Furthermore, I would like to see more books for TA activities, also a possibility of seminars with insights and advice of other assistants. ”

Evaluation of operating conditions of TA at school

A substantial portion of the opinions concerned the evaluation of their impact on schools. The most frequent opinions referring to underpaid teaching assistants (TA salary is about 350-500 EUR, the average wage in the country is about 900 EUR) and the system is undocked in the education system:

"When I started, nobody really knew what the assistant is allowed to do and what is not, and it's still the same - can he teach in a class by himself - if not, why do they substitute for absent teachers, etc. Each director imagines assistant's work differently and the job description at each school is different - it needs to be uniformed. ”

"I enjoy the work of an assistant!! I do not know about other schools but at our school, the profession is treated as inferior. I'm just a mere assistant ... My work, and the fact that I'm helping, fills me. The greatest reward for me is progress in children. Those smiles that I receive! Fortunately, our school teachers took me in. From other schools I know that some teachers take it rather as some supervision and assistants are not recognized well. My job description in the contract does not correspond with the work they do!! Our rule is a lot of work for little money. I think that we should know how much money is coming to an assistant or even if the salary is somehow compensated, or if they give us only the necessary basic money. I currently work part-time and I have far less than living wage! ”

"It is sad that this profession lacks money, yet it is a very meaningful and needed work. Assistants never know if the region will have money to give them, or if they remain without work. ”

Discussion

The selected items for teaching assistants of both groups (TA for a student with disabilities in TA pupils with SZN) showed statistically significant differences. Rating of the necessary skills and self-evaluation of key competencies provide a

range of data that must be reflected in undergraduate and postgraduate training of teaching assistants.

Differences in methods of assessing the significance of the work, which research has shown are the result of natural differences between the two disadvantages (health vs. social). It is the development of specific forms of work with pupils eg. with sensory disabilities and for students with mental disabilities that is the reason why the TA of this group rated their preparedness more critically than the pupils with SZN. Undergraduate and postgraduate training must reflect this fact more. Another item that significantly more accentuated TA for pupils with disabilities is "forms of involvement of students with disabilities" in class activities. Indirectly, it can be concluded that the individual integration, which in this case is concerned, it is just a formal "placement" of a child in the class without becoming a full member of the class group.

If both groups of TA value the same as an important part of their own competencies the communication skills with the family of the pupil, then assistants for pupils with SZN assess readiness for this area critically. The reason is the situation of these children in schools, the specifics of their handicap. It has in the overwhelming majority its origins in the family - and its atmosphere, options, or socioeconomic status. Communication with parents is for the TA with SZN critical. It has a significant impact on families interested in learning about the efforts of children. Proper communication can improve the relationship between the family and the student to the school itself, increase the academic performance of children and on the other hand, limit the risk of early ending of education.

The results of the research also showed the need for a different approach to training for TA for ZP and TA for SZN. Profession of TA for SZN (which include pupils from socially disadvantaged families, students from socially non-stimulating environment, students of ethnic and national minorities, etc.) are relatively more dedicated assistants coming from the same environment as their students (whereas the TA for ZP in majority of cases do not have a disability). Therefore a lower level of education than in the case of teaching assistants for pupils with disabilities is assumed in TA for SZN. At undergraduate and postgraduate training of such assistants as well as in their methodology it is therefore necessary to apply such training and management approaches that will adequately reflect the situation.

From the perspective of key competencies in working as an assistant teacher, the two groups differ primarily in the area of specific educational methods and approaches to work with a pupil with special educational needs. This difference can be interpreted as a consequence of different communication needs (particularly in the case of pupils with sensory disabilities), respectively learning processes (especially for students with intellectual disabilities, learning disabilities, autism spectrum disorders etc.) of students with disabilities, compared with the majority intact population. By their own comments TA for

students with disabilities quite often encounter communication barriers due to lack of knowledge of specific communication systems. Within specialized postgraduate training it is therefore necessary to provide competent assistants with the opportunity to increase their level of communication skills in various communication systems.

The measured differences in training assessment, given some of the key competencies show a greater emphasis of teaching assistants for pupils with social disadvantage on the need of enhancing training in the communications of teaching assistant with the family of the pupil, possibly in the strategies of involvement of pupils in the whole class activities. What resonates here is especially awareness of our own shortcomings in these competencies stemming probably from occasional failure in their respective situations. In the case of teaching assistants for pupils with disabilities or physical handicaps, it is primarily focus on the issue of ensuring the safety of pupils and the relevant legislation which stems from the relatively numerous experiences of assistants in ensuring the individual personal needs of entrusted students, such as medication, helping with separate movement, hygiene, etc. It was confirmed that TA usually have the need to improve their knowledge of legislation on liability for damages (for example) on the health of students and related issues.

The investigation also confirmed that, generally known information about the low level of salaries for TA activities have an impact not only on the individual experience of the profession and the degree of identification with it. To do this, cf. TA opinions mentioned above. However, they have their crucial meaning for support system for pupils with SEN in the Czech education system. Mentioned low salary motivation often leads to frequent departures from the position of TA. It is perceived as a "temporary" or "transitional" - to get a full teaching qualification, or vice versa as the "final" - after the previous active pedagogical action. The expenses on salaries of TA throughout the education system represent about 30 million EUR. It is desirable that the relatively high cost brought effective result. The education system can not change the salary, but may, with good settings, prepare the TA for more degrees of competence. This can in turn bring greater differentiation in pay.

Conclusion

The measured results show a brief slice of a large problem which is the effect of teaching assistants (especially) in transforming educational systems of countries of the so called former Eastern Europe. The association is particularly essential with a gradually increasing number of children with special education needs in mainstream primary education. Also there is an increasing demand on the number of teaching assistants in the terrain (schools, parents). As part of an extensive investigation the conclusion pledged for a unified approach to the profession of TA (regardless of students' control group). This uniformity of action can not hide the differences demonstrated in this investigation and that

the two groups show. It is the specific requirements pertaining to the content of training - a profession-specific differences in the groups of students with disabilities and students with SZN.

As part of further work a team of researchers shall propose a new model for the Ministry of Education for TA training, which will include:

- a) Modification of qualifying education and training opportunities
- b) Modify the contents of the training program of training course in the undergraduate and postgraduate levels of TA education
- c) Extension of the statutory range (hours) of training program course for the TA qualification
- d) Within the formed TA Standard concerning the division of competences - into three stages according to the demands of performance and thus the requirements for professional level training - qualification.

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ASSESSMENT OF THE DEGREE OF THE PROFUNDITY OF SPECIAL EDUCATIONAL NEEDS

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Abstract. *The article provides information on extensive research of the profundity (degree) measurement of special educational needs (SEN) of children, pupils and students with disablement in the Czech Republic. The research was based on more than 80 thousands records of contacts with children with disablement. The authors answer the following questions: Are there any differences in the assessment of the SEN for each type of disablements? Are there any differences in the same assessment for each type of educational consultancy facilities? Which methods of the assessment of the SEN's extent are available (and which are required)? What are the consequences of incorrect diagnostics of SEN? The research has shown an inadequate legislative expression of procedural assessment of the impact of disablement for the education purposes. It also confirmed that very few suitable standardized measuring tools are available in the area of special pedagogical diagnostics (as opposed to psychological diagnostics).*

Keywords: *equal access, non-discrimination, special educational needs, disablement, diagnostics of special educational needs, educational psychological centres*

Introduction

Education of children with health disability is in most European countries managed by means of the term 'special education needs', which is a term attempting to emphasize the impacts of the particular disability on education. *(In this text the authors shall ignore the fact that special education needs – hereinafter SEN has in fact every child or pupil...)*

In most European countries (fully applicable to former so called socialist countries) the transition from historically prevailing model of special (or rather segregated) education to education in natural conditions of common schools was and is solved. It is the symbol of SEN that is becoming in a way a label entitling besides other things to drawing adequate adaptation, forms, methods, evaluation and possibly also content of the education volume in the given country (Michalík et al., 2001). The effort to find a non-discrimination and open model of education has become the quality criterion of education systems (not only) in Europe. The prevailing trend in OECD (OECD, 2001) countries is opening a general education stream for this group of pupils (to a various extent and different ways) and the declared endeavour to reach the maximum possible degree of development in the personality of the given pupil. At the same time the correct understanding (diagnostics) of the particular disability of a child or pupil and finding corresponding means of support that are necessary to provide in order to compensate for the diagnosed disability are becoming more and more important.

The term ‘children with special education needs’ is by itself a term from the English language environment and it is often criticized (comp. Eddy, 2013; Reynolds & Fletcher, 2002). It is also possible to use the term from the German language environment ‘Kinder mit sonderpädagogischen Förderbedarf’. In the Czech Republic the group of pupils with SEN includes mainly:

- health disability,
- social disadvantage,
- health disadvantage,
- gifted and talented pupils.

Most approaches based on the acknowledgement of SEN have in common the fact that they assess impacts of a disadvantage (e.g. health disability) on education ‘horizontally’. These basis classification systems (school legislative and also special needs categories) distinguish, for example, the types of health disability (typically mental, physical, visual, hearing, speech, autistic spectrum disorders). However, all of them are limited in diagnosing the degree of SEN, i.e. the extent of limitations caused by the existence of the given disadvantage, and they influence educational needs and possibilities (comp. Frederickson & Cline, 2003; Meyen & Skrtic, 1995).

The guideline for gradual change in the national approaches is represented by International Classification of Functioning, Disability and Health (hereinafter ICF) which is a part of the classification file issued by the World Health Organization. ICF concentrates on the description of assessing health fitness for work, special needs within the education process, assessment of long-term disadvantageous state of health for the reason of granting social security falls among other activities. Its goal is to offer standardized terminology and a scale for description of health and states that relate to health (WHO, 2001).

Special Education Centres are the element that is responsible for conducting entrance and continuing assessments of the impacts of disadvantage on education in individual countries. In the Czech Republic there are Special Education Centres (SECs) for pupils with health disability and Educational-Psychological Centres (EPC) for other pupils. In EPC general, psychological support is provided for pupils. It is often visited by pupils with behaviour disorders and learning disabilities.

The above stated has become the input for a unique research focused on the national level. In 2011 a team of specialists from Palacky University Olomouc with consultants collected data from 86 SEC in the whole country.

The SECs’ activities affect the success of training tens of thousands of children. In many studies, the high dependence of families caring for children with disabilities in institutions, advisory and consulting field were confirmed. Questions of optimization of network devices, as well as the availability of services for the target group are widely discussed in the Czech Republic. However, the discussion is so far without processing adequate measurements and analyses by means of special education and also by spatial (territorial)

approaches. Therefore, the authors developed a new system of measuring the availability of counselling and diagnosis of SECs which resulted in a unique set of data and cartographic output (Dvorský, Snášel & Voženílek, 2009, 2010). Emerged technologies, mainly geographic information system (GIS) tools, were applied for the spatial information integration of all investigated activities and for the advanced processing in order to detect all the arguments for the network optimization and the SEC activities (Voženílek, 2002, 2009).

Goal, problem, questions

The goal of the research and mapping was to prove if (and what) there exist differences in the activity of SEC according to their specialization on individual health disabilities. The authors measured within the SECs for pupils with physical, visual, hearing, speech disability and pupils with autistic spectrum disability (ASD) and also clients with a combined disability.

So called the depth of special educational needs as a reflection of the deficit in the state of health (but it is not direct correlation!) is a substantial criterion for setting the correct level of special education support for a pupil at school. It has not a negligible economic importance. Even in the educational system the crisis of the welfare state finds its reflection (Michalík, 2011). Therefore many countries are concerned with the idea to find a form of economic security of necessary support for a group of pupils with SEN, which would take into account more precisely the depth of their handicap.

The first, essential step of any measure is to analyse a situation, with emphasis on the existence of national characteristics and traditions. The relatively simpler situation may occur in the smaller countries of the unitary model of public administration (eg. Lithuania, Latvia). Greater difficulties arise in countries like the Czech Republic, where due to the reform of public administration since 2003 the responsibility for regional education (primary and secondary) has been entrusted to regional authorities – 14 regions the Czech Republic including the capital Prague. In practice, for almost ten years we have seen a gradual transition to a ‘14 national education systems’ and despite the fact that the basic instruments (educational programs, inspection, financing – subject) remained within the scope of a central authority – the Ministry of Education.

Methodology

The authors based their research on an objective assessment of the availability of appropriate services of the SECs in terms of their spatial locations within the whole country, to assess as many their aspects as possible, for example the volume, type and selected aspects of their activities. This aim was fulfilled through geovisualization of results of investigated themes.

The comprehensive pilot survey verifying the content and structure of captured data on services was designed and brought logically-structured SEC data

datasets for further processing. Pilot data collection which was attended by SEC of two NUTS3 regions was conducted from September to December 2010. The record of each ‘SEC educator’s contact with the client’ was the basic element to verify (and subsequently to use during the actual data collection) in the pilot testing. Therefore, each SEC employee recorded specific range of information about each contact with the client. To ensure anonymity necessary personal information such as name, exact date of birth and address of residence were not recorded. However data on gender and age of client, type and severity of his disability, and other were monitored. Geolocations of records were made by postcode of residence of the client and the place where the SEC educator contacted the client (Tuček, Pászto & Voženílek, 2009).

The SEC employee used the paper form to notice all required information about the meeting with a client (or immediately after). Once a week, all paper forms were recorded through a web form project. Two-stage data collection (first fill out the paper form and then copy it into the web form) was designed from two reasons. The staffs in SEC usually do not use a computer during contact with the client and in many cases (diagnosis, screening) the typing of records could acted inappropriately and disturbing. The data was stored in the database for further processing in geographic information system. After optimization of survey information in the pilot survey the web page for data input system was adapted to be easy for the SEC staff.

In 2011, from January to December, the authors and their consultants in SECs performed collecting information and field offices in 86 SECs in all regions of the Czech Republic (excluding the capital Prague) as a main survey. Data on contacts of SEC focused exclusively on children and students with mental disabilities were not collected due to wide network of this type SEC. In contrast, the SECs focused on other disability are established in only one region (rarely some regions are without any centre). For the entire period of data collection (except for pilot collection), over 76 000 records of client service provided by the SEC were captured. The gathering of such a large volume of information involved collecting data by almost two hundred professionals of regional authorities and particular SECs from all over the country.

Results

The comprehensive charts (Fig. 1) show the results of SEN diagnostic activities at a depth of six groups of health disability for the whole Czech Republic.

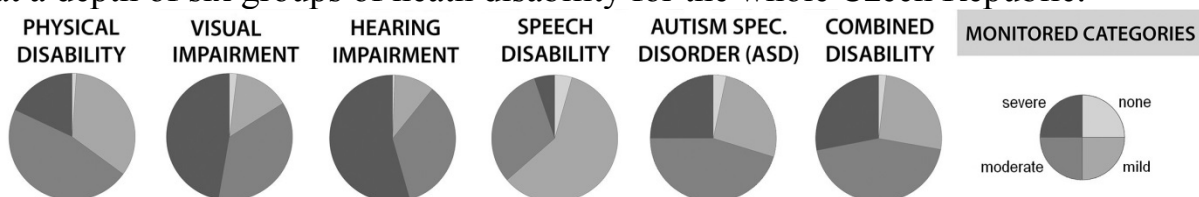


Figure 1 Proportions of the SEC clients according to degree of disabilities diagnosed in the SECs (for the whole Czech Republic in 2011)

The measured data showed that the clients for which no disability depth was declared after the examination – the depth of SEN, represent the activities of SEC of minority group clients (usually up to 4 %). Relatively, the largest group consisted of those pupils at SEC for speech disability (SD). It is logical – it was the result of targeted screening, which these workplaces carry out on hundreds of kindergartens and primary schools. The depth of the given disability in the degree of ‘light’ was found in most of its activities by staff of SEC for SD. And it was more than in 60% of cases. This is the basic characteristic of this disorder and relatively increasing proportion of children who are in preschool and early school age has underdeveloped communication skills. Perhaps it is the result of new patterns and trends of preschool and home rising of children. In this category, the majority of SECs for students with multiple disabilities and ASD stated about 27% of all clients. Conversely, centres for pupils with hearing and visual impairment in this group dictated only about 10% of clients. We have already mentioned the dominant part of these clients in the centres for SD, the second place – about 33% of clients are centres for individuals with physical disabilities.

Moderate degree of disability (as a basis for diagnosis of SEN) was mostly noted by workers of SPC for physically disabled, ASD and pupils with multiple disabilities, always at about 46–48% of all clients in a given year. In this case, we observe almost the same proportion of this group of clients at SEC for the hearing impaired and visually impaired people (about 40%). The SECs reported the lowest proportion of clients in this group according to the depth for SD (31%).

Finally, the most serious disability (and thus adequately the greatest degree of SEN) was observed in the SECs for the visually and hearing impaired (48 resp. 55%) of all clients. The lowest rate – adequately to previous data was recorded in this monitored item by SEC for SD (about 5% of clients). The SECs for ASD and combined disability note that the depth of disability – SEN at about ¼ clients. It is about 20% of all clients of the SECs for physically disabled.

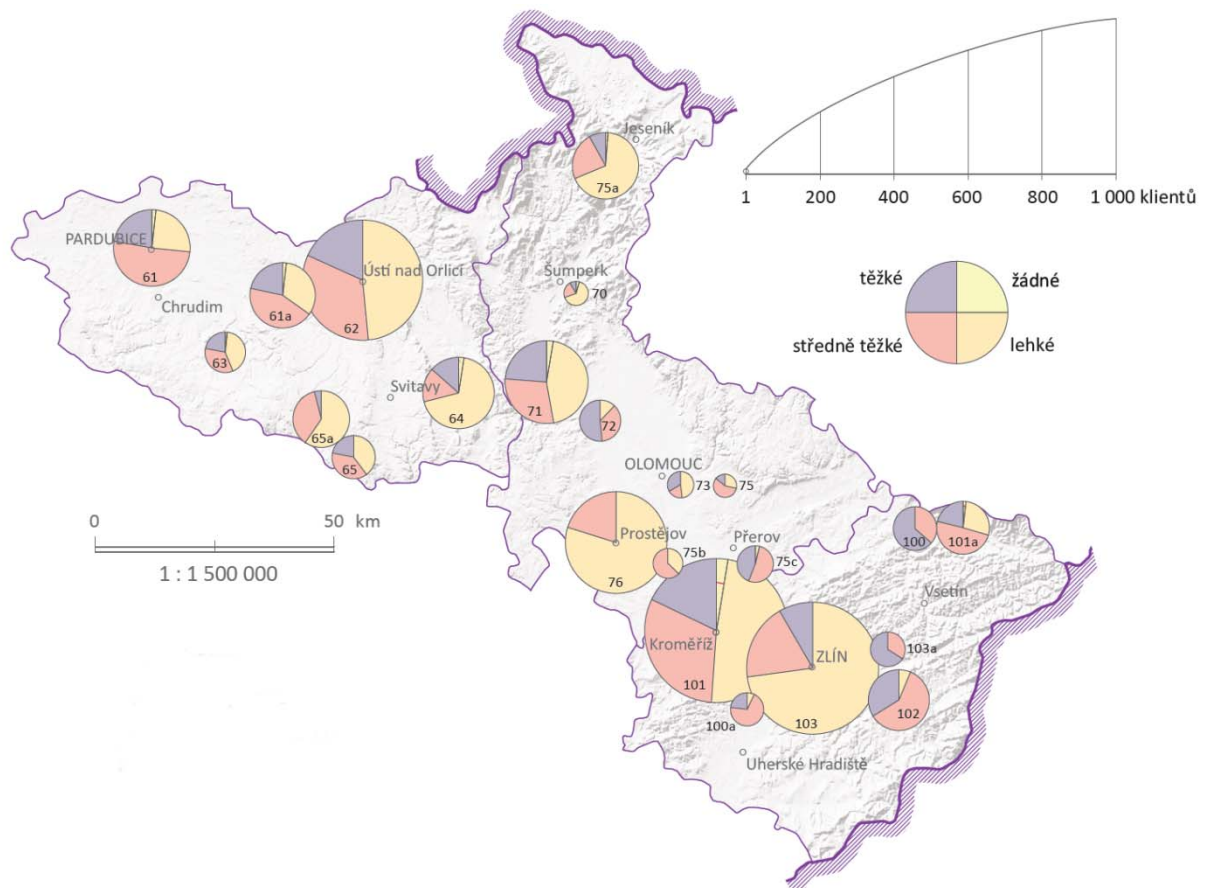


Figure 2 SEC clients with mental disability according to the depth of disability in NUTS3 regions Pardubice, Olomouc and Zlín in 2011. Explanations of sectors: yellow – none disability, orange – mild disability, red – moderate disability, violet – severe disability.

Data on students with learning disabilities were given the extent collected only in three regions.

Even so, it is clear that the SECs for mentally disabled people in these regions have found moderate disabilities (less than half of the clients), followed by a third of clients with moderate disabilities and less than a quarter of clients with the most severe disabilities. However, the map in figure 2 confirms the significant disparities in the diagnostic capability of each SEC. For example the SEC with ID 100 (see Fig. 2) has no record of either the client with mild disabilities, and vice versa with a majority of clients with the most severe disabilities.

Information about the inconsistent diagnostic approach of SEN in the Czech Republic clearly is confirmed in following graphs (Graphs 1 and 2). The authors present results for students with ASD and than diagnosis covering all of about 80 thousand clients across the country.

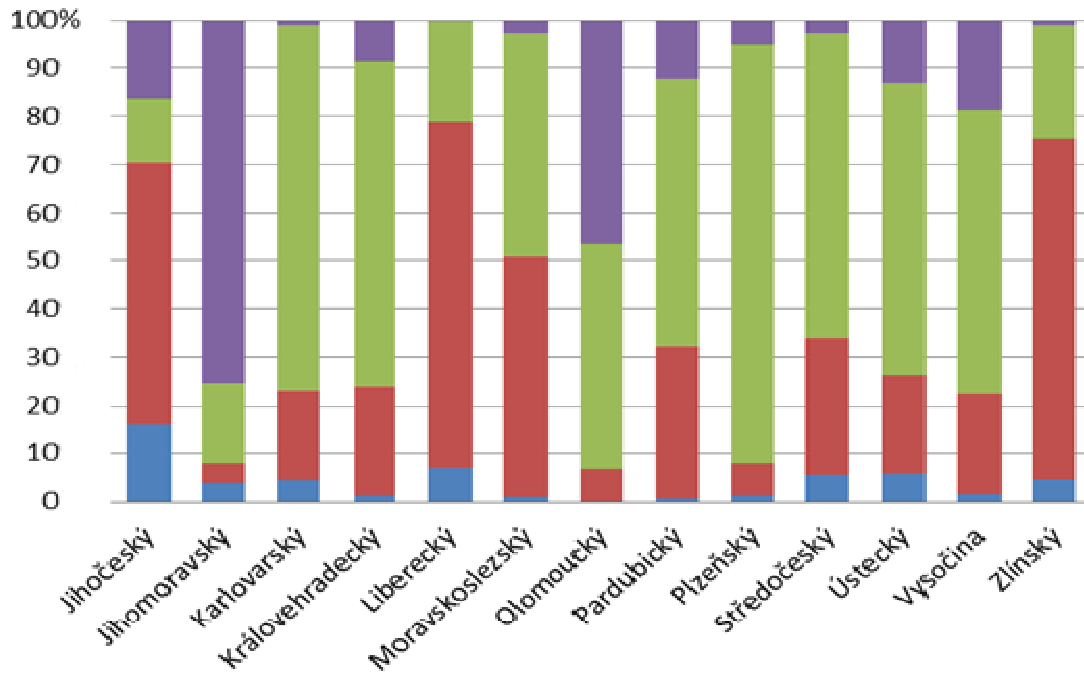


Figure1 **Proportions of degrees of ASD in regions according to diagnosis by SECs.**
Explanations of colours: blue – none, red – mild, green – moderate, violet – severe disability.

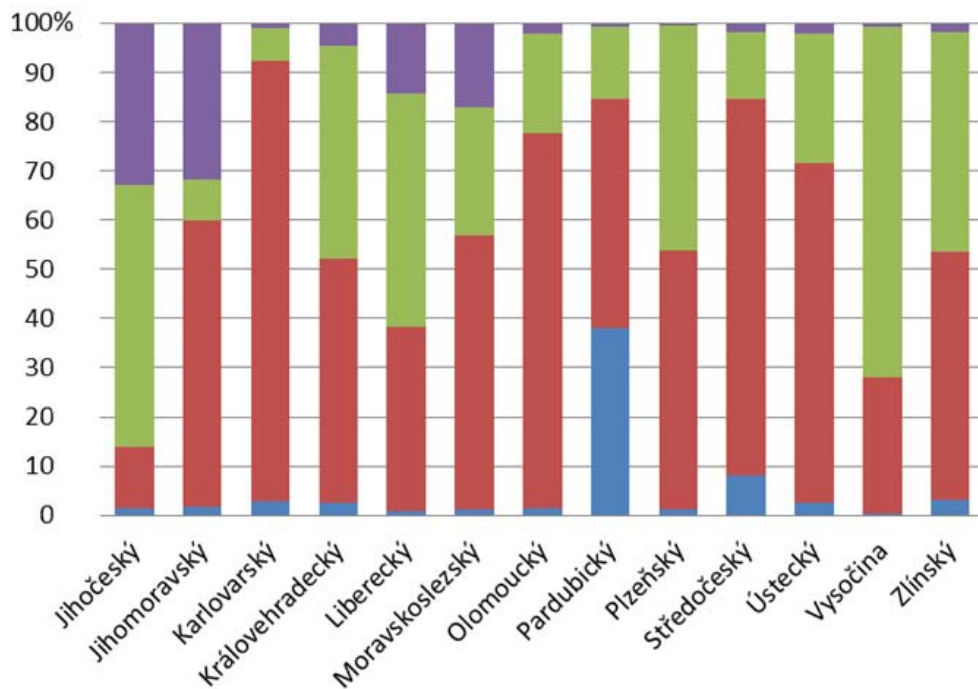


Figure 2 **Proportion of degrees of all disability in regions according to diagnosis by the SECs.**
Explanations of colours: blue – none, red – mild, green – moderate, violet – severe disability.

Discussion

The measured results are only partially explainable and justifiable with respect to differences of clients in each region and localization of SECs in the Czech Republic. Given the above and the number of contacts (more than 80,000 in one year) it can be expected that the existence of an *objective, accurate, standardized and uniform methodology for the assessment of the SEN and thus the depth of the disability* would prevent the situation where some regions show during the year 10 times more clients with the most severe disabilities than other regions.

Striking is the outcome of SECs focused on ASD. In two Czech regions the SECs shows for local pupils severe disability in negligible 1–2% of clients, in three regions the number was about 2–5% of the clients. Conversely, in one region it was reported 75% of students with ASD as a category of students with the most severe type of disability. These varied data cannot be, during the objective validity of the Gaussian frequency distribution, explained otherwise than by the absence of uniform rules that would be able to express special education depth diagnostics of SENs transparently and objectively throughout the country.

The measured results are particularly important in the planning and decision making activities of a public authority in education. They can be considered as a serious argument of inconsistency assessment of the SEN, but they should not be seen as a criticism of counselling centres.

Within the considered model of the transition to the provision of the so called support measures in education in the CR, it is necessary to solve any interference of primary assumption of public resources in the education of this group of students. SEN as a concept will remain, but will be met by providing the necessary support measures currently being considered for five different levels according to the depth of SEN.

The prerequisite is a crucial task to ensure a comparably performing diagnostics of a need for support measures in both here monitored areas:

- the territorial aspect of equality of access – i.e. SEC for the given type of disability in different regions of the country mutually,
- special educational and diagnostic model assessment of the SEN – depth of disability between different groups of students with disabilities.

Conclusions

The paper brings the results of a large slice of measuring the rate of SEN, here aimed at a depth of disability expressed as a result of special educational diagnosis SECs carried out in the Czech Republic. The existence of objectively unjustifiable differences in assessing the depth of disabilities was confirmed and a conclusion was stated on the impossibility of a fair setting of the support / support measures for pupils who are not provided with objective, comparable

and standardized diagnostic depth of their SEN. Research results can be used in the preparation of legislative measures in the amendment to the Education Act.

The authors express the belief that ICF is the supporting guidance for setting comparative assessment approach (not only) in the EU.

The survey continued in analyses and then in final synthesis of an extensive set of information. The results prove very large scope of SECs activities. Their interpretations also confirm irreplaceable of SEC, especially in relation to identifying means of special educational support of individual children.

In 2012, the authors published the results of above-mentioned research in the 'Atlas of activities of special education centres in the Czech Republic' (Voženílek & Michalík et al., 2013). The atlas provides a comprehensive overview of the activities of the SECs in the Czech Republic, including the historical development of the network of these institutions. The map products on this topic have not yet been published separately, so the Atlas is a unique presentation of spatial characteristics, together with an evaluation of interdependencies.

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ГОТОВНОСТЬ ПЕДАГОГОВ ДОШКОЛЬНЫХ УЧРЕЖДЕНИЙ К ИНКЛЮЗИВНОМУ ОБРАЗОВАНИЮ *Readiness of Kindergarten Teachers for Inclusive Education*

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Higher School of Pedagogy

***Abstract.** The aim of the research is to study psychological and professional readiness of kindergarten teachers for inclusive education. 44 kindergarten teachers from Kaliningrad and region were included in the sample. A questionnaire was applied as a data-gathering tool. According to the results, kindergarten teachers accept the idea of inclusive education positively and expect that it is the children with special needs who would receive the biggest benefit. At the same time, realization of the idea of inclusive education causes anxiety and fears, associated with complexity of pedagogical activity, children interaction, necessity of special conditions for successful inclusion. Most kindergarten teachers don't have professional and educational experience for interaction with children who have special needs. Moreover it has been revealed deficiency of psychological and professional readiness for inclusive education in the groups of kindergarten teachers. Successful realization of inclusion requires additional professional training and development of system of pedagogical and psychological support for kindergarten teachers.*

***Keywords:** inclusive education, psychological readiness for inclusive education, professional readiness for inclusive education, kindergarten teachers*

Введение *Introduction*

Важной задачей современного российского общества является гуманизация общественных отношений и принятие права лиц с ограниченными возможностями здоровья на качественное совместное образование. Для успешной реализации инклюзивного образования необходима готовность общества к изменениям, направленным навстречу Другому. Цель нашего исследования заключается в изучении психологической и профессиональной готовности педагогов дошкольных учреждений города Калининграда и области к инклюзивному образованию.

Теоретическая основа исследования *Theoretical basis of research*

В психолого-педагогических исследованиях термин «готовность» используется применительно к разного рода психическим явлениям: готовность к действию, деятельности, труду; готовность к отдельным видам деятельности: спортивной, управленческой, педагогической, военной, политической и т.д. Исследуется готовность педагога к

лично-ориентированному обучению (Лукьянова, 2013), к инновационной деятельности (Ильина, 2012) и к инклюзивному образованию (Алехина, Алексеева, Агафонова, 2011; Воробьева, 2011; Слюсарева, 2011; Самарцева, 2012, Яковлева, 2011, Черкасова, 2012).

Готовность педагога к инклюзивному образованию рассматривается как сложное интегративное профессионально-личностное образование, содержание которого включает в себя профессиональную и психологическую готовность. Ведущей составляющей готовности является психологическая готовность.

Психологическая готовность в трактовке личностного подхода выражает направленность субъекта на определенную активность, отражая его деятельное отношение к тем или иным сторонам действительности и к самому себе. Психологической готовности человека присущи заданная векторизованность активности, избирательность, предрасположенность к определенному образу действия, деятельности, которая является для человека значимой (Бершедова, 2010).

Психологическая готовность педагога к инклюзивному образованию включает ряд компонентов:

- мотивационный (осознанное отношение к необходимости инклюзивного образования, интерес, стремление добиться успеха, актуализация необходимых условий для организации обучения, стремление успешно выполнять поставленные задачи, личностная значимость выполняемой деятельности);
- когнитивный (знания о сущности инклюзивного образования, о технологиях и техниках);
- эмоциональный (эмоциональное отношение к инклюзии, «особенным» детям, взаимодействию с ними);
- поведенческий (конкретные поведенческие реакции, поступки, действия) (Воробьева, 2011).

Профессиональная готовность к инклюзивному образованию характеризуется наличием установки и потребности педагога в осуществлении инклюзивного образования; специальных знаний, умений и навыков его реализации. Профессиональная готовность проявляется в направленности сознания педагога, в способности выполнять профессиональную деятельность по осуществлению полноценного обучения и воспитания ребёнка в условиях инклюзивного образования (Самарцева, 2012); в устойчивых качествах личности, в ситуативных психических состояниях, связанных с профессиональной деятельностью и способствующих успешному ее выполнению (Слюсарева, 2011).

Профессиональная готовность педагога к инклюзивному образованию включает следующие компоненты:

- когнитивный (теоретическую подготовку, комплекс профессионально-педагогических знаний, необходимых для инклюзивного образования детей);
- практический (комплекс практических умений осуществления совместного (инклюзивного) обучения);
- личностно-смысловой (совокупность профессионально значимых личностных качеств, необходимых для осуществления работы с детьми, имеющими ограниченные возможности здоровья, отрефлексированная установка педагога на принятие идеологии инклюзивного образования, мотивационная направленность сознания, воли, и чувств педагога на инклюзивное образование детей) (Слюсарева, 2011; Самарцева, 2012).

При анализе готовности педагога к инклюзивному образованию особое внимание уделяется профессионально-гуманистической направленности, выражающейся через признание ценности личности человека независимо от степени тяжести его нарушения, направленность на развитие личности человека с нарушением в развитии в целом, а не только на получение образовательного результата (Яковлева, 2011).

В целом, исследования зарубежных и российских коллег показывают, что инклюзия в целом воспринимается большей частью педагогического сообщества как социально одобряемая норма, но педагоги сталкиваются с рядом трудностей при ее реализации. К числу трудностей можно отнести: дефицит знаний о специфике развития детей с особыми образовательными потребностями о методах и технологиях работы; психологические трудности эмоционального принятия таких детей (Алехина, Алексеева, Агафонова, 2011; Итгерстад, 2011); низкий уровень мотивационной и личностной готовности педагогов к инклюзивному образованию (Кутепова, 2011). Соответственно, наше исследование посвящено изучению готовности педагогов дошкольных учреждений региона к инклюзивному образованию.

Методы исследования *Research methods*

Научно-образовательной лабораторией инклюзивного образования Высшей школы педагогики Балтийского федерального университета им. И.Канта был проведен опрос 44 слушателей отделения повышения квалификации - педагогов дошкольного образования города Калининграда и Калининградской области.

На основе анкетирования выборка была разделена на три группы. В первую группу вошли педагоги, имеющие опыт работы с детьми с ограниченными возможностями здоровья (ОВЗ) и опыт общения с людьми с ОВЗ (15 человек). Вторая группа – педагоги без опыта работы с детьми с

ОВЗ и опыта общения с людьми с ОВЗ (14 человек). Третью группу составили педагоги, не имеющие опыта работы с детьми с ОВЗ, но с опытом общения с людьми с ОВЗ (15 человек).

Результаты исследования *Results of research*

Полученные данные показывают, что независимо от выделенных в исследовании групп, большая часть педагогов считает инклюзивное образование актуальным для нашего общества (88%).

Участникам исследования предлагалось ответить на вопрос «Что такое инклюзивное образование?». В ходе контент-анализа были выделены три основные категории.

Наиболее часто встречается категория «образование детей с ограниченными возможностями здоровья» (37%). Такое представление характерно для педагогов второй и третьей группы (85%). Значимые различия по описываемой категории были выявлены при сопоставлении первой и третьей группы ($\varphi=2,48$ $p\leq 0,01$).

Несколько реже встречаются категории, отражающие специфику инклюзивного образования» (36%): «доступность образования для детей с разными потребностями» (24%) и «совместное обучение детей с ОВЗ с другими детьми» (12%). Такое наиболее полное понимание инклюзивного образования характерно, в основном, для педагогов первой группы (58%).

Гораздо реже в представлениях педагогов обнаруживается категория «работа с детьми с ограниченными возможностями здоровья» (14%). Причем эти представления характерны для педагогов второй и третьей группы (57%).

Таким образом, в представлениях большинства педагогов дошкольных учреждений недостаточно полно отражается сущность и специфика инклюзивного образования. Выявленная тенденция особенно характерна для педагогов, не имеющих опыта работы с детьми с ограниченными возможностями здоровья. Педагоги, имеющие опыт работы с детьми с ограниченными возможностями здоровья, показывают большую осведомленность в вопросах инклюзивного образования.

Участникам исследования было предложено ответить на открытые вопросы, касающиеся позитивных и негативных сторон инклюзивного образования.

Наибольшее число высказываний получено в третьей группе педагогов (среднее значение - 3,2). Для сравнения: во второй группе - 2,286; в первой группе - 1,733.

В целом, высказываний о позитивных сторонах инклюзивного образования гораздо больше, чем о негативных: средние значения: «позитивные моменты» - 1,841; «негативные моменты» - 0,795. Наибольшее количество высказываний о позитивных сторонах

инклюзивного образования в третьей группе педагогов (средние значения: вторая группа – 1,786; третья группа – 2,200). Педагоги первой группы высказываются о позитивных сторонах инклюзивного образования реже (среднее значение 1,533).

Негативные стороны инклюзивного образования описываются чаще педагогами третьей и первой группы (среднее значение 1,0 и 0,867 соответственно). Реже негативные стороны инклюзивного образования отмечаются участниками второй группы (среднее значение – 0,5).

Анализ содержания высказываний участников о позитивных сторонах инклюзивного образования позволил выделить три группы категорий: 1) позитивные стороны инклюзивного образования для детей с ограниченными возможностями здоровья (69%); 2) позитивные стороны инклюзивного образования для других детей (20%); 3) общие позитивные высказывания, без конкретизации субъекта (11%).

В первой, самой многочисленной группе высказываний о позитивных сторонах инклюзивного образования для детей с ограниченными возможностями здоровья, наиболее часто встречаются следующие категории: «социализация» - 32%, «возможность общения с другими детьми» - 30%, «польза в развитии» - 23%.

Во второй группе высказываний о позитивных сторонах инклюзивного образования для других детей встречаются такие категории, как «развитие толерантности» (19%), «воспитание заботы» (19%), «воспитание чуткости» (13%).

В группе общих высказываний о позитивных сторонах инклюзивного образования содержатся категории, раскрывающие идею «образования для всех» (33%), акцентирующие «ценность человека в обществе» (33%) и дающие общую позитивную оценку инклюзивного образования (33%).

Анализ высказываний участников исследования о негативных сторонах инклюзивного образования выявил следующее. Наиболее часто встречается категория «усложнение работы педагога» (23%), отражающая страхи и опасения самих педагогов. Также педагоги отмечают риски и угрозы со стороны детского сообщества: «жестокость детей» (17%). В некоторых высказываниях содержится осмысление глобальных препятствий в виде «неготовности общества» (11%), «неготовности родителей» (11%), «неготовности педагогов» (11%). Участники исследования также отметили риски, связанные с отсутствием специального оборудования, вероятность снижения качества образования при неразумном внедрении инклюзивного образования.

Таким образом, педагоги обращают внимание на позитивные эффекты инклюзивного образования, прежде всего, для детей с ограниченными возможностями здоровья. Это можно интерпретировать как вполне позитивное отношение к самой идее инклюзивного

образования. Но, с другой стороны, реализация идеи инклюзивного образования вызывает определенные опасения и тревоги, как с точки зрения необходимости изменений содержания профессиональной деятельности самого педагога, так и с точки зрения изменения взаимодействия участников образовательного процесса и создания специальных условий, без учета которых невозможно достижение цели инклюзивного образования. Обращает на себя внимание и влияние опыта работы с детьми с ограниченными возможностями здоровья на оценку позитивных и негативных сторон инклюзивного образования.

Участникам опроса было предложено оценить уровень своей психологической и профессиональной готовности к инклюзивному образованию по пятибалльной шкале.

Корреляционный анализ позволил выявить положительную корреляционную связь оценок психологической и профессиональной готовности ($r_s = 0,683$ $p \leq 0,01$). Положительные корреляционные связи оценки психологической и профессиональной готовности обнаружены также в первой и во второй группе педагогов ($r_s = 0,642$ $p \leq 0,05$; $r_s = 0,758$ $p \leq 0,01$). Значимые корреляционные связи оценки психологической готовности с возрастом и педагогическим стажем в нашем исследовании отсутствуют.

Оценка профессиональной готовности к инклюзивному образованию положительно коррелирует с возрастом ($r_s = 0,359$ $p \leq 0,05$). Корреляционная связь профессиональной готовности с педагогическим стажем не выявлена.

Важно отметить, что значимых корреляционных связей оценки психологической и профессиональной готовности к инклюзивному образованию в первой группе педагогов со стажем работы с детьми с ограниченными возможностями здоровья не обнаружено.

Обратимся к анализу результатов психологической готовности по группам (*Рисунок 1*).

В первой группе достоверно большее количество педагогов высоко оценили уровень психологической готовности к инклюзивному образованию (80%). Для сравнения: во второй группе - 21%, в третьей группе – 47%. При сопоставлении первой группы со второй и третьей выявлены значимые различия (первая и вторая группа $\varphi = 3,396$ $p \leq 0,01$; первая и третья группа $\varphi = 1,925$ $p \leq 0,05$).

Обратимся к анализу оценки профессиональной готовности педагогов к инклюзивному образованию (*Рисунок 2*).

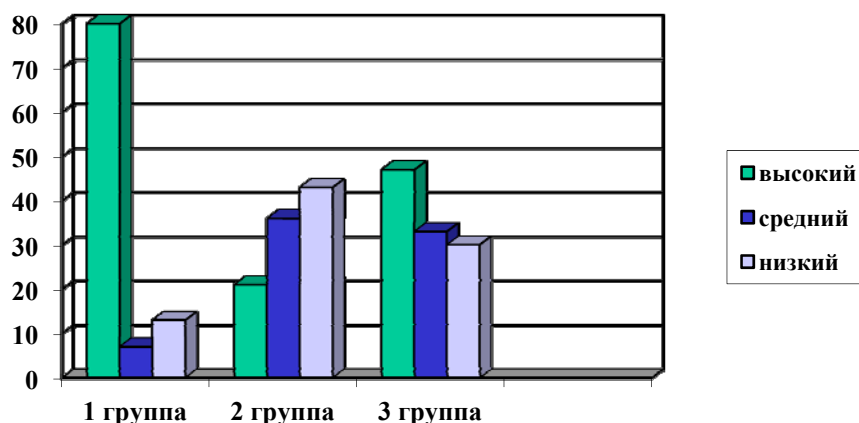


Рисунок 1. Оценка психологической готовности педагогов к инклюзивному образованию

Figure 1. Subjective evaluation of psychological readiness of kindergarten teachers for inclusive education

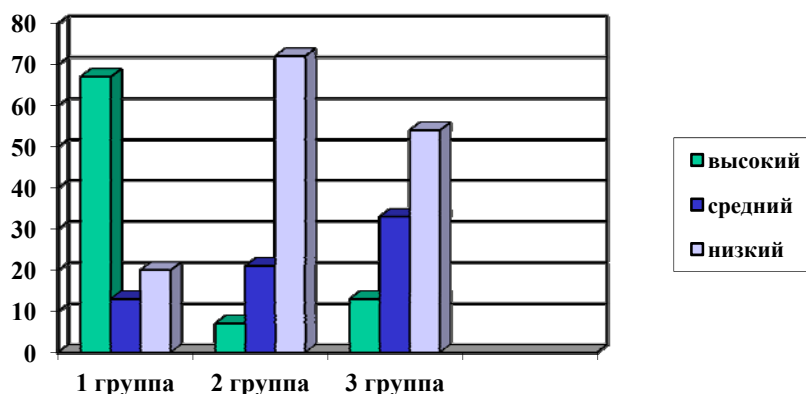


Рисунок 2. Оценка профессиональной готовности педагогов к инклюзивному образованию

Figure 2 Subjective evaluation of professional readiness of kindergarten teachers for inclusive education

В первой группе оценка профессиональной готовности положительно коррелирует с педагогическим стажем ($r_s = 0,528$ $p \leq 0,05$), значимых связей с другими переменными не выявлено.

Количество педагогов, оценивших свой уровень профессиональной готовности на 1-2 балла (как «низкий») во второй и в третьей группе достоверно больше, чем в первой (первая группа - 20%, вторая группа – 71%, третья группа – 53%; сопоставление первой и второй группы: $\phi = 2,898$ $p \leq 0,01$; сопоставление первой и третьей группы: $\phi = 1,928$ $p \leq 0,05$). Сопоставление второй и третьей группы позволило выявить значимые различия по количеству педагогов, оценивших уровень профессиональной готовности как «низкий» ($\phi = 1,89$ $p \leq 0,05$). Только в первой группе

педагогов оценка профессиональной готовности коррелирует с педагогическим стажем ($r_s = 0,528$ $p \leq 0,05$).

Таким образом, наиболее высоко оценивают психологическую и профессиональную готовность педагоги с опытом работы с детьми с ограниченными возможностями здоровья. Большинство участников исследования не имеют такого опыта и низко оценивают как психологическую, так и профессиональную готовность к инклюзивному образованию.

Участникам опроса было предложено представить ситуацию, когда в их группе оказался ребенок с ограниченными возможностями здоровья. Все участники исследования ответили утвердительно на вопрос о том, нужна ли им в таком случае помощь. Далее педагогам была предоставлена возможность определить, в помощи каких специалистов они бы нуждались. Обратимся к анализу потребности в помощи (Таблица 1).

Таблица 1

Потребность педагогов в профессиональной помощи в процессе реализации инклюзивного образования (%)

Need of kindergarten teachers for professional support in inclusive process (%)

Потребность в помощи	1 группа	2 группа	3 группа
дефектолога	33	14	40
врача	13	0	40
опытного педагога	33	79	71
психолога	73	64	33

Чаще всего респонденты выбирали помощь опытного педагога и психолога. Причем, среди педагогов второй и третьей группы достоверно больше тех, кто нуждается в помощи опытного коллеги: первая группа – 33%, вторая группа – 79%, третья группа – 71% (сопоставление первой и второй группы $\phi=2,60$ $p \leq 0,01$; первой и третьей группы $\phi=2,14$ $p \leq 0,05$). В первой и второй группе значительно большее количество участников исследования нуждаются в помощи психолога: первая группа - 73%, вторая группа – 64%, третья группа – 33% (сопоставление первой и третьей группы $\phi=2,26$ $p \leq 0,01$; второй и третьей группы $\phi=1,70$ $p \leq 0,05$).

Таким образом, педагоги дошкольных учреждений нуждаются в грамотном психолого-педагогическом сопровождении, совместной работе команды специалистов в реализации инклюзивного образования. Можно предположить, что на первых этапах педагоги нуждаются в

педагогической и методической помощи, затем, по мере накопления опыта – в психологическом сопровождении.

Выводы *Conclusions*

Идея инклюзивного образования позитивно принимается педагогами дошкольных учреждений. Педагоги отмечают позитивные эффекты инклюзивного образования, в первую очередь, для детей с ограниченными возможностями здоровья.

Реализация идеи инклюзивного образования вызывает у педагогов определенные опасения и тревоги, как с точки зрения усложнения содержания профессиональной деятельности, так и с точки зрения взаимодействия участников образовательного процесса, создания специальных условий, без учета которых невозможно достижение цели инклюзивного образования.

Большинство педагогов дошкольных учреждений не имеет специальной подготовки и опыта работы с детьми с ограниченными возможностями здоровья. В данном педагогическом сообществе обнаруживается недостаточная психологическая и профессиональная готовность к инклюзивному образованию, в том числе недостаточная осведомленность о сущности и специфике инклюзивного образования.

Для успешной реализации инклюзивной модели педагоги дошкольных учреждений нуждаются в дополнительном профессиональном обучении и четко выстроенной системе психолого-педагогического сопровождения их профессиональной деятельности.

Важным фактором готовности к инклюзивному образованию является опыт взаимодействия с детьми с ограниченными возможностями здоровья. Педагоги с таким опытом имеют более высокий уровень психологической и профессиональной готовности, показывают большую осведомленность в вопросах инклюзивного образования, отмечают необходимость, в первую очередь, психологической поддержки в процессе инклюзии.

Summary

Modern Russian society is aimed at humanization of social relationships and acceptance the right to quality education for children with special needs. Successful inclusive education is possible on condition that society is ready for it. The purpose of the research is to study psychological and professional readiness of kindergarten teachers for inclusive education. The sample (included 44 kindergarten teachers from Kaliningrad and region) have been explored by the questionnaire. According to the results, kindergarten teachers accept the idea of inclusive education positively and expect that it is the children with special needs who would receive the biggest benefit. Such children get opportunity of both interaction with children's community and socialization. Children's community also get possibility to become more

tolerant, caring and sensitive. Realization of inclusive education causes anxiety and fears, associated with complexity of pedagogical activity, children interaction (risk of aggressive behavior), necessity of special conditions and equipment. Successful inclusion depends on all of these factors. Most kindergarten teachers don't have professional and educational experience for interaction with children who have special needs. Moreover it has been revealed deficiency of psychological and professional readiness for inclusive education. Subjective evaluation of psychological readiness correlates positively with subjective evaluation of professional readiness in the sample. Successful realization of inclusion requires additional professional training and development of system of pedagogical and psychological support for kindergarten teachers. Experience of interaction with children who have special needs is an important factor of psychological and professional readiness of kindergarten teachers for inclusive education. Such kindergarten teachers have higher level of psychological and professional readiness. They are more informed in inclusive education. Psychological support is the most significant for this group of kindergarten teachers in inclusive process.

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**BĒRNI AR REDZES TRAUCĒJUMIEM PĀREJAS
POSMĀ NO PIRMSSKOLAS UZ PAMATSKOLU**
*Children with Visual Impairments in the Transition Period
from Preschool to Primary School*

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Rēzeknes Augstskola

Abstract. *In today's educational system, the transition from pre-school to primary school is considered as a traditional, however, the transition between education is related to a change in the child's life. Preschool children's readiness for school has always been a pressing problem for both: in school practice and in theory of pedagogy. This paper analyses the key theories, dealing with child development and learning processes, interaction with others and surrounding environment impacts on child development. A new perspective, which is closely related to these previously mentioned theories, is equivalent to the ecosystem approach, with is defined as a new approach with a view on children's with visual impairments transition „pre-school – primary school” successful overcoming is needed on planned and targeted support.*

Keywords: *primary education, transition from pre-school – primary school, special needs, visual impairments*

Ievads
Introduction

Cilvēces darbība lielākā mērā ir vērsta uz nākotnes veidošanu, un šī procesa viens no galvenajiem aspektiem ir jaunās paaudzes audzināšana, izglītošana un vispusīga attīstība. Mūsdienu izglītības galvenā ideja – izveidot tādu sistēmu, kas katram cilvēkam nodrošina iespēju iegūt un papildināt savas zināšanas, attīstīties, pilnveidoties un pašrealizēties visas dzīves laikā.

Pirmsskolas vecuma bērnu gatavība mācībām skolā vienmēr ir bijusi aktuāla problēma gan skolu praksē, gan pedagoģijas teorijā. Saskaņā ar UNESCO Salamankas deklarāciju šo bērnu aprūpe un izglītības programmas būtu jāveido un jāpārorientē tā, lai veicinātu fizisko, intelektuālo un sociālo attīstību un gatavību skolai, jo tikai šādām programmām ir būtiska ekonomiska vērtība gan individuālā, gan ģimenes, gan sabiedrības līmenī, ierobežojot apstākļus, kas izraisa traucējumus, pasliktināšanos (UNESCO, 1994: 53.§).

Latvijā pirmsskolas vecuma bērnu sagatavotība pamatizglītības apguvei notiek saskaņā ar valsts pirmsskolas izglītības vadlīnijām (turpmāk vadlīnijas), kas nosaka pirmsskolas izglītības satura mērķus un uzdevumus, pedagoģiskā procesa organizācijas principus, pirmsskolas izglītības apguves plānotos rezultātus un vērtēšanas pamatprincipus (Noteikumi par valsts pirmsskolas izglītības vadlīnijām, 2012). Vadlīnijas paredz veicināt bērna vispusīgu un harmonisku attīstību, ievērojot viņa attīstības likumsakarības un vajadzības, individuālajā un sabiedriskajā dzīvē nepieciešamās zināšanas, prasmes un

attieksmes, bet jāatzīmē, ka tās ir veidotas, ņemot vērā tādas izziņas iespējas, kādas ir bērniem ar pilnvērtīgu sensoru uztveri.

Atbilstoši teorijām par bērna attīstību un izglītības procesiem, ir pieņemts uzskatīt, ka tam, kas notiek bērna pirmajos dzīves mēnešos un dzīves gados, ir ietekme dažādos periodos bērna attīstībā. Tas ļauj secināt, ka bērna gadi ir nozīmīgi, jo agrīnie bojājumi var nopietni ierobežot bērna dzīves izredzes. Agrīnie ceļi nosaka vai nu stingru vai trauslu pamatu, uz kura tiek veidota tālāk sekojošā attīstība (Shonkoff & Phillips, 2000:384).

Pamatojoties uz minēto, aktuāla ir pretruna starp mācību programmās izvirzītajām prasībām un reāli apgūto zināšanu, prasmju un attieksmju līmeni bērniem ar redzes traucējumiem visās vecuma grupās, tai skaitā pārejas posmā pirmskola – sākumskola.

Pētījuma mērķis – apkopot un analizēt galvenās teorijas par izglītības pārejas posma pirmskola – sākumskola veiksmīgu pārvarēšanu bērniem ar redzes traucējumiem.

Pētīšanas metodes – zinātniskās literatūras analīze.

Pētījuma rezultāti *Findings of the research*

Analizējot teorētisko literatūru par izglītības pārejas posma pirmskola – sākumskola veiksmīgu pārvarēšanu, centrā izvirzās bērna attīstība un sociālās mijiedarbības iespāids uz cilvēka attīstību vispār un īpaši uz bērna attīstību. Tajā tiek izcelta pāreja no iekļaušanās veida, kas galvenokārt pievēršās bērnam, uz plašāku pieeju, aptverot bērnu, ģimeni un apkārtējo vidi, un tas attiecas uz plašāku ideju evolūciju traucējumu jomā, proti - pāreju no “medicīniskā” uz “sociālo” modeli.

Mūsdienu izglītības sistēmā pāreja no pirmskolas uz pamatskolu tiek uzskatīta par tradicionālu, tomēr šī pāreja starp izglītības iestādēm ir saistīta ar pārmaiņām bērna dzīvē, jo „tiek pārkāptas kādas iepriekš apgūtās sociālās vides robežas, lai iekļūtu jaunā, vēl nezināmā dzīves telpā” (Bethere, 2013: 8). Daudzus izglītības procesa pētņiekus un praktiķus šobrīd nodarbina jautājumi par to, kā pakāpeniski iesaistīt potenciālos skolēnus plašā sociālajā vidē. Mūsdienu pētņjumi par izglītības pārejas veiksmīgu pārvarēšanu daudzās valstīs pierāda, ka bērnu pārejai mācībām 1. klasē ir nepieciešama plānota un mērķtiecīga palīdzība (Griebel, Niesel, 2009; Dunlop, 2007; Dockett & Perry, 2007; Bethere, 2013 u.c.). 21. gadsimtā valsts vispārīzglītojošās skolas mācību procesa īstenošanā redze ir vadošā sajūta, kas bērniem ar redzes traucējumiem liedz iespēju iegūt augstvērtīgu un mūsdienīgu izglītību, jo viņiem var būt traucēta uztveres precizitāte un objektivitāte, nedarboties tādas redzes funkcijas kā muskuļi, redzes lauks, redzes asums, acumērs. 2003. gadā Pasaules Veselības organizācija (PVO) ieteica redzes traucējuma kategoriju iedalījumu veidot, vadoties pēc tāluma redzes asuma references (WHO, 2003). Saskaņā ar

oftalmologu datiem redzes problēmas skar vienu no 20 pirmsskolas vecuma bērniem un vienu no 4 skolas vecuma bērniem (Aizkalne, 2010).

Humānā attieksme pret bērnu izvirza prasības nodrošināt tiesības visiem bērniem, neatkarīgi no viņu individuālajām spējām, apdāvinātības vai attīstības traucējumiem – apgūt zināšanas, sagatavoties iekļaušanai sabiedrībā. Saskaņā ar A.Rubeni, humānisma ideja ir mūžsena, par ko liecina: Itālijā Frančesko Petrarka (1304–1374), Francijā Transuā Rablē (1494-1553), Vācijā Roterdamas Erasms (1469-1536), Jans Amoss Komenskis (1592-1670), Francijā Žans Ruso (1712-1778), Johans Heinrihs Pestalocijs (1746-1827), Johans Frīdrihs Herbarts (1776-1841) u. c. (Rubenis, 1994). Viens no J.A.Komenska pedagoģiskās koncepcijas stūrakmeņiem ir atziņa, ka ikviens cilvēks ir apmācāms un audzināms, jo „ikviens cilvēks piedzimstot iemanto spēju izzināt lietas” (Komenskis, 1992:50).

Humānistiskā pedagoģija tiecas pietuvināt izglītību bērnam. Bērna pedagoģiskās dzīves organizācija tiek uztverta kā dabīga (kā sava) tikai tad, kad viņam ir iespēja brīvi pašrealizēties, t.i., dzīvot saskaņā ar saviem iekšējiem likumiem.

Analizējot Latvijas speciālās izglītības kā patstāvīgas pedagoģiskās zinātnes un prakses nozari Latvijā, var apgalvot, ka tai ir nepilnu divu gadsimtu darbības pieredze. Mūsdienās speciālā izglītība ir vispārējās izglītības īpašais veids, kas noteikts Vispārējā izglītības likuma (VIL) 3. pantā (Vispārējās izglītības likums, 1999). Izglītības likuma 1. pants nosaka personu loku, kuriem īsteno speciālo izglītību (Izglītības likums, 1998). Speciālā izglītība rada iespējas un apstākļus izglītojamajiem ar speciālām vajadzībām iegūt savam veselības stāvoklim, spējām un attīstības līmenim atbilstošu izglītību jebkurā izglītības iestādē, vienlaikus nodrošinot izglītojamā pedagoģiski psiholoģisko un medicīnisko korekciju, sagatavotību darbam un dzīvei sabiedrībā. Termins „speciālās vajadzības” ir definēts likumdošanā – VIL 1. panta otrās daļas 14. punktā kā "nepieciešamība saņemt tāda veida atbalstu un rehabilitāciju, kas rada iespēju izglītojamajam apgūt izglītības programmu, ņemot vērā viņa veselības stāvokli, spējas un attīstības līmeni (Grozījumi Vispārējās izglītības likumā, 2011).

Bērni ar redzes traucējumiem Izglītības likumā ir definēti kā viena no deviņām mērķgrupām. Izglītības sistēma paredz izglītības nodrošināšanu viņiem visās izglītības pakāpēs.

Nozīmīgi faktors pārejas posma pārvarēšanai ir personas *pašnoteikšanās* iespējas un brīvā izvēle, tādējādi bērns ar redzes traucējumiem tiek uzlūkots kā aktīva būtne, kas mērķtiecīgi darbojas. Psiholoģiskās pieejas pašnoteikšanās problēmai metodoloģiskos pamatus ieviesa S.Rubinšteins. Pašnoteikšanās problēmu viņš aplūkoja determinācijas problēmas kontekstā, viņa izvirzītā principa, ka ārējie iemesli darbojas, pārvarot iekšējo nosacījumu šķēršļus. „Pašnoteikšanās” jēdzienā tādā veidā izpaužas „iekšējo nosacījumu” aktīvais raksturs (Рубинштейн, 1973). Vecumposmu aspektā pašnoteikšanās problēmu

pietiekami dziļi un plaši ir skatījusi L.Božoviča (Божович, 1968; Божович, 1995), uzskatot, ka pārejas periodā veidojas tādi personības jaunveidojumi kā „iekšējā pozīcija”, kas rada vajadzību ieņemt jaunu vietu dzīvē. Rietumu psiholoģijā kā jēdziena „personības pašnoteikšanās” analogs tiek uzskatīta „psihosociālās identitātes” kategorija, kuru izstrādāja un ieviesa E.Eriksons (Ericson, 1993).

Analizējot galvenajās teorijās, kas nodarbojas ar bērna attīstību un izglītības procesiem, var secināt, ka uzmanība tiek pievērsta tieši bērnam. Bērna dabas skaidrojums ir Ž.Piažē kognitīvās teorijas pamatā, kur bērns nepārtrauktā attīstībā iziet cauri vairākām kognitīvās attīstības stadijām, kas dod pamatu domāšanas izpratnei. Individīda psiholoģisko attīstību Ž.Piažē salīdzina ar organisma augšanu, ko, galvenokārt, veido aktivitātes, kas nodrošina līdzsvara veidošanu „adaptāciju” (piemērošanos), kur bērna mentālā attīstība tiek salīdzināta ar nepārtrauktu konstrukciju. Tādējādi tiek atklāts, ka nepārtraukta bērna attīstība notiek pārejot no vienas attīstības pakāpes nākošajā, kur katra iepriekšējā ir nākošās priekšnosacījums. Ž.Piažē pievērš uzmanību tam, ka attīstība saskarsmē ar apkārtējo vidi ir paškonstruktīvs process, kur bērns pēta sevi, apkārtējo vidi un tā rada savu domāšanas veidu, zināšanas, motivāciju, kas noteiks viņa rīcību un attieksmi (Пиаже, 1994). „Īstenības veidošana notiek atbilstoši tam, kā *ES*, iepazīdams sevi, atbrīvojas pats un atrod savu vietu kā lieta starp citām lietām, notikums starp citiem notikumiem” (Piažē, 2002: 8). Pēc Ž.Piažē (Пиаже, 1994) teorijas bērna intelektuālā attīstība tiek ietverta sešos galvenos attīstības periodos, kur darbošanās ar noteiktā periodā atbilstošiem priekšmetiem producē jaunas atziņas un darbības iespējas.

D.Elkoņina izstrādātā bērnu psihiskās attīstības periodizācijā ir norādīts vecumposmam raksturīgais vadošās darbības veids, kuram ir galvenā nozīme bērna attīstībā, jo ne katra darbība var kļūt par psihiskās attīstības avotu (Эльконин, 1989). D.Elkoņins apskatīja bērnu kā viengabalainu personību, kura aktīvi apgūst apkārtējo priekšmetu un cilvēku pasauli. Visas vadošās darbības var iedalīt darbībās, kas orientē bērnus uz attiecību veidošanu starp cilvēkiem un darbībās, pateicoties kurām bērnam veidojas priekšstati par priekšmetu pasauli un veidiem darboties. Katrā savas attīstības posmā bērns nonāk pie nesaskaņas starp to, ko viņš apguva no attiecību sistēmas “cilvēks–cilvēks” un ko viņš apguva no sistēmas “cilvēks–priekšmets”. Tieši tos momentus, kad šī nesaskaņa ir vislielākā, D.Elkoņins sauc par krīzēm, saskaņā ar kurām notiek tās puses attīstība, kura atpalika iepriekšējā periodā.

Ē.Ēriksons apraksta personības izaugsmes pakāpes, norādot personības attīstību gan ķermeņa aspektā, gan mijiedarbībā ar kultūrvidi. Katra attīstības pakāpe ir atvasināta no iepriekšējās un veidota uz tās pamata. Ē.Ēriksons izdala 8 personības attīstības stadijas katra cilvēka attīstībā, kur katrā no tām cilvēkam var veidoties pozitīvā un negatīvā pieredze, kura ietekmē turpmāko bērna attīstību. Pēc Ē.Ēriksona pārdzīvojums, kas radies darbības situācijā, dzīves darbības gaitā ir ceļš uz identitāti. Attīstību veido „pieredžu sērijas, kuras prasa

dažādas vides”. Bērna attīstību ietekmē tā vide, kurā ir gūta iepriekšējā pieredze (Эриксон, 1996: 379 – 386). Emocionālās dzīves apliecinājums bagātina pašu bērnu, padara viņa saskarsmi pilnvērtīgu.

Personības individualitātes un socializācijas veiksmīga attīstība tiek nodrošināta ar sociokultūras kontekstu, bet kā šo procesu optimizācijas objekts tiek aplūkota „tuvākās attīstības zona” – sociokultūras vide kā cilvēka pastāvēšanas telpa. Kulturali – vēsturiskā teorija, kuras pamatlicējs Ļ.Vigotskis bērna izziņas attīstībā īpašu lomu piešķir sociālajai videi. Ļ.Vigotskis norāda, ka pāreja no vienas formas otrā iespējama, ja pieaugušais:

- 1) izpēta „*aktuālo attīstības līmeni*”, pašreizējo bērna attīstības pakāpi, ko nosaka ar uzdevumiem, kurus bērns var veikt patstāvīgi;
- 2) noskaidro „*tuvākās attīstības zonu*” – iespējamo attīstību optimālos apstākļos, ko nosaka ar tādiem uzdevumiem, kurus bērns veic pieaugušā vadībā, ar pieaugušā palīdzību, pēc viņa norādījumiem, sadarbībā ar pieaugušo (Выготский, 1991).

Ļ.Vigotskis uzsvēra to, ka obligāti jāņem vērā tas, ko bērns ir sasniedzis iepriekšējos dzīves ciklos, bet galvenokārt jānosaka tuvākās attīstības iespējas. Tuvākās attīstības zona liecina par pieaugušā vadošo lomu bērna psihiskajā attīstībā.

Kopš 20 gadsimta beigām uzmanības centrā ir ekosistēmiskā pieeja, kas sniedz sistemātisku veidu, kā analizēt, izprast un pierakstīt to, kas notiek ar bērniem viņu ģimenēs un plašākā sabiedrībā, kurā viņi dzīvo (Horwath, 2000). Ekosistēma ir viena vai vairākas dzīves jomas, kurās sevi attīstošā persona nav tieši iesaistīta, tomēr notikumi tajā ietekmē konkrēto personu (Bronfenbrenner, 1979). Pēc U. Bronfenbrennera cilvēka attīstības ekosistēma sastāv no četrām viena otrā ievietotām sistēmām, kuras var attēlot gredzenu veidā, kas savstarpēji viena otru ietekmē. Bēnam ar redzes traucējumiem piedzimstot, viņš nonāk mikrosistēmas (iekšējās vides) tuvākā vidē – ģimenes lokā. Pēc U. Bronfenbrennera dzīves situācijas ir gan neatkarīgas no bērna, gan viņa paša aktivitātes rezultāts, tas nozīmē, ka tās ietekmē bērnu un tās ietekmē bērns pats. Bērns vienlaikus var tikt iekļauts vairākās mikrosistēmās, kur viena no tām varētu būt arī pirmskolas izglītības iestāde. Šī mikrovide ir atbildīga par to, vai personas attīstība tiek kavēta vai sekmēta. Pēc ekosistēmas teorijas bērns ir gan ekoloģiskās sistēmas produkts, gan apkārtējās vides veidotājs. Kad bērni kļūst vecāki, viņi izmaina apkārtējo vidi un pārstrādā iegūto pieredzi. Bet arī šeit darbojas savstarpējās sakarības, tāpēc, ka bērna rīcību nosaka viņu fiziskās, intelektuālās un personības iezīmes, kā arī audzināšana, ko viņi ir ieguvuši no apkārtējās vides. Šīs mikrosistēmas savā starpā ir saistītas, veidojot mezosistēmu, kas ir otrais līmenis, un šeit ir rodamas saistības starp vairākām vidēm, kurās bērns darbojas, tādējādi vienā mikrosistēmā notiekošais ietekmē otru sistēmu. Ar to ir pamatojams apgalvojums, ka bērniem ar redzes traucējumiem svarīgi, lai šo mikrosistēmu starpā pastāvētu sadarbība, kas veicinātu bērna attīstību. Pie eksosistēmas (ārējās vides), kur „notiek dažādi

procesi, kas ietekmē vai tie ietekmējas no notikumiem, no vides, kur notiek bērna aktīva attīstība” (Bronfenbrenner, 1979:25). Eksosistēmas piemērs ir attiecības starp bērna vecāku māju un vecāku darbavietu ar tur izveidotajām vērtībām. Par ekosistēmu tiek saukti sociālie nosacījumi, kas bērnu ietekmē netieši. Makrosistēma tiek definēta kā visaptverošākā vide, kas nosaka „formas un satura atbilstību zemākajām pakārtotajām sistēmām” (Bronfenbrenner, 1979:26), tādējādi šeit varētu iekļaut koncepcijas, likumdošanu, sabiedrības vērtības.

U.Bronfenbrennera cilvēka attīstības modelis pēc G.Kraiga (Craig G.) šobrīd tiek uzskatīts par visietekmīgāko cilvēka attīstības modeli, jo teorētiski tiek aprakstīts kā dažādās sociālās vides ietekmē bērna attīstību (Craig, & Baucum, 2002), kā arī šo visu sistēmu savstarpējo saistību, kas apliecina vides noteicošo lomu.

L.Porters (Porter, 2002.) definē ekosistēmisko pieeju kā skatu uz bērnu attīstību sekojoši: holistiskā, dinamiskā, transakcionālā, savdabīgā.

Holistiskā pieeja nozīmē, ka visas attīstības jomas – izziņas, valodas, fiziskā, sociālā un emocionālā – ir savstarpēji saistītas. Katram no šiem procesiem ir sava loma pasaules izziņāšanā, un tam piemīt sarežģīta likumsakarību sistēma. Dinamiskā pieeja norāda, ka, lai apkārtējā vide turpinātu veicināt attīstību, tai ir jāmainās atkarībā no indivīda mainīgajām vajadzībām (Horowitz, 1987). Transakcionālā pieeja norāda, ka, attīstību veicina divpusēja un abpusēja mijiedarbība starp bērnu un viņa/viņas apkārtējo vidi (Sameroff and Chandler, 1975). Tādējādi rodas savstarpēji saistītas mijattiecības, jauna tipa attiecības, kas veicina kopīgu mērķu sasniegšanu, savstarpēju izglītošanos un savstarpējo jaunradi. Attīstības rezultātus var redzēt kā nepārtrauktu dinamisku bērna uzvedības, aprūpētāja atbildes reakcijas uz bērna uzvedību un mainīgās apkārtējās vides mijiedarbību, kas var ietekmēt gan bērnu, gan aprūpētāju. Savdabīgā pieeja norāda, ka zināšanas vai attīstība ir savdabīgas – indivīdi izveido tikai sev raksturīgas perspektīvas. Saskaņā ar ekosistēmiskās pieejas nostādnēm indivīda un viņa sociālās vides mijiedarbības traucējumi pastiprina speciālo vajadzību izpausmes.

Analizētais teorētiskais materiāls liecina, ka nepieciešams izvirzīt vairākus mērķus, kuri ir nozīmīgi bērna un pedagoga divpusējā mijiedarbībā, lai meklētu saskaņu starp bērnu ar redzes traucējumiem pirmskolā un sekmīgu sagatavotību mācībām skolā, kas palīdzētu šiem bērniem, atbilstoši viņa speciālajām vajadzībām apgūt nepieciešamās kompetences jaunu izaicinājumu pārvarēšanai:

- Palīdzēt bērnam socializēties mikrovidē un makrovidē;
- Palīdzēt bērnam attīstīt darbošanās prasmes un iespēju sevi kontrolēt;
- Palīdzēt attīstīt bērnam viņa kognitīvo jomu;
- Palīdzēt veidot intelektuālā darba iemaņas un skolā nepieciešamo zināšanu pirmsākumus;
- Palīdzēt attīstīt radošās aktivitātes izpausmes;

- Palīdzēt attīstīties fiziski;
- Palīdzēt attīstīt sevis saglabāšanas prasmes;
- Palīdzēt attīstīt pozitīvo pašapziņu un labu emocionālo pašizjūtu;
- Palīdzēt sagatavoties dzīvei mainīgajā sabiedrībā.

Bērns ar redzes traucējumiem pārejas procesos iesaistās individuāli, atbilstoši viņa speciālajām vajadzībām. Viņu attīstības ierobežojumi ir specifiski, tā rezultātā bērnam ir raksturīga sociālās pieredzes un kontaktu nabadzība. Bērnu ar redzes traucējumiem sagatavošana skolai ir atkarīga no pareizi organizēta pedagoģiskā procesa pirmsskolas izglītības iestādē, lai viņš/viņa varētu veiksmīgi iekļauties pamatizglītības apguves procesā vispārizglītošajās skolās. Tas nozīmē to, ka speciālistiem ir nepieciešamas zināšanas par tādiem jautājumiem kā bērna attīstība, darba metodes, pakalpojumu sniedzēju sadarbība, komandas darbs, konkrētās lietas vadīšana, personīgo spēju attīstība un darbs ar ģimenēm.

Gadījumos, kad bērns ar redzes traucējumiem dodas no pirmsskolas izglītības iestādes uz vispārizglītojošo skolu, ir jāizstrādā efektīva pārejas posma programma, kur galveno uzmanību pievērš šī bērna vajadzībām, stiprajām pusēm, prioritātēm, mērķiem un darbībām, kas jāveic un jānovērtē, un nepieciešamajam atbalstam.

Secinājumi *Conclusions*

- Galveno teoriju, kas nodarbojas ar bērna attīstību un izglītības procesiem, kopējais, nešaubīgais elements attiecībā uz izglītības stratēģijām un iespējām pirmsskolas vecuma bērniem ar speciālām vajadzībām, ir tas, ka galvenā uzmanība tiek pievērsta tieši bērnam un viņa/viņas traucējumiem, kurus uztver neatkarīgi no tās apkārtējās vides, kurā viņš vai viņa dzīvo.
- Galvenās teorijas, kas nodarbojas ar bērna attīstību un izglītības procesiem, tālāk attīstīja citi autori, kas īpašu uzsvāru lika uz lomu, ko bērna attīstībā spēlēja ģimene un aprūpētāji, mijdarbības ar citiem un apkārtējo vidi.
- Jauna perspektīva, lai gan cieši saistīta ar iepriekš minētajām teorijām, ir ekosistēmiskai pieejai, kas tiek definēta kā jauna pieeja bērna attīstībā.
- Analizētā teorētiskā literatūra pārbīda izglītības uzsvāru no teikšanas bērniem, kas viņiem būtu jāzina, uz ieklausīšanos bērnos un atsaukšanos uz viņu pašreizējās dzīves bagāto pieredzi un formulē nepieciešamību izstrādāt efektīvu pārejas posma programmu bērniem ar redzes traucējumiem.

Summary

Today many of the educational researchers and practitioners are dealing with the questions of how to gradually integrate potential pupils in the broad social environment, successfully

overcoming the transition from preschool to primary school. In Latvia the preparation of preschool students for the acquisition of a basic education takes place in accordance with the national guidelines for preschool education. These guidelines determine the aims and the tasks of the content of preschool education, the principles of organization of the pedagogical process, the planned results of the acquisition of preschool education and the basic principles of assessment (Regulations on the National guidelines for pre-school education, 2012).

The guidelines are intended to promote the child's full and harmonious development taking into consideration the regularities of his/her development and needs, the knowledge that is necessary in personal and social life, skills and attitudes. But it should be noted that the guidelines are made taking into account the cognitive capabilities of children with full sensory perception.

On this basis, there is an actual contradiction between the requirements put forward in training programme and the level of actual knowledge and skills acquired by the children of all ages with visual impairments.

The modern researches about successful overcoming of educational transition in many countries prove that the planned and targeted support is necessary for the children's transition into the first grade (Griebel, Niesel, 2009; Dunlop 2007; Dockett & Perry, 2007; Bethere 2013, etc.). An important factor in overcoming the educational transition period is self-determination and freedom of choice, so a child with a visual impairment is taken as an active creature which acts purposefully. In accordance with educational strategies and opportunities for preschool children with special needs the undoubted and common element of the main theories, that deal with the development of a child and educational processes, is that the theories focus directly on a child and his or her disorders and the child is perceived without taking into account the environment in which he or she lives. (Пиаже 1994, etc.).

The theories, in which the authors put particular emphasis on the role of the family and the caregivers in the child's development, and interactions with others and the environment, are discussed further below. (Выготский 1991; Bronfenbrenner 1979, etc.).

Although it is closely connected with the above mentioned theories the ecosystematic approach that is defined as a new view on children's development, has a new perspective. (Porter, 2002 etc.). The analysis of the theoretical literature shifts the educational emphasis away from telling children what they should know, towards listening and responding to the richness of their present lives, and defines a need to develop an effective transition programme for children with visual impairments to enable them to successfully integrate into the process of acquisition of basic education in mainstream schools.

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AR IEKĻAUJOŠA IZGLĪTĪBAS PROCESA ĪSTENOŠANU SAISTĪTĀS PROBLĒMAS UN TO RISINĀJUMA IESPĒJAS SKOLOTĀJU SKATĪJUMĀ

*The Inclusive Education Process Implementation Problems and Solutions to
the Teachers' Point of View*

Mārīte Rozenfelde
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Abstract. *Class teachers are the main resource to reach the goal of implementation of inclusive education in mainstream educational institutions. There will be different views and actions of teachers in any educational institution and we should not expect that everybody think and act in the same way. To implement inclusion in school a lot depends on teachers' attitudes toward pupils with different needs, on whether teachers have necessary skills, competences, knowledge, pedagogical approaches, techniques, methods, materials that help to deal with diversity, whether a teacher has the necessary support inside and outside the school. In the article the issues of how teachers of mainstream schools in Latvia judge their ability to be inclusive; what challenges they see in their work and what kind of solutions they see on local and national level are emphasized. The article describes the overview study done by the author and it presents the findings and results of the study, the resolution of the scientific conference „Teacher in Inclusive Education” to promote implementation of inclusive education on national level supported by the participants of the conference.*

Key words: *inclusive education, inclusive society, support system, teachers' attitude in the aspect of inclusion*

Ievads *Introduction*

Nākotnes sabiedrības pašsaglabāšanos kā vienotu veselumu un tās nepārtrauktu atjaunošanos nodrošina visu personību iekļaušanās sabiedrībā, arī to skolēnu un jauniešu, kuriem ir grūtības mācībās, kognitīvo un kustību spēju traucējumi. Izglītības procesā jāpanāk, lai šīs personas izjustu un apzinātos savas iespējas, lomu un nozīmi sabiedrībā, lai spētu optimāli iekļauties sabiedriskajā vidē (Integratīva mācību metodika adaptācijai sociālajā vidē kognitīvo un kustību funkciju uzlabošanai, 2012). Iekļaujošas skolas mērķis ir veidot tādu sabiedrību, kurā mēs dzīvosim, iekļaujošu sabiedrību, un lai tas tā varētu notikt, pirmkārt, skolai ir jāpārstāv tāda filozofija un politika, kas ir iekļaujoša, balstīta uz iekļaujošas sabiedrības vērtībām. Arī valdībām būtu jāpauž skaidra izpratne par iekļaujošo izglītību un jānodrošina nepieciešamie apstākļi, kas nozīmē elastīgu resursu lietošanu (EADSNE, 2003; Education White paper 6, 2001).

„Iekļaujoša izglītība nav vienkārši vieta vai metode, vai realizācijas mehānisms, bet gan filozofija, kas maina visu izglītības sistēmu” (National Association of State Boards of Education, 1990). Skolas, kas īsteno iekļaujošo izglītību, var saukt par iekļaujošām skolām. Taču iekļaujoša izglītība kļūst iespējama, ja pašas skolas mainās, maina savu politiku, izveido tādas programmas un vērtēšanas sistēmu, kas sekmē iekļaujošo izglītību (UNESCO,

2005; Ainscow & Cesar, 2006). Jebkuram skolā strādājošajam cilvēkam, sākoties iekļaušanas procesiem, ir jāmainās mainīt attieksmi un apkārt notiekošajā, it īpaši skolēnos, ieraudzīt un akcentēt pozitīvo, lai varētu runāt par skolēnam labvēlīgu vidi (Dyson & Gallannaugh & Millward, 2002). Jāatceras, ka uzsākot iekļaušanas procesu, nedrīkst pasliktināties apstākļi pārējiem skolēniem, bet jācenšas uzlabot vidi veiksmīgai iekļaušanai (Hannell, 2006), lai no šādas izglītības ieguvēji būtu arī skolēni, kuriem ir tipiska attīstība.

Uz skolēnu ar speciālajām vajadzībām iekļaušanos tendētas izglītības iestādes veidošana ir process, kas jāsaprot kā plānoti uzlabojumi izglītības iestādes darbības politikā un praksē, tie ir nebeidzami meklējumi skolotāju praktiskā darba uzlabošanai mācību procesā, radošas pieejas problēmu risināšanā atbalstīšana, nodrošināta visu skolēnu klātbūtne, līdzdalība un sasniegumi visplašākajā nozīmē (UNESCO, 2005/1; Būts & Einskovs, 2000; 2002; 2008). Negatīva sociālā attieksme, tai skaitā skolotāja, var izslēgt personas ar speciālajām vajadzībām no iekļaušanās izglītības procesā, sabiedrībā un tādējādi pārtraukt to darbību (Winter, 2003).

Klasēs strādājošie pedagogi ir galvenais resurss, lai sasniegtu mērķi izveidot iekļaujošo izglītības procesu vispārējās izglītības iestādē (Education White paper 6, 2001). Pedagoģa profesionālā kompetence ir izglītības procesā iegūta un uz zināšanām, pieredzi, vērtībām un attieksmēm balstīta spēja, kas izpaužas prasmēs – gatavībā pedagoģiskai darbībai (Pliners & Buhvalovs, 2002; North & McKeown, 2005), kurā ietilpst vairāki ar skolēnu speciālo vajadzību ievērošanu mācību procesā saistīti faktori: audzēkņu personības, viņu tieksmju, spēju, dotumu attīstīšanas prasmes; dziļas sava mācību priekšmeta, metodikas, pedagoģijas, psiholoģijas, tai skaitā arī speciālās psiholoģijas, pamatu zināšanas; māka veidot savu mācību programmu un sava priekšmeta mācīšanu atbilstīgi skolēna speciālām vajadzībām, prasmes darbā ar skolēnu vecākiem; prasmes ievērot pedagoģisko ētiku; labvēlīga mikroklimata veidošana klasē sadarbībai ar skolēniem un kolēģiem utt. Viena no daudzajām grūtībām, kas saistītas ar iekļaujošas izglītības iestādes veidošanu, attiecas uz skolotāju spēju risināt daudzveidīgas sociālās un skolēnu ar speciālajām vajadzībām mācību darbu saistītās problēmas (Turnbull & Turnbull & Shank & Smith, 2004). Ir skolotāji, kas tic iekļaušanas filozofijai un vēlas to izmēģināt, un viņu darbība pilnveidojas darba gaitā. Ir skolotāji, kuriem trūkst zināšanu un pārliecības, bet tās viņi iegūst darot: izmēģinot, eksperimentējot, mācoties, kas rezultātā sniedz skolotājam pārliecību par savām spējām iekļaujošajā darbībā. Vēl citi, kuriem nav ne pārliecības, ne vēlmes kaut ko darīt, sekmējot skolēnu ar speciālajām vajadzībām iekļaušanos, esot atbalstošā, uz dažādību iekļaušanos vērsta vidē, pamazām sāk iesaistīties kopējā darbībā. Tas nozīmē, ka jebkurā izglītības iestādē būs dažādi skolotāju uzskati un darbība, un *nevar gaidīt, lai visi domātu un rīkotos vienādi.*

ES Speciālās izglītības attīstības aģentūra 2003.gada gala ziņojumā (EADSNE, 2003) uzsver, lai iekļaujoša skola īstenotos, daudz kas ir atkarīgs no

skolotāju attieksmes pret skolēnu ar kādām vajadzībām, no tā, vai skolotājiem ir nepieciešamās prasmes, iemaņas, zināšanas, pedagoģiskās pieejas, tehnikas, metodes, materiāli, kas palīdz tikt galā ar daudzveidību, vai skolotājam ir nepieciešamais atbalsts gan no skolas, gan ārpus tās. Praktiska pieredze, atbalsts, darba resursi un profesionāla sagatavotība veido skolotāju pozitīvu attieksmi pret dažādību vispārizglītojošajā klasē; māca izprast saikni starp mācīšanos un vērtēšanu; māca izprast „taisnīguma” un vienlīdzības jēdzienus vērtēšanā. (Eiropas speciālās izglītības attīstības aģentūra, 2007). Lai skolotājs varētu veikt savu darbu – veidot iekļaujošo mācību vidi stundā, skolotājam ir nepieciešams papildus laiks stundas darba plānošanai; laiks materiālu atlasei un pielāgošanai izglītojamo specifikai; ir vajadzīga sistemātiska, intensīva apmācība vai nepārtraukts sadarbības process ar konsultantiem; vajadzīga ir ikdienā papildus personāla (pedagoga palīga, speciālā pedagoga u.c.) palīdzība; ir nepieciešami atbilstoši mācību programmas materiāli un kabinetu aprīkojums, piemērots skolēniem ar speciālajām vajadzībām (Turnbull & Turnbull & Shank & Smith, 2004).

Aktualizējas jautājums: kā vispārējās izglītības skolotāji vērtē savas iespējas strādāt iekļaujoši Latvijas skolās: kādas problēmas viņi saskata savā darbā, kādus redz šo problēmu risinājumus lokālā un valsts mērogā?

Autore 2013. gada 27.jūnijā Rēzeknē organizē Zinātniski praktisko konferenci “Skolotājs – iekļaujošā izglītībā,” lai aktualizētu skolotāju situāciju iekļaujošas izglītības īstenošanas gaitā. Gatavojoties konferencē, autore, ar iekļaujošās izglītības atbalsta centru un to ekspertu palīdzību, veic pārskata pētījumu (Geske & Grīnfelds, 2006), (izmantojot neeksperimentālo aprakstošā šķērsriezuma pētījuma dizainu (Ievads pētniecībā: stratēģijas, dizaini, metodes, 2011), kura mērķis - noskaidrot mūsdienu situāciju Latvijas vispārējās izglītības iestādēs: iekļaujošas darbības īstenošanas problēmas un to risinājuma iespējas skolotāju vērtējumā. Pētījuma metodes: anketēšana, datu statistiska apstrāde ar datorprogrammu SPSS. Pētījumā iegūtie dati tika prezentēti zinātniski praktiskajā konferencē, konferences praktiskajā daļā izstrādātā rezolūcija – ieteikumi iekļaušanas procesu veicināšanai valstī iesniegta IZM.

Pētījuma rezultāti *Findings of the research*

Pētījumā tiek anketēti 156 skolotāji no dažādu Latvijas reģionu dažādām iekļaujošu izglītību īstenojošām izglītības iestādēm.

74 % aptaujāto skolotāju no visiem Latvijas reģioniem atbalsta iekļaujošas izglītības idejas, 10 % neatbalsta, 10 % atbalsta daļēji. Pārējie pedagogi uzskata, ka jāiekļauj bērni ar viegliem attīstības traucējumiem, ja skolēniem tiek nodrošināta reāla (un nevis uz papīra) nepieciešamā visa veida profesionālā palīdzība, bet nedrīkst iekļaut skolēnus ar garīgās attīstības traucējumiem, agresivitāti.

Atbilžu uz anketas jautājumu par to, kā šobrīd jūtas skolotājs vispārējās izglītības iestādē, apkopojumu skatīt 1.tabulā.

1.tabula

Skolotāju sajūtas īstenojot iekļaujošu darbību
Feelings of teachers implementing inclusive activities

%	Kā skolotājs jūtas	Replikas, kas pamato teikto
25	Papildus noslogoti, pārstrādājušies	<ul style="list-style-type: none"> - notiek vairāku izglītības programmu realizācija vienlaicīgi bez pietiekama metodiska un speciālistu atbalsta; - ļoti liels papildus darbs (veidot uzskates, atgādes, papildus pārbaudes darbus, tikties ar atbalsta personālu, vecākiem, rakstīt individuālos plānus); - grūti diferencēt un individualizēt stundās darbu, jo kāds vienmēr paliek zaudētājs, tai skaitā talantīgais skolēns; - skolotāja funkcijas ir paplašinājušās un šobrīd skolotājs ir arī sociālais darbinieks, psihologs, kultūras darbinieks utt. par vienu skolotāja algu; - skolotājs velk „vezumu,” kuru uzkrāj vecāki, sistēma
20	Nenovērtēti	<ul style="list-style-type: none"> - ir jāmeklē papildus darbs, lai nodrošinātu savu ģimeni, apmierinātu vajadzības, nomaksātu visus maksājumus; - ir algu atšķirība pilsētās un laikos; - novērtēts ne materiāli, ne psiholoģiski; - daudz darba, maza alga
13	Neaizsargāti	<ul style="list-style-type: none"> - jo nekad neviens neatzīsies, ka netiek galā un nevar strādāt kvalitatīvi ne ar vieniem (iekļautiem), ne ar otriem skolēniem; - skolotājs vienmēr un visā vainīgs; - mazs atbalsts no sabiedrības, vecākiem; - valdība tālāk par solījumiem netiek; - ierauts konfliktu virpulī, jo daļa vecāku vai nu nepievērš uzmanību savam bērnam, vai arī dara to neadekvāti, bet viņiem vienmēr taisnība
15	Viss ir labi!	<ul style="list-style-type: none"> - Skolā darbam viss nodrošināts
6	Noguruši	<ul style="list-style-type: none"> - no valdības nepārdomātām un sasteigtām reformām; no ātrās noteikumu maiņas, jo, tikko vienus apguvi, viss jāsāk no jauna; - no apkārtējās sabiedrības atbalsta trūkuma; - no nepārtrauktām jaunām papildus prasībām skolotājam par vienu un to pašu algu

5	Nedroši	<ul style="list-style-type: none"> - jo nesaņem pietiekamu metodisko un psiholoģisko atbalstu, bet skolotāju nepamatoti vaino vecāki un sabiedrība, pat tad, ja vecāki paši nesaprot vai nepieņem sava bērna speciālo statusu; - jo pastāv skolu slēgšanas risks; jo joprojām nepietiek zināšanu un praktiskās darbības ar šādiem bērniem un sapratnes no apkārtējās sabiedrības
5	Neatbalstīti un nesaprasti	<ul style="list-style-type: none"> - jo diskomfortu rada sabiedrības un vecāku nereti negatīvā, neizpratnes pilnā attieksme; - atbalsta personāla skolā nav, bet problemātisko bērnu skaits arvien palielinās
4	Slikti	<ul style="list-style-type: none"> - jo nevar efektīvi strādāt klasē, kurā ir skolēns ar speciālajām vajadzībām - cieš gan vieni, gan otri bērni; - skolotājam nepietiek laika; - mazinājies skolotāja prestižs, - nav noteiktas nākotnes vīzijas; - trūkst atbalsta sistēmas izpratnes un resursu tās īstenošanai
4	Bezpalīdzīgi, bezjēdzīgi	<ul style="list-style-type: none"> - jo tam būtu jābūt komandas darbam, nevis viena skolotāja nereālai cīņai ar n - tajām programmām vienlaicīgi – jātiek galā ar tā jau dažādo klases kontingentu, tad vēl jāspēj sastādīt darba lapas utt. speciālajam bērnam; vienam vadot stundas ir ļoti, ļoti grūti sasniegt šos labi domātos mērķus; - lauku skolās nav finanšu, lai sniegtu iespējas skolēniem apmeklēt ārpusstundu pasākumus un interešu attīstības pulciņus un nodarbības līdzvērtīgi pilsētu skolēniem
2	mazspēcīgi un mazzinoši, nomākti, neatbalstīti, bez valsts „aizmugures” sajūtas, saraustīti, neziņā par nākotni, laimīgi: labi, ka vispār ir darbs	

Skolotāji *savā* skolā notiekošo iekļaušanas procesu vērtē sekojoši: pozitīvi - 23%, labi -18 %, apmierinoši - 24 %, neapmierinoši - 6 %.

Skolotāju nominēto problēmu iekļaujošas darbības procesā apkopojumu skatīt 2 tabulā.

Iekļaujošas izglītības īstenošanas problēmas
Problems of implementation of inclusive education

%	Nozīmīgākās problēmas, ar kurām saskaras iekļautie bērni (skolotāju domas)	%	Nozīmīgākās problēmas, ar kurām saskaras paši pedagogi
26	Skolēni nesaņem ik dienas speciālistu palīdzību	54	Trūkst atbalsta speciālistu palīdzības uz vietas skolā
24	Skolēni nesaņem nedalītu skolotāja uzmanību un palīdzību, paralēlais darbs traucē koncentrēties abām pusēm	51	Visos priekšmetos trūkst speciālo mācību materiālu, tie jāgatavo pašiem, trūkst laika
23	Skolēnu nepieņem klasesbiedri, nedraudzējas, negatīva attieksme	23	Maz laika individuālajam darbam
20	Maza vecāku ieinteresētība, vienaldzīgums	18	Disciplīnas problēmas, agresivitāte, neatbilstoša skolēnu uzvedība pat normālos apstākļos
14	Nav nepieciešamo mācību līdzekļu	16	Darbs ar vecākiem, vecāku nevēlēšanās sadarboties ar skolotāju
13	Disciplīnas trūkums, neiecietība, agresija, uzmanības trūkums, neatbilstoša uzvedība pat normālos apstākļos	13	Liels skolēnu skaits klasēs, kurās integrēti bērni ar dažādu darba tempu un uztveri
11	Visbiežāk bērnam jāstrādā patstāvīgi, nav palīdzības,	11	Nav pedagoga palīga apvienotā klasē
11	Neieinteresēta skolotāju attieksme	11	Vienlaicīgi jārealizē vairākas izglītības programmas
11	Motivācijas trūkums mācīties (neatbilstoši mācību materiāli)	8	Kvalitatīvas tālākizglītības, izglītojošu materiālu trūkums
	Skolēnu pārslodze (stundas + individuālas konsultācijas + ārstnieciskā vingrošana + logopēds + psihologs + pulciņi + mājas darbi)		No 1 % līdz 10% piemaksa par darbu ar speciālajiem skolēniem
	Nav pedagoga palīgu, nevar iesaistīties interešu programmās, problemātisks darbs matemātikas un valodas stundās, problemātisks sabiedrisko dzīves prasmju pielietojums, problemātiska profesijas apguve, tālākizglītība, kavējumi, neatbilstošs stundas temps, nespēj paveikt pat attīstības līmenim pielāgotu uzdevumu, pārāk liels „iekļaujamo” skolēnu skaits vienā klasē, komandas darba trūkums skolā, ierobežota piekļuve informācijai, nespēja laicīgi saņemt medikamentus.		Skolotāji nepieņem „citādāko”; mūsdienīgu tehnoloģiju nepieejamība; skolēnu nevēlēšanās mācīties; pārlietu daudz dokumentācijas; pulciņu nodarbības paralēli konsultācijām; diagnozes nesakritība ar realitāti; nav konkrētu vadlīniju, ko ir jāievēro darbā ar šiem bērniem, traucējumu diagnostika ir novēlota; mazākumtautību mācību programmu, mācību grāmatu, mācību līdzekļu trūkums; neviens nepārbauda, kā strādā ar tādiem skolēniem; programma sarakstīta ļoti vispārīgi; nepiemērotas telpas darbam; nav laika strādāt ar talantīgajiem bērniem.

Kopumā valstī esošo problēmu iekļaušanas jautājumā apkopojumu pedagogu skatījumā sniedz 3. tabula.

3.tabula

Problēmas kopumā valstī iekļaušanas jautājumā
Overall problems of implementation of inclusive education in the country

%	Problēma
40	Finansējuma trūkumu speciālistu darbam izglītības iestādē
31	Speciālu, atbilstošu mācību līdzekļu, grāmatu, pārbaudes darbu trūkums
26	Nepieņemšana, nesapratne (gan no pedagogu, gan vienaudžu puses)
13	Lielas klases, uzvedības problēmas
12	Sabiedrības attieksme
9	Vecāku nezināšana, neizpratne par mācīšanās problēmām
5 un mazāk	Nav palīdzības sistēmas skolotāja darbam iekļaujošā klasē, nepietiekams skolas vides nodrošinājums (kabineti, uzskates līdzekļi, praktisku nodarbību nodrošināšanai), trūkst vienotas dokumentācijas speciālistiem, ir tikai ieteikumi, mazākumtautību mācību programmu, mācību grāmatu, mācību līdzekļu trūkums, nav speciālu mācību programmu visos priekšmetos, dārgas konsultācijas pie Rīgas speciālistiem, nav valstiska redzējuma – sistēmas par iekļaušanu, normatīvo aktu nesaskaņotība (viens otru izslēdz), nav izglītojošu semināru vecākiem, kuriem ir bērni ar speciālām vajadzībām.

Skolotāju skatījumā, lai normalizētu un veicinātu iekļaujošas izglītības procesus vispārējās izglītības iestādēs, ir jābūt vienotai izpratnei valstī par kvalitatīvu iekļaušanas procesu, ir nepieciešama pārdomāta, valsts uzturēta atbalsta sistēma, kuras pašlaik reāli Latvijā nav (skolotāju ieteikumus skatīt 4.tabulā).

4.tabula

Nepieciešamais iekļaušanas procesu normalizācijai izglītības iestādē
Necessary support to normalize process of inclusion in the educational institution

%	Pasākums
30	Jāpalielina finansējums, lai nodrošinātu adekvātu skolotāju, atbalsta speciālistu un pedagogu palīgu darbu skolās
15	Jāizstrādā nepieciešamās mācību grāmatas un mācību līdzekļi
13	Valstij jāsniedz finansiāls nodrošinājums informāciju tehnoloģijām, algām, mācību kabinetiem un metodiskajiem materiāliem, jo tikai tad, ja viss ir nodrošināts, var pieprasīt reālu un godīgu darbu un arī pārmest par nedarišanu
Kā arī:	- jānodrošina apmaksāta pedagogu tālākizglītība (t.sk. - prakses speciālajās izglītības iestādēs),
	- vairāk un plašāk jādomā par skolotājiem,
	- jāizstrādā visos mācību priekšmetos atbilstošas programmas,
	- jānodrošina agrīno traucējumu diagnostika, lai bērns var pēc iespējas ātrāk iegūt nepieciešamo speciālistu palīdzību – medicīnisko un pedagoģisko,

	- skaidri jādefinē noteikumi – darba pienākumi, kas speciālistam tiek apmaksāti vienas darba slodzes ietvaros,
	- jāatļauj pieņemt lēmumu (par speciālistu nepieciešamību skolā un pieņemšanu darbā) direktoram, ja skolā ir bērni ar traucējumiem, bet nav speciālu programmu,
	- dot iespēju arī laukos pilnvērtīgi organizēt atbalsta komandas darbu,
	- jāceļ skolotāja darba prestižs,
	- jāizstrādā normatīvie akti, kas regulē un nosaka vienlīdzīgu atbalsta iespēju bērniem katrā izglītības iestādē,
	- jāturpina iesāktais darbs reģionālajos iekļaujošās izglītības atbalsta centros,
	- jāpārstrādā speciālās izglītības programmas saturs, jo daudzas tajā iekļautās lietas realitātē nav iespējams realizēt,
	- skolotājiem, kuri strādā vispārējā izglītības iestādē ar integrētajiem skolēniem, jānodrošina bezmaksas supervīzijas, telpas individuālam darbam, jāizstrādā vērtēšanas sistēma dažādiem traucējumu veidiem.
	ĪPAŠIE IETEIKUMI
	- <i>ieviest obligātas darba stundas vispārējās izglītības iestādēs IZM darbiniekiem, lai iepazīst problēmas „no iekšpusēs”;</i>
	- <i>Izglītības ministrijā pieņemt darbā cilvēkus ar vismaz 5 gadu praktiskā darba pieredzi izglītības iestādē.</i>

Konferences praktiskajā daļā tiek analizēts autores sagatavotais konferences rezolūcijas projekts iekļaušanas procesu normalizācijai un veicināšanai, un atbilstoši skolotāju darba grupu ieteikumiem, autore izstrādā vienotu konferences rezolūciju, kurā ietverti sekojoši ieteikumi:

1. Izdalīt valsts finansētas mērķdotācijas izglītības iestāžu pedagogu algām ar 20% piemaksām, ja šie pedagogi veic darbu ar bērniem, kuriem ir traucējumi;
2. Noteikt pedagoga palīga likmi katrā vispārējās izglītības klasē, kurā integrēts bērns ar speciālām vajadzībām un izdalīt valsts finansētas mērķdotācijas izglītības iestāžu pedagogu palīgu algām (+ 20% piemaksām), ja šie pedagogu palīgi veic darbu ar bērniem, kuriem ir traucējumi;
3. Piešķirt valsts finansējumu Iekļaujošās izglītības atbalsta centru un speciālistu (logopēds, speciālais pedagogs, psihologs u.c.) pilna laika slodzes darbībai lielākajās Latvijas pilsētās un jaunu centru izveidei lielākajos novados, kā arī nodrošināt šo centru materiāli tehnisko bāzi;
4. Lielākajās Latvijas pilsētās un novadu pilsētās uz valstī strādājošo Iekļaujošās izglītības atbalsta centru bāzes, izveidot valsts apmaksātus obligātos bērnu agrīnās diagnostikas un intervences konsultatīvos centrus ar bērniem piemērotu vidi un speciālistu (speciālais pedagogs, logopēds, psihologs u.c.) nodrošinājumu;
5. Noteikt valsts apmaksātu psihologa, speciālā pedagoga, logopēda amata vienību katrā vispārējās izglītības iestādē, tai skaitā pirmsskolas izglītības iestādēs, ja mācību procesā iesaistīti bērni ar speciālām vajadzībām, kuri diagnosticēti pedagogiski medicīniskajā komisijā, psihologa pienākumu sarakstā paredzot veikt darbu ar pedagogisko kolektīvu;

6. Nodrošināt valsts finansētu skolotāju, skolas darbinieku, atbalsta komandu speciālistu tālākizglītību speciālās un iekļaujošās izglītības realizācijas jautājumos;
7. Atbalstīt ESF naudas novirzīšanu izveidotās Latvijas iekļaujošās izglītības atbalsta sistēmas darbības turpināšanai, jaunu mācību un metodisko materiālu izstrādei, izdošanai un pieejamībai internetā, nodrošinot ikdienas iekļaujošu mācību darbu bērniem ar traucējumiem;
8. Valsts izglītības politiku virzīt uz pedagoga amata prestiža celšanu, veicot pedagoga darbu atbalstošus pasākumus:
 - sociālo garantiju nodrošināšana, tai skaitā veselības apdrošināšana par valsts budžeta līdzekļiem;
 - izdienas pensionēšanās iespējas;
 - bezmaksas supervīzijas atbalsta komandu speciālistiem un pedagogiem četras reizes gadā;
 - bezmaksas vasaras radošās un izglītojošās nometnes;
 - skolotāja pensionēšanās vecuma samazināšana, pielīdzinot to militārām jomām, tā kā darbs ir nepārtrauktos paaugstināta stresa apstākļos;
 - valsts mērogā ieviest atbalsta speciālistu pozitīvā novērtējuma sistēmu.
9. Pilnveidot finansējuma modeli - nauda seko bērnam, nodrošinot, lai paaugstināts finansējums sekotu bērnam, neskatoties uz to, kādu izglītības iestādi (vispārējo vai speciālo) vecāki izvēlētos, vai arī atteikties no šī modeļa.
10. Piešķirt asistentu bērniem ar uzvedības traucējumiem u. c. garīgās veselības traucējumiem (pēc vajadzības);
11. Precizēt Izglītības likuma 57. pantu, nosakot, ka vecāki izvēlas izglītības iestādi ar licencētu atbilstošu izglītības programmu;
12. Pārstrādāt mācību priekšmetu programmas bērniem ar garīgās attīstības traucējumiem (58), saskaņojot tos ar vispārīzglītojošo mācību priekšmetu programmām darbam iekļaujošā klasē;
13. Vispārējās izglītības iestādēs izveidot direktoru vietnieku iekļaujošās izglītības jautājumos amatu, kas koordinētu skolas pedagoģiskās, psiholoģiskās, sociālās palīdzības sniegšanu visiem bērniem izglītības iestādē.

Secinājumi *Conclusions*

1. No IZM VISC Speciālās izglītības nodaļas darbinieku puses, sākot ar 2007.gadu, ir daudz izdarīts likumdošanas sakārtošanā, metodiskajam skolotāju atbalstam, tādēļ, lai normalizētu un veicinātu iekļaušanas procesus valstī, nozīmīgi paplašināt VISC Speciālās izglītības nodaļas darbību, akcentējot tās kā vienotas valsts politikas un iekļaujošās izglītības

- atbalsta sistēmas darbības uzturētājas, attīstītājas nozīmi iekļaujošas izglītības īstenošanas aspektā.
2. Kopējā skolotāju atziņa: iekļaujošas skolas darbība šobrīd lielākajā vairumā izglītības iestāžu notiek tikai pateicoties skolotāju voluntāram, pārspēkam ejošam, pašreizējai darbam, bet ne pateicoties tālejošai, pārdomātai valsts politikai.
 3. Skolotājus satrauc nespēja godīgi strādāt ar ikvienu bērnu klasē, reāli palīdzēt apgūt katram tam iespējamo zināšanu un prasmju apjomu. Uztrauc arī necieņa attiecībā pret skolotāju, ko, pirmkārt, parāda valsts visos aspektos, kam seko sabiedrība, vecāki, bērni.
 4. No skolotāja var prasīt kvalitatīvu ikdienas darbu tādā gadījumā, ja vispirms tiek nodrošinātas viņa ikdienas darba un sadzīves vajadzības, kas ļautu strādāt normālos apstākļos, jo *skolotāji ir tādi paši cilvēki kā citu profesiju pārstāvji, tikai ar salīdzinoši lielāku pret viņu vērstu noteikumu un prasību uzskaitījumu.*

Summary

The development of educational institution for inclusion of learners with special needs is a process which should be understood as planned improvements of policy and practice of the institution, the never-ending quest for improvement of teachers' work in the learning process, promotion of creative approach to problem-solving, provision of presence, participation and achievement of all pupils in the broadest sense (UNESCO, 2005/1; Booth & Ainsckow, 2000; 2002; 2008). The negative social attitude, including that of a teacher, could exclude persons with special needs from education, community and in such a way interrupt their activity (Winter, 2003).

The classroom teachers are the key resource in reaching the goal of implementation of inclusive education in mainstream educational institutions (Education White paper 6, 2001). For teachers to do their work – to develop inclusive learning settings, they need to have additional time for planning the lesson, for finding materials and adapting them to individual needs of learners; they need systematic, intensive training or on-going collaboration with advisers; daily support of additional staff (teacher assistant, special education teacher, etc.); materials corresponding to educational programmes and infrastructure appropriate for learners with special needs (Turnbull & Turnbull & Shank & Smith, 2004).

The author of the article has organized scientific conference „Teacher in Inclusive Education” in Rezekne on June 27th 2013, to show the situation of teachers while implementing inclusive education. During the preparation for the conference the author in collaboration with eight Support Centres for Inclusive Education and their experts conducted overview study (by using non-experimental descriptive cross-sectional study design) with the aim to ascertain the present situation in mainstream schools in Latvia: the challenges of implementation of inclusion and possible solutions from teacher perspective. The findings of the study were presented during the scientific conference, the resolution which was worked out in the practical part of the conference about recommendations of promotion of inclusion in the country was submitted to the Ministry of Education and Science.

156 teachers from different regions of Latvia from different educational institutions implementing inclusive education participated in the study. 74% of teachers from all regions support ideas of inclusive education, 10% do not support these ideas, 10% support them partially. Remaining teachers consider that learners with mild disabilities could be included

providing real (not only on the paper) necessary professional support but children with intellectual disabilities and aggressive children should not be included. Teachers evaluate inclusion in their own schools in a following way: positive – 23%, good – 18%; satisfactory – 24%, unsatisfactory – 6%.

The main problems that hinder implementation of inclusive education according to teachers are: 1. lack of funding for normal work of professionals in educational institutions – 40%; 2. lack of special, appropriate learning materials, text books, test materials – 31%; 3. lack of acceptance, understanding (both from teachers and peers) – 26%; 4. big number of learners in one class in city schools, behaviour problems – 13%; 5. negative attitude of the society – 11%; 6. ignorance of parents, incomprehension of learning difficulties – 9%, etc.

From teachers' perspective the key processes for normalization of inclusion in the country and educational institutions are: 1. increased funding to ensure adequate work of teachers, support professionals and teacher assistants – 30%; 2. development of necessary textbooks and learning materials – 15%; 3. the state should provide funding for information technologies, salaries, equipment and methodological materials, because only when everything is provided real and honest work could be demanded as well as only then reprimands should be expressed about neglecting one's responsibilities – 13%; directors of schools should be allowed to make decisions (about necessary professionals and their hiring) if there are learners with disabilities but there are no licenced special educational programmes; early intervention should be provided so that a child could receive specialist help – medical and educational – as soon as possible.

Specific recommendation: to implement compulsory classroom hours in mainstream schools for employees of Ministry of Education and Science in order to learn the problems „from inside” and to hire persons to work in the Ministry with at least five years of practical experience in educational institution.

Conclusions

1. The common conclusion of teachers: at present majority of inclusive schools operate only because of voluntary, selfless work of teachers but not because of sustainable, well-considered state policy;
2. From 2007 a lot has been done by the staff of the Unit of Special Education of the National Centre for Education (NCE) in legislation, provision of methodological support for teachers, therefore in order to normalize and to promote processes of inclusion in the country the work of the Unit of Special Education of the NCE should be significantly expanded, emphasizing the significance of its role as provider of common national policy and support system of inclusive education.
3. Teachers are concerned about their inability to work with every child in their classroom, to help each child to acquire their potential level of knowledge and skills. They are also concerned about disrespect toward teachers, which is apparent from the state and followed by society in general, parents, children.
4. Qualitative everyday work should be demanded from teacher if their professional and social needs are provided that will allow them to work in normal conditions because *teachers are the same human beings as representatives from other professions with relatively more regulations and demands to be observed.*

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**SITUĀCIJA IEKĻAUJOŠA IZGLĪTĪBAS PROCESA
ĪSTENOŠANĀ LATVIJAS VISPĀRĒJĀS IZGLĪTĪBAS
IESTĀDĒS SKOLĒNU AR SPECIĀLĀM VAJADZĪBĀM
IEKĻAUŠANAS KONTEKSTĀ**

***The Situation in the Implementation Process of Inclusive Education
in the General Education Establishments in Latvia in the Context of
Pupils with Special Needs inclusion***

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Abstract. The article highlights the role of attitudes, competences and experience in practical inclusive action of contemporary general education teachers working at inclusive education schools to create and facilitate an inclusive education process referring to the Profile of Inclusive Teachers published by the European Agency for Special Education Development in 2012 identifying four basic values of teaching and learning which are the basis of all teachers' action in inclusive education. These basic values are related to the areas of teacher's competences including three elements: attitudes, knowledge and skills. There are provided the results of the survey of 2013 on the attitude of teachers in Latvia implementing inclusive education and teachers' view on the problems existing in the inclusive education process and their solution in on the national level.

Keywords: children with special needs, inclusive education, attitude.

Ievads
Introduction

Izglītības attīstības pamatnostādnēs 2014.-2020. gadam kā prioritāte minēta kvalitatīva un iekļaujoša izglītība personības attīstībai, cilvēku labklājībai un ilgtspējīgai valsts izaugsmei (Izglītības attīstības pamatnostādnes 2014. – 2020.gadam, 2012), un, šādas izglītības īstenošanas priekšnoteikums ir izglītības procesa īstenošana kompetentu, iekļaušanas aspektā pozitīvi domājošu skolotāju vadībā, atbalstošā un iekļaujošā izglītības iestādes vidē. Tātad, nozīmīga ir pašu skolu politika – iespēja un vēlme skolai būt par iekļaujošas izglītības iestādi, nodrošinot vismazāk ierobežojošāko vidi. Lai skola kļūtu par tādu, skolotājiem ir jābūt nepieciešamajai izglītībai un pieejamiem resursiem (Projekta „Iekļaujošie gadījumi” darbu materiālu pakete, 2008). Izglītības politikas veidotāji var iedrošināt un mudināt uz iekļaujošo izglītību, piesaistot nepieciešamos līdzekļus (Mācīšanās kā mācīties iekļaujošā vidē, 2005; UNESCO, 2001).

Iekļaujoša pieeja izglītībā ir darbības, kas veiktas, lai vispārīzglītojošo skolu sistēmā skolēnam ar speciālajām vajadzībām nodrošinātu iekļaujošo izglītību (Jonssons, 2006). Tas ir kaut kas vairāk par administratīvo struktūru jautājumiem. Tās dziļākā būtība ir ļaut attīstīties starppersonu attiecībām, kas radīs vidi, kurā ikviens var pilnībā piedalīties nozīmīgās un pieredzi bagātinošās darbībās. Iekļaušana ir iespējama, ja tiek ievēroti zināmi noteikumi:

pretimnākoša attieksme (skolēnam jājūtas aizsargātam, piederīgam); kvalitatīvas skolotāja – skolēna attiecības (pieņemt skolēnu, meklēt individuālas adaptācijas iespējas); atšķirīga vērtību sistēma (sadarbība, komandas darbs, katram atbilstošs sniegums); iekļaušana neatkarīga no skolēnu sasniegumiem; individuālās izglītības programmas; komandas darbs; mediācija visiem klases skolēniem, atbalsts (ne pārāk daudz un ne maz, lai skolēns nekļūst atkarīgs no palīdzības); skolotāju profesionāla sagatavošana; regulāra iesaistīto tikšanās, vecāku piedalīšanās un atbalsts, skolēna izvēle, kurā skolā – speciālajā vai iekļaujošajā – mācīties.

Vides, kas veicina skolēna izaugsmi, uztur skolēna zinātkāri, motivē, ļauj izbaudīt intelektuālas atklāsmes un darbošanās prieku (Valce, 2002), veidošana ir skolotāju pienākums, kas dod iespēju katram attīstīt visus dotumus viņam piemērotā tempā un laikā. Vispārējās izglītības iestādē jāveido atbalstoša vide – mērķtiecīgi organizēts fizisko, sociālo un informatīvo apstākļu kopums, kas veicina izaugsmi, motivē darbībai, dod iespēju attīstīt savus dotumus un darboties individuālās pieredzes apguvei, ļauj katram skolēnam strādāt pēc spējām, sev piemērotā tempā un laikā un, izmantojot tehnoloģiju daudzveidību, pārvērst zināšanas rīcībā. Šajā ziņā milzīga nozīme ir paša skolotāja attieksmei iekļaujoša izglītības procesa īstenošanas aspektā un iekšējai gatavībai mainīt savu darba stilu, darba metodes un paņēmienus iekļaujošas izglītības īstenošanai (Silverman, 2007), jo attieksmes lielā mērā nosaka arī skolotāju praktisko darbību un tās efektivitāti.

Neprasmīgi organizētas iekļaušanas risks ir tas, ka skolēns tikai fiziski atrodas kopā ar citiem klasē, bet neko neiemācās (*Mācīšanās kā mācīties iekļaujošā vidē, 2005*). Speciālo izglītības vajadzību nodrošināšana vispārējās izglītības iestādēs ir kas vairāk par skolēnu ar speciālajām vajadzībām fiziskas klātbūtnes akceptēšanu. Tai ir nepieciešama fundamentāla pārorientācija un mērķu pārdomāšana. Ja skolēnam ir grūtības, skolai, skolotājiem ir jāpārdomā, kā varētu mainīt mācību saturu, darba metodes vai organizāciju, lai tādā veidā labāk reaģētu uz skolēna vajadzībām (Jonssons, 2006; UNESCO, 2005).

Eiropas Speciālās izglītības attīstības aģentūras 2012.gadā publicētajā iekļaujošo skolotāju profilā (Skolotāju izglītība iekļaušanai, 2012) tiek identificētas četras mācīšanas un mācīšanās pamatvērtības, kas veido pamatu visu skolotāju darbībai iekļaujošajā izglītībā. Šīs pamatvērtības ir saistītas ar skolotāju kompetences jomām, kas sastāv no trīs elementiem: attieksmes, zināšanām un prasmēm. Attieksme ir personības īpašība, kas veidojas dzīves darbības pieredzes, zināšanu apguves, pārdzīvojuma un gribas piepūles vienībā un izpaužas vērtībās, mērķos, ideālos (Špona, 2004). Noteiktai attieksmei vai pārliecībai ir nepieciešamas noteiktas zināšanas un izpratnes līmenis, un tad ir nepieciešamas prasmes, lai lietotu šīs zināšanas praktiskās situācijās. Profils pamatojas uz šādu pamatvērtību un kompetenču jomu struktūru: skolēnu daudzveidības novērtēšana – dažādība izglītībā tiek uzskatīta par resursu un vērtību; atbalsts visiem izglītojamajiem – skolotāja gaidas ir vienlīdz augstas par

visu skolēnu sasniegumiem; darbs kopā ar citiem – sadarbība un komandas darbs ir būtiska visu skolotāju pieeja darbam; personīgā profesionālā pilnveide – mācīšana ir mācīšanas darbība un skolotāji ir atbildīgi par savu izglītību mūža garumā.

1997.gadā, LU doktorante (tobrīd) D.Nīmante aktualizēja iekļaujošas izglītības jēdzienu un Latvijā sākās atsevišķu vispārējās izglītības iestāžu iekļaujošas darbības īstenošanas mēģinājumi, kuru attīstībai lielu ieguldījumu deva laika posmā no 2000. līdz 2004. gadam īstenotais Ziemeļvalstu projekts „Skolotāju izglītošana Latvijā,” kurā 50 Latvijas dažādu izglītības iestāžu vadītāji un skolotāji, augstskolu docētāji tika izglītoti iekļaujošas izglītības īstenošanas jautājumos. 2006. gadā D.Nīmante veica pētījumu par iekļaujošas izglītības izpratni Latvijā (Nīmante, 2008/a), kurā piedalījās 34 Latvijas skolu pedagogi, un, kura rezultāti parādīja, ka iekļaujošas izglītības izpratne Latvijā saistās ar trīs pieejām (Nīmante, 2008/b): iekļaujoša izglītība kā speciālā izglītība, iekļaujoša izglītība kā integrācija, iekļaujoša izglītības pieeja, kur iekļaujošas izglītības subjekts ir jebkurš skolēns, iekļaujošas izglītības objekts – jebkura izglītības iestāde. Ir pagājuši vairāk nekā 15 gadi kopš iekļaujošas izglītības termina aktualizācijas, kopš D.Nīmantes veiktā pētījuma par vispārējās izglītības iestāžu skolotāju iekļaujošas izglītības izpratni pagājuši 7 gadi, un šo gadu laikā ir realizēts liels skaits informējošu, skaidrojošu, izglītojošu pasākumu iekļaušanas ideju izpratnes veicināšanai sabiedrībā un īpaši skolotāju profesionālajā darbībā. Skolotājiem ir tikušas organizētas dažāda mēroga konferences, mācību semināri, diskusijas, izstrādāti un realizēti dažādi projekti iekļaujošo izglītības ideju iedzīvināšanai un attīstībai, notikusi intensīva skolotāju profesionālās pilnveides programmu iekļaušanas jautājumos īstenošana.

Aktualizējas jautājums: kāda ir šī brīža skolotāju attieksme, problēmu un to risinājumu izpratne un redzējums īstenojot iekļaujošu izglītības procesu vispārējās izglītības iestādēs attiecībā uz skolēniem ar speciālām vajadzībām?

Autore 2013. gadā veic pārskata pētījumu (Geske & Grīnfelds, 2006), (izmantojot neeksperimentālo aprakstošā šķērsriezuma pētījuma dizainu (Ievads pētniecībā: stratēģijas, dizaini, metodes, 2011), kura mērķis - noskaidrot mūsdienu situāciju Latvijas vispārējās izglītības iestādēs skolēnu ar speciālajām vajadzībām iekļaušanas jautājumā: skolotāju iekļaujoša izglītības procesa izpratnes, attieksmes, atbalsta nodrošinājuma, ar iekļaujošas izglītības īstenošanu saistītu problēmu un to risinājuma vērtējumu valsts līmenī. Pētījuma metodes: anketēšana, datu statistiska apstrāde ar datorprogrammu SPSS.

Pētījuma rezultāti *Findings of the research*

Aptaujā piedalījās 470 respondentu, no kuriem 94 (20%) ir skolu direktori un cilvēki, kas pieņem lēmumus stratēģiskā līmenī, 376 (80%) respondenti –

skolotāji, psihologi, speciālie pedagogi u.c. speciālisti. Šāda respondentu izvēle izdarīta, pamatojoties uz to, ka cilvēku domas var atšķirties atkarībā no tā, kurā līmenī (stratēģiskā vai taktiskajā) cilvēks strādā, kāds ir tā kompetences līmenis dotajā jautājumā. Respondentu darba stāžs variē diapazonā no 1 gada līdz 49 gadiem, vidējais rādītājs – 19,5 gadi. Pusei aptaujāto darba stāžs ir vairāk nekā 20 gadi, ¼ daļai – 30 gadi. Variāciju koeficients ir 59,5%, kas norāda uz izlases neviendabību attiecībā uz šo pazīmi. Iekļaujošās darbības kompetences praktiskai darbībai ir 267 (56,8%) respondentu. 203 (43,2%) respondentu atzīst, ka viņu iekļaujošās darbības kompetenču līmenis būtu paaugstināms. 344 (73,2%) respondentu ir praktiskā pieredze darbā ar skolēniem, kuriem ir speciālās vajadzības, 126 (26,8%) respondentu ir bez praktiskās darba pieredzes. Projektu, kas saistīti ar iekļaujošo izglītību, darba pieredze ir 266 (56,6%) cilvēkiem, un 25 (5,3%) ir strādājuši projektos par vadītājiem, 204 (43,4%) respondentiem projektu darba pieredzes nav bijis. Izglītības iestāžu, kuru darbinieki iesaistījās aptaujā, skolēnu skaits variē no 24 līdz 1500 skolēniem. Pusei aptaujā iesaistīto skolu skolēnu skaits nepārsniedz 200. Vidējais klašu papildījums skolās ir 16 skolēni un tikai 25% gadījumos – vairāk nekā 22 skolēni. 414 (88%) respondentu apgalvo, ka skolās strādā speciālisti: speciālie pedagogi, psihologi, logopēdi u.c., bet 56 (12%) apgalvo, ka skolā speciālistu nav. Aptaujā iesaistījušies: 60 (12,8%) respondenti no speciālām izglītības iestādēm, 30 (6,4%) – ģimnāziju skolotāji, 189 (40,2%) – vidusskolu skolotāji, 185 (39,4%) – pamatskolu skolotāji. 209 (44,5%) respondentu pārstāv lauku skolas, 107 (22,8%) – mazpilsētu skolas, 95 (20,2%) – lielpilsētu skolas, 45 (9,6%) – Rīgas skolas. Aptaujā piedalījušies pārstāvji no visu Latvijas reģionu izglītības iestādēm. Savu skolu gatavību iekļaujošai darbībai redz 145 (30,9%) respondenti, 271 (57,7%) uzskata, ka skolas gatavas daļēji, bet 43 (9,1%) respondentu domā, ka skolas absolūti nav gatavas iekļaujošai darbībai. 150 (31,9%) respondentu uzskata, ka skolēnu ar speciālajām vajadzībām atrašanās skolās ir normāla, ikdienišķa lieta, bet 277 (58,9%) atbildes liecina, ka skolēni ar speciālajām vajadzībām skolā ir kā atsevišķi izņēmuma gadījumi. Lielākajai daļai aptaujāto, 240 (51,1%), ir pozitīva attieksme, un tie ir gatavi aktīvi iesaistīties iekļaujošās izglītības īstenošanā, 172 (36,6%) pasīvi pieņem notiekošo, bet 49 (10,4%) atklāti vai latentī pretojas.

Lai izanalizētu aptaujas faktorstruktūru, tika veikta faktoranalīze indikatoru, kas raksturo attieksmi pret iekļaujošo izglītību, telpā. Izlases adekvātuma Kaizera–Meijera–Olkina kritērijs (*Kaiser–Meyer–Olkin Measure of Sampling Adequacy – KMO*) ir vienāds 0,909, kas norāda, ka aptaujas struktūras faktoranalīze bija mērķtiecīga tās struktūras analīzei.

Faktoranalīze deva iespēju izdalīt divus faktoros:

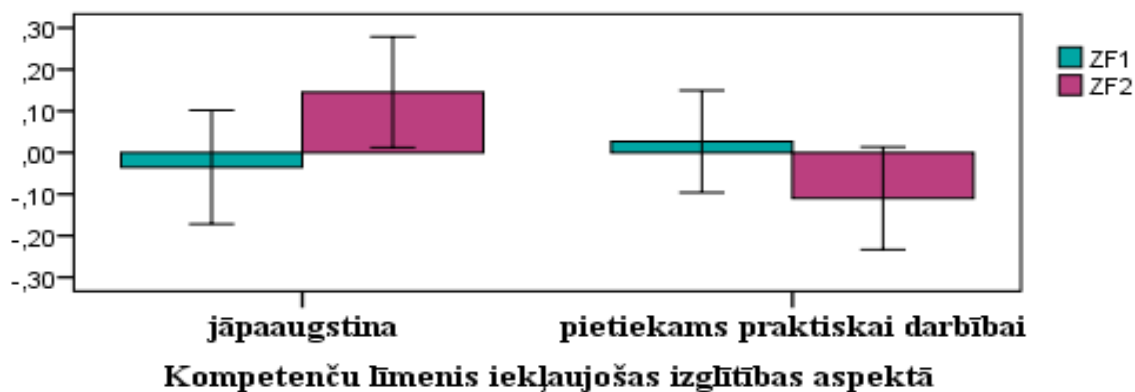
- F1 – raksturo iekļaujošās izglītības priekšrocību redzējuma līmeni gan skolēniem ar speciālajām vajadzībām, gan mācību un audzināšanas procesam kopumā;

- F2 – atspoguļo piesardzību (bažas), kas saistīta ar iekļaujošo izglītību.

Vidēji kopai skolas izglītības sistēmas pārstāvji demonstrē augstāku iekļaujošas izglītības priekšrocību redzējuma līmeni nekā piesardzības (bažu) līmeni, un atbilstoši *Wilcoxon Signed Ranks Test* šīs atšķirības ir statistiski nozīmīgas ($Z=-3,068$, $p<0,001$).

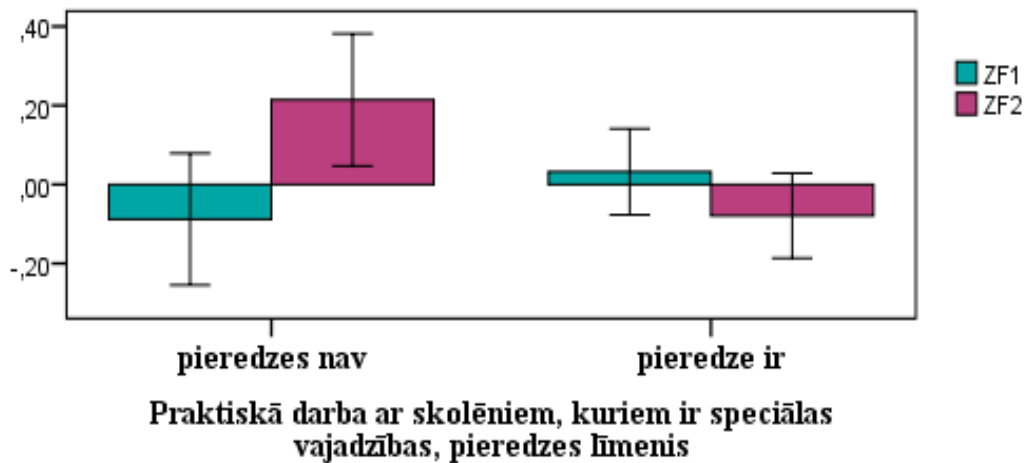
Pētījumā tika noskaidrots, ka skolas atrašanās vieta, skolas lielums skolēnu skaita un klašu piepildījuma ziņā neuzrāda sakarību ar skolas gatavību iekļaujošas izglītības īstenošanai. Vairāk skolas gatavību iekļaujošai darbībai nosaka skolotāju attieksme iekļaujošas izglītības jautājumā, tātad, veicinot iekļaujošas izglītības īstenošanu, svarīgi īpaši strādāt pie skolotāju attieksmes maiņas iekļaušanas jautājumā. Skolotāju pozitīva attieksme iekļaušanas jautājumā, kompetence, pieredze iekļaujošā darbībā un projektu (saistībā ar iekļaujošas izglītības īstenošanu) vadībā samazina bažas par iekļaujošas izglītības īstenošanas rezultātiem.

Respondentu iekļaujošas darbības kompetence, darba pieredze ar skolēniem, kuriem ir speciālās vajadzības, ietekmē viņu faktora F2 novērtējumu. Respondenti ar praktiskai darbībai pietiekamu iekļaujošas darbības kompetenci vai praktiskā darba pieredzi faktoru F2, kurš raksturo ar iekļaušanu saistīto piesardzību/bažas, novērtē augstāk nekā vidēji kopā. Respondenti, kuru iekļaujošas darbības kompetences līmenis ir paaugstināms vai kuriem nav darba pieredzes, šo faktoru novērtē augstāk nekā vidēji kopā, un minētās atšķirības ir statistiski nozīmīgas (*Mann–Whitney Test*, $p<0,001$). Turklāt, novērtējot faktoru F1, šo grupu respondentiem atšķirības nav vērojamas, abas respondentu kategorijas novērtē šo faktoru kopai vidējā līmenī.



1.attēls. Attieksme pret iekļaujošas izglītības īstenošanu respondentiem ar dažādu kompetenču līmeni iekļaujošas izglītības aspektā

Figure 1 Attitude towards the implementation of inclusive education respondents with different levels of competence inclusive aspect of education



2. attēls. Attieksme pret iekļaujošas izglītības īstenošanu respondentiem ar atšķirīgu praktiskā darba pieredzi

Figure 2 Attitude towards the implementation of inclusive education teachers with different practical experience

Statistiski nozīmīgas sakarības ir starp atbalsta speciālistu esamību skolā un skolotāju uzskatiem par skolas gatavību iekļaujošai darbībai – ja speciālisti ir skolās, skolas un skolotāju gatavība iekļaujošas izglītības īstenošanai pieaug. Pastāv nozīmīga sakarība starp skolas gatavības iekļaujošai darbībai redzējumu un skolēnu ar speciālajām vajadzībām esamību skolā: ja skolā jau ir pieredze darbā ar skolēniem, kuriem ir speciālās vajadzības, skolas un skolotāju gatavība strādāt iekļaujoši ir lielāka nekā skolās, kurās nav skolēnu ar speciālajām vajadzībām, vai skolās, kurās tie ir atsevišķi izņēmuma gadījumi.

Kā lielākās ar iekļaujošas izglītības īstenošanu saistītās problēmas skolotāju skatījumā ir nepietiekams finansiālais nodrošinājums, formāls, nepietiekamas speciālistu darba likmes skolās, nepieciešamā atbilstīgā nodrošinājuma (telpu, liftu, pacēlāju, audioaparātūras, mācību grāmatu vājredzīgiem skolēniem, speciālā aprīkojuma, mācību grāmatu, līdzekļu, darba burtnīcu u.c.) trūkums, vāja visu iekļaušanas procesa īstenošanā iesaistīto sadarbība un organizatoriskā atbalsta trūkums, nepietiekams skolotāju iekļaujošas darbības kompetenču līmenis, zems iekļaujošas kultūras līmenis, stereotipiska domāšana, tolerances trūkums skolās un sabiedrībā kopumā, kā arī skolēnu ar speciālajām vajadzībām vecāku attieksme pret skolu un skolotāju darbu.

Nozīmīga sakarība ir starp skolotāju attieksmi iekļaujošas izglītības jautājumā un ar iekļaušanas procesiem saistītu problēmu atrisinājuma līmeņa valstī novērtējumu. Izvērtējot ar iekļaujošas izglītības īstenošanu saistīto problēmu risinājuma pakāpi, skolotāji, kuriem ir augstāks bažu līmenis saistībā ar iekļaušanas procesu, norāda ar iekļaujošas izglītības īstenošanu saistīto problēmu vāju atrisinājumu (11–23%), bet augstāku risinājuma pakāpi (37%–56%) redz skolotāji, kuri vērtē iekļaujošas izglītības priekšrocības augstāk nekā ar tās īstenošanu saistītās bažas.

Secinājumi Conclusions

1. Kopumā vairuma vispārējās izglītības iestāžu skolotāju attieksme iekļaujošas izglītības jautājumā ir pozitīva, tomēr, lai veicinātu iekļaujošu izglītības darbību attiecībā uz ikvienu skolēnu, tai skaitā skolēnu ar speciālajām vajadzībām, valstī kopumā, pašvaldību izglītības pārvaldēs, pašās izglītības iestādēs nepieciešams īpašs, plānots darbs skolotāju attieksmju un kompetenču maiņai iekļaujošas izglītības jautājumos;
2. Skolotāju pozitīva attieksme iekļaušanas jautājumā, kompetence, pieredze iekļaujoša darbībā un projektu (saistībā ar iekļaujošas izglītības īstenošanu) vadībā samazina bažas par iekļaujošas izglītības īstenošanas rezultātiem, tādēļ, veicinot iekļaujošas izglītības īstenošanu izglītības iestādē, jābalstās uz viņu pieredzi un kompetenci, jāveicina skolotāju iesaisti viņu pieredzes pārņemšanā un jaunas personiskās pieredzes ieguvē;
3. Veicot praktizējošo skolotāju izglītošanu iekļaušanas jautājumos, būtu jāņem vērā skolotāju attieksme, kompetence un praktiskā pieredze, vispirms izstrādājot metodiku, tad veicot testēšanu, lai to noskaidrotu, un tad jau strādāt atsevišķi ar negatīvi tendēto (ar augstu bažu līmeni), bez pieredzes un kompetences iekļaušanas jautājumos skolotāju grupu. Šo skolotāju izglītošanā būtu jāiesaista skolotāji praktiķi ar pieredzi, kompetenci, kas ar savu ikdienas darba praktiskās darbības pieredzes demonstrējumu, praktiskas darbošanās, izmēģinājuma piedāvājumu spēj samazināt skolotāju bažu līmeni par savām un skolas spējām strādāt iekļaujoši, tādā veidā veicinot attieksmes izmaiņas;
4. Skolotāji kā galvenie iekļaujošas izglītības prakses īstenoņi, kuru kvalitatīva ikdienas stundu darba ar skolēniem ar speciālajām vajadzībām nodrošināšanai radīta visa atbalsta sistēma valsts, pašvaldību un izglītības iestādes līmenī (jo atbalsta sistēma sniedz atbalstu skolai, *skolotājiem*, skolēniem), var veicināt iekļaujošas izglītības procesa īstenošanu attiecībā uz katru skolēnu ar speciālajām vajadzībām:
 - pārvērtējot savu attieksmi iekļaujoša izglītības procesa īstenošanas jautājumā, pieņemot domu, ka ir mainījies paradigma skolēnu ar speciālajām vajadzībām izglītošanas jautājumā un līdz ar to ir jāmainās katra skolotāja darba stilam, darba metodēm un paņēmieniem klasē, kurā katrs skolēns, tai skaitā iekļautais skolēns ar speciālajām vajadzībām, ir citādāks;
 - esot gataviem mācīties, eksperimentēt ar mācību metodēm, dalīties pieredzē, aktīvi iesaistīties ar iekļaujošas izglītības īstenošanu saistītās norisēs skolā un ārpus tās, pielāgot savu darbību jaunajai situācijai klasē, nebaidoties no iespējamajām neveiksmēm, kas ir katras jaunas darbības apguves līdzpavadones;

- esot atvērtam dialogam, sadarbībai ar kolēģiem, vecākiem, atbalsta speciālistiem vienota mērķa – iekļaujošas izglītības iestādes darbības – īstenošanā, pārejot no personiskās atbildības par sava darba rezultātu uz atbildību par kopēju visas iestādes darba rezultātu.

Summary

The Fundamental Standpoints of Education Development for 2014-2020 mention qualitative and inclusive education for development and welfare of a personality and sustainable development of the state as a priority; the basic prerequisites for such education is implementation of the educational process under supervision of competent, positively thinking teachers favouring inclusive education in supporting and inclusive environment of an educational establishment.

The risk of inappropriately organized is that a pupil only physically placed together with other children in the classroom, but does not learn anything. Provision of special education needs in general education establishments is more than just accepting the physical presence of pupils with special needs. It needs fundamental reorientation and reformulation of aims. If a pupil has difficulties, school administration and teachers shall consider how they could change the content, methods or organization of learning to react better to the specific pupil's needs.

General education establishments shall create supportive environment – a purposefully organized set of physical, social and informative conditions facilitating growth, motivating for action, enabling to develop one's abilities and to acquire individual experience, let each pupil act taking into consideration his/her abilities in adjusted pace and time and transfer knowledge into action using the variety of technologies. Under these conditions a significant role is given to the teacher's attitude in the inclusive educational process implementation aspect and inner readiness to change one's style, methods and techniques of teaching for implementation of inclusive education because to a large extent attitudes also determine teachers' practical action and its efficiency.

The attempts to implement an inclusive education process for pupils with special needs in Latvia started in the late 1990s; since then there have been organized numerous conferences, seminars and discussions for teachers, developed and implemented various projects to enliven and develop ideas of inclusive education, provided intensive teachers' professional training programmes on inclusive education.

In 2013 the author of the article conducted a research to find out the attitude towards inclusive education of the teachers involved in the implementation of this kind of education, problems they face in daily work and their solution on the national level. 470 respondents from educational establishments of all regions in Latvia were included in the survey, including 94 (20%) school principals and strategic decision-makers, 376 (80%) respondents – teachers, psychologists, special education teachers, and other specialists. During the research there was found out that the location of a school (urban or rural), size of a school, number of pupils have no correlation with the readiness of a school for implementation of inclusive education. Mostly the readiness of a school for inclusive education is determined by teachers' attitude towards inclusive education; thus, facilitating the implementation of inclusive education it is essential to focus on changing teachers' attitude towards inclusion. The teachers' positive attitude towards inclusion, competence, experience of inclusive action and project management (related to implementation of inclusive education) reduce concerns regarding the outcomes of inclusive education. The results of the research were as follows: if schools have specialist (special education teachers, psychologists, speech therapists, etc.), the readiness of the school and teachers for the implementation of inclusive education increases; if a school already has experience working with pupils having special needs, the school and teachers

have higher readiness to have inclusive education than schools and teachers having no pupils or only some occasional pupils with special needs.

The greatest problems related to the implementation of inclusive education mentioned by the teachers are insufficient financial provision, formal, insufficient provision of specialists at schools, lack of appropriate material provision (rooms, lifts, escalators, audio appliances, textbooks for visually impaired pupils, special equipment, special textbooks, aids, workbooks, etc.), weak cooperation between the parties involved in the inclusion process and lack of organizational support, insufficient competences of inclusive action among teachers, a low level of inclusive culture, stereotypical thinking, lack of tolerance at school and in the society in general as well as the attitude of parents having children with special towards school and teachers' work.

Evaluating the degree of solving problems related to the implementation of inclusive education teachers having a high level of concerns related to the process of inclusion indicated that the problems related to the implementation of inclusive education were weakly solved (11–23%), but a higher degree of solution (37%–56%) was seen by the teachers valuing the advantages of inclusive education higher than the concerns of implementation.

Conclusions

1. In general 2/3 of the teachers from general education establishments have a positive attitude towards inclusive education; however, to facilitate inclusive education activity referring to each pupil, inter alia, a pupil with special needs, it is necessary to have special, planned work in the state in general, municipal educational boards and educational establishments to change teachers' attitudes and competences on the issues of inclusive education.
2. Educating teachers on the issues of inclusion there shall be taken into consideration teachers' attitude, competence and practical experience; initially there shall be made testing to find it out and then there shall be conducted work with a group of teachers being negatively tended (having a high level of concerns), inexperienced and lacking competence on the issues of inclusion. Practical teachers having experience and competence shall be included in teacher training, as they are able to reduce the level of teachers' concerns on their own and school ability to function inclusively and facilitate the change of their attitude by demonstrating their daily practical experience, offering practical activities and trials.
3. Teachers shall evaluate their attitude on the implementation of inclusive education accepting the change of the paradigm on the education of pupils with special needs and thus there shall be changes in the teachers' style of work, methods and techniques applied in the classroom where each pupil is different, inter alia, an included pupil with special needs.

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DISKALKULIJA – VIENS NO MĀCĪŠANĀS TRAUCĒJUMU VEIDIEM

Dyscalculia – one of the Types of Learning Disabilities

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Abstract. *The article is devoted to a theoretical justification of dyscalculia showing a link between characteristics of brain functions and expressions of learning disorders. Although dyscalculia and dyslexia are linked problems, the cognitive profile is different. Significant understanding of dyscalculia deals with origin and manifestations of it that affect learning in school and future quality of life. Development of neuroscience and brain studies performing magnetic resonance imaging (MRI), allow accurate descriptions of problem and in addition to search for ways to reduce the negative effects of dyscalculia.*

Keywords: *dyscalculia, learning disabilities.*

Ievads ***Introduction***

Par diskalkuliju latviešu valodā ir maz pētījumu. Mācīšanās traucējumu sarežģītība un skolēnu ar to skaita pieaugums prasa nopietnu analīzi un ieteikumu veidošanu, kas skolotāja ikdienas darbā ir ļoti nepieciešama. Viens no teorētiskiem pētījumiem veikts ESF projekta “Izglītojamo ar funkcionāliem traucējumiem atbalsta sistēmas izveide” (vienošanās nr. 2010/0330/1DP/1.2.2.4.3/IPIA/VIAA/001) ietvaros, un ir izveidota rokasgrāmata “Metodiskais materiāls pedagogiem darbam ar izglītojamiem, kuriem ir mācīšanās traucējumi un redzes traucējumi” (Tūbele, Landra, Šūmane, u. c., 2013). Rokasgrāmatas pielikumos veidotas arī darba lapas un dažādi interaktīvie materiāli, lai mazinātu aritmētisko darbību apguves grūtības. Ir pētījumi, kas liecina, ka cilvēki ar vājām matemātikas prasmēm mazāk pelna, mazāk tērē naudu, bieži viņiem ir problēmas ar likumu un biežāk novērojamas arī dažādas saslimšanas (Diskalkulija, b.g.). Aritmētisko spēju attīstība ir atkarīga no neirobioloģisko procesu sabalansētības galvas smadzeņu garozā, īpaši tajās zonās, kas vai nu atbild tieši par aritmētiku vai kādām prāta pamatfunkcijām, kas nepieciešamas skaitļošanas darbību izpratnei.

Pētījuma mērķis – sniegt teorētisku skaidrojumu par diskalkuliju kā vienu no mācīšanās traucējumu veidiem un pamatot atbalsta pasākumu nepieciešamību, raksturot tos.

Pētīšanas metodes – zinātniskās literatūras analīze.

Diskalkulijas jēdziens ***Concept of Dyscalculia***

Vienā no mācīšanās traucējumu enciklopēdijām diskalkulija tiek definēta kā mācīšanās traucējums, kas skar aritmētiskās prasmes. Tomēr tas ir

medicīniskais jēdziens, kas saistīts ar smadzeņu disfunkciju, kas lielākoties radusies jau kopš dzimšanas. Daudziem skolēniem, kam ir diagnosticēti specifiski mācīšanās traucējumi vai uzmanības deficīts, var būt problēmas, kas saistītas ar matemātikas mācīšanos, izmantojot matemātikas jēdzienus, darbības un procedūras (Turkington, Harris, 2006). Diskalkulijas vēsturiskais aspekts aplūkots jau minētajā rokasgrāmatā, kur atzīmētas arī galvenās grūtības matemātisko priekšstatu un prasmju apgūvē – skaitļošanā, reizināšanā, problēmu risināšanā, ģeometrijā, galvas rēķinos, darbībās ar decimāldaļskaitļiem, mērījumos, dalīšanā (Tūbele, Landra, Šūmane, u. c., 2013). Zinātnieki runā arī par attīstības diskalkuliju (*developmental dyscalculia*), ko definē kā specifisku mācīšanās un kognitīvu traucējumu matemātikā, kas atbilst Garīgās veselības traucējumu diagnostikas un statistikas rokasgrāmatas (*DSM-IV*²) definīcijai – bērna matemātiskās spējas ir ievērojami zemākas nekā citiem attiecīgajā vecuma grupā, ir traucēta izpratne par skaitļu jēdzieniem un matemātiskām darbībām, neskatoties uz atbilstīgu intelektu un mācīšanas metodēm, un tas ievērojami ietekmē mācību sasniegumus un ikdienas dzīvi (Cappelletti, Price, 2013; Dinkel, Willmes, Krinzinger et al., 2013; Kaufmann, Vogel, Starke et al., 2009). Attīstības diskalkuliju raksturo grūtības saprast un darboties ar skaitlisko informāciju bez vārdiem, vizuāli un telpiski; mācoties un mēģinot iegaumēt aritmētiskus faktus un risinot aritmētiskas darbības (Rotzer, Loenneker, Kucian et al., 2009), tā izpaužas izteiktās rēķināšanas grūtībās. Skolēni ar diskalkuliju bieži pieļauj kļūdas rēķinos un ar grūtībām veic matemātiskās darbības; viņi izvēlas vecumam neatbilstīgas skaitļošanas un citas problēmu risināšanas stratēģijas (pirkstu izmantošana). Viņiem ir arī grūtības atcerēties aritmētikas pamata faktus ilgtermiņa atmiņā. Rēķināšanas grūtības izraisa ievērojamas problēmas akadēmiskās un praktiskās aktivitātēs.

Gan disleksija, gan diskalkulija ir mācīšanās traucējumi ar neirobioloģisku izcelsmi, tomēr to izpausmes ir atšķirīgas. Reizēm šie traucējumi var kombinēties. Pētnieki, kas mēģinājuši noteikt, vai šo traucējumu līdzās pastāvēšana ir likumsakarība, vai tikai sagādīšanās, konstatējuši, ka abu šo mācīšanās traucējumu kognitīvie profili ir atšķirīgi (Landerl, Fussenegger et al., 2009). Tas nozīmē, ka arī izpausmes un izmantojamie paņēmieni korekcijā ir atšķirīgi.

Diskalkulijas simptomi un diagnostika ***Symptoms and Diagnostics of Dyscalculia***

Diskalkulijas gadījumā simptomi ir ļoti dažādi, kas var kombinēties ar normāli vai pat ļoti labi attīstītu valodu un citām prasmēm; bieži ir ļoti laba vizuālā atmiņa uz iespiestiem vārdiem un tekstu. Tai pat laikā ir ļoti vājas matemātiskās prāta spējas, ir problēmas naudas izmantošanā (saņemot atlikumu, izrakstot rēķinu vai veicot aprēķinus). Reizēm tas var pat pārvērsties par

² Diagnostic and Statistical Manual of Mental Disorders, 4. izdevums.

patiesām bailēm no naudas un darījumiem ar to. Bērni ar diskalkuliju nespēj pilnībā saprast skaitļu jēgu un izvērtēt skaitliskos lielumus. Personām ar diskalkuliju var būt problēmas ar tādām matemātiskām darbībām kā saskaitīšana, atņemšana, reizināšana; ar tādiem jēdzieniem kā secīgums u. c.; tas var kombinēties ar sliktu izpratni par virzieniem, neprasmi lasīt karti, izprast laiku, laika grafiku, laika ievērošanu, pagātnes un nākotnes notikumu secību (Turkington, Harris, 2006).

Raksturīgākās grūtības, apgūstot matemātiskās zināšanas un prasmes, ir apkopotas, izmantojot vairāku pētnieku atziņas (Лалаева, Гермаковская, 2005; Тубеле, Ландра, Шūмане, u. c., 2013).

- Nepietiekamas zināšanas par skaitļa sastāvu, grūtības iemācīties likumus par skaitļu veidošanos.
- Nepietiekama izpratne par pozitīvajām un negatīvajām vērtībām.
- Neizveidota skaitļu kvantitatīvo (skaitlisko) attiecību izpratne.
- Automātiski atveido skaitļu secību.
- Grūtības izprast informācijas vai notikumu secīgumu.
- Reizēm grūtības izprast jēdzienus, kas attiecas uz tādām kategorijām kā dienas, nedēļas, mēneši, gadalaiki, ceturksnis utt.
- Grūtības noteikt skaitļa attiecības ar blakus esošajiem skaitļiem.
- Grūtības noteikt skaitļa vietu naturālo skaitļu rindā.
- Grūtības soli pa solim veikt matemātiskās darbības noteiktā secībā.
- Nepietiekami apgūts matemātisko jēdzienu krājums.
- Nepareizi nosauc skaitļus.
- Neprecīzs priekšstats par ciparu grafisko struktūru.
- Elementārs aritmētisko darbību veikšanas paņēmieni (bērns “skaita uz pirkstiem”).
- Nezina saskaitīšanas un atņemšanas, reizināšanas un dalīšanas tabulas.
- Grūtības rīkoties ar naudu.
- Reizēm grūtības orientēties papīra lapā, rakstīt ciparus stabiņos, orientēties garos aprēķinos.
- Domāšanas operācijas pārsvarā ir konkrētas.

Diagnostikas jomā vēl ir daudz darāmā, jo lielākoties skolotājs to izdara, salīdzinot skolēnu sniegumu un novērojot specifiskās grūtības mācību procesā. Diskalkulijas (īpaši attīstības diskalkulijas) traucējuma diagnostika balstās uz vairākiem diagnostiskiem testiem, kas ir domāti tieši šī traucējuma noteikšanai. Citus testus šajā procedūrā neiekļauj. Lielu atbalstu varētu sniegt neirozinātņu attīstība un smadzeņu darbības pētījumi, veicot magnētiskās rezonanses izmeklējumus (MRI), kas ļautu precīzi raksturot problēmas cēloņus un līdztekus meklēt veidus, kā mazināt negatīvās izpausmes. Bieži skaitļošanas traucējumi diskalkulijas gadījumā ir saistīti ar funkcionālām un strukturālām novirzēm galvas smadzeņu pieres daivā. Vairāku zinātnieku pētījumu rezultāti (Kucian,

Loenneker, Dietrich et al., 2006) parāda atšķirības smadzeņu aktivitātes mērījumos bērniem ar attīstības diskalkuliju un bērniem ar parastiem sasniegumiem. Bērni ar diskalkuliju uzrādīja vājāku aktivitāti, veicot aritmētiskos aprēķinus. Tas tika konstatēts magnētiskās rezonanses izmeklējumos, kaut arī abu grupu bērni teica, ka uzdevumus atrisināt bija viegli. Abu grupu bērniem bija normāli attīstīts intelekts un nebija nekādu citu neiroloģisku, garīga rakstura vai mācīšanās traucējumu (disleksijas, uzmanības deficīta un hiperaktivitātes sindroma (UDHS)). Veicot MRI, dati ir daudzsoļi, lai varētu runāt par kognitīviem fenotīpiem, kas varētu veicināt diskalkulijas diagnostikas ticamību. Pētnieku grupa (Dinkel, Willmes, Krinzinger et al., 2013) konstatēja novirzes neirālos mehānismos bērnu grupā ar diskalkuliju pat tad, kad sniegtā atšķirības netika novērotas. Telpisko darba atmiņu regulē plašs sadarbības tīkls starp atsevišķām galvas smadzeņu garozas pieres un paura daivu zonām. Ir konstatētas atšķirības starp pieaugušo un bērnu smadzeņu darbības aktivitātēm, risinot matemātikas uzdevumus. Zinātnieki (Rotzer, Loenneker, Kucian et al., 2009) ar savu pētījumu ir parādījuši, ka ir ievērojamas izmaiņas neirālās atbildes reakcijās telpiskās darba atmiņas procesos bērniem ar diskalkuliju. Tas ļauj secināt, ka telpiskā darba atmiņa ietekmē aritmētisko kompetenču apguvi un turpmāk palīdz uzlabot izpratni par attīstības diskalkuliju. Smadzeņu darbības funkciju pētījumi parāda, ka bērniem ar diskalkuliju ir spēcīgāka aktivitāte kreisajā paura daivā, atšķirībā no citiem bērniem (Kaufmann, Vogel, Starke et al., 2009). Šie autori runā arī par to, ka pirkstu vingrinājumi stimulē skaitīšanas stratēģijas bērniem ar diskalkuliju, kamēr kontrolgrupas bērni atrisināja uzdevumus, neizmantojot skaitīšanas stratēģijas. Lai arī konkrētā pētījuma analīze neparāda ļoti pārliecinošus rezultātus un pētījumi ir jāturpina, tomēr ir vērtīgi ņemamas norādes par stimulu izmantošanas lietderīgumu. Bērniem ar funkcionāliem deficītiem darbībā ir jāiesaista plašāki smadzeņu rajoni, lai izpildītu uzdevumu un aktivizācija ir spēcīgāka, kas kompensētu viņu skaitļošanas grūtības (Kaufmann, Vogel, Starke et al., 2009). Ir veikti pētījumi, kuros iegūti dati par to, kā pieaugušie ar diskalkuliju spēj izdarīt semantiskus spriedumus par skaitļiem. Tie bija pētījumi, kuru rezultāti parādīja to, ka pieaugušajiem ar diskalkuliju tika novērotas strukturālas izmaiņas un nepietiekami funkcionējošas sistēmas galvas smadzeņu garozā, kas darbojas kopā ar sistēmām, kuras veicina operācijas ar skaitļiem (Cappelletti, Price, 2013). Pētnieki konstatēja, ka neskatoties uz samazinātu pelēkās vielas daudzumu atsevišķos galvas smadzeņu garozas paura daivas reģionos, tika veikti precīzi aprēķini, pateicoties aktīvai pieres un paura daivas zonu sadarbībai. Tātad ir gadījumi, kad ir iespējama zināma darbību uzlabošanās (Cappelletti, Price, 2013).

Pētījumā par mījsakarībām disleksijas un diskalkulijas izpausmēs tika izmantoti dažādi testi un vērtēti to sniegums. Tika konstatēts, ka testu sniegums dažādās skolēnu grupās nav vienāds. Ja skolēniem ar disleksiju galvenās grūtības sagādāja fonoloģiskie procesi, tad skolēniem ar diskalkuliju galvenās

grūtības sagādā darbības ar skaitļiem (Landerl, Fussenegger et al., 2009). Pēc šo autoru domām tas norāda uz disleksijas un disgrāfijas atšķirīgo kognitīvo deficītu. Tas nozīmē, ka disleksijas gadījumā un diskalkulijas gadījumā ir traucētas divu dažādu smadzeņu zonu aktivitāte un funkcijas (Landerl, Fussenegger et al., 2009) – kreisās paurā un deniņu daivas disleksijas gadījumā (Schaywitz, 2003), un abpusējas paurā daivu zonas diskalkulijas gadījumā (Wilson & Dehaene, 2007).

Pētnieki atzīst, ka vēl ir nepieciešami pētījumi, lai varētu sniegt rekomendācijas, kā organizēt mācību procesu skolā un kādus terapeitiskus paņēmienus izmantot (Kucian, Loenneker, Dietrich et al., 2006). Īpaši – kādi speciāli vingrinājumi varētu optimizēt un veicināt specifisko smadzeņu plasticitāti bērniem ar attīstības diskalkuliju. Tas būtu labs neirozinātņu devums skolai, izglītībai.

Palīdzība un atbalsta pasākumi *Assistance and Support Measures*

Cilvēkiem ar diskalkuliju nepieciešama palīdzība informācijas organizēšanā un apstrādē, visā, kas attiecas uz skaitļiem un matemātikas jēdzieniem un darbībām. Tā kā matemātika ir īpaša valodas forma, kurā burtu un simbolu vietā tiek lietoti cipari, ir svarīgi ar bērnu tajā sazināties iespējami bieži un skaidri (Turkington, Harris, 2006). Lai sekmētu matemātikas apguvi un gūtu panākumus, vajadzētu runāt par septiņām pamata prasmēm, kas ļauj veiksmīgi mācīties aritmētikas pamatus (Sharma, 1989).

- Sekot secīgiem virzieniem.
- Atpazīt paraugus.
- Izprast jēdzienus par daudzumu, kvantitāti (*quantity*) un kopsummu (*amount*), par apjomu, izmēru (*size*) un lielumu (*magnitude*).
- Vizualizēt attēlus prātā un manipulēt ar tiem.
- Izprast telpisko orientāciju un telpu; nosaukt labo un kreiso pusi; nosaukt debess puses virzienus; horizontālos un vertikālos virzienus utt.
- Izdarīt deduktīvos slēdzienus, t. i., no vispārīgā principa uz atsevišķo vai no apgalvojuma uz loģisko slēdzienu.
- Veikt induktīvu spriešanu.

Apkopojot dažādus ieteikumus, var veidot stratēģijas diskalkulijas izpaušmju mazināšanā (Clements, 1966; Tūbele, Landra, Šūmane u. c., 2013; Лалаева, Гермаковская, 2005), bet viens no galvenajiem priekšnoteikumiem ir ievērot skolēna stiprās puses, lai saglabātu pašapziņu un balstītos uz panākumiem.

- Palīdziet skolēniem attīstīt konceptuālu izpratni un spējas.
- Apsveriet iespēju vairāk piedāvāt mutiskus testus.

- Ļaujiet bērnam izmantot “skaitīšanu uz pirkstiem” un veikt atzīmes, piezīmes uz papīra.
- Izmantojiet rūtiņu papīru.
- Lietojiet diagrammas un zīmējumus, lai skaidrotu matemātikas jēdzienus.
- Vizualizējiet iespējami vairāk informācijas (īpaši teksta uzdevumus).
- Reizēm var palīdzēt teksta uzdevumu lasīšana skaļi (lai iesaistītu dzirdes uztveri, kas var būt spēcīga).
- Veltiet vairāk laika uzdevumu izpratnes veicināšanai.
- Nodrošiniet palīdzību arī no vienaudžu puses.
- Iesakiet lietot krāsainus zīmuļus un pildspalvas, lai veidotu uzskatāmāku uzdevumu pierakstu.
- Darbojieties ar atgādnēm, kalkulatoru, citiem palīgīdzekļiem un tehnoloģijām.
- Veidojiet zīmējumus vārdu skaidrojumiem.
- Izmantojiet mnemoniskos paņēmienus, lai iegaumētu darbības un matemātiskos jēdzienus.
- Izmantojiet ritmu un mūziku, lai iemācītos matemātiku.
- Ieplānojiet darbu ar datoru, lai skolēns varētu vingrināties.
- Pielāgojiet mācīšanās stilu, cik vien tas iespējams.

Diskalkulija ilgst visu mūžu, sniegums uzlabosies, ja tiks veikta intensīva koriģējoši attīstošā darbība. Bērnam ir jāiegūst izpratne, kā lietot matemātiku ikdienas dzīvē; vecākiem un skolotājiem ir jāstrādā kopā, lai noteiktu nepieciešamās stratēģijas (Turkington, Harris, 2006).

Ieteikumi, kas palīdz skolotājam izvēlēties darbības veidu atkarībā no tā, kā mācās skolēns – kvantitatīvi vai kvalitatīvi (Tūbele, Landra, Šūmane u. c., 2013), ļauj veidot daudzveidīgas instrukciju stratēģijas, kas nepieciešamas skolēniem ar dažādu uztveri un mācīšanās stilu. Atbalsta pasākumi skolā ir rūpīgi jāplāno, lai katram skolēnam tie būtu viņa vajadzībām atbilstīgi. Nav ieteicamas papildus nodarbības ar to pašu saturu, kas ir mācību stundā.

Secinājumi **Conclusions**

Diskalkulija ir medicīniska diagnoze, ko raksturo grūtības veikt aritmētiskas darbības un tā ir saistīta ar smadzeņu disfunkciju.

Attīstības diskalkulija (*developmental dyscalculia*) tiek definēta kā specifisks mācīšanās un kogenitāls traucējums matemātikā, bērna matemātiskās spējas ir ievērojami zemākas nekā citiem attiecīgajā vecuma grupā, ir traucēta izpratne par skaitļu jēdzieniem un matemātiskām darbībām, neskatoties uz atbilstīgu intelektu un mācīšanas metodēm, un tas ievērojami ietekmē mācību sasniegumus un ikdienas dzīvi.

Diskalkulijas gadījumā simptomi ir ļoti dažādi, kas var kombinēties ar normāli vai pat ļoti labi attīstītu valodu un citām prasmēm; bieži ir ļoti laba vizuālā atmiņa uz iespiestiem vārdiem un tekstu. Tai pat laikā ir ļoti vājas matemātiskās prāta spējas.

Diskalkulijas traucējuma diagnostika balstās uz vairākiem diagnostiskiem testiem, kas ir domāti tieši šī traucējuma noteikšanai. Citus testus šajā procedūrā neiekļauj. Lielu atbalstu varētu sniegt neirozinātņu attīstība un smadzeņu darbības pētījumi, veicot magnētiskās rezonanses izmeklējumus (MRI), kas ļautu precīzi raksturot problēmas cēloņus un līdztekus meklēt veidus, kā mazināt negatīvās izpausmes.

Cilvēkiem ar diskalkuliju nepieciešama palīdzība informācijas organizēšanā un apstrādē, visā, kas attiecas uz skaitļiem un matemātiskas jēdzieniem un darbībām.

Apkopojot dažādus ieteikumus, var veidot stratēģijas diskalkulijas izpausmju mazināšanā, bet viens no galvenajiem priekšnoteikumiem ir ievērot skolēna stiprās puses, lai saglabātu pašapziņu un balstītos uz panākumiem.

Summary

Theoretical basis of dyscalculia describes the understanding of the problem both from the medical and educational point of view. Understanding of dyscalculia has been little studied in Latvian. Complexity of learning disorders and growth of the students with learning disabilities requires serious analysis and recommendations for the teacher's daily work. One theoretical research is done during the ESF project "Support System for Students with Functional Disabilities" (agreement nr. 2010/0330/1DP/1.2.2.4.3/IPIA/VIAA/001) and manual is created "Methodological material for teachers to work with students who have learning disabilities and visual impairment" (Tūbele, Landra, Šūmane, et al., 2013). One of Encyclopedias of Learning Disabilities states that Dyscalculia is learning disability which affects mathematical skills. Dyscalculia is a medical term associated with brain dysfunction that is presumably present at birth. Many students identified as having a specific learning disability or attention disorder may have associated problems with learning or applying mathematical concepts, functions, and procedures (Turkington, Harris, 2006).

Students with dyscalculia often make mistakes in maths and hardly perform math operations, they choose inappropriate computing and other problem-solving strategies for their age level (using fingers). They also have trouble in remembering basic arithmetic facts in long-term memory. Numeracy difficulties lead to significant problems in academic and practical activities.

Both dyslexia and dyscalculia, are learning disabilities with neurobiological origins, but their expressions are different. Sometimes these problems can be combined, however, cognitive profiles of both of these learning disorders are different (Landerl, Fussenegger et al., 2009). This means that the signs and used intervention methods are different.

Symptoms in the case of dyscalculia are very different, which can be combined with normal or even very well-developed language and other skills, often have a very good visual memory of the printed words and text. This can be combined with a very weak mental math abilities, problems in the use of money (the balance upon invoicing or by calculation). Sometimes it may even turn into a real fear of money and deals with it. Children with dyscalculia can not fully understand the meaning of numbers and evaluate the figures.

Diagnostics is developing, mostly because the teacher compares student's performance and observation of specific learning difficulties. Dyscalculia's diagnosis is based on the number of diagnostic tests. Great support could be from the development of neuroscience and brain studies by magnetic resonance imaging (MRI). Often computational problems in dyscalculia case are related to functional and structural abnormalities in the brain frontal lobe. Several scientific studies (Kucian, Loenneker, Dietrich et al., 2006) illustrate the differences in brain activity measurements in children with developmental dyscalculia and children with normal achievement.

Despite the reduced amount of gray matter in certain brain cortical parietal lobe regions precise estimates were made by active cooperation of frontal and parietal lobe areas. So there are cases where some improvement in functioning may be achieved (Cappelletti, Price 2013). The researchers acknowledge that further studies are needed in order to provide recommendations on how to organize the process of learning in school and what therapeutic techniques to use (Kucian, Loenneker, Dietrich et al., 2006). Particularly, what specific training could be improved to address specific brain plasticity in children with developmental dyscalculia. It would be a good contribution of neuroscience for school, for education.

People with dyscalculia need help in organizing and processing of information, in all that relates to numbers and mathematical concepts and operations.

Summarizing the various recommendations we can build strategies for reducing expression of dyscalculia (Clements 1966; Tübele, Landra, Šūmane, et al., 2013; Лалаева, Гермаковская, 2005), but a key requirement is to follow the pupil's strengths in order to maintain self-esteem and build on success.

Support measures at school must be carefully planned so that every pupil get teaching according to his needs. Exercises of the same content of a lesson in addition are not recommended.

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THE EDUCATION OF STUDENTS WITH AUTISM SPECTRUM DISORDERS FROM THE TEACHER'S VIEWPOINT – A CZECH/POLISH COMPARATIVE STUDY AT THE SECONDARY EDUCATION LEVEL

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Abstract. *ASD are a widely discussed and topical area in the forefront of the interest of professionals from a number of scientific fields. The following paper approaches the issue from the viewpoint of special education and focuses on the area of educating students with autism spectrum disorders at the secondary education level. The topic was addressed under a quantitative investigation undertaken at Czech and Polish schools. The paper presents a part of the results obtained from the investigation. We focus special attention to the issue of raising awareness on the part of secondary school teachers. Further factors will be outlined, such as: factors determining instruction, factors evaluated as the most demanding by teachers while working with students with ASD and action proposed to optimise vocational training of students with ASD.*

Keywords: *Autism spectrum disorders (ASD), awareness, behaviour, communication, education, individual approach, secondary education level.*

Introduction

The issues faced by students with ASD continues to be topical and widely discussed. This is related to the severity of this particular disability and its effects on the entire human personality. It results in major limitations in a number of socially significant activities, one of them being education. Educators have a range of conservative and alternative methods to choose from in education (Thorová, 2006). The intervention approaches and their combinations are relatively widely used at the pre-school and primary education levels. After completion of compulsory school attendance, further education becomes ever more complicated and the array of options more restricted.

The characteristic features of adolescence in persons with autism spectrum disorders and the issue of therapy and vocational training of persons with ASD is professionally dealt with by such experts as Valenti et al. (2010); Freeman, Robinson, Smith (2010); Hendricks, Wehman (2009); Camarena, Sarigiani (2009); Kurth, Mastergeorge (2010) and others.

As noted by Howlin (2009) and Wlazlo (2009), a large proportion of students with ASD do not advance to further education levels after completing primary education. Consequently, they face complications in looking for jobs. As a result they remain dependent on their families or are forced into residential facilities. Unfortunately, it is not unusual for students with autism spectrum disorders who succeed at the entrance examination and actually start their study at a secondary

school to eventually drop out. Premature drop-out restricts their chances of job placement (Howlin, 2009). According to Howlin (2009) the possible causes of the increased drop-out rate among students with autism spectrum disorders in secondary education include, in particular, poor awareness of autism spectrum disorders among teachers and the resultant non-adaptation of the environment and conditions to the needs of educating students with such disabilities. This topic was addressed in a quantitative investigation, the results of which will be presented in the following parts of the paper.

The Educational System for Students with ASD in the Czech Republic

The possibilities of educating autistic students in the Czech Republic are regulated by Act No 472/2011 Coll. (Zákon 561/ 2004) concerning pre-school, primary, secondary, higher vocational and other education, as well as by Decree No 147/2011 Coll. (Vyhláška 73/2005) concerning the education of children, students and students with special educational needs and extraordinarily gifted children, students and students, and Decree No 116/2011 Coll. (Vyhláška 72/2005) concerning consultancy services at schools and educational consultancy establishments.

Students with ASD are eligible for the highest level of support. This calls for the 'use of special educational methods, techniques, forms and means, compensatory, rehabilitative and learning aids, special textbooks and methodological materials, the inclusion of objects of special educational care, the provision of educational and psychological services, the provision of teacher-assistants, classrooms or study groups with a lower number of students or similar adjustments to the manner of instruction respecting the students' special educational needs. (§ 1, Vyhláška 147/2011)'

The Decree further defines the forms of educating students with disabilities: 'individual integration, group integration, within a school established for students with disabilities and a combination of all of the above forms (§ 3, Vyhláška 147/2011)'

'Individual integration denotes educating students at regular schools or, where the students require special attention, in special schools dedicated to students with other types of disabilities. Group integration denotes educating students in a classroom, section or study group dedicated to students with disabilities within a regular school or a special school intended for students with other types of disabilities. (§ 3, Vyhláška 147/2011)'

The Educational System for Students with ASD in Poland

The Polish educational system for students with ASD may be divided into three types - segregation (special schools), integration (integration schools) and inclusion (regular schools).

Special schools and classrooms (segregation) are established for students with mental, hearing and visual impairments and for students with limited mobility. The aim is to promote complex development of the students, prepare them for their respective occupations and integrate them into society (Wyczesany, 2002). **Integration schools or classrooms (integration)** apply a common education process for students with varying development possibilities. Integration requires adaptation not only of the specific workplace but also the social environment surrounding the workplace (Wyczesany, 2002). **Inclusion (education at regular schools)** is regarded as the highest, full-fledged form of integration. The process of educating students with disabilities takes place at regular schools. The educational process hardly differs from the regular model, with standard methods applied (Gajdzica 2008).

This implies that students with ASD, too, benefit from a broad range of options to complete their compulsory school attendance and advance to further educational levels. Practical experience shows that the educational process for this particular target group predominantly takes place in special educational and therapeutic centres. As noted by Wlazlo (2009), the situation in Poland keeps evolving and the offer of educational opportunities for students with ASD is expanding. Comparing results of research surveys conducted in 2004 and 2007/2008, Wlazlo infers that additions are being made to the range of study opportunities available to persons with autism spectrum disorders over the age of sixteen. This conclusion, however, cannot be applied generally since the research survey undertaken in 2007/2008 only concerned a single region. Still, the data imply a positive trend in the area under consideration.

Methods and procedures

As part of the project Leonardo DaVinci „VESTA - Vocational Education with Embedded Social inclusion Tactics for Autistic people (LdV agreement 2012-1-PL1-LEO04-28080, LdV 99412221/19)“ we completed a quantitative study in which the objective was to map the views and needs of teachers at Czech secondary schools that educate students with ASD. A similar study, albeit on a smaller scale, was also conducted on a sample of Polish schools in the Lesser Poland Voivodeship, and the results were subsequently compared. The specific aims of the study were as follows:

- To analyse the need for raising awareness among teachers of students with ASD in relation to several variables (age, length of teaching experience and type of school), and the effects of pupil disabilities on the teacher's preparation and organisation of the instruction.
- To identify factors that determine the education of students with ASD.
- To identify the most demanding factors identified by teachers in working with students with ASD.

- To collect suggestions from the teachers for optimising the situation in the area of vocational training of students with ASD.

The principal aim of the study was to analyse the need to raise awareness among teachers and therefore, in the following chapters, this topic is devoted the most attention, including the hypotheses postulated and their analyses by statistical methods. For other specific aims, we will content ourselves with a simple quantification of the answers and a logical analysis of the data.

Research Sample and Data Collection *Characterisation of the Research Sample*

The research sample consisted of 4 groups of respondents: secondary school teachers who work (or worked) with students with ASD and the parents of the students. The basic research was conducted in the Czech Republic, and, for the sake of comparison, in Poland, namely in the Lesser Poland Voivodeship (with the focal point in Cracow).

Within the Czech Republic, we consulted all secondary schools with at least one pupil with ASD (59 schools). Based on past experience obtained from the preliminary research conducted, we dropped email communication as the initial contact vehicle. By means of phone conversations with school administration, we obtained responses from 68% of the schools (40 schools). The teachers' questionnaires were distributed to the schools, as agreed, either in person, by mail or email. The questionnaires for the parents were distributed through the teachers.

In Poland, special educational and therapeutic centres for individuals with ASD in the Lesser Poland Voivodeship (with the focal point in Cracow) were consulted through Dr. Joanna Kossewski. The questionnaires for teachers and parents were also distributed in cooperation with Dr. Kossewski.

The research sample was therefore composed of teachers from the Czech Republic (97 respondents), parents from the Czech Republic (23 respondents), teachers from Poland (25 respondents) and parents from Poland (25 respondents).

Research Implementation

The research was designed as a questionnaire survey with the aim of analysing the current state-of-affairs in vocational training of persons with ASD. In the areas under consideration, the views and positions of the two groups of respondents, i.e. that of the teachers and the parents, were compared. The Czech/Polish comparison also yielded useful information.

For the purposes of our research, we created four types of questionnaires. The questionnaires were intended for both teachers and parents. Considering the fact that we conducted a part of the research in Poland, a Polish version of the questionnaires had to be produced. The questionnaires were modified to suit the

different system of educating students with ASD in Poland, rather than simply being translated from the Czech version.

The teachers' questionnaires contained items related to the demographic features of the respondents. We also focused on experience working with students with ASD, on the teachers' awareness of the issues under consideration, on situations and factors, which, in the opinion of the teachers, affect the process of vocational training as well as factors that could have the effect of making the process more efficient.

We paid attention to the demographic data for parents as well. In the following items, the questionnaires focused on the use of intervention methods in domestic and school settings and on the teachers' awareness of the issues concerned. As regards the parents, similar to the case with teachers, we were interested in the determinants in the process of vocational training as well as the factors that could make the process more efficient.

The data obtained were subsequently analysed using the SPSS 12.0 Windows-based software.

Data Analysis

The need for raising awareness among the teachers of ASD

In order to analyse the need for raising awareness among teachers, we postulated hypotheses related to the effects of the teachers' age, educational experience and type of school on the need for raising awareness.

With a view toward determining the relationship between the need for raising awareness of ASD among teachers and their age, we postulated Hypothesis H1:

H1₀: No statistically significant differences were observed between younger and older teachers as regards their subjective satisfaction with the level of awareness of ASD.

H1_A: A statistically significant difference was observed between younger and older teachers as regards their subjective satisfaction with the level of awareness of ASD.

The hypothesis was validated using a two-choice t-test and, alternatively, using Mann-Whitney's U-test. The null H1₀ hypothesis was confirmed.

Table 1

Supporting documents for Hypothesis H1

	Satisfaction with awareness	Dissatisfaction with awareness
Aged 25 and less	2	1
Aged 26 – 30	9	4
Aged 31 – 35	3	5
Aged 36 – 40	2	13
Aged 41 – 45	6	2
Aged 46 – 50	12	6
Aged 51 – 55	3	4
Aged 56 – 60	2	1
Aged 61 – 65	1	1

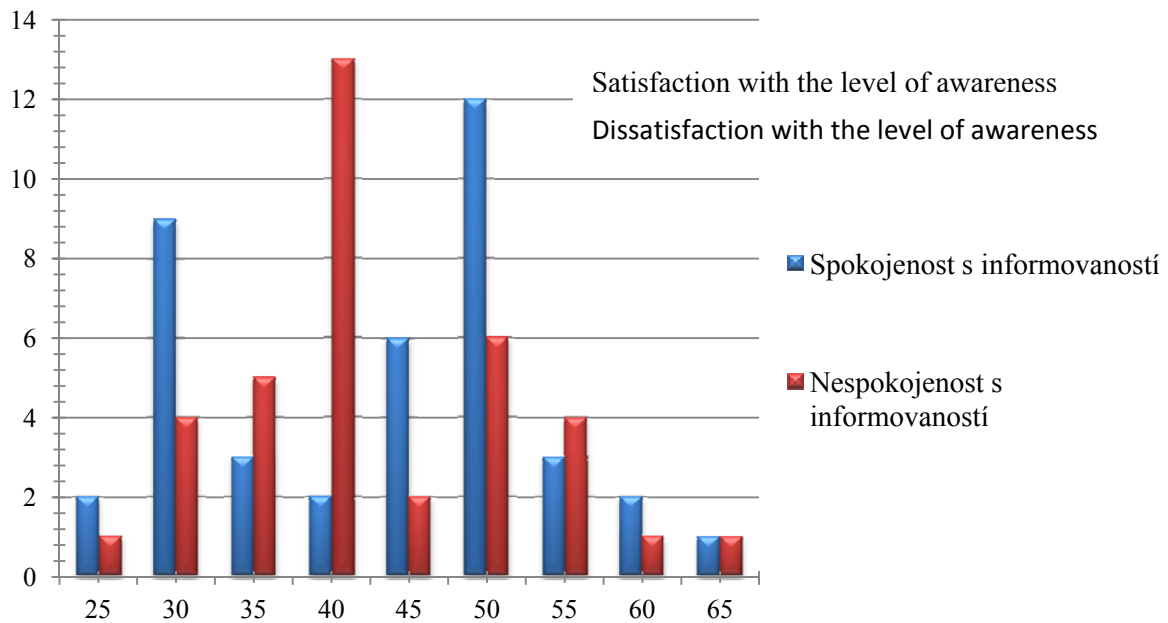


Figure 1 Supporting documents for Hypothesis H1

With a view toward determining the relationship between the need for raising awareness of ASD and the length of teaching experience, we postulated Hypothesis H2:

H2₀: No statistically significant differences were observed between teachers with shorter and longer teaching experience as regards their subjective satisfaction with the level of awareness of ASD.

H2_A: A statistically significant difference was observed between teachers with shorter and longer teaching experience as regards their subjective satisfaction with the level of awareness of ASD.

The hypothesis was validated using a two-choice t-test and, alternatively, using Mann-Whitney's U-test. The null H2₀ hypothesis was confirmed.

Table 2

Support documents underlying Hypothesis H2

	Satisfaction with awareness	Dissatisfaction with awareness
Aged 5 and less	8	7
Aged 6 – 10	6	13
Aged 11 – 15	5	1
Aged 16 – 20	4	7
Aged 21 – 25	1	3
Aged 26 – 30	8	6
Aged 31 – 35	2	1
Aged 36 – 40	2	0
Aged 41 – 45	0	1

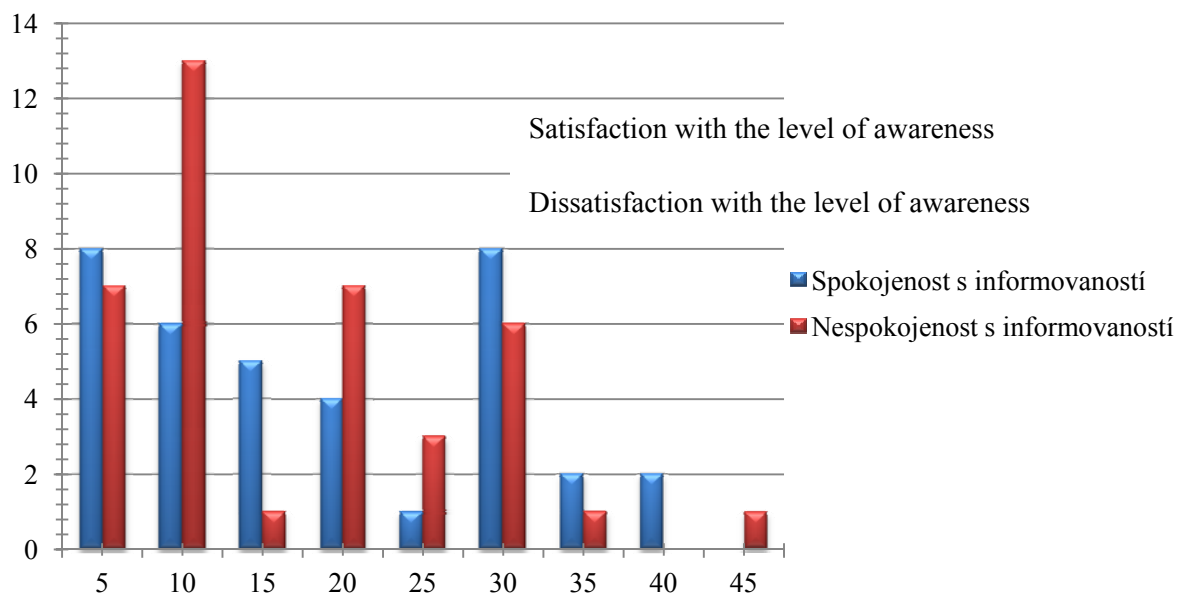


Figure 2 Support documents underlying Hypothesis H2

With a view toward determining the relation between the need for raising awareness regarding ASD and the type of secondary school, we postulated Hypothesis H3:

H3₀: No statistically significant differences were observed between teachers from various types of secondary schools as regards their subjective satisfaction with the level of awareness of ASD.

H3_A: A statistically significant difference was observed between teachers coming from various types of secondary schools as regards their subjective satisfaction with the level of awareness of ASD.

The hypothesis was validated using Pearson's χ^2 test. The null H3₀ hypothesis was confirmed.

Table 3

Supporting documents for Hypothesis H3 – schools with or without the school-leaving exam

	Teachers satisfied with awareness	Teachers not satisfied with awareness
Schools without the school-leaving exam	14	18
Schools with the school-leaving exam	31	31

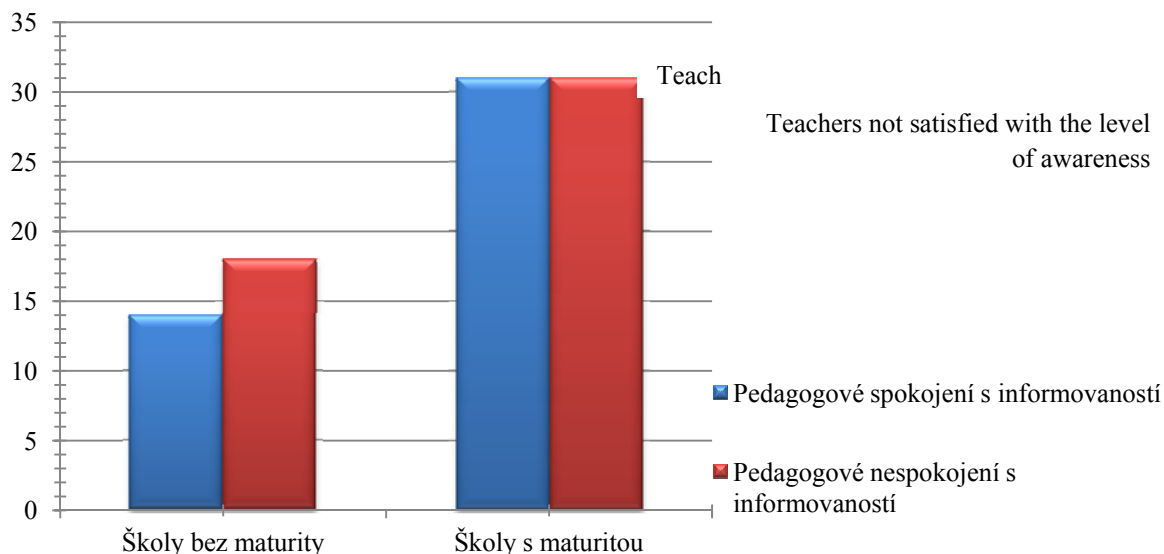


Figure 3 Supporting documents for Hypothesis H3 – schools with or without the school-leaving exam

Factors determining the tuition of students with ASD

A total of 49 teachers (50.5%) admitted that the presence of a pupil with ASD in the classroom had a determining effect on instruction. A closer reading of the responses received clearly reveals the need for the application of an individual approach (confirmed by 17 teachers, i.e. 17.4% of the respondents). A total of 20 teachers (20.5%) reported their preparation for classes attended by students with ASD is more demanding in terms of time and material and is more logistically complicated. These facts do not necessarily have to be perceived negatively. This naturally follows from the personality of a student with ASD, which a sufficiently informed and knowledgeable teacher should be able to respond to.

Table 4

Assessment of the effects of the classroom presence of a student with ASD on the course of the instruction (views of Czech teachers)

	Frequency	Percentage
Yes	49	50.5
No	44	45.4
Total number of responses	93	95.9
Did not respond	4	4.1
Total	97	100

Table 5

Specific manifestations of the determining effects of the classroom presence of a student with ASD on the course of instruction (views of Czech teachers)

	Frequency	Percentage
Behaviour	2	2.1
Need for individual approach	10	10.3
Need for individual approach, demanding class preparation	1	1.0
Need for individual approach, effects on other students	1	1.0
Need for individual approach, demanding class preparation, patience	1	1.0
Need for individual approach, ability to hold attention	1	1.0
Communication	1	1.0
Demanding class preparation	12	12.4
Demanding class preparation, behaviour	1	1.0
Demanding class preparation, need for individual approach	3	3.1
Demanding class preparation, communication	1	1.0
Demanding class preparation, motivation	1	1.0
Effect on other students	1	1.0
Need for structure	1	1.0
Specific interests	2	2.1
Special teaching materials and aids	2	2.1
Space arrangement, creating the required conditions	2	2.1
Total number of responses	43	44.3
Did not respond	54	55.7
Total	97	100.0

Factors rated as the most demanding in working with students with ASD by the teachers

A total of 16 teachers identify student motivation as the most demanding task within the education process. A total of 10 teachers experience issues communicating with the students. Other factors include the need for patience (9 teachers) and managing the problematic behaviour of the students (7 teachers).

Table 6

Factors rated as the most demanding when working with students with ASD by Czech teachers

	Frequency	Percentage
Motivation	16	16.5
Communication	10	10.3
Patience	9	9.3
Problematic behaviour	7	7.2
Other	34	35.1
Total number of responses	76	78.4
Did not respond	21	21.6
Total	97	100.0

Suggestions by the teachers for optimising the situation in vocational training of students with ASD.

Another item of information the survey sought to collect concerns the factors, which, in the teachers' opinion, could have a positive effect by increasing the quality of the educational process of students with ASD. According to 19 teachers, raising awareness of ASD in general would be beneficial. A teacher assistant would be appreciated by 12 teachers from our research sample. A total of 6 teachers were against the integration of students with ASD.

Table 7

Suggestions by Czech teachers for improvements in the current situation in vocational training of students with ASD

	Frequency	Percentage
Awareness of ASD	19	19.6
Teacher assistants	12	12.4
Do not integrate students with ASD	6	6.2
Other	25	25.8
Total number of responses	62	64
Did not respond	35	36
Total	97	100

Results

The first area we focused on was the sense of satisfaction of Czech teachers with the level of awareness of ASD in relation to the demographic variables under consideration. We assumed the level of awareness and, by inference, that of satisfaction of the teachers with the quantity and quality of the information available will depend on the age of the teachers (and the time of their studies), the length of their teaching experience and the type of the school they work for. While postulating the hypotheses, we drew upon the assumption that given the absence of information on ASD in the past, the teachers in the older age category will be more likely to express dissatisfaction with the level of awareness of the issue at hand. This assumption, however, was not confirmed and we accepted null hypotheses **H1₀** and **H2₀** based on statistical validation. Therefore, the conclusion is that no significant differences exist between teachers belonging to the younger and older age category or between teachers with shorter and longer teaching experience as regards their subjective sense of satisfaction with the level of awareness of ASD. This observation could be explained by efforts on the part of the teachers to complete their knowledge in this area. However, the available data on the attendance of training courses and cooperation with organisations dealing with ASD do not seem to attest to increased activity on the part of the teachers (although half of them are dissatisfied with the level of awareness). It can be assumed, therefore, that the teachers interested in improving their knowledge in the area concerned obtain

the required information by reviewing specialised literature (this alternative was not reflected in the questionnaire).

The type of school the teachers work for was another variable. We adopted the assumption that at schools without study programmes with the school - leaving exam (particularly practical schools), the teachers will benefit from a better awareness of special education, and, by inference, of ASD. This assumption, however, was not confirmed either and null hypothesis **H3₀** was again accepted - i.e. there are no statistically significant differences between teachers from various types of secondary schools as regards their subjective satisfaction with the level of awareness of ASD. This may be explained by the fact that courses in special education have been expanded to all teaching study programmes and are no longer restricted only to programmes closely related to special education. The availability of specialised and popular literature, documentaries and films dealing with the issue to bring it closer to both experts and the lay public clearly also has a role to play. Although the connection between the awareness of teachers of ASD and demographic indicators was not confirmed, the research data analysis shows the situation in the area leaves much to be desired. The significance of awareness in increasing the quality of services is confirmed by Graetz, Spampinato (2008) and, with regard to successful job placement, also Muller, Schuler, Burton, Yates (2003) and Tobias (2009). We further devoted our attention to the factor determining the education of students with ASD and attempted to quantify the process difficulty. In this context, we also considered the relationship between the perceived difficulty of educating students with ASD and satisfaction with the level of awareness of the given issue among the teachers. We assumed that teachers who are satisfied with the level of awareness would have a lower tendency to regard certain areas of their work as problematic or demanding. We drew upon the assumption that these teachers were aware of the difficulty of educating students with ASD and of the implications of ASD and therefore would not be taken aback by or dedicate so much attention to them (in the negative sense of the word). We chose the four main areas most frequently given by the teachers. The areas were: motivation (15 respondents), communication (10 respondents), patience (9 respondents) and behaviour (7 respondents). The areas of communication and behaviour, as some of the fundamental pillars of ASD symptomatology, are also frequently referred to in literature as major factors determining the course of education (Čadilová, Žampacová, 2007). As observed by Haney (2012), problematic behaviour resulting from ASD symptomatology may have as an effect exclusion of the student from school. We regard this fact as alarming and once again emphasize the need for increasing the professional capacity of teachers, thus eliminating the negative impacts of ASD symptomatology. As part of our research, the statistical validation did not confirm any significant differences for any of the areas. Certain differences, however, were observed. Patience and problematic behaviour are mentioned more frequently by teachers satisfied with the level of

awareness of ASD. An initial interpretation of this relationship may be obtained by reversing it: teachers who are more concerned with the problematic behaviour of their students with ASD and feel exhausted as a result of the need for increased patience with these students displayed the need for improving their knowledge in order to be able to find ways to eliminate these negative accompanying phenomena. At present, although more information is available, perception of the severity of the work persists. Another possible explanation considers an initial stage of burnout syndrome, where it is primarily the well-informed and knowledgeable teachers who, under the effects of their strong altruism, start to perceive their work to be laborious, problematic and exhausting in certain areas. Idiosyncrasies in behaviour are suddenly regarded negatively and maintaining patience seems to demand even greater effort. This scenario would attest to the difficulty of the teaching profession and work with students with ASD and confirms teachers as a risk group in terms of burnout syndrome. In addition to trying to evaluate the postulated hypotheses and confirm or deny our assumptions, it was one of our aims to compare the respondent groups in the Czech Republic and Poland. One of the areas we focused on in the comparison was the level of awareness of ASD. The relationship between satisfaction with the level of awareness and the age of the teachers or length of their teaching experience was not confirmed for Czech and Polish teachers. Still, the comparison of the two groups of respondents (Czech and Polish teachers) revealed major differences. Generally speaking, the Polish teachers regarded the level of awareness of ASD obtained as part of their university studies to be lower compared to that reported by the Czech teachers. This may be the result of the different levels of tertiary education in the two countries and the degree of attention devoted to special educational issues as part of the study. Another interpretation involves increased requirements for the expertise of teachers on the part of the Polish group, which may be behind the low satisfaction level displayed by the respondents. As regards the level of awareness of ASD among teachers, we were subsequently interested in the rate of participation in courses dedicated to ASD and cooperation with organisations dealing with the issue. We assumed that where teachers are not entirely satisfied with the amount of information obtained during their university studies, they will want to increase their expertise. The Polish teachers reported much stronger figures for participation in courses and cooperation with specialised organisations than their Czech counterparts. This fact could correlate with the higher degree of dissatisfaction with the amount of information obtained during their university study and, by inference, with the increased need for redressing the situation. If we focus on the degree of the current subjective sense of satisfaction with the level of awareness of ASD, the two groups of respondents are equal and no statistically significant differences are reported. This means that for a proportion of the Polish teachers, a certain improvement has occurred in the level of awareness of the issue concerned since they completed their studies. This is

explained by their more frequent participation in courses and frequent cooperation with ASD organisations. Although the Czech and Polish sides are even as regards the level of awareness of ASD, we recommend that Czech teachers be encouraged to take part in courses on ASD and cooperate with ASD organisations. These activities will promote continuous improvement of the professional capacity of our teachers, which is one of the determining factors in the successful education of the students as well as improved level of their vocational training.

Conclusion

The present research focused on one of the major areas of educating students with ASD - namely, teachers' awareness of ASD. The level of awareness is identified as one of the cornerstones of efficient interaction with and education of the students. The adequate professional capacity of teachers in the field concerned and their knowledge of the fundamental needs of students with ASD do not amount to the mere list of various intervention methods, modifications to the classroom environment and daily regime. To the teachers, it (hopefully) primarily serves to open up a way towards their students as such, their personalities, individualities and their hearts. Naturally, professional capacity will not open up this path on its own; the personality of the teachers as well as their degree of empathy and teaching skills also have important roles to play. However, we are convinced that an increase in the level of awareness of ASD and teachers' education in this area will contribute to a deeper interest in the field and, by inference, to a deeper interest in the students themselves. While getting a clear image of specific students, their characteristic features and needs, we recommend prudence in selecting the intervention methods and the overall approach to them.

In connection with what has been said above, we recommend raising the awareness of ASD among teachers as part of university studies. We are aware of the broad range of issues covered by special education, the quantity of information and the bias of university teachers towards certain topics of specific interest to them. Still, we would like to recommend that ASD be included among the learning topics, not only as a theoretical issue, but mainly in practice as part of real-life instruction. We further recommend that the topic be discussed not only as part of psychopaedia or speech therapy studies, but rather as early as during the initial introduction to special education (especially for prospective teachers who do not major in special education and who, as regards special education, will only have information from this particular introductory course). Bearing in mind the continuous development in special education and the quantity of new information, and in consideration of the aforementioned breadth of issues covered by special education and the resulting impossibility of covering all of its aspects in a comprehensive and detailed manner, it is recommended that the level of awareness of ASD among teachers be raised by

self-study. Numerous literary sources are available, as are specialised courses, workshops, conferences and lectures. These offer an opportunity to gather theoretical knowledge and exchange practical experience with specialists in the field. In our opinion, this method of merging theory and practice through the cooperation of teachers with ASD organisations is at once the optimal way to get to know your students and contribute to their further development (Urbanovská, 2013).

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TRANSFORMATION OF NEEDS OF THE DISABLED IN THE CONTEXT OF MUSIC THERAPY

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Abstract. *The article presents the case study, which highlights the limitation of physical, social and self-expression needs, caused by disability. It is concluded that the needs of the disabled transformed during music activity and changed their hierarchy – the social needs and self-expression have become more important than physical. The disabled has established himself as an older and more experienced person's identity, giving the advice and assessments on musical themes; a partner's and a friend's identity - he has not complained about his pains, and has learned to notice the other people's emotions; the physical opportunities have extended as well – the disabled started exercising and began to show more willingness to move in the wheelchair. This substantiates the studies of Stige (2004), Moreno (2006), predicating that if the person's life is based on the culture and social relations, then his personal priorities change.*

Key words: *music therapy, needs of the disabled, transformation.*

Introduction

In any society or its development history the human life is related to potentialities of satisfaction of his needs. The classification of needs, provided in the scientific literature includes physical well-being, development opportunities, relationship with the other people, spiritual improvement. Goodley and Tregaskis (2006) accentuates the need of power and impact on the others, and A. Maslow divides the needs according to the hierarchy, arguing that if the lower, physical needs, ensuring the person's, as a biological being's, existential conditions, are not satisfied, the higher needs will not be relevant for the individual. However, according to Viliūnas (Випиунас, 2006), given the human ability to adapt to changing conditions, due to emotional switching, practically any object can be used as an interim measure to satisfy the needs; therefore the classification of needs is relative. Changing environmental conditions also create the new, more sophisticated hierarchy of needs (Legkauskas, 2004). Disability or illness is one of the changes in living conditions, for which the normal classifications or hierarchies of needs cannot be applied.

Kamal, Currow, Ritchie, Bull (2013) and Tucek (2005) claims that at first the patient or the disabled person meets with the new state, changing emotions, weakening identity. The majority of seriously ill patients or people with hard disorders are characterized by limited communication: significantly impaired intellect, stroke, senile dementia, speech disorder, when the individuals are unable to clearly express their thoughts, cause discomfort in communication. The injuries, amputations, paralysis disrupt the individual's independence, autonomy and privacy status. Being placed in a strange environment (hospital ward, nursing, rehabilitation units and others.) the person becomes dependent on

the others. Consciously or subconsciously, the feeling of helplessness emerges, that leads to depression and frustration, emotional instability (Lunder, Sauter, Fürst, 2004). Internal conflicts (becoming redundant, loneliness, hopelessness) cause conflicts with the family members, the staff of the health care or social care institutions. Some authors (Pilar Matud, 2004) note the patient's or the disabled person's stress due to loss of sexual identity or changed physical abilities. Thus, we see that the person's illness, injury or disability change the needs at all levels (physical, social, mental). They become limited or unnoticed by the surrounding people, because the disabled person often is unable or reluctant to express them.

There are the health recovery methods in the medicine, but today we more and more tend to complement them with the alternative recuperative sources: physical therapy, occupational therapy, social therapy, art, music therapy, and so on. According to Stige (2004) "it is therapy and social work at the same time, focused on creation of healthy environment, social assistance, network of nursing institutions" (p.102). For four decades the representatives of the music therapy that branched into many related fields of science try to identify the role of music in this situation. Malloch's (2000) theory of communicative musicality, supplementing the infant's and mother's communication statements that from its birth the baby, consciously or on subconscious level, develops its own identity. According to Rean (Реш, 1999), in the process of adaptation the individual has the opportunity to develop his individual self, going into his inner world (the vertical adaptation vector), accepting or rejecting his disability, diseases, attitude towards himself. Meanwhile, the horizontal vector - social interactions- gives the person the opportunity of togetherness, belonging, listening and desire to be heard. In separate cases (severe disability, illness) horizontal vector as if "contracts" and accessibility of the world becomes dependent on how much of it could be reached by hands, glance or subconscious impulses. Goodley and Tregaskis (2006) point out that in this case the quality of life dimensions and the priorities of needs are more dependent on the perceived gap between the expectations and the actual state. Scientists believe that the needs transform due to the change of conditions- it may be the age, environment, interests and the activity objectives changes. The studies of social psychology of music indicate (Davidson, 2004) that, depending on social interactions and socio-cultural environment, the musical thinking and individual behavior change. This is confirmed by Hargreaves (2002) revealing the diversity of personal identity, its change in the musical and social activities, constantly gaining the new experiences and enriching the own identity. What conditions the disabled people face at home, how they change in the nursing or another health care institution, rehabilitation centre, how the disease changes the approach to values, and thus their needs? This important problem in the scientific literature is examined episodically, in some cases with attention to the physiological needs and support or saving of life. After analysis of psychological nature of the needs, their

potential transformations in case of disability or illness the problematic question becomes relevant - how the individual needs are revealed during the music therapy sessions, what are the transformations of these needs?

Subject – transformation of the needs of people with disabilities during the music therapy sessions.

Purpose - to examine transformation of the needs of the disabled by applying the music therapy methods.

The questions of research are based on the social interaction theory which explains the personal identity change processes, starting from the human birth, from the beginning of spontaneous communication with the outside world up to the conscious choice of roles in the separate situations (Čirpuvienė, Stošiuvienė, 2002; Mead, 1967). This refers to the principles of humanistic education, pointing out the search of meaning during the social interactions and the free choice of meaning, meeting the entity and needs of each individual. The study was conducted through analysis of scientific literature, dealing with the needs of people with disabilities, and the case study, where the subject observation data is complemented by the interview method.

Music therapy in the social environment

Traditionally, in the multi-segment practice of the music therapy (analytical, improvisational, medical, vibro-acoustic, educative, etc.) the socio-cultural environment was ignored, and the developed methods and techniques were applied to any context, i.e. the "pure" methods were created, such as Nordoff - Robbins method, the Bonny Method of Guided Imagery, having nothing to do with culture: according to Stige (2004), in the neutral space the client and the music therapist are involved in the process, which is confidential, private, has a clear structure, established techniques, methods, enabling the music therapist to analyze, evaluate, reflect and make generalizations related to the client's status changes. The music therapy does not aim to shape the musical skills. It is, rather, spontaneously arising musical questions and answers, upon which the communication, individual change and development of the person are based.

However, such a provision changes when the music therapy is applied in social work, or the community music therapy. Thinking about the social aspect of problems of the disabled or the patients, it is aimed not to find out more about their disease, diagnosis, but to establish their strongest personal characteristics, socio-cultural context. In other words, standing by the principle of salutogenesis (Antonovsky, 1987), helping the patient to find the inner harmony, trust and meaning. Judging from the social or cultural context, we can point out that the opportunities, provided by the music means to the person, do not fit into the traditional "neutral" music therapy framework: the music, listened to or performed in an open environment, influences the person: the physical gestures help to articulate more clearly (Elefant, 2005), gives the creeps (Holk, 2007), when listening to the music, the people, performing this music, are imagined

(Aleksiene, 2009; Aldridge, 2005). This is not the above described music therapy, during which the privacy, emotional authenticity are ensured to the client. So, to fully understand the human's state of health, it should be considered in intercultural aspect:

".. If the human life is based on the culture and social relations, then to the human health is connected with this. .. The human existence is co-existence, and the culture enables and regulates the co-existence. In this way, the music is like a co-existence mode, and the health as the quality of its foundation". (Stige, 2004, p. 96).

The ethnomusicologist Arom (2000) proved that the music of the primitive cultures was the part of social behavior, communication, and the nature of the music itself - to share, to spread - is the basis of cultural identity, precondition for social thinking and behavior. In his opinion, conscious belonging to the national group is the mental health basis, but, according to him, people often realize this only when they find themselves in the difficult life situations. With respect to the needs and possibilities of the disabled, the music therapy can be practiced both individually and in the group, moving the music lessons in a small community. According to Tucek (2005), it is important to understand what the person expects from the music therapy, what his needs are, whether he/ she wants to be alone? Together with the therapist? Group? What human, socio-cultural, economic resources are discovered by us? Speaking of the most complex cases of disability or illness O'Callaghan (1989) states:

"When the patients emote into the sounds of music and listen attentively to the words of songs, they no longer feel so alone. They begin to realize that the other people have had to experience the same things they did, in order to sing everything of so realistically.... When people listen to the music of a certain period, they are inundated with the memories and feelings of those days. They feel the friendship and support, provided to them by their family members and friends many years ago ". (P.33).

Suppose the person after severe injury cannot speak. The relationships with his family complicate immediately. He loses his social group - family, colleagues, and has to live and communicate with the strangers, to regain his ability to live. It is a big challenge to his needs, experienced and expressed by the individual in the different ways, so in each case the needs are manifested under the unique, inimitable circumstances.

John's Case

John had an accident. He lost his job, due to the spinal injury, year after year his health deteriorated: at first he walked with the crutches, later acquired the car for the disabled persons, but his spinal disease progressed, and the man could not walk any more. Hospitals, pensions, narrowing circle of relatives, and John permanently stayed in the nursing department. Due to spinal injury he was unable to walk, so he shrank into himself, did not want to communicate with the

ward neighbors, medical staff, experienced depression. For the first music therapy sessions it was obvious that he needs the individual music therapy.

Amid the gentle music of Baltic psaltery (kanklēs) John hid his head under the blanket and gave no indication of a desire to communicate. He lay for a long time without speaking, only a couple of times in a quarter of an hour turned around, looked up quickly the Baltic psaltery, the music therapist, playing it, and then hid under the blanket. It was clear that John was a little concerned about the new and strange musical acts, he has never seen in the ward. This was proved by very brief, but still curious glance at the Baltic psaltery and the man, playing it.

It was obvious that the most important and vital needs of John were limited: the environment - bed, some simple appliances, so that he could easier get up and sit down; narrowed social interactions zone - medical personnel, social workers, rare brother's visits, the ward or department neighbors; deformed identity of the disabled – personality, suppressed by disability burden, completely dependent on the medical staff. Presented situation revealed helplessness of the disabled, dependence on the others.

During the second meeting John looked at the musical instrument and the music therapist a little longer, but then turned away. He did not hide his head under the blanket, turned away and turned back again. He looked longer at the playing instrument.

MT: It is Baltic psaltery... Does this music interfere with you?

J. Worthless music. (Says, then smiles and waits for a response).

MT. Worthless? (Laughs). Well, next time I will bring something more joyful. Do you like singing?

J. No, I do not. This is not entertainment.

MT. You need more rest, do not you?

J. Yes. (He becomes serious, looks around, as if wishing to affirm something important).

MT. I mean I love music.

J. This is your profession.

MT. I use the music to help people. People become a little bit happier. They wait for me to come.

J. I do not. I do not wait for anything, except for death.

This musical session enabled the first social interactions, in the course of which John's identities began to emerge: ability to express his own opinion and assessment ("worthless music") and deep loneliness and emotional emptiness ("I do not wait for anything, except for death").

After four sessions it was noticed that John liked to listen to the folk songs, the easy melody and clear text of which reminded of the life outside the windows of the ward: changing seasons, coming autumn and the maple leaves, already changing the color. The music therapist talks John, who almost never wants to be taken for a walk, about nature, birds, houses. The folk songs are chosen for

each theme of the meeting. Jonas, who during the first session told that he disliked singing, listened to the performed Lithuanian folk song "The setting of the sun." The song tells the story of the May evening, when the sun goes down, the night covers the earth. And only one bird - the nightingale- does not sleep. It tweets, "*as if telling the trees about its troubles*".

John looks for a long time, but at the end of the song, raises his hand and says: "I do not know.. but in your eyes I noticed tiredness, probably, you poorly slept at night?". Says, and then laughs, feels embarrassed and turns away.

For the first time, John spoke about the other person, not about his pain and helplessness. The content, the melody of song, the music therapist, sitting next to him and singing, inspired emotional opening, from which John's endeavour to strengthen his identity showed again- the older man's status, allowing him to teach the younger: "*this is not entertainment,*" to notice the other person's tiredness: "*your eyes are tired*". In the course of social interactions John sought to develop the limits of his inner self and the music therapist enabled him to do this by means of music.

John's moods improved, every week he waited for the sessions, even began to do more physical exercises, because it was discussed that in spring the sessions would take place outdoors, in the garden. He played the drums, sometimes tried to make sounds by the Baltic psaltery. John tried to draw as well. At first he painted what he saw in the immediate surroundings - patterns from the bed quilts, later flowers, which he saw in the ward.

From the interview with the social worker:

"John gave me a lot of drawings. He even wrote down my name on them (smiles). Having gained more confidence, he painted houses, forest, landscapes. The women appeared in his drawings... Look here (turns the drawings), what a nice dress, necklaces, hair. Where does he see them? We do not wear such necklaces... Maybe from memory? Look here – the big speckled birds, houses with the colourful windows and lots of mottled shutters. He now draws everything: events, seasons, flowers..."

Summing up this case, we note that, although the music therapy sessions ended, but the medical staff, social workers left beside the disabled, supported the initiative of John and organized the exhibition of his drawings. At the same time, it proved the theory of Pilar Matud (2004), that the disabled persons or the patients experience stress due to the fact that they cannot express their sexual identity (male, female). From the interview with the social worker it is obvious that the music helped to open the creativity of the disabled and willingness to try his hand at drawing and to express the emotions, gratitude and affection by means of artistic symbols. Knowing that physically he still is and will be confined to the bed or wheelchair, the disabled did not think about the duration of his life. Self-expression and building of emotional connections with people round about became one of the most important needs of him.

Conclusions

The needs of each individual cover the most important areas of life: physical well-being, potentiality to develop, relationships with the other people, which also include the opportunities of formation of personal identity in the professional, national, gender aspects and spiritual improvement.

In case of change of the life circumstances, such as disability or illness, the person's needs are limited; therefore the standard hierarchies of needs, provided in scientific literature, cannot be applied.

The music therapy highlights the transformation of the hierarchy of needs: physical strength limit, the concept of life is no longer the basic, but the secondary need. The needs for communication and self-expression become more important than the physical needs. In the course of artistic expression, by the way of the symbolic language of art, the dialogue with the others is established, emoting into phenomena and changes of the nature, the opportunity of strengthening the own identity in the ethnic, gender and age-group aspects and highlighting of the related specifics is discovered.

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ALTERNATION OF STANDPOINT (ATTITUDE) IN EDUCATION SYSTEM TOWARDS A CHILD WITH SPECIAL NEEDS

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Abstract. *The article represents alternation of standpoint (attitude) in reformed education system towards a child with special needs. In the theory and practice of integrated education so far is paid relatively low attention towards improvement of social interaction between disabled scholars and teachers, analysis and elimination of the reasons of prejudices, alternation of positive attitude. Very relevant issue in Lithuania, as well as throughout Europe, is slow alternation of attitude towards integration of children with special needs into the system of general education. Although experience that was gained in Lithuania is fair enough, good results gained during organization of methodological, scientific research work in the field of special and social pedagogy, however there is a lack of works which would analyse the attitude of general education teachers towards the opportunities of special children's education in the context of alternation of education system.*

Keywords: *special education needs, special education, attitude towards integration.*

Introduction

In Lithuania, as well as throughout Europe, very relevant issue is alternation of attitude towards integration of children with special needs into the system of general education. After Lithuania's becoming an independent state and its recognition of the principle of equal opportunities there have appeared realistic assumptions for a person with limited opportunities to act and to organize his or her life in accordance with the same principles as all people do. After all a person, an individual can't exist alone. An essential assumption for a full-fledged existence is social life Vanier, J., (1998), therefore during all stages of humanity development the place of individual in the society, the value of the roles played by him, interpersonal relationships are considered as one of the most relevant issues. According to Ruskus, J., (1997), Gedviliene, G. (1997), mutual interaction determines an opportunity of disabled person to live full-rate life: readiness of community members to accept different person and ability of the person with limited opportunities to act free. These two essential conditions which can guarantee full-fledged interoperability can't occur spontaneously. Cognitive and confidence environment that emerges during communication and acting together is essential for this.

In the sources of literature integration is defined as the process of alternation that encourages new attitude towards entire education process. Democratic society realizes integration as natural and irreversible phenomenon. Often attitudes towards and assessments of integration are very different, and special education is often understood as formal transfer of children with special needs

from one institution into another without provision of qualified help. The system of special education in Lithuania, like in any other country, is peculiar and determined by particular historical and cultural factors, after all every country has very different experience in this field. Public attitude towards children with special education needs forms on the basis of the country's traditions, philosophical attitudes, the policy of education and training. Special education is based on the principles of general and special pedagogics. It is very important that during formation of state policy of education wouldn't be forgotten and formed positive attitude towards integration of disabled people and it would be pursued providing equal conditions to every child for education having regard for his powers and abilities.

During Lithuania's integration into rapidly changing global society it is essential to make radical modernization of educational content and to improve its quality. One of the purposes of Lithuanian education conception is to educate a person who would be able to respect and acclimatize the changing social, economic life. During the period between 1991 and 2014 in Lithuania was widely analysed an attitude towards integration of disabled persons; alternation of standpoint towards disabled persons during historical evolution; attitudes of parents, contemporaries and teachers in regard of children with special needs; influence of religion and art; opportunities, principles of inclusion of children with special needs into the system of education, institutions of general education and forms of education, also obstacles and problems; recognition of disabled persons' special needs; provision of special assistance and other issues. These topics were widely analysed in the works of the scientists from various countries: Angermeyr, M.C., Matschinger, H. (2005), Angermeyer, M.C., Schulze, B., Dietrich, S. (2003), Balton, J. (2003), Hallahan, M.E., Pliner, S. (1983), Hallahan, D.P., Kauffman, J.M., (2003), and others. In Lithuania these topics were analysed by Ališauskas, A., Ambrukaitis, J. other (1993), Adomaitiene, R., Samsoniene, L., (1997), Ambrukaitis, J. (1996, 1997, 1997), Ambrukaitis, J., Ruškus, J. (2003), Balciunaite, R. (2003), Barkauskiene, R. (2004), Gibaciauskas, E., Merkys, G. (2003), Gudonis, V., Gailiene, I., (1996), Gudonis, V. (1994, 1996, 2004), Gudonis, V., Novogrockiene, E. (2000), Gudonis, V., Valantinas, A., Strimaitiene, L., (2003), Galkiene, A. (1999, 2001, 2003, 2005), Grinceviciene, V. (2006), Kafemaniene, I., (2001), Ruskus, J. (2002, 2003), Samsoniene I. (2006) and other scientists.

However, in the theory and practice of integrated education of children with special needs so far very little attention is paid towards improvement of social interaction between disabled learners and teachers, examination and elimination of the reasons of prejudices, formation of positive alternation of standpoint.

Topicality of the topic that is analysed in the article is determined by rapidly proceeding processes of integration of disabled children and necessity of more rapid alternation of public standpoint towards disabled children. The model of integration of children with special needs into the school of general education is

created by public standpoint towards disabled persons and educational environment.

The object of research is alternation of standpoint (attitude) towards disabled children and education system (from special education to inclusion). **The purpose of the research** is to present the aspects of alternation of teachers' attitude towards disabled children.

Empirical methodology and data analysis. The methods of research, theoretical: the analysis of scientific literature and documents, also the analysis of quantitative research, statistical data (using standard statistical packages). Quantitative analysis was performed using semi-closed questionnaire, teachers received questionnaires containing narrow, specific questions, which were answered unambiguously. At the end of the questionnaire teachers were able to write a letter to the researchers and to submit proposals how to perform further alternation of education system in order to ensure the least possible obstacles for the integration of disabled children into the system of education. 2280 teachers of various age (from 18 to 50 and older) who work in various institutions of education (1% in nursery, 30% in nursery-school, 66% at school, 35 in special institutions and else-where) participated in the research.

The research was performed on the basis of the main methodological attitudes, the ideas of humanistic philosophy which validate democratic relations of people from various social groups, ensure human freedom, personal self-expression and education of natural powers. The work is based on humanistic theory of education Rogers, C., (1961) hat emphasizes human freedom and independence, the pursuit for self-analysis, education of natural human abilities and realisation of his potential opportunities, also unconditional positive standpoint towards other person. The central standpoint of C.Roger's client in the process of education brings the learner into the central position of this activity. It was attempted within the research to realize the attitude of S.Salkauskis that through pedagogy must be realised all cultural values and created the "system of education of fullness", also was followed outlook and ideology which are considered as the pursued purpose education. Public attitude towards integration of disabled people is determined by many factors. First of all the attitude depends on the public opportunities, the level of development, economics, relations between various groups of people, political, moral, religious, philosophical public factors. Education, scientific, health, cultural and other level of development strongly influence formation of standpoint. The higher level of development in the country causes the bigger tolerance and more favourable standpoint towards integration of disabled people.

Alternation of standpoint (attitude) towards integration of disabled people in the stages of historical development

In the stages of historical development the standpoint towards integration of disabled people, starting from the absolute isolation and inclusion, was distinctly changing. According to Ruskus, J. (2002) *“in ancient times people with disabilities were simply destroyed (in case of body disabilities) or were left for slavery (in case of mental disability), during Middle Ages they were assigned with the role of paupers or even sorcerers, and in the predawn of the 20th century, during scientific expedition the disabled persons were placed in special institutions”*.

In every country for longer or shorter period dominated medical model that is currently clinical-corrective. According to Ruskus, J. (2002) *“clinical standpoint towards disability and people with disabilities has formed several hundred years ago when philosophers have distinguished a body from soul, when were determined biological and anatomical, physiological, but not religious or moral reasons of disorders. Therefore even until the middle of the 20th century clinical standpoint that was initiated by E.Seger was very progressive. Were rejected all supernatural explanations of disability, was started orientation towards correction of disability. Were established many institutions which provided special medical and educational assistance to people with disabilities.*

According to Galkiene, A. (2005), the beginning of segregated education of scholars with special needs in Lithuania should be associated with introduction of compulsory primary education in 1920. According to the author, after the children with different abilities have gathered together in schools, there has highlighted powerlessness of education system to educate everybody in one class. A lack of pedagogical experience prevented from achievement of desired results and it was concluded that the best way to educate people with special needs in separate classes and, even better, in separate institutions. During that period in Lithuania was started establishment of special schools, boarding-schools, asylums, that meant isolation of disabled people from the society not just physically, geographically, but also socially. This phenomenon is called institutionalization, it is also described by Galkiene, A., (2005) as external differentiation.

After restoration of independence in Lithuania it is attempted gradually move from medical clinical-corrective model to the model of integration (inclusion) of disabled people. The current Lithuanian legal framework regulating the rights of persons with disabilities, education of disabled people, their integration to the society is very well organized, and thus is formed positive standpoint towards integration of disabled people. However this process is quite slow and problematic, because implementation of adopted legislation is underfinanced,

therefore the public standpoint towards disabled learners is changing very slowly.

According to Leonavicius, V., (2004), children with special needs need appreciation from the side of teachers and contemporaries, however they don't want to stand out from the ranks of their class-mates receiving different task, additional assistance. Disabled child always feels better when he is not forced by surrounding environment to compete, compare and align. More favourable conditions needed for the child's personality dissemination are created, the better being of the child is guaranteed. Disabled children do not form some separate group that stimulates particular desire or reluctance to communicate from the side of contemporaries. So, disability isn't the essential element that influences children's communication with their contemporaries. Children's desire to go to school, to participate in various events which take place at school and in the class reflect well-being of children with special needs.

Galkiene, A., (1999) has conducted a study of teachers and has showed what form of education is considered by teachers as the most reasonable for education of children with disability and has answered the question why public integration of disabled people is valuable. According to Galkiene, A., the most important worth of integration is an opportunity for disabled children to live at their parents' home. It is natural because child's natural law is to feel safe under the care of his mother and father until he will be able to self-manage his life. Acknowledgement of life is critical both for healthy and disabled children, because inter-human relation is unavoidable during all life.

According to Grinceviciene, V.,(2006), the number of children with special needs is constantly increasing. Their social status depends on the position of people who raise them – parents, teachers, medics. Various researches indicate that children with special needs can integrate into society and interact with others, to take over the cultural heritage of the nation. Thus, children with special needs shouldn't be educated in isolation as is customary in our society: they should develop and educate in normal environment, to communicate both with each other and with healthy children. Such integrations are discussed in the Law of Special Education.

However, after analysis of the data rendered by the Department of Statistics regarding integration of children with special educational needs into the classes of general education we notice that the number of integrated children is decreasing.

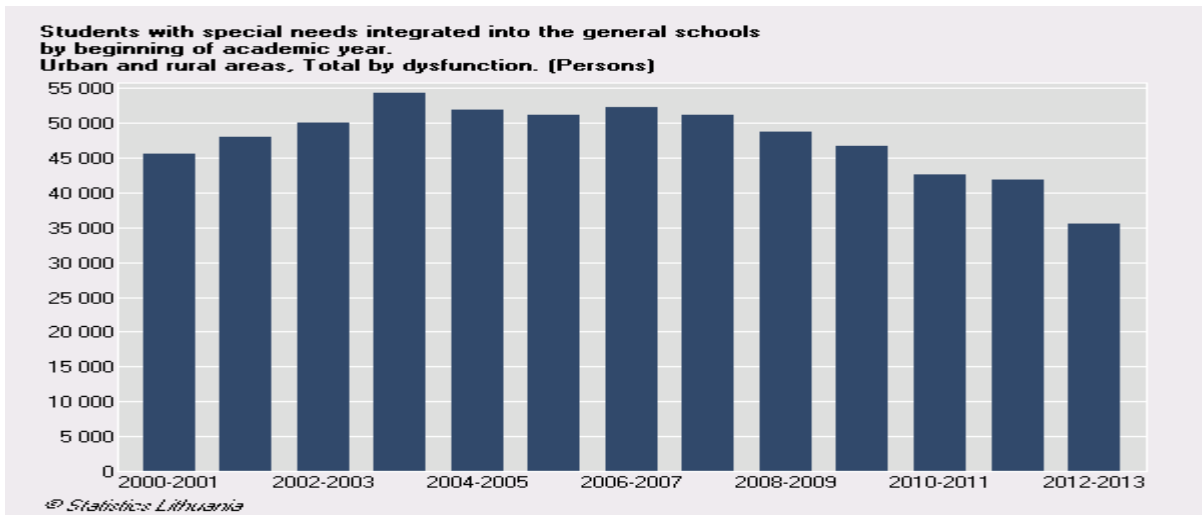


Fig.1 Students with special needs integrated into the general schools 2000-2014

The teachers' standpoint towards integration of children with special needs

The purpose of the performed quantitative research was to reveal the standpoint of the teachers who are working in various educational institutions towards integration of children with special needs into the institutions of general education. 2280 teachers of various age (from 18 to 50 and older), who work in various institutions of education (1% in nursery, 30% in nursery-school, 66% at school, 35 in special institutions and elsewhere).

Answering to the question *Whether the children with minor, modest, considerable, very considerable disabilities could also educate together with healthy children? I oppose to integrated education (the respondents were able to select one option of response)* the respondents supported the integration of children with minor disabilities into the schools of general education: agreed: 67% of women and 7% of men; do not agree: 4% of women and 0,3% of men; agree only under certain conditions: 16,7% of women and 0,7% of men.

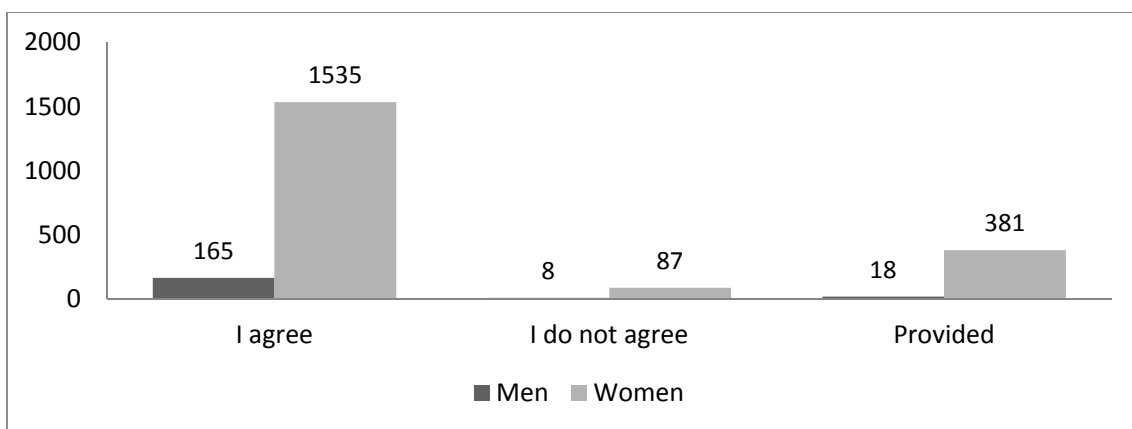


Fig.2 Integration of children with minor disabilities into the schools of general education

Supported integration of children with modest disabilities into the school of general education: agree: 47,3% of women and 4,25% of men; do not agree: 26% of women and 3% of men; agree only under certain conditions: 15% of women and 0,7% of men.

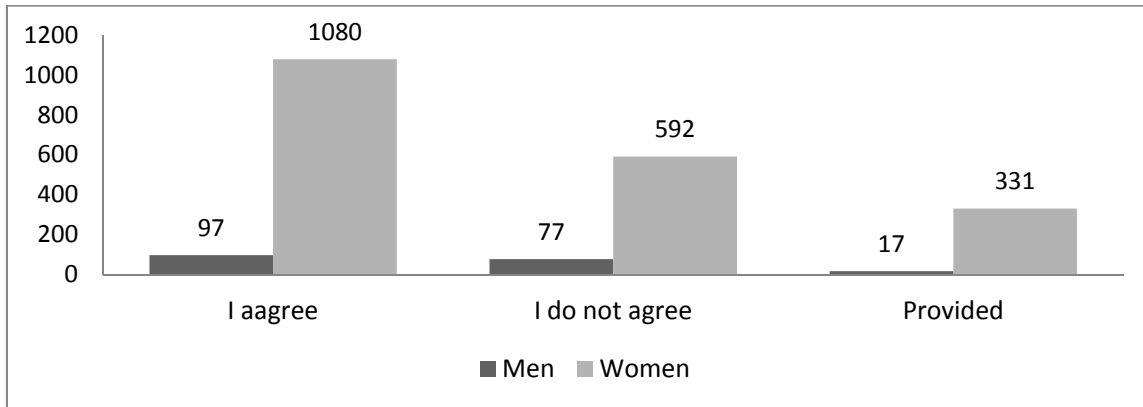


Fig.3 Integration of children with modest disabilities into the school of general education

Supported integration of children with considerable disabilities into the school of general education: agree: 6% of women and 0,5% of men; do not agree: 73,8% of women and 7,4% of men; agree only under certain conditions: 7,9% of women and 0,3% of men.

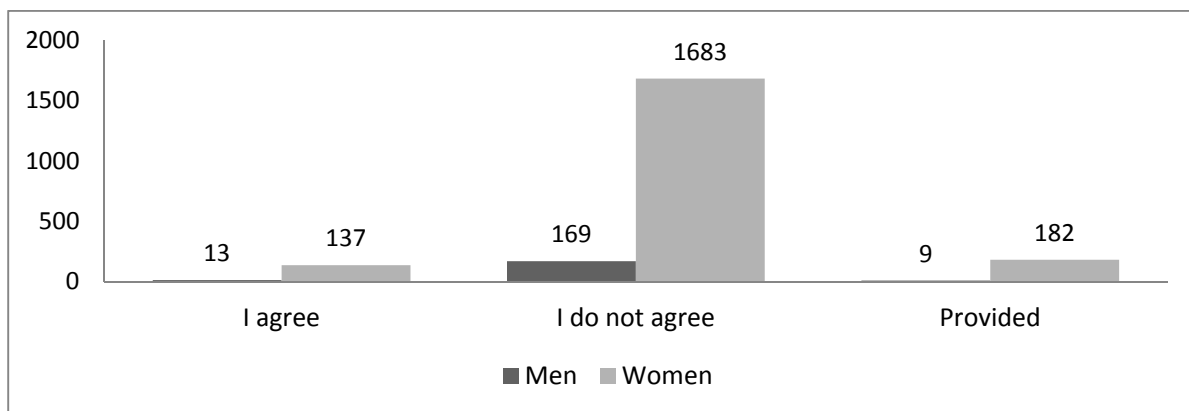


Fig.4 Integration of children with considerable disabilities into the school of general education

Supported integration of children with very considerable disabilities into the school of general education: agree: 67% of women and 7% of men; do not agree: 4% of women and 0,3% of men; agree only under certain conditions: 16,7% of women and 0,7% of men.

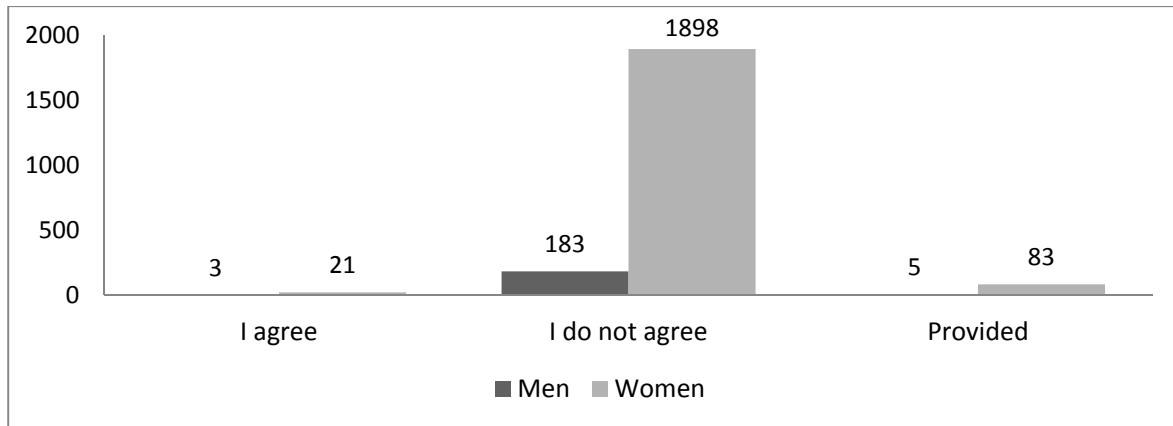


Fig.5 Integration of children with very considerable disabilities into the school of general education

The obtained results of the research suggest that standpoint towards integration of children with special needs into the school of general education is positive just partly because the results of the research have revealed that not all the teachers who work at school support integration only of those children who have moderate and modest disabilities with special educational needs. More than a half of the teachers who have participated in the research do not support integration of children with considerable and very considerable disabilities into the institutions of general education.

The teachers who have filled in the questionnaire of the research had an opportunity to write a letter to the researchers and to submit proposals or to express their fears regarding further alternation of educational system avoiding obstacles for the integration of children with special needs into the system of education.

Among the 2280 respondents who participated in the survey 1216 have written their letters to the researchers, this represents 53,3% of all the teachers who participated in the research, i.e. 49,6% of women and 3,6% of men.

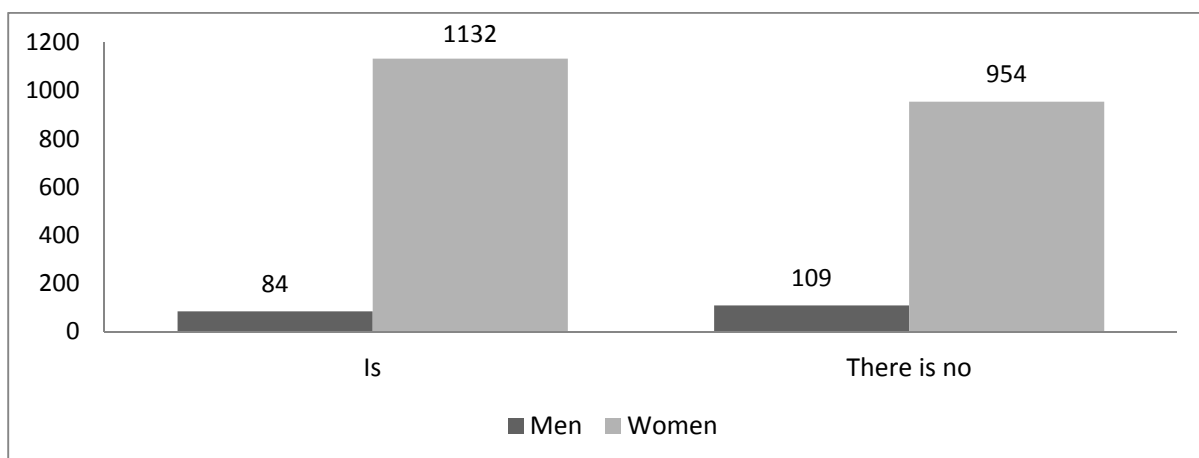


Fig.6 Written their letters to the researchers

In their letters the teachers suggested that there is a need to change the standpoint towards the integration of disabled children because it is still very negative; the integrated classes would contain less children; special educators fail to teach their pupils fitting to the time limits and suggest that they would be able to teach the children with special needs only individually; there is a lack of special and social workers, teachers' assistants; more resources should be allocated for the education and awareness of families who are raising children with disability; the disabled children should be as earlier as possible incorporated in the education system; to prepare more methodological and information measures needed for a work with children with special needs; to organise teachers' training and to inform them how they should work with disabled children; to adapt premises; to prepare special measures. Some teachers in their letters have informed that the school that is the working place of that particular teacher "*...is unsuitable for the absolute integration of disabled children because classrooms, furniture, illumination aren't adopted for that purpose, there are no appropriate measures and etc...*" The teachers in their letters suggest to work more focused on healthy children and to help them to become more tolerant and to change their attitude toward disabled people. Some teachers express doubts in their letters, whether it would be acceptable to integrate children with very considerable disabilities into schools and suggest that there should be integrated only the children with moderate or only physical disability. I think that the analysis of teachers' letters should be more detailed and this should be done in the next works.

Conclusions

1. The teachers' standpoint towards the integration of children with special needs into the school of general education is positive just partly because the results of the research have revealed that not all the teachers who work at school support integration of children with special needs. School environment is insufficiently adopted for the education of children with special needs.
2. The research has revealed that teachers have expressed many doubts regarding success of integrated education. They think that society, school and scholars aren't prepared for this, the appropriate conditions aren't warranted, there is a lack of measures and textbooks, also a lack of special educators and teachers' assistants. These children need constant support. Teachers aren't able during a lesson to pay enough time and attention for the children who work under general and adapted or modified programs because the classes contain a lot of children.
3. The point of view of Lithuanian and foreign scientist, the analysis of Lithuanian legislation that regulates the system of special education suggest that the conditions of special education become more and more favourable, integration is taking place and children with special needs aren't isolated,

they are educated in the schools of general education agreeably with their place of residence. The idea of integrated education will allow solution of one of the main tasks of the school of general education. i.e. to look back at the person who is an absolute treasure.

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**IEKĻAUJOŠĀS IZGLĪTĪBAS SISTĒMAS KVALITĀTE
DARBĀ AR SKOLĒNIEM AR AUTISMA DAŽĀDĀM
VAJADZĪBĀM ITĀLIJĀ**

***Quality of Inclusive Educational System for Work with Students
with Autism Different Needs in Italy***

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Abstract. *The need for realization of inclusive education, which is the basis of a sustainable education, will require new challenges in the Education System. The system used in Italy can be used as an example. Italy passed avant-garde laws concerning the integration and inclusion of special needs students into the general school system already more than thirty years ago, in the 1970s. However, even after all this time and experience, there are still unresolved problems, which testifies to the complexities of the matter. This research offers an insight into the quality of the existing Italian inclusive education system specifically in relation to students with autism. Thereby it hopes to provide educators in Latvia with food for thought about this currently important topic.*

Keywords: *Autism Spectrum Disorder (ASD), qualitative inclusive education, quality indicators, pedagogical solutions.*

Ievads

Introduction

Mūsdienās ir vērojama tendence sensibilizēt sabiedrības domu attiecībā pret citādo, mainīt tās izpratni un līdz ar to arī izturēšanos, virzoties uz cilvēktiesību vienlīdzību, toleranci un iekļaujošu sabiedrību.

Canevaro (2006) raksta, ka ideja par dažādību kā eksistenciālu dimensiju un nevis kā marginalizācijas nosacījumu ir ļāvusi pārdomāt izglītību "integrētās sistēmas" terminos, kur arī cilvēks ar speciālām vajadzībām atrod taisnīgu atzišanu. Šajā vīzijā, dažādību, kas raksturo katra personīgo un kultūras identitāti, saprot kā vērtību un motivāciju otra izaugsmei. Kad runa ir par integrāciju tiek norādīts uz ekoloģiskā tipa paradigmu, kas uzskata integrāciju personai ar sevi, ar sociālo un kultūras vidi, kurā viņš dzīvo, kā arī ar dažādām epistemoloģijas perspektīvām un iestādēm. Uzmanība tiek novirzīta uz katra subjekta savdabīguma identifikāciju, pamatojoties uz daudzajiem inteliģences veidiem, kognitīvo stilu daudzveidību un mācīšanās stratēģijām, izpausmes un komunikācijas formu daudzveidību, ar intelektuālās pagātnes oriģinalitāti, koncentrējoties uz katra dzīves gājuma vērtības atzišanu. Tā rodas jaunas mācīšanās iespējas, kas motivē, orientē un atbalsta indivīda attīstību visā tā sarežģītībā. Šis redzējums ietver gan "normalitāti", gan speciālās vajadzības, atbrīvojot pēdējo no pasivitātes, lai atklātu tās aktīvo lomu, ko vēsture ir aizmirsusi.

Itālija ar saviem sasniegumiem kalpo kā piemērs citām valstīm ceļā uz atteikšanos no segregējošas izglītības uz vienotu iekļaujošu izglītību visiem. Šie pozitīvie sasniegumi nogulsnējās itāļu kultūras mentalitātē kā pieredze ar pilnības ar jēgu, tomēr vēl joprojām ir vērojamas nopietnas un grūti risināmas dažāda veida problēmas. Cottini (2002) piemin, ka bieži vien var dzirdēt pārdomas par speciālo skolu nepieciešamību, runājot par skolēniem ar autiskā spektra dažādajām vajadzībām, jo šo bērnu integrēšana vispārējās izglītības skolās bieži vien ir apgrūtināta. „Autism Europe” prezidente Vivanti (Canevaro, Ianes, 2003) apgalvo, ka cilvēku ar autismu integrācijas un iekļaušanas situācija ir smaga visā Eiropā.

Meijer, Soriano, Watkins (2003) apgalvo, ka acīmredzama ir skolu konkurences tendence, kas kultivē pēc iespējas labāku skolēnu mācību rezultātu sasniegšanu, līdz ar to atstumjot dažādību kā šķērslī tā realizēšanai. Šo aspektu sabalansēšana ir nopietns izaicinājums izglītības sistēmai, lai tā varētu pilnvērtīgi pildīt savu jaunās paaudzes izglītojošo funkciju ar globālo raksturu. Ir jāmeklē veidi kā šos it kā kontrastējošos aspektus apvienot, lai tie viens otru papildinātu.

Šis pētījums ir mēģinājums sniegt ieskatu Itālijas skolu darbā, tā ir darbības izpēte un tās mērķis ir pētīt un vērtēt Itālijas iekļaujošās izglītības kvalitāti darbā ar skolēniem ar autiskā spektra traucējumiem, lai apzinātos esošās grūtības un rosinātu jaunu stratēģiju izvirzīšanu. Pētījums ir tapis laikposmā no 2010. gada septembra līdz 2012. gada decembrim. Par empīriskā pētījuma bāzi tiek izvēlēti 20 skolēnu ar autiskā spektra traucējumiem vecāki, kuru bērni apmeklē dažādu līmeņu skolas Romā. Pētījumā tiek izmantotas gan teorētiskās, gan empīriskās metodes: zinātniskās literatūras izpēte un analīze; vecāku anketēšana un no tās izrietošo kvantitatīvo datu apstrāde SPSS Descriptive statistic programmā.

Pētījuma teorētiskā bāze *The research theoretical base*

Mūsdienās ir skaidri redzama nepieciešamība pēc kvalitatīvām pārmaiņām izglītības sistēmā, lai skola varētu pienācīgi pildīt savu pienākumu, attīstot skolēnos mūsdienās nepieciešamās kompetences un morālo nostāju, kas veicinātu cilvēces ilgtspējīgu attīstību. Iekļaujošā izglītība neattiecas tikai uz darbu ar skolēniem ar speciālām izglītības vajadzībām, tas aptver visu skolēnu un skolotāju kompetenču izaugsmi, kā arī skolas strukturālos un organizatoriskos uzlabojumus. Kvalitatīva iekļaujošā izglītība uzlabo visas skolas kopumā funkcionēšanu, tādēļ ir svarīgi sekot jau izstrādātajiem iekļaujošās izglītības kvalitātes indikatoriem un meklēt jaunas stratēģijas iekļaujošās izglītības veicināšanai.

Ianes (2007) uzsver, ka Itālijas skolās ir nepieciešamas stratēģiskas izmaiņas, ar kuru palīdzību varētu uzsākt veselu virkni darbību par labu ikdienas integrācijas / iekļaušanas kvalitātei. Viņš uzskata, ka šī nepieciešamo stratēģiju svira var būt "Galvenā integrācijas/iekļaušanas kvalitātes līmeņa" definēšana un

ievērošana: “garantēto” strukturālo un procesuālo aspektu kopums, nodrošinot vismaz minimālo Kvalitātes līmeni. Tā būtu minimālo prasību un standarta definēšana, par kuru vienojas un ko pieņem gan skolas, gan veselības aprūpes pakalpojumu iestādes, gan ģimenes, gan pašvaldības. Šis risinājums ir svarīgākais atskaites punkts centienos uzlabot iekļaujošo izglītību, kas ir centrēta uz bērnu.

Lai iegūtu lielāku skaidrību par Itālijas iekļaujošo izglītību un dažādības pedagoģiskajiem risinājumiem, tiek apskatītas 2009. gadā izdotās „Skolēnu ar speciālajām vajadzībām skolā integrācijas vadlīnijas” (Linee guida per l’integrazione scolastica degli alunni con disabilità, 2009), kas būtu jāņem vērā ikvienai izglītības iestādei Itālijā, lai spētu nodrošināt nepieciešamo izglītības kvalitāti. Šīs vadlīnijas apvieno direktīvas, kuru mērķis ir, ievērojot skolu autonomiju un esošo likumdošanu, sekmēt skolēnu ar speciālām vajadzībām integrāciju. Iekļaujošās izglītības veicināšanai priekšplāna ir izvirzīta:

- **Skolas direktora noteicošā loma:**

- Izglītības vadībā un integrācijas kultūrā, kur direktors ir izglītības piedāvājuma garants.

- Plānošanā, kam ir jāpielāgojas skolēnu speciālām vajadzībām, uzlabojot viņu spējas arī tādos gadījumos, kad to izglītojošās aktivitātes ir ārpus klases, piemēram, darbnīcās, kur var būt iesaistīti vienlaicīgi vairāki skolēni ar speciālām vajadzībām. Direktoram ir jānodrošina Darba grupu izveide, kas strādā pie šo skolēnu dzīves projekta izveides; visu skolotāju komandas kooperēšanās mācību plānošanā un kopīgas atbildības uzņemšanās attiecībā uz šiem skolēniem; mācību plāniem ir jābūt pieejamiem skolēnu vecākiem; ir jābūt izveidotam skolēna personīgajam portfolio, kas noder pārejot no viena skolas līmeņa uz citu.

- Elastīguma nodrošināšanā, tādējādi dodot iespēju realizēt mācību procesu ar visadekvātāko modalitāšu izmantošanu, lai nodrošinātu skolēnu veiksmi. It sevišķi tas ir svarīgi pārejas posmā starp pirmo un otro izglītības ciklu, nodrošinot skolēnu tiesības uz izglītību.

- Dzīves projekta izveidē, kas ir Individuālā Mācību Plāna integrējošā daļa un tam jāgūst atbalsts gan no skolēna ģimenes, gan no citām integrācijas procesā iesaistītajām personām.

- Skolu tīkla izveidē, ko nodrošina skolas direktors, lai izplatītu labo pieredzi, veicinātu dokumentācijas izplatīšanos, apmācītu skolotājus.

- **Skolotāju audzinošā un izglītojošā kopīgā atbildība:**

- Gaisotne klasē, kur nedrīkst būt vērojama diskriminējoša uzvedība, bet gan ir jāņem vērā katra vajadzības un jāpieņem dažādība kā vērtība, kas dod iespēju visiem bagātināties.

- Didaktiskās stratēģijas un instrumenti, kur priekšroka ir jādod kooperatīvajām mācībām, savstarpējai palīdzībai, jaunās tehnoloģijas un palīgierīču pielietošanai mācībās. Klases skolotājiem ir jāapgūst zināšanas par darbu ar skolēniem ar speciālām vajadzībām dažādos apmācībasursos, lai

varētu strādāt ar šiem skolēniem tādos gadījumos, ja nav pieejams atbalsta skolotājs.

- Mācīšanās – mācīšana, skolēns ir mācīšanās procesa galvenais varonis. Ir jāveicina aktīva zināšanu ieguve, iedarbinot katra iekšējās stratēģijas, respektējot katra ritmu, mācīšanās stilus un veicinot katra sevis regulējošos mehānismus. Apelācija ir uz kooperatīvo mācīšanos.

- Vērtēšana ir jāattiecinā uz sniegumu, bet arī uz procesu vērtēšanu.

- Atbalsta skolotājs strādā ciešā sadarbībā ar pārējiem klases skolotājiem, kur visi ir atbildīgi par skolēnu ar speciālām vajadzībām integrāciju.

• **Administratīvais, tehniskais un palīdzības personāls:**

- Tam ir jābūt speciāli apmācītam, lai varētu palīdzēt nodrošināt skolēnu ar speciālām vajadzībām pilnīgu integrāciju.

• **Sadarbība ar ģimeni:**

- Ģimenei ir tiesības piedalīties Dinamiskā Funkcionālā Profila un Individuālā Mācību Plāna izveidē.

- Ģimene ir svarīgākais atsaucē punkts, lai nodrošinātu atbilstošu skolēna iekļaušanu izglītības sistēmā, tā ir svarīgākais informācijas sniedzējs par skolēna speciālām vajadzībām.

- Visai dokumentācijai, kas ir saistīta ar šo skolēnu, ir jābūt pieejamai viņa vecākiem. Ir jāinformē skolēna vecāki par viņu bērna izglītības procesu, pēc kura skolēns var iegūt izglītības iestādes apmeklēšanas atestātu nevis, piemēram, vidusskolas diplomu.

- Lai veicinātu integrācijas procesu, ir jāizveido skolēna ar speciālām vajadzībām personīgais portfolio.

Kā redzams šajās vadlīnijās ir sniegti skaidri nosacījumi kvalitatīvas Itālijas iekļaujošās izglītības sistēmas organizēšanas nodrošināšanai.

Canevaro un Ianes (2002) ir apkopējuši 20 Labās Prakses piemērus dažādās Itālijas skolās, kas ir guvuši pozitīvus integrācijas un iekļaušanas rezultātus. Šajos veiksmes piemēros autori saskata dažas pozitīvas iezīmes vai aktīvos principus, kas ir bijuši to pamatā un var kalpot kā kvalitātes indikatori. Tie ir sekojošie:

1. Stipra sadarbība starp skolotājiem.
2. „Stipra” vienojoša ideja, kas raksturo praksi. Lai attīstītu reālu sadarbību, tiek izstrādāts projekts ar spēcīgu identitāti, piemēram, teatrālās aktivitātes, teritorijas, tradīciju, vēstures izpēte, kas piedod aktivitātēm jēgu.
3. Atvērtība uz ārpusi un teritoriālo resursu pielietošana.
4. Skolēni ir aktīvi savu zināšanu veidošanas subjekti.
5. Robežu nojaukšana starp skolas līmeņiem un klasēm.
6. Iekļaujošas un saliedētas attiecības starp skolas biedriem, cienot katra dažādību.
7. Kooperatīvā mācīšanās mazās heterogēnās grupās.
8. Teatrālās, izteiksmīguma un stāstījuma darbnīcas.

9. Visu skolēnu psiholoģiskā izaugsme.
10. Individuālā Mācību Plāna savienošana ar klases mācību plānu.
11. Ģimenes iesaistīšana.

Cottini (2004) uzsver, ka dažādības integrācijas un iekļaušanas kvalitāte ir cieši saistīta ar visas skolas kvalitāti. Nozīmīgas dažādības iekļaušanas pieredze var realizēties tikai tādā vidē, kur ir kompetence, organizācija, fleksibilitāte, prasme strādāt kopā, kas ir tipiskas kvalitatīvas skolas iezīmes. Mūsdienās ir izveidojusies nepieciešamība pēc pilnīgas kvalitātes modeļa izglītības sistēmā, kas balstās uz holistisko vīziju. Negro (1992) uzskata, ka kvalitāte nav statiska dimensija, bet gan dinamisks mainīgais, kas ir jūtīgs uz izmaiņām, kas ir atkarīgas no attiecībām starp pakalpojumu organizāciju (skola) un klientu (skolēni un vecāki skolas līmenī). Pēc autora domām ir vairāki kvalitātes tipi jeb dimensijas, kas savstarpēji mijiedarbojas:

- Paredzētā un gaidāmā kvalitāte no klienta puses;
- Plānotā un ziņotā kvalitāte no organizācijas puses;
- Realizētā kvalitāte – tā ir izmantoto pakalpojumu kvalitāte;
- Uztvertā kvalitāte no klientu puses, kas attiecas uz apmierinātības līmeni par saņemtajiem pakalpojumiem;
- Salīdzinošā kvalitāte, kas izriet no konfrontēšanās ar konkurentiem (citām skolām) un, kas palīdz labāk identificēt aspektus, par kuriem klienti ir vai nav apmierināti.

Iepazīšanās ar iekļaujošās izglītības kvalitātes aspektiem Itālijas kontekstā un izglītības darbinieku redzējumā, kā arī kvalitātes dimensiju pārskats dod ierosmi empīriskajam pētījumam.

Empīriskā pētījuma rezultāti *The results of empirical research*

Tiek pētīta iekļaujošās izglītības uztvertā kvalitāte jeb apmierinātības līmenis par saņemtajiem pakalpojumiem no klientu puses (skolēni un vecāki), veicot 20 vecāku anketēšanu Romā 2012. gada novembrī. Iesaistīto vecāku bērni, kuriem ir autisma diagnoze, apmeklē dažādus Romas vispārējās izglītības skolu līmeņus - 10% no respondentu bērniem ir iekļauti dažādos Romas bērnudārzos, 15% sākumskolās, 40% pamatskolās, 30% vidusskolās, bet 5% speciālās izglītības klasē vispārīzglītojošās skolas ietvaros, kas Itālijā ir liels retums.

No aptaujā iegūtajiem rezultātiem var secināt, ka lielākā daļa skolēnu skolu apmeklē lielākoties ar pozitīvām emocijām un vecāki lielākoties izjūt daļēji iekļaujošu gaisotni klasē, tādēļ lielākā daļa vecāku ir daļēji apmierināti ar bērna iekļaušanos. Kaut gan pastāv nopietnas problēmas, jo galvenie kvalitatīvas iekļaujošās izglītības indikatori netiek sasniegti. Par to liecina lielākās vecāku daļas neapmierinātība gan ar skolā strādājošo profesionāļu (klases skolotāju, atbalsta skolotāju un audzināšanas darba asistentu) profesionalitāti, līdz ar to ar

bērnām paredzēto aktivitāšu plānošanu un organizēšanu, kaut gan vecāku domas dalās saistībā ar bērnam paredzētu aktivitāšu saturu, kur lielākā daļa vecāku ir vai nu daļēji apmierināti, vai nu neapmierināti. Vecāki lielākoties nav piedalījušies bērna Funkcionālā Dinamiskā Profila un Individuālā Mācību Plāna formulēšanā un tā vērtēšanā, nav apmierināti par skolas Operatīvās Darba Grupas funkcionēšanu, kaut gan ir vērojama galvenokārt daļēja apmierinātība ar skolas un ārpusskolas profesionāļu sadarbību. Vislielākā vecāku daļa nav apmierināti gan ar skolas finansiālajiem un strukturālajiem resursiem, kas, viņuprāt, nav pietiekami, gan ar skolas telpu izmantošanu bērnu aktivitātēm. Skolas lielākoties neinteresējas par vecāku un skolēnu apmierinātības līmeni. Tātad pietrūkst šis sniegto pakalpojumu vērtējošais aspekts, kas dotu iespēju kritiski paskatīties uz skolas darbību un līdz ar to meklēt labākus risinājumus, tiecoties uz labāku izglītības kvalitāti. Lielākoties kā vēlamā skolēnu ar autiskā spektra traucējumiem skolā iekļaušanas modalitāte ir atzīmēta daļēja iekļaušanās, dodot priekšroku elastīgam darba ritmam un aktivitāšu izvēlei.

Aptaujas rezultātu analīzē tiek izmantoti Pīrsona Hī-kvadrāta tests (Pearson Chi-Square Test) un Virzības mērījumi (Directional Measures-Lambda, Goodman and Kruskal tests) un no tā izrietošās statistiski nozīmīgākās atšķirības starp dažādiem mainīgajiem ir sekojošās:

- 2 mainīgo (Vai ir apmierinātība par sava bērna iekļaušanos klasē? * Vai bērns labprāt iet uz skolu) mijsakarības. Hī-kvadrāta testā $p=,006$. Lielākoties vecāku apmierinātība ar sava bērna iekļaušanos sakrīt ar to, ar kādām emocijām bērns apmeklē skolu (vai viņš labprāt iet uz skolu vai nē), bet dažos gadījumos pastāv arī atšķirības.
- 2 mainīgo (Vai bērns labprāt iet uz skolu? * Vai klases gaisotne ir iekļaujoša?) mijsakarības. Hī-kvadrāta testā $p=,007$. Šeit lielākoties vecāku atbildes sakrīt - jo klases gaisotne ir iekļaujošāka, jo labprātāk skolēni apmeklē skolu, kaut gan ir vērojami arī izņēmumi, piemēram, 1 gadījumā, kur, pēc vecāku domām, klases gaisotne nav iekļaujoša, bet bērns tāpat vienmēr labprāt apmeklē skolu.
- 2 mainīgo (Vai ir apmierinātība ar sava bērna iekļaušanos klasē? * Vai klases gaisotne ir iekļaujoša?) mijsakarības. Hī-kvadrāta testā $p=,000$. No respondentu atbildēm izriet, ka šie faktori ir savstarpēji saistīti - jo klases gaisotne ir iekļaujošāka, jo vecāki ir apmierinātāki ar sava bērna iekļaušanos.
- 2 mainīgo (Vai bērns labprāt iet uz skolu? Vai ir apmierinātība ar klases skolotāju, atbalsta skolotāja un audzinošā asistenta profesionalitāti?) mijsakarības. Hī-kvadrāta testā $p=,003$. No respondentu atbildēm var secināt, ka lielākoties, ja vecāki ir apmierināti ar personāla profesionalitāti, tad tas atspoguļojas arī bērnu labsajūtas pakāpē, ar kādu viņi apmeklē skolu, kaut gan vairākos gadījumos ir vērojamas arī zināmas atšķirības.
- 2 mainīgo (Izglītības līmenis, kurā ir iekļauts bērns? * Vai ir apmierinātība ar bērnam paredzēto aktivitāšu saturu?) mijsakarības. Hī-kvadrāta testā $p=,052$. Tikai 2 respondenti, kuru bērni mācās vidusskolā, ir apmierināti ar bērnam

paredzēto aktivitāšu saturu. Daļēja vai pilnīga neapmierinātība ar aktivitāšu saturu ir vērojama visos izglītības līmeņos, it sevišķi negatīvi tas ir izteikts pamatskolu apmeklējo bērnu vecāku vidū.

- 2 mainīgo (Izglītības līmenis, kurā ir iekļauts bērns? * Vai ir apmierinātība ar klases skolotāju, atbalsta skolotāja un audzinošā asistenta profesionalitāti?) mijsakarības. Hī-kvadrāta testā $p=,011$ (sk. 1., 2. tab.) Vecāki ir visneapmierinātākie ar skolas speciālistu profesionalitāti tieši pamatskolā, bet vispozitīvākie rezultāti ir vērojami vidusskolā un speciālās izglītības klasē.

1.tabula

Hī-kvadrāta tests
Chi-Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,833 ^a	8	,011
Likelihood Ratio	19,511	8	,012
N of Valid Cases	20		

a. 15 cells (100,0%) have expected count less than 5.
The minimum expected count is ,10.

2.tabula

Virzības mērījumi
Directional Measures

			Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Nominal by Nominal	Lambda	Symmetric	,455	,156	2,294	,022
		Izglītības līmenis, kurā ir iekļauts bērns? Dependent	,333	,192	1,491	,136
		Vai ir apmierinātība ar klases skolotāju, atbalsta skolotāja un audzinošā darba asistenta profesionalitāti? Dependent	,600	,155	2,928	,003
Goodman and Kruskal tau		Izglītības līmenis, kurā ir iekļauts bērns? Dependent	,241	,094		,019 ^c
		Vai ir apmierinātība ar klases skolotāju, atbalsta skolotāja un audzinošā darba asistenta profesionalitāti? Dependent	,483	,130		,019 ^c

Ordinal by	Somers' d	Symmetric	-,656	,114	-4,851	,000
Ordinal		Izglītības līmenis, kurā ir iekļauts bērns? Dependent	-,733	,125	-4,851	,000
		Vai ir apmierinātība ar klases skolotāju, atbalsta skolotāja un audzinošā darba asistenta profesionalitāti? Dependent	-,594	,113	-4,851	,000

- Not assuming the null hypothesis.
- Using the asymptotic standard error assuming the null hypothesis.
- Based on chi-square approximation

Secinājumi **Conclusions**

Itālijas ilgā un bagātā pieredze acīmredzami atspoguļo skolēnu ar speciālām vajadzībām skolā integrācijas un iekļaušanas sarežģītību un daudzos vēl joprojām pastāvošos ideoloģiskos un organizatoriskos šķēršļus, kas pēdējā desmitgadē tiek aktīvi risināti, izvirzot noteiktus kvalitātes kritērijus un nepieciešamo minimālo kvalitātes līmeni.

No vecāku, kuru bērniem ir autiskā spektra traucējumi, aptaujas var secināt, ka lielākā daļa skolēnu skolu apmeklē lielākoties ar pozitīvām emocijām un vecāki lielākoties izjūt daļēji iekļaujošu gaisotni klasē, tādēļ lielākā daļa vecāku ir daļēji apmierināti ar bērna iekļaušanos. Kaut gan pastāv nopietnas problēmas galveno kvalitatīvas iekļaujošās izglītības indikatoru sasniegšanā. Vislielākās kvalitatīvas iekļaušanās problēmas un neapmierinātība ir vērojamas tieši Itālijas pamatskolās, un tas ir saistīts ar skolēniem ar autiskā spektra traucējumiem strādājošo speciālistu neprofesionalitāti un līdz ar to ar nepilnībām viņu piedāvātajā aktivitāšu organizēšanā, plānošanā un saturā. Diemžēl arī skola lielākoties neinteresējas par vecāku un skolēnu apmierinātības pakāpi ar skolas sniegtajiem izglītības pakalpojumiem, lai varētu izvērtēt trūkumus un pozitīvās iezīmes un veikt nepieciešamos uzlabojumus. Vecākiem ir apmierinātība ar sava bērna iekļaušanos klasē, ja bērns labprāt iet uz skolu ($p=,006$). Savukārt bērns labprāt iet uz skolu, ja gaisotne klasē ir iekļaujoša ($p=,007$). Ja klases gaisotne ir iekļaujoša, tad vecāki ir apmierināti ar sava bērna iekļaušanos klasē ($p=,000$). Ja bērns labprāt iet uz skolu, tad vecāki ir apmierināti ar klases skolotāju, atbalsta skolotāja un audzinošā darba asistenta profesionalitāti ($p=,003$).

Vislielākās kvalitatīvas iekļaušanās problēmas un neapmierinātība ir vērojamas tieši Itālijas pamatskolās un galvenās būtiskākās atšķirības šeit ir vērojamas saistībā ar:

- vecāku piedalīšanos bērna Funkcionālā Dinamiskā Profila un Individuālā Mācību Plāna formulēšanā un tā vērtēšanā un apmierinātībā ar bērnam

paredzēto aktivitāšu plānošanu un organizēšanu, kur Hī-kvadrāta testā $p=,007$;

- izglītības līmeni, kurā ir iekļauts bērns un vecāku apmierinātības līmeni ar klases skolotāju, atbalsta skolotāja un audzinošā darba asistenta profesionalitāti, kur Hī-kvadrāta testā $p=,011$;
- izglītības līmeni, kurā ir iekļauts bērns un vecāku apmierinātību ar bērnam ar autiskā spektra traucējumiem paredzēto aktivitāšu saturu, kur Hī-kvadrāta testā $p=,052$.

Lai uzlabotu šo skolēnu izglītības iespējas, nav nepieciešams atgriezties pie jau noieta etapa, proti, nošķirtas speciālās izglītības. Kvalitatīva iekļaujošā izglītība ir iespējama, par to liecina labās prakses piemēri, kas Itālijā ir ne mazums, tie ir jāpopularizē, skolotājiem ir jāapmeklē apmācību kursi, kur jāiepazīstas ar labās prakses piemēriem, tādējādi vairojot skolotāju ticību tam, ka ir iespējams sasniegt labus rezultātus.

Summary

This Paper is action research for the purpose of studying and evaluating the quality of the Italian inclusive education program for students with disabilities related to the autism spectrum disorders, with the goal of understanding current problems and look at improvements which will give better results. Both theoretical and empirical methods are used in the study; the scientific literature is researched and analyzed and questionnaires filled out by the parents are used under the SPSS Descriptive Statistic program.

The theoretical part highlights Italy's contributions and advances in inclusive education as well as discusses still unresolved problems. To get a better view of Italy's solutions for inclusive education and educational treatment of diversity, the Italian "Integration Directives for Students with Special Needs", published in 2009, is looked at. In order to ensure the necessary quality of education, this has to be followed by every educational institution in Italy. Attention is also paid to the Canevaro un Ianes (2002) – Italy's 20 examples of Best Practices, to emphasize several positive indicators and active principles which are at the basis of this and can serve as quality indicators. Finally the 2008 Ianes are reviewed, as these provide the main structural and procedural aspects that are at the basis of quality inclusive educational efforts.

In the empirical study one can see the views of the parents of children with autism who are currently mainstreamed in various grades of the public school system in Rome, as recorded in a Survey. And in general, there views of the quality of the system are pretty dissatisfactory.

The results of the Survey are analyzed using the Pearson Chi-Square Tests and Directional Measures (Lambda, Goodman and Kruskal tests); and the statistically most significant differences among the variables are as follows:

The parents are satisfied with their child's inclusion into the school, if the child actively wants to go to school ($p=,006$). In turn, the child desires to go to school, if the atmosphere in the classroom is an inclusive ($p=,007$). If the atmosphere in the class is inclusive, then the parents are satisfied with the child's inclusion into the class ($p=,000$). If the child desires to go to school, then the parents are satisfied with the quality and professionalism of the teacher and the educational assistant in the class ($p=,003$).

The biggest problems with successful inclusion and the resulting dissatisfaction, can be seen in the Italian middle schools; and this is related to the low professional level of the specialists who work with the autistic children there and the resulting activities content.

The primary differences in results seen here are related to:

- parental participation in the development of the child's Dynamic Functioning Profile and the formulation and evaluation of the Individual Learning Plan and in satisfaction with the planning and organization of the child's intended activities – in the Chi-Square Test $p=,007$;
- the education level the child is included into and the parent's satisfaction with the professionalism of the class teacher, the assistant teacher, and the educational assistant - in the Chi-Square Test $p=,011$;
- the education level the child is included into and the parent's satisfaction with the autistic child's planned activities content - in the Chi-Square Test $p=,052$.

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SPATIAL DISTRIBUTION OF SPECIAL EDUCATION FOR VISION IMPAIRED PEOPLE

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Abstract. *The article treats spatial analysis distribution of activities within special education of vision impaired children, pupils and students in the Czech Republic. It response to the research questions: What are territorial differences in content and volume of special education of vision impaired people? Are there any regional disparities? The authors applied several scientific methods – a standardized form for recording of particular contact the teacher with vision impaired person in Special Education Centre, database design, spatial analysis and map compiling. The study confirms a significant increase of disability in higher age and dominant role of the family in the care for a person with vision impaired people. The research confirmed the dominant role of regions as special needs centres authorities. Based on a unique survey the study quantified special needs centres activity.*

Keywords: *atlas, disability; map; spatial distribution. special education; vision impaired people*

Introduction

In the Czech pre-school, primary and secondary education, the educational services are provided to approximately 1,656,000 children (EACA, 2011). Almost 103,000 children of these are children with special educational needs (including disability, health deprivation and social disadvantage). In particular, children with physical disabilities and physical handicaps use the services of Special Educational Centres (SECs), one of two types of school counselling facilities in the country. The main SECs' task is defining (diagnosis and counselling) special educational needs for children, pupils and students on grounds of disability at kindergartners, primary and secondary schools in the whole country (Burian, Brus & Voženílek, 2013). In a broader context, the SEC clients are also students' parents, guardians (legal representatives), teachers and schools in which pupils are educated (Tuček, Pászto, & Voženílek, 2009).

The SECs' activities impact the success of educating tens of thousands of children. In many studies (Brychtová, Popelka & Voženílek, 2012) the high dependence of families caring for children with disabilities in institutions, advisory and consulting field were confirmed. Questions of optimization of network devices, as well as the availability of services for the target group are widely discussed in the Czech Republic. However, the discussion is so far without processing adequate measurements and analyses by means of special education and also by spatial (territorial) approaches. Therefore, a unique project within a system of measuring the availability of counselling and diagnosis of

SECs in the Czech Republic for public authorities (Ministry of Education, regional authorities, etc.) was conducted. That system resulted in a unique set of data and cartographic output. Geoinformation technologies, mainly tools of GIS, were applied for the spatial information integration of all investigated activities and for the advanced calculations in order to detect all the arguments for the network optimization and the SEC activities (Vondráková, Vávra & Voženílek, 2013; Popelka, Brychtová & Voženílek, 2012; Voženílek, 2002a, 2002b, 2009). One of the main objectives of the authors' research is to investigate spatial distribution of consulting and diagnostic SECs' advisory in the Czech Republic, mainly to process spatial analysis distribution of activities within special education of vision impaired children, pupils and students in the Czech Republic. The GIS tools were used to manage spatial distribution of all investigated activities and to suggest all possible changes for their optimizing.

Mapping of Special Educational Centres for vision impaired people

The Czech SECs are part of the pedagogical-psychological counselling system to children, youth and their parents, teachers and other educators. The SECs' activities include the systematic special education, psychological, diagnostic and advisory work with children of the target group. Primarily it is for pupils with special educational needs by reason of mental disability, physical, visual, auditory, speech disorders, autism spectrum disorders and the combination of the so-called basic disability. Providing appropriate special educational support is an essential prerequisite for the successful education of this group of students (Brus, Voženílek & Popelka, 2013).

The research was based on an objective assessment of the availability of appropriate services of the special educational centres for visual impaired people in terms of their spatial locations within the territory of the Czech Republic (almost 80,000 sq. km), to assess the volume, type and selected aspects of their activities. This objective was fulfilled through cartographical visualization of information of investigated themes (Dvorský, Snášel & Voženílek, 2009, 2010).

The SECs' infrastructure was mapped in sense of staffing, facilities and other characteristics (see Table 1). There are totally 21 SECs for visual impaired people in the Czech Republic (without detached units). Information about the SECs' infrastructure have been identified in collaboration with the staff of regional offices and the Czech Ministry of Education, part of which was provided by the Institute for Information on Education.

Table 1

The overview of the mapped characteristics of the SECs' infrastructure

mapped characteristics	possible attribute
SEC address	region, city, street, postcode
SEC founder	Ministry of Education, regional authority, municipal authority, private founder
Year of SEC establishing	1990 etc.
SEC specialisation (disability)	mental, physical, visual, auditory, speech disorders, autism spectrum disorders and combined
SEC staff	Total number of employed
SEC staff structure	Number of special educators, psychologists and social experts
Specialisation of special educators	asked whether the SEC has a specialist for mental, physical, visual, auditory, speech disorder or autism spectrum disorders
Equipment by diagnostic tools	description of standardized instruments for measurement of selected areas, such as intellect, family climate, school climate, pathopsychological phenomena, ADHD / ADD, school readiness and others

The SEC network in the Czech Republic covers the needs of students with disabilities at an insufficient level (particularly in terms of accessibility). Special educational center for visual impaired people covers the territory of the Czech Republic very sporadically. In most regions there is only one such center. In the Karlovy Vary Region (the westernmost part of the state) it is even completely missing. The opposite situation is the concentration of the SECs in the middle of the west of the country (see Fig. 1).

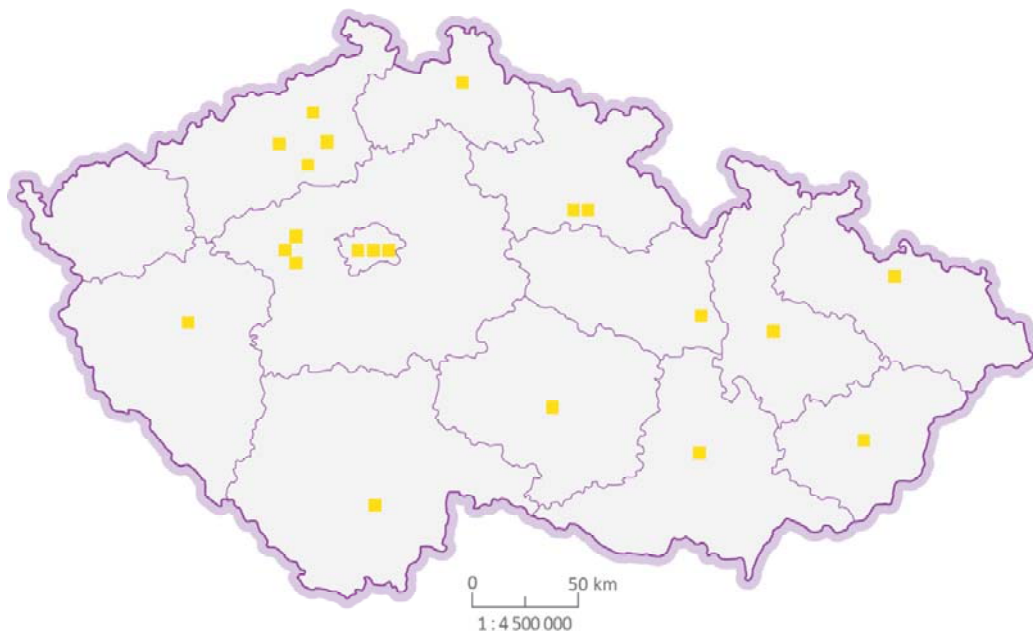


Figure 1 Territorial distribution of the Special Education Centres in the Czech Republic in 2011

Relatively comprehensive pilot survey to verify the structure of survey data on services was designed and brought well-structured SEC data collection for further investigation. Pilot data collection which was attended by SEC of two regions was conducted from September to December 2010. The basic element, that was verified (and subsequently used during the actual data collection) in the pilot testing, was the record of each "SEC educator's contact with the client." Therefore, each SEC staff recorded selected range of information about each service provided by the client (Svobodová & Voženílek, 2010). To ensure anonymity necessary (it was a procedure with the data bound to a disability, so-called sensitive personal data under the Act) personal information such as name, exact date of birth and address of residence were not recorded.

Data containing information on gender and age of client, type and severity of his disability, and other (for details see Table 2) were monitored. Record geolocation was made by postcode of residence of the client and the place where the SEC educator contacted the client.

Table 2

Collected data on the volume and type of services provided to clients by own exploration of SECs

mapped characteristic	possible attribute
date of contact	number of week in year
gender of client	girl, boy, group of client (gender is not recorded)
age of client	age category 0-2, 3-5, 6-11, 12-14, 15-19, 20-26
school grading of client	attended grade in school
residence of client	postcode and municipality name
place of contact	SEC, client's home, social welfare institution + postcode and municipality name of contact place
form of transport	bean which transported the client, or employee - car, city transport, walk
accompany of client	themselves, family member, teacher, other
depth of client's disability	none, light, moderate, severe
kind of contact	examination, education, re-education, screening, etc.
who initiated the contact	client itself, SEC, court, doctor, etc.

The SEC educators used the paper form (Fig. 2 left) to notice all required information about the meeting with a client (or immediately after). Once a week, all paper forms were recorded through a web form project (Fig. 2 right). Two-stage data collection (first fill out the paper form and then copy it into the web form) was designed from two reasons. The SEC staff usually does not use a computer during contact with the client and in many cases (diagnosis, screening) the typing of records could acted inappropriately and disturbing. The data was stored in spatial database for further analyses in GIS.

Analýza prostorových aspektů služeb SPC
formulář sběru dat

Výzkum prostorových aspektů služeb SPC
formulář sběru dat

Datum záznamu: 13.-19.6.

Klient:
 chlapec dívka skupina, počet klientů:

Věk klienta:
 0-3 roky 3-5 let 6-12 let 12-15 let 15-20 let 20-26 let nad 26 let

Školské zařazení:
 předškolní mateřská škola starší škola střední škola kurzy k doplnění vzdělání
 vzdělávání podle §42 škol. zákona není žákem žádné školy

Bydliště klienta:
 PSČ: 79824 Obec: Némčice nad Hanou

Kontakt se odehrál v:
 v SPC ve škole ve stacionáři nebo v místě poskytnutí sociální služby
 v domácnosti jinde

Místo kontaktu:
 PSČ: 79601 Obec: PV

Forma dopravy:
 pěšky, jízdní kolo, MHD veřejná doprava individuální doprava (automobil)

Doprovod klienta:
 sám rodinný příslušník pedagog jiná osoba

Hloubka postižení:
 žádné lehké středně těžké těžké (hluboké)

Zdravotní postižení:
 mentální tělesné zrakové sluchové řečové PAS jiné

Druh kontaktu:
 vyšetření komplexní vyšetření edukace reedukace intervence depistáž

Kontakt inicioval:
 klient, či zákonný zástupce z vlastního popudu škola OSPOD soud, police
 poradenské zařízení naše jiné lékař, či zdravotnické zařízení jiný

Řešení analýzy projektu ESF, operačního programu Vzdělávání pro konkurenceschopnost v rámci „Inovace školství SPC při poskytování speciálních vzdělávacích potřeb dětí a žáků se zdravotním postižením“ [ing. č. CZ.1.07/1.2/00/14.0001] probíhá v letech 2010 – 2013.

SPC pro vady řeči DP, Jilová 43A, Olomouc, 77900 Záznam ze dne: 20.06.11 - 26.06.11

Klient:
 chlapec dívka skupina

Věk:
 0 - 3 roky 15 - 20 let 20 - 26 let nad 26 let

Školské zařazení:
 předškolní mateřská škola střední škola vysoká škola
 kurzy k doplnění vzdělání není žákem žádné školy

Bydliště klienta:
 PSČ: 79827 obec: Némčice na Hané

Kontakt se odehrál:
 v SPC ve škole dětský domov, zařízení soc. služeb v domácnosti jinde

Místo kontaktu:
 v domácnosti u klienta v našem SPC (77900 Olomouc)
 jinde, doplňte PSČ: 79601 obec: Prostějov

Forma dopravy:
 pěšky, na kole, MHD veřejná doprava (vlak, bus) individuální doprava (automobil)

Doprovod klienta:
 sám rodinný příslušník pedagog jiná osoba

Figure 2 Paper form (left) and a web form (right) with context-sensitive help filled in by SEC staff for each contact with the client

From January to December 2011, collecting information and field offices in 21 SECs for visual impaired people in all regions of the Czech Republic (excluding Prague) was organized in the main survey.

Analyses and results

Data for analyses were obtained in two ways: by providing their own research and government organizations, the Institute for Information on Education and the Czech Statistical Office. Spatial analyses of the activities of the SECs for visual impaired people provide a basis for decision-making activities founding institutions, justification of optimization of the network and subsequent SECs' services (Voženílek, Kudělka, Horák, Snášel, 2012). Therefore, the authors performed various spatial analyses, for example location accessibility by network analysis, and identified regions with insufficient percentage of special education. All results from spatial analysis inform about the SECs' activities and

can also serve clients with special needs and their families to find a specific place of care.

The clients with visual disabilities receive their care mostly in the centres focused on their kind of disability (Fig. 3). But they are also clients of a number of other SECs. There are several SECs, which prefer work in group. They are mostly "historically" (from its establishment) focused on visual impairment. In each region one centre (often traditional centre at an initial “special school”) dominates and the group work is also significantly more provided there. In the westernmost region, where there is not a centre exclusively for visual impairment, other three of five centres serve visual impaired people.

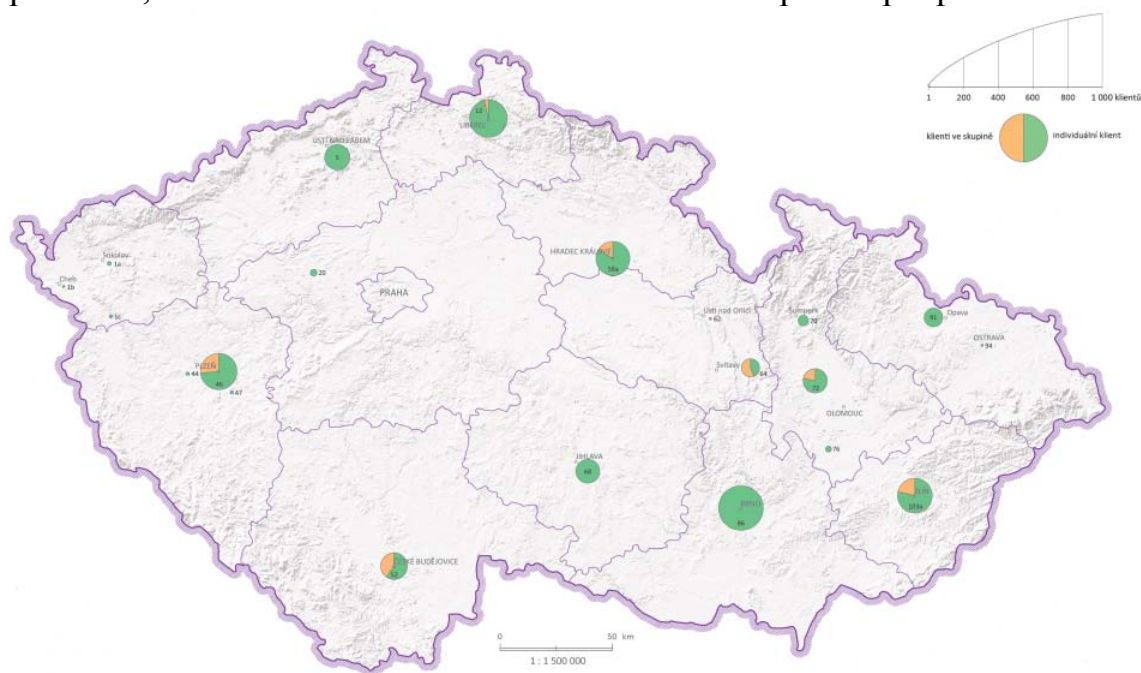


Figure 3 **Clients of SECs for visual impaired people according to form of work**
Explanations: left orange semi-circle – clients in group, right green semi-circle – individual client.

The clients of preschool, lower and higher primary school age make an approximately equal clientele of centres focused on visual impairment. The research shows that the centres for other disabilities do not serve visual impaired people. This confirms the high specialization of advisory activities in this segment. The map on Figure 4 shows that most regions have the only one SEC, which provides care for nearly all clients with visual impairment.

Very sparse and uneven distribution of addresses of clients with visual impairment, who attend the centres confirms that the use of SECs' services, is subject to nearness of the center. Only slightly higher concentrations of client addresses in the nearest center were proven.

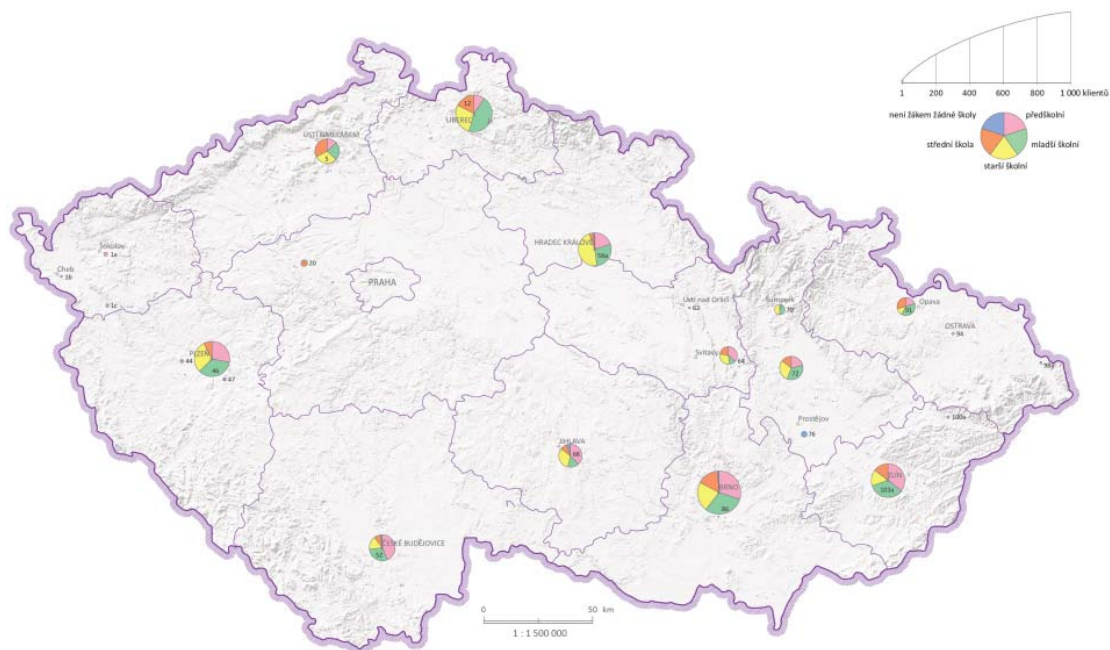


Figure 4 Clients of SECs for visual impaired people according to school grading
Explanations: pink sector – kindergarten, green sector – lower primary, yellow sector – higher primary, orange sector – secondary, violet sector – non

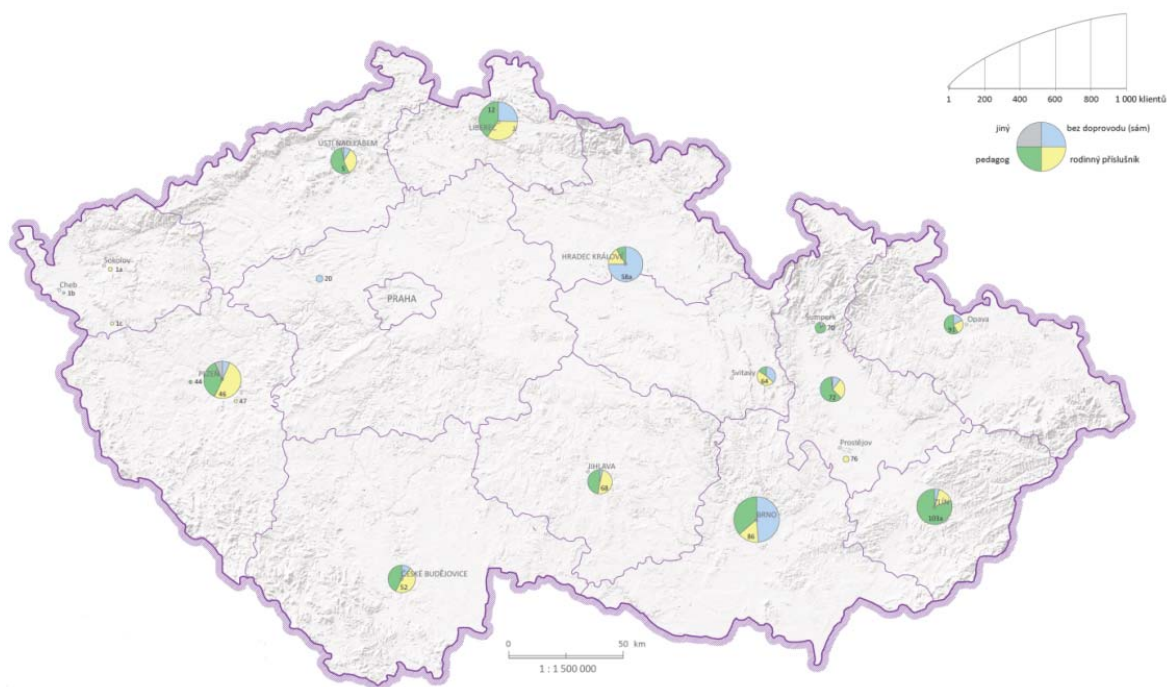


Figure 5 Clients of SECs for visual impaired people according to accompany.
Explanations: blue sector – alone, yellow sector – family member, green sector – teacher, grey sector – other

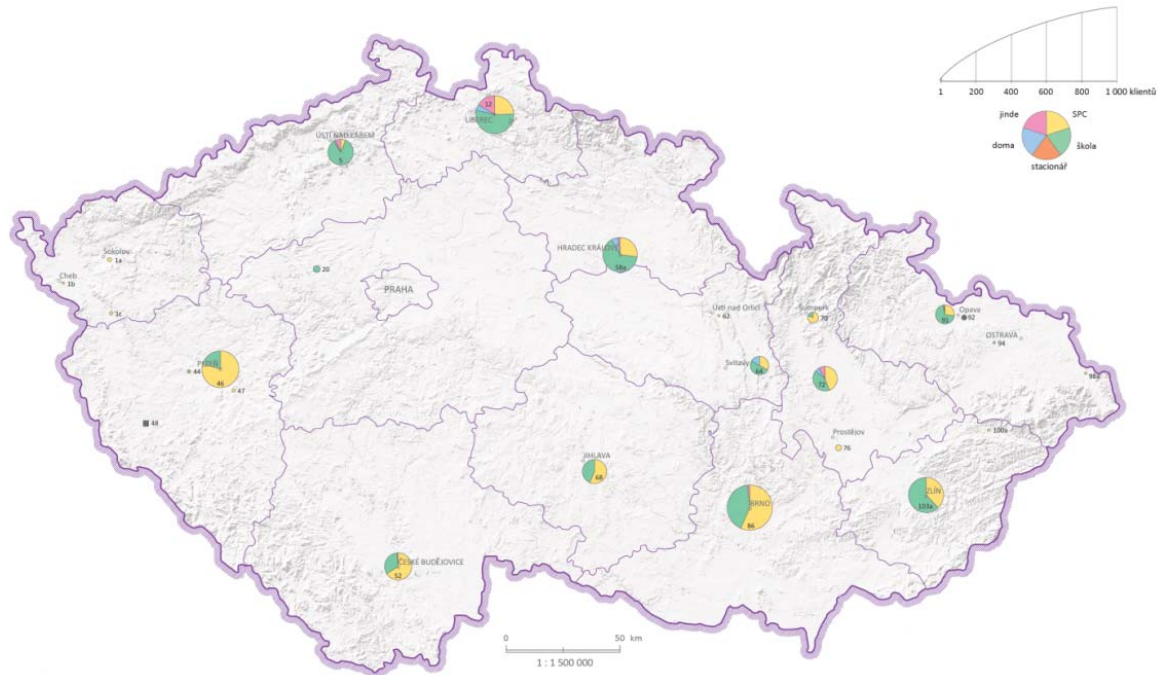


Figure 6 Clients of SECs for visual impaired people according to place of contact
Explanations: yellow sector – SEC, green sector – school, orange sector – care centre, blue sector – home, pink sector - elsewhere

It is surprising that while the most frequent accompaniment of visual impaired clients to the SEC is a teacher (42%). Several SECs are attended by clients accompanied by family members, in some cases attended alone (see Fig. 5). Higher accompaniment by teachers may be due to changes in legislation in 2011, which re-diagnosis was decreed. This could be the reason for the increased number of accompaniment by teachers.

Contact with visual impaired clients was taken place evenly in the SECs (45%) and schools (48%). The research distinguished three situations for the main regional SECs – prevailing contacts in the SECs in the south of the country, prevailing contacts in schools in the east of the country and varied structure of places of contacts in the remaining parts of the country (Fig. 6).

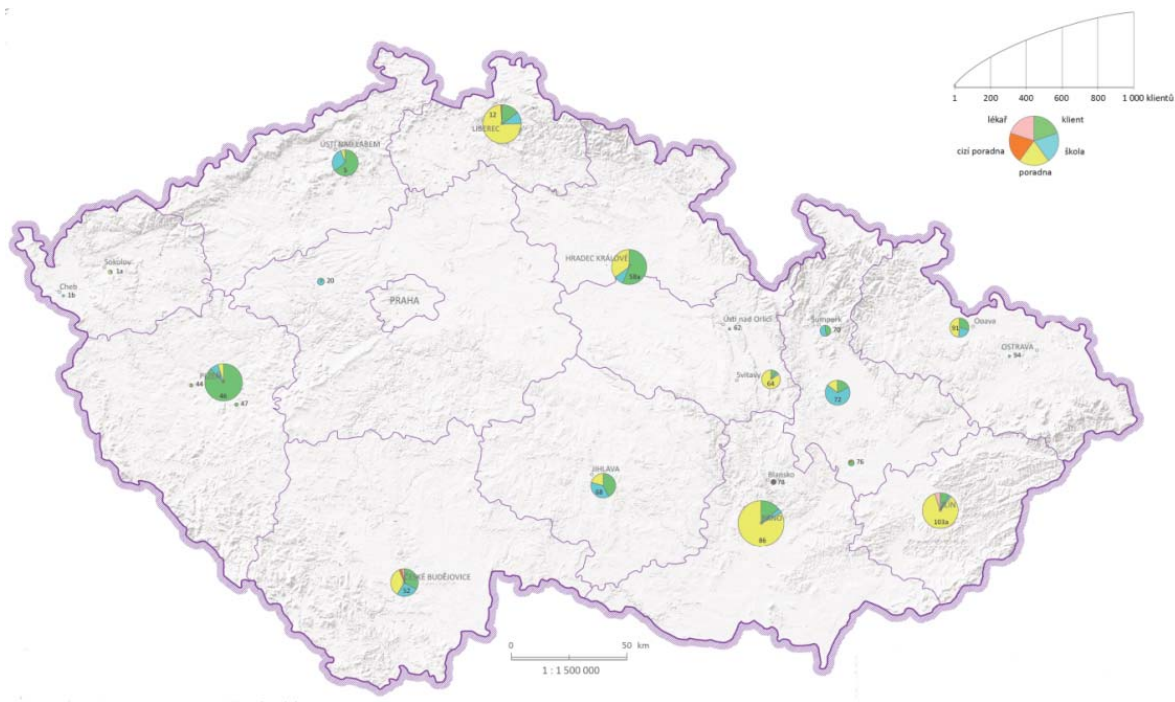


Figure 7 Clients of SECs for visual impaired people according to initiation of contact
Explanations of sectors: green – client, blue – school, yellow – domestic advisory centre, red – another advisory centre, pink – physician

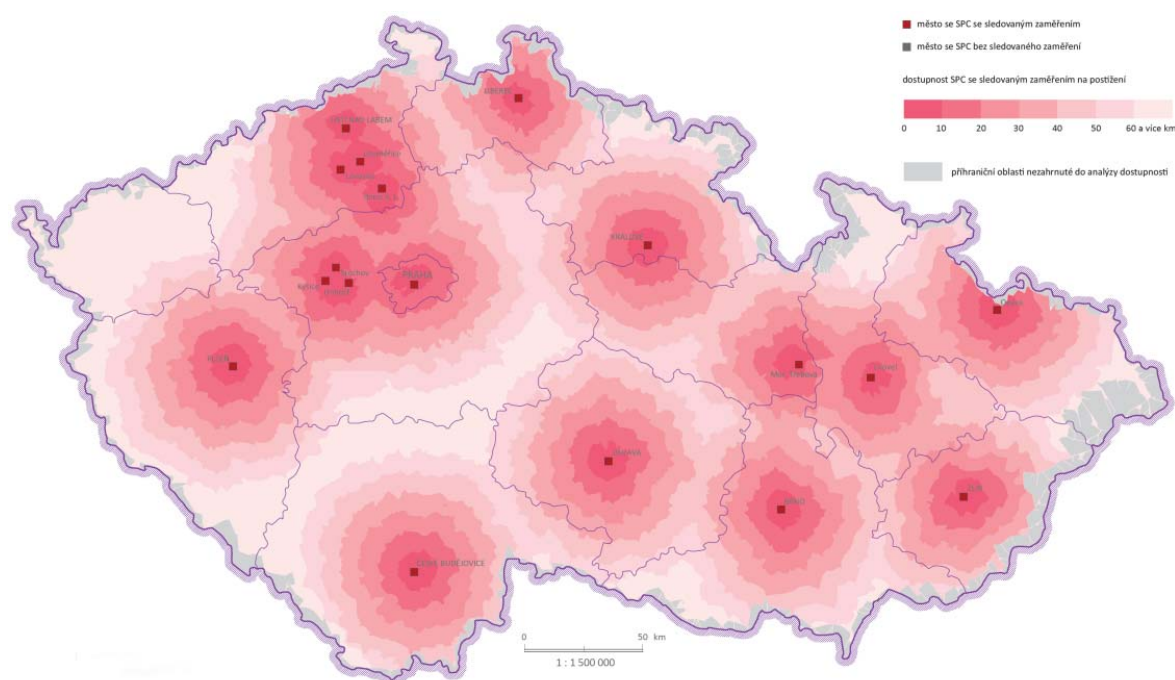


Figure 8 Accessibility of SECs for visual impaired people
Explanations: graduating red interval 0–10–20–30–40–50–60–and more km.

The situation when the initiator of the contacts is a family member is almost 33%. The term "initiating SEC" includes also ongoing intervention that is planned by the SEC professionals. It is interesting that three big SECs have more than $\frac{3}{4}$ initiations by "Domestic Advisory", three other big SECs have

prevailing the initiations by a family member (Fig. 7). Only one SEC has the most initiations by school.

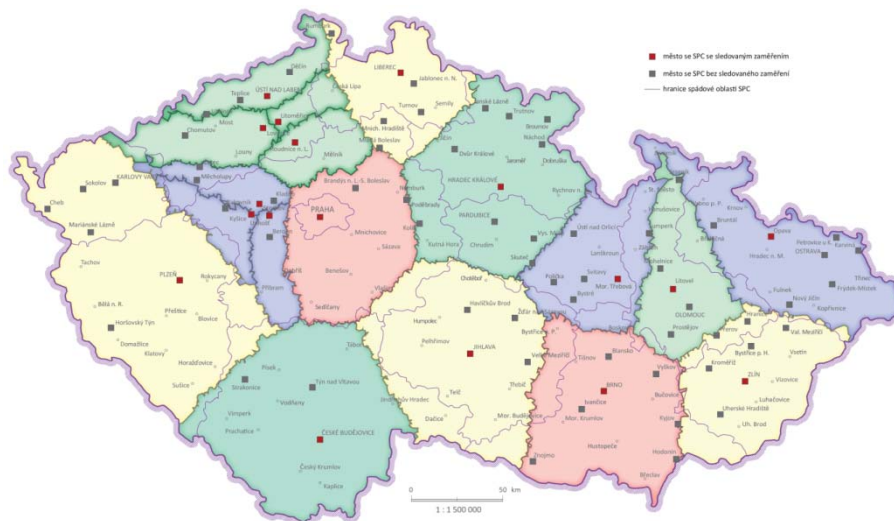


Figure 9 Catchment areas of SECs for visual impaired people

Explanations: red squared symbol – city with SEC for visual impaired people, grey squared symbol – city with SEC for another disability

Conclusions

The research resulted in critical knowledge for SEC managers, personnel of departments of education and social affairs of the public authorities, the relevant department of the Ministry of Education and Ministry of Social Affairs and the wider public. The results (Voženílek & Michalík, et al. 2013) provide a comprehensive overview of the activities of the SECs for visually impaired people in the Czech Republic (Popelka & Voženílek, 2012).

The informational value of the maps has already been applied at all levels of the educational system of the Czech Republic. Ministry staff and regional offices (these authorities act as founders of the vast majority of SECs) acquire irreplaceable and still undetected in the Czech Republic on the structure of SEC activities, availability of services for clients of different groups (children and students, parents, schools) and in particular more or less (not) justifiable differences in activity comparable type of this type of advisory bodies. Finally, the research meets the last entry made by investigators of the project: to provide a strong basis of the arguments of children and parents of students with visual impairment (possibly their organizations) in their logical requirement for high-quality, standardized, accessible, accurate and professionally acceptable time special education diagnostic or advice service (Horák, Kudělka, Snášel & Voženílek, 2011).

The research results became a strong argument and a source of expert claims for political decision-making at regional and national level.

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TACTILE MAPS BASED ON 3D PRINTING TECHNOLOGY

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Abstract. *The authors present the research seeking evaluating and developing aspects of interpretation and perception of geospace by modern tactile maps based on 3D printing. There are three newly introduced types of tactile maps. Map of type A is a tactile map printed by 3D printing technology as traditional relief tactile map with 5 mm thick background using both positive and negative relief with labelling by Braille letters. Map of type B is an inverse form of tactile map printed by 3D printing technology which will be used for casting type A tactile maps. Finally map of type C is a sound tactile map derived from map of type A posed onto box with digital voice records of geoinformation (attributes, navigations etc.) activated by touch on maps surface. The paper also describes present situation in tactile maps production and steps in recent testing the new type maps.*

Keywords: *atlas, disability; map; spatial distribution. special education; vision impaired people*

Introduction

Present modern information-based society offers many possibilities for visualisation of geospace using the latest information technologies (Voženílek, 2009). Geospace (geographic space) is defined as a part of landscape environment determined by places of human activities influence on the nature. Geospace (determined by that way) is perceived by human being through its senses or vicariously by geoinformation (geographic information, spatially located information) (Voženílek, 2002; Svobodová & Voženílek, 2010). Correct geospace perception is precondition for both practical life at any place on the Earth and for cognitive process of natural and social phenomena (objects and processes) (Popelka & Voženílek, 2012; Popelka, Brychtová & Voženílek, 2012). Integration of blind people into ordinary life in geospace is very difficult process. The research topics related to geospace presentation by blind people are deal with in Anglo-Saxon countries from 80s of the 20th century (Brychtová, Popelka & Voženílek, 2012).

The first tactile maps served for practicing of spatial orientation and movement and they used lineal representation of everyday pathways for various users (i.e. way from home to office, shopping etc.) by form of pressed plastic plate made at special vacuum printers. These types of tactile maps are used more as technical aids rather than geospace representations. The only approximation of real geospace was so called 3D maps – plastic embossment maps primary designed seeing people and intermediating the blind perception of earth surface complexity. However they cannot provide him geographical information (occurrence point, linear and aerial phenomena – i.e. hospital, railways, protected areas etc.). During 1990s quality and technology of printers was improved and it impacted tactile maps production.

Many teachers of blind people have only two possibilities for teaching geospace perception – pressed plates and plastic relief maps (thermo-vacuum plates, thermoactive foam materials, individual handy-made maps). The teachers help themselves by various modifications of plastic maps – i.e. emphasizing linear symbols by fabric or plastic belts or by labels with Braille letters. According to data of Tyfloservis.p.s. (department of Association of the blind in the Czech Republic) training of spatial orientation and movement in courses is 22 %, special graphics 2 %, Braille learning 8 % and using technical aids 8 %. Tactile maps would be more practical and effective in all trainings and contribute to better client adaptation (Jesenský, 1970). Tactile maps availability and their high costs are the greatest barriers in many countries for their better development, distribution and using (Voženílek, Kudělka, Horák&Snášel, 2012).

The aims of the research

The main aim of the authors' research is to assess and to develop all aspects of interpretation and perception of geospace by spatial information on modern type tactile maps based on 3D printing from the view of current state of cartographical production technology. The research consists of particular topics as assessment of world methodologies and standards for tactile maps production, user's requirements analysis on present tactile maps and analysis of 3D printing technology for tactile maps production in GIS (Tuček, Pászto& Voženílek, 2009). The main part of research includes designing and completing geodatabase tactile maps production, compiling of tactile maps symbology within GIS and printing new three types of tactile maps by 3D printing technology (Horák, Kudělka, Snášel& Voženílek, 2011). The research will conclude by testing printed tactile maps by end users (the blind).

Tactile maps of modern type means three map modifications (all coloured):

Type A: tactile map printed by 3D printing technology (Context 3D printers) as traditional relief tactile map with 5 mm thick base using both positive and negative relief with labelling by Braille,

Type B: inverse form of tactile map printed by 3D printing technology which will be used for casting type A tactile maps,

Type C: sound tactile map (of type A) posed onto a box with digital voice geoinformation activated by touch on maps surface.

The particular task of design, development and usability of maps for persons with visual impairment is based on the actual needs of these persons (Ungar, Jehoel, McCallum& Rowell, 2005). The general principles of development of maps for persons with visual impairment are crucial when preparing such maps (Vondráková, Vávra & Voženílek, 2013; Burian, Brus & Voženílek, 2013). The principles are: the overall slipperiness of the material surface, the factors concerning the health risks of the material used, the suitability of the material for touching, the possibility to wash the material which is connected with hygiene conditions of its usage and the necessity to carry out a survey of usefulness and

purposefulness of the map which is actually being prepared (Dvorský, Snášel & Voženílek, 2009). The map have to be as concise as possible and it depicts only necessities, but it should at the same time give the person overall information about the place. During the research the authors cooperated with the organisation Tyflocentrum Olomouc and the actual users of the tactile maps to determine the most suitable and acceptable technical parameters (such as descriptions, colours, abbreviations, sign keys etc.) from those stated in various publications and resources. However, the complete research concerning maps and plans for persons with visual impairment that are already being used was not carried out in the Czech Republic yet. As a consequence we have to prepare the databases of more complete maps and plans first and only after that we will select the most suitable technical parameters which we will consult with specialists (teachers and advisers) before final decisions.

After preliminary analysis of used tactile map printing technologies the authors can comment that new 3D printing technology based on layering and gluing gips powder makes possible new capabilities in 3D object modelling. Tactile maps are only one of possible ways of applying that technology. Used 3D printing was by maximal format 254×356×203 mm and thickness of one layer 0.089-0.203 mm. However progress in improving technical parameters of other printing technologies is so rapid that at the end of research activities the parameters of 3D printing will be twice stronger (Voženílek, 2002). Nevertheless current parameters are sufficient for required criteria of tactile models (it means maximal width 55 cm, length for bimanual perception 105 cm, for monomanual 75-80 cm) (Lamotte& Whitehouse, 1986). ESRI products are selected as the fundamental software environment for the research implementation (Dvorský, Snášel& Voženílek, 2010). All basic relief expression parameters of tactile models will be, especially relief point radius 1.2 mm, point height 0.75 mm, spacing in base 1.2 mm, spacing in top 2.4 mm, parabolic shape of relief line (height:width ~ 3:2), distance lines and points etc. (Theissen, 2000).The authors set methodology for tactile map computer model building (from easily available data sets) and conversion approach into output (3D printer) device language.

Within research, 3D printing (at Contex printer) tactile map of type A has been produced. Because printed model consists of 50 % of pores it was easy to apply infiltrants arranging selected properties. Contex Company provides many preparations which can make the model either hard, flexile, smooth, waterproof etc. This is used when looking for the best printing procedures. The printed maps were used for testing by end blind users (see below). The printing procedure respected all rules for tactile model constructing, i.e. surface roughness, health wholesomeness, touch amenity, washing and other hygienic requirements. Particular manuals for the first tactile map type is compiling now (Hirn, 2005). The first point of view is the one of blind and purblind pupils of the Czech elementary and secondary schools– those whose impairment is inborn (congenital visual impairment). The second one is the one of adult users of

maps – the clients of organisations typhlo-centres and typhlo-services from the whole Czech Republic. These users will be divided into two groups of blind adults – first, adults with congenital blindness (they try to improve their abilities and skills) and second, the persons who became blind during their life (they have to develop necessary abilities and learn how to use them).

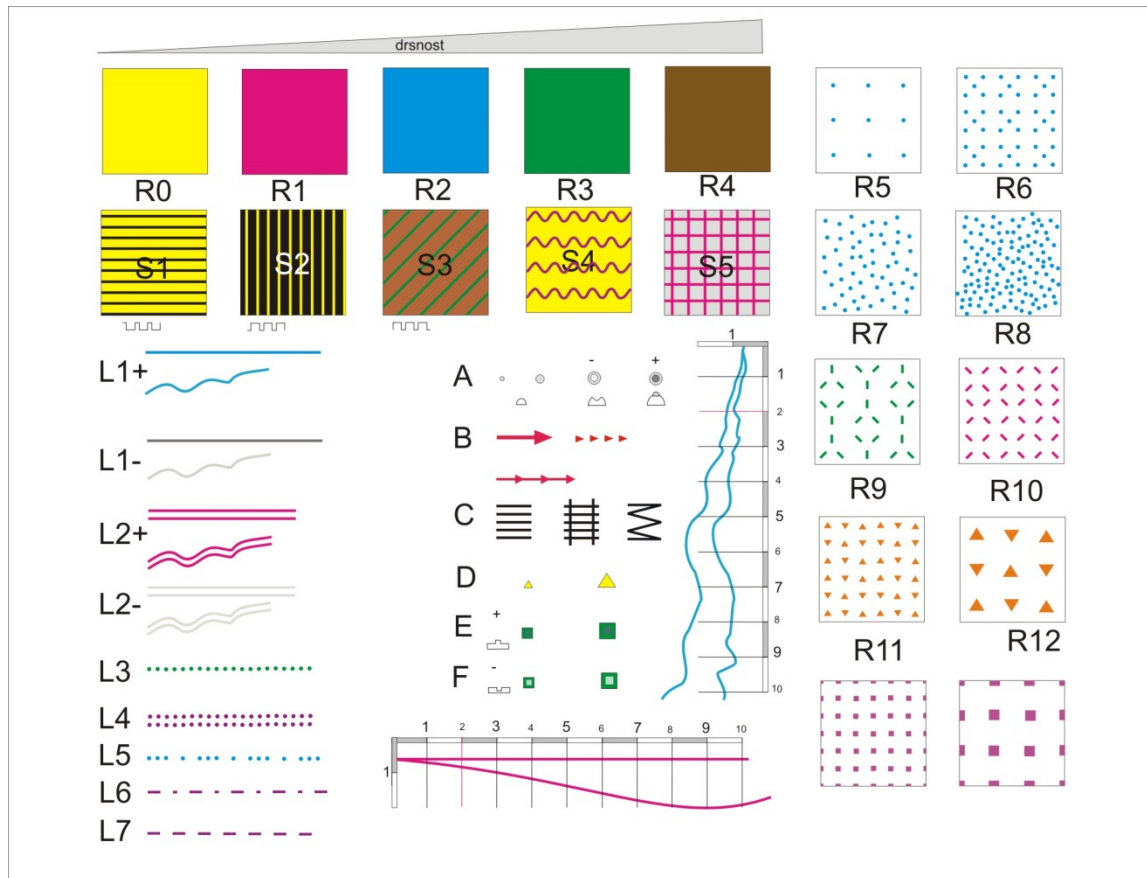


Figure 1 Testing board for tactile map of type A producing *Explanations: R0-R4 roughness/harshness; R5-R12 testing types of patterns; L1-L7 testing lines with positive and negative embossing; A – point marker – circular with positive and negative embossing; B – direction marker, arrows; C – impediment marker – stairs, rails, zebra crossing; D – F point markers – triangle, square – with positive and negative embossing; no marking – testing measures for recognition of double or single embossed line – curved lines (blue) and straight lines (red)*

The testing by adult users of both groups (congenital and acquired blindness) will be carried out in cooperation with organisation Tyflocentrum Olomouc, which successfully cooperates with the department of special education on a long time basis and which has already agreed on the cooperation. Tyflocentrum Olomouc as well as the research applicants supposes that, thanks to the outcomes of testing of individual groups, they will be able to identify plans and maps suitable for each degree of visual loss, proper colour contrast and marks and abbreviations appropriate for tactile as well as visual perception.

Testing of tactile maps of Type A

Modern tactile maps are stipulated mainly for blind persons and persons with severe visual debility. They should help pupils and students and primary and secondary schools, as well as adults, as part of spatial orientation and independent movement training. The authors have therefore, for the purpose of testing, contacted educational organizations for pupils and students, and at the same time institutions, which provide services to adults – i.e. typhlo-service and typhlo-centre (organizations for adults with visual impairment, dealing with 2. degree physiotherapy). The following institutions, out of those researchers have contacted, promised to cooperate:

- 3 primary schools for pupils with visual impairment,
- 2 secondary schools (Grammar school and Secondary Vocational school),
- 2 typhlo-centres.

When selecting a sample stipulated for testing, the authors tried to accept the variations in approaches to persons with various degrees of impairment in various age categories (Wiedel& Groves, 1969; Lederman, 1974). From the perspective of blind persons, it is mainly the tactile experience which is important and which can be further used in their practical lives. On the other hand for persons with severe visual debility, focus on tactile as well as coloured and contrasting design of samples, legends and thus created tactile maps, is desirable.

In relation to individual age groups, it is always essential to take into consideration the experiences that the respondents have gained, and it was always important to take it into account within the testing perimeters (Gilbert, 1988). The expected variations between children and students of primary and secondary schools with clear visual deficiencies, and persons with a combined impairment (out of which one is a visual impairment) were often confirmed within the scope of testing, and this factor will have to be considered in the subsequent phase of further maps creation and follow-up testing (Rowell &Ungar, 2005).

The tests were carried out at selected institutions, at the end of 2008. Our cooperation with these establishments was excellent to the point that our expectations were exceeded, and the test participants expressed great interest not only in the presented samples, but also in further development and the possibility of a future offer of modern type tactile maps. Not only the educational and counselling approached institutions, but also institutions, whose scope of activities does not involve care and services for persons with visual impairment, expressed interest in maps that the authors presented and proposed in certain alternatives (Edman, 1992).



Figure 2 **Testing board by the blind**

In the above stated organizations, 80 % of blind persons and 20 % of persons with a severe visual debility from the selected number of respondents participated in the proposed testing, where a predominant group (75 %) of respondents were recruited from pupils and students of primary and secondary schools. The prevalence of tested individuals within school establishments was, according to our opinion, impacted by:

- 1) unsubstantiated prejudice of adults, concerning utilisation of such modern tactile maps in practical life,
- 2) awareness of school principals about the benefits of such modern type tactile maps within the teaching process.

For the purpose of testing, the authors have divided the sample card into several areas:

- line Aa, focused on roughness of material for persons with visual impairment on the level of blindness,
- line Ab, focused on distinguishing colour intensity of samples and comparing colour spectrum of similar shade samples for persons with severe visual debility,
- line Ba, differentiating in a structure of crosshatching in individual samples (blind persons),

- line Bb, differentiating of a colour contrast in crosshatched samples (persons with visual debility),
- column Ca and Da, focused on different structures of individual sectors with a different type of structural image, e.g. small and large triangles, intensity of dots, circles, etc. (blind persons),
- column Cb and Db, together with Ab, different intensity of shades in used colours (persons with visual debility),
- column E, which was focused on perception and differentiating of variations in embossed lines – simple, double, dot-and-dash, dotted, dashed and negative embossed lines,
- centre of the sample card F is focused on differentiating fine nuances between the embossed appearance of individual fine segments, e.g. arrows, traces/tracks, points (blind persons), this part was modified for persons with visual debility into appearance, which is visually distinguishable.

The following, and often surprising, findings result from the acquired data and conducted analysis:

- Aa – structure of this line of samples does not require changing (to the most segment 2 and 3 could be better differentiated),
- Ab, Cb and Db – there is a need for slight increase in colour intensity of some samples (especially brown, ochre and orange), on the contrary blue, green and pink colours were completely satisfactory,
- Ba and Bb – the contrasts perceived through touch as well as vision are completely satisfactory,
- Ca and Da – some samples must be changed or their distinctiveness significantly increased,
- E – the negative embossment is not palpable, it must be more defined; double lines are distinguishable from simple lines; occasional difficulties when differentiating variations between dot-and-dash and dashed line,
- F – the legend of traces/tracks was satisfactory for all respondents, as well as a simple arrow, on the other hand a legend formed by very fine points was unsatisfactory – it was often confused.

Conclusions were drawn on the basis of the above stated test results, pursuant to which the current samples are being amended, and they will form the base for further material processing of modern type tactile maps within the project.

Results and their practical utilisation

The research outputs are new knowledge on theory of production and conceptual approaches of tactile maps and compiling methodology for tactile map symbology and creating font set of tactile symbols for selected GIS software (Nolan & Morris, 1971). Guidelines for new type tactile maps design are completing including catalogue of geovisualization methods for tactile maps. The authors are currently applying examples of new type tactile maps to test possibility of sense of touch development in order to improve understanding

spatial relationships, spatial orientation and movement of the blind based on higher awareness about space. The results are useful by all institutions (not only related to the blind) within public administration for decision making in the whole society and by all organisations dealing with spatial information (Perkins & Gardiner, 1997).

The importance of the research for practice can be seen in using above mentioned results. In general research level the research brings methodological solution for geospace visualization at modern type tactile maps, methodology for the best interpretation method choosing of tactile map geodatabase and guidelines for their correct implementation (Greenspan & Bolanowski, 1996). The methodology involves also specifics of automated production of three modern type tactile maps within GIS software (the most popular in the Czech Republic). The applicants assume that final tactile map examples and final book with all achieved results will be efficient tool for schools for blind children and many organisations which need to integrate the blind into various activities (employers, shopping centres, transport companies, subjects of emergency management etc.).

Further important research result will be reviewing and assessment of present-day Czech and foreign trends in using tools for geospace perception by the blind and users' requirements analysis on present tactile maps (type A, B, C) that will provide methodological background for many further research of similar specialisation.

Exploitation of the new type tactile maps is very large – including using within school education, applying by officers of regional centres for the blinds, local governments and development agencies (Siekierska & Labelle, 2001). Produced tactile maps in three new types will serve for development of geospace perception and orientation of the blind – both children and adults (Brus, Voženílek & Popelka, 2013). The maps will assist to remove fear of space and recognising unknown places.

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SOCIĀLĀ PEDAGOĢIJA

Social Pedagogy

MĀCĪŠANĀS VAJADZĪBĀS PAMATOTAS PEDAGOGISKĀS INTERVENČES PROGRAMMAS PIEAUGUŠAJIEM AR SOCIĀLĀS TRAUKSMES IZRAISĪTIEM TRAUCĒJUMIEM IZVEIDE

Development of Learning Needs - Grounded Pedagogical Intervention Program for Adults with Social Anxiety Disorders

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Abstract. *The cognitive behavior therapy is one of the most widely used and is considered as the most effective method of treating social anxiety. However there are some researches drawing attention to the necessity to create new, effective methods of intervention for solving of problems caused by social anxiety. For the present moment there are made various researches concerning the different aspects of the disorders caused by the social anxiety within the fields of psychology and psychosomatic medicine, but there are almost no researches within the context of social anxiety in the field of pedagogy. Therefore there is lack of pedagogical solutions for the support of people having the disorders caused by social anxiety. Therefore there is a reasoned necessity to develop a learning-needs-based program of pedagogical intervention for reduction of social anxiety. The Article reflects the results of an empirical research, allowing identifying the learning needs of adults with social anxiety disorders, which will establish the target and tasks of developing program of pedagogical intervention.*

Keywords. *Social anxiety, social anxiety disorders, learning needs, adults*

Ievads

Introduction

Sociālā trauksme (*social anxiety*) tiek norādīta kā trešais lielākais garīgās veselības traucējums mūsdienu pasaulē (Social Anxiety Institute). *Sociālā trauksme* tiek definēta kā pastāvīgas bailes no vienas vai vairākām sociālām situācijām, kas ietver mijiedarbību ar citiem cilvēkiem (Diagnostic and Statistical manual of Mental Disorders, 4.ed., 1994; Social Anxiety Association). Veiktie epidemioloģiskie pētījumi Eiropā norāda uz to, ka sociālā trauksme ir viena no visizplatītākajiem trauksmes izraisītu traucējumu veidiem vecuma diapazonā no 15-65 gadiem un skar gandrīz 7% iedzīvotāju. (*Leclerubier et al, 2000*). Epidemioloģisko un gadījumu kontroles pētījumu rezultāti pierāda, ka personām ar sociālās trauksmes izraisītiem traucējumiem ir ievērojami funkcionālie ierobežojumi, kas negatīvi ietekmē gandrīz visas cilvēka dzīves jomas (Faravelli et al, 2000). EBSCO – daudznozaru e-grāmatu, e-žurnālu un citu zinātnisko e-resursu datubāzē, kas sastāv no vairākām pilnu tekstu un

apskatu datubāzēm, pieejamie pētījumi un to publikācijas norāda uz kognitīvi biheiviorālo terapiju, kā vienu no visplašāk pielietoto intervences metodi darbā ar sociālās trauksmes izraisītajiem traucējumiem. Lai gan kognitīvi biheiviorālā terapija tiek uzskatīta par visefektīvāko metodi sociālās trauksmes mazināšanai, tomēr ir pētījumi, kas norāda, ka daudzos sociālās trauksmes izraisīto traucējumu gadījumos šī terapijas metode ir bijusi neefektīva vai devusi tikai minimālu uzlabojumu (Hofmann, Bögels, 2006), kas norāda uz nepieciešamību radīt jaunas, efektīvākas intervences metodes sociālās trauksmes izraisītu problēmu risināšanā. Līdz šim veiktie pētījumi par sociālās trauksmes izraisītu traucējumu dažādajiem aspektiem ir pētīti psiholoģijas un psihosomatiskās medicīnas jomās, taču pedagoģijas jomā pētījumu sociālās trauksmes kontekstā tik pat kā nav, līdz ar to trūkst pedagoģisko risinājumu cilvēku ar sociālās trauksmes izraisītiem traucējumiem atbalstam. Tādējādi ir pamatota nepieciešamība veidot pedagoģiskās intervences programmu pieaugušajiem ar sociālās trauksmes izraisītiem traucējumiem sociālās trauksmes mazināšanai. Šādas pedagoģiskās intervences programmas izveide tika balstīta uz Preta izglītības programmu izveides metodoloģiskajām atziņām (Prets, 2000), kuras norāda uz to, ka izglītības programmu pamatā ir jābūt izglītojamo vajadzībām (Prets, 2000). Attiecībā uz izglītības programmām termins *vajadzība* tiek raksturots kā nesaskaņa starp to, kur izglītojamais ir tagad un to, kur mēs (vai izglītojamais, vai kāda cita persona) gribam, lai izglītojamais būtu. Savukārt vajadzību novērtēšana ir darbību kopums, kuru īsteno, lai iegūtu informāciju par izglītojamo mācīšanās vajadzībām (Prets, 2000). Pamatojoties uz šīm atziņām pirms pedagoģiskās intervences programmas izveides, ir jāveic empīrisks mācīšanās vajadzību izvērtējums, identificējot pieaugušā ar sociālās trauksmes izraisītiem traucējumiem mācīšanās vajadzības sociālās trauksmes mazināšanai. Tādējādi tiek definēts mērķis: Izzināt pieaugušo ar sociālās trauksmes izraisītiem traucējumiem mācīšanās vajadzības sociālās trauksmes mazināšanai, lai izveidotu mācīšanās vajadzībās pamatotu pedagoģiskās intervences programmu. Empīriskā pētījuma rezultāti noteiks izveidojamās pedagoģiskās intervences programmas mērķus un uzdevumus.

Pētījuma metodoloģija *Methodology of Research*

Pētījuma veikšanai tika pielietota kvalitatīvās pētniecības kritiskā diskursa analīzes metode kontentanalīzes procesā. Pētījuma respondenti ir pieaugušie, kuri sevi identificējuši par personām ar sociālās trauksmes izraisītiem traucējumiem. Analizējamie dati tika iegūti elektroniski, tāpēc kontakts ar respondentu bija netiešs. Informācija par respondentu vecumu un dzimumu nav pieejama. Vecuma un dzimuma identifikācija ir iespējama tikai, balstoties uz respondenta izteikumu saturisko kontekstu. Analizējamās datus veido rakstiska informācija, kas satur izteikumus, stāstījumus un viedokļus, ikdienas dzīves liecības, kas radušās respondentu tiešās pieredzes rezultātā par sociālās

trauksmes izraisītu traucējumu problemātiskajiem aspektiem. Pētījuma veikšanai tika izmantoti laika periodā no 2009.-2012. gadam veiktie ieraksti tīmekļa vietnes www.dr.lv diskusiju foruma divās tematiskajās sadaļās ([dr.lv](http://www.dr.lv) (1); [dr.lv](http://www.dr.lv) (2)), kuras veltītas sociālās trauksmes izraisītu traucējumu problemātiskajiem aspektiem. Analizētās rakstveida informācijas kopējais teksta apjoms sastādīja 38 109 vārdus, no tiem analīzei, atbilstoši definētajām analītiskajām kategorijām, tika atlasīti ierakstu fragmenti, kuru kopējais apjoms sastādīja 8262 vārdus. Analīzei nederīga, jeb neatbilstoša teksta fragmentu apjoms sastādīja 79 %, savukārt analīzei derīgo teksta fragmentu apjoms sastādīja 21 %. Datu analīzes procesā tika ievēroti kontentanalīzes vispārīgie principi un rezultātu iegūšanas vadlīnijas, kas paredz veikt saturā balstītu analīzi un izteikumu vispārinātas izpratnes veidošanu. Analizētie dati ir uzskatāmi par īpaši personīgu materiālu, taču tie publicēti anonīmi, ar segvārdiem, un ir publiski pieejami vidē, kas padara šo materiālu par nekonfidenciālu, līdz ar to izteikumu saturs nav uzskatāms par konfidenciālu. Lai pētījuma pieeja būtu labvēlīga augstas ticamības un iekšējās validitātes sasniegšanai, tika paaugstināta pētījuma ticamības un iekšējās validitātes varbūtība, iestrādājot pētījumā iezīmes, kas ir labvēlīgas ticamības un validitātes paaugstināšanai (Kropļiņš, Raščevska, 2004). Datu vākšanas un izteikumu analīzes fāzē validitāte izriet no analizējamā teksta satura kvalitātes. Pētījuma veikšanai tika izmantoti jau iepriekš uzrakstīts, publiski pieejams materiāls. Veicot izteikumu analīzi validitātes un ticamības draudi, kas rodas stāstīšanas, pierakstīšanas, analizēšanas un komunicēšanas posmā ir mazāki, jo izteikumi jau ir formulēti rakstveidā, tāpēc neprecizitātes to pārrakstīšanā ir minimālas. Kā arī respondenti nesniedz atbildes uz iepriekš formulētiem jautājumiem, respondents pats apraksta savu pieredzi, saviem vārdiem, anonīmi un brīvprātīgi. Tāpēc analizējamā informācija var tikt raksturota kā nesagrožīta un tā atspoguļo patieso respondenta viedokli. Satura fragmentu atlasīšanas fāzē validitāte koncentrējas uz jautājumu, vai respondenta sacītais transformējas definētajās analītiskajās kategorijās un patiesi attēlo viņa teikto.

Pētījuma rezultāti

Findings

Iepazīstoties ar analizējamā teksta saturu, tika secināts, ka tas ietver ļoti plašu informācijas spektru par dažādiem sociālās trauksmes aspektiem un ļauj iegūt informāciju ne tikai pieaugušā ar sociālās trauksmes izraisītiem traucējumiem mācīšanās vajadzību identificēšanai. Kopumā analizējamā teksta saturs ļāva definēt šādas 8 analītiskās kategorijas: 1) *Sociālās trauksmes vispārējās pazīmes*; 2) *Sociālās trauksmes predisponējošie faktori*; 3) *Personas ar sociālās trauksmes izraisītiem traucējumiem emocionālā attieksme pret sevi*; 4) *Sociālās trauksmes izraisītu traucējumu pirmā pārdzīvotā negatīvā pieredze*; 5) *Risinājumi, kas palīdzējuši mazināt sociālo trauksmi*; 6) *Risinājumi, kas nav palīdzējuši mazināt sociālo trauksmi*; 7) *Speciālistu profesionālā kompetence un*

piekļuves iespējas informācijai; 8) Pazīmes, kas liecina par personu ar sociālās trauksmes izraisītiem traucējumiem sociālās atstumtības risku. Atlasot izteikumu fragmentus pēc to atbilstības definētajām analītiskajām kategorijām, tika izveidotas arī analītisko kategoriju satura identifikācijas vienības. Šajā rakstā tiks atklāta analītiskās kategorijas *personas ar sociālās trauksmes izraisītiem traucējumiem emocionālā attieksme pret sevi* un analītiskās kategorijas *risinājumi, kas ir palīdzējuši mazināt sociālo trauksmi* rezultāti, kas ļāva iegūt informāciju pieaugušā ar sociālās trauksmes izraisītiem traucējumiem mācīšanās vajadzību identificēšanai.

1.tabulā ir strukturētas izteikumu analīzes rezultātā izdalītās analītisko kategoriju satura identifikācijas vienības atbilstoši divām minētajām analītiskajām kategorijām.

Analizējot analītiskās kategorijas *personas ar sociālās trauksmes izraisītiem traucējumiem emocionālā attieksme pret sevi* identificēto satura vienību izteikumu fragmentus, var secināt, ka personām ar sociālās trauksmes izraisītiem traucējumiem ir raksturīgs pašpārliecinātības trūkums. Pašpārliecinātība (*confidence, self-assurance*) ir īpašība, kas raksturīga cilvēkam, kurš tic sev, saviem spēkiem, savām spējām, savas rīcības neapšaubāmai pareizībai (Pedagoģijas terminu skaidrojošā vārdnīca, 2000). Pamatojoties uz šo definīciju un analizētajiem teksta fragmentiem, var secināt, ka personām ar sociālās trauksmes izraisītiem traucējumiem ir raksturīgs pašpārliecinātības trūkums, kas izpaužas kā neticība sev, saviem spēkiem, savām spējām un savas rīcības pareizībai. Izteikumu fragmenti liecina arī par to, ka personām ar sociālās trauksmes izraisītiem traucējumiem ir negatīvs pašvērtējums/pašcieņa. Termins pašvērtējums (*self-esteem*) tiek skaidrots kā „Es-koncepcijas pamatkomponents, kas raksturo gan cilvēka apmierinātību ar sevi kopumā, gan arī ar savām spējām, īpašībām un sekmēm dažādos darbības veidos (Psiholoģijas vārdnīca, 1999). Savukārt termins pašcieņa (*self-respect*) tiek skaidrots kā „uz savas morālās vērtības apjēgšanu balstīta attieksme, kas saistīta ar sevis cienīšanu, apzināšanos, pašlepnumu (Pedagoģijas terminu skaidrojošā vārdnīca, 2000). Pamatojoties uz šīm definīcijām un analizētajiem teksta fragmentiem, var secināt, ka personām ar sociālās trauksmes izraisītiem traucējumiem ir uz savas morālās vērtības apjēgšanu balstīta negatīva attieksme pret sevi, kam raksturīga neapmierinātība ar sevi kopumā. Virkne analizēto izteikumu fragmentu norādīja uz personu ar sociālās trauksmes izraisītiem traucējumiem vēlmi būt perfektiem, izvīrot pārmērīgas prasības pret sevi. Izteikumu fragmenti liecina arī par vēlmi izpatikt citiem, paaugstinātu jūtību pret kritiku un neveiksmēm, kā arī pārāk liela nozīme tiek piešķirta citu viedoklim attiecībā pret sevi. Izteikumu fragmenti norāda arī uz to, ka personai ar sociālās trauksmes izraisītiem traucējumiem ir raksturīga savas paša negatīvas emocionālās attieksmes pret sevi projicēšana citu cilvēku attieksmē.

Anaītikās kategorijas un to satura identifikācijas vienības
Analytical Categories and Units of their Content-identification

N.p.k.	Anaītikās kategorijas	Identificētās satura vienības
1.	Personas ar sociālās trauksmes izraisītiem traucējumiem emocionālā attieksme pret sevi	1) Neticība saviem spēkiem, 2) Nepārliecība par sevi 3) Nepieciešamība pierādīt savu pilnvērtību 4) Paaugstināta jūtība pret kritiku un neveiksmēm 5) Uz sevi centrēta uzmanība 6) Perfekcionisms/vai vēlme būt ideālam 7) Neapmierinātība ar sevi kopumā 8) Vēlme izpatikt citiem 9) Citu viedoklim tiek piešķirta pārāk liela nozīme 10) Projekcija (Iedomātā citu negatīvā attieksme/ pašas personas projekcija attiecībā pret sevi)
Teksta fragmentu piemēri, kas par to liecina: 1) ...vēl lielāka neticība saviem spēkiem; 2) Pilnīgi visu, ko daru, daru ar nepārliecību; 3) ... bieži vien man ir problēmas uzsākt vienkārši sarunu, un man liekas, ka es visu laiku pašapliecinos; 4)... es arī sāpīgi reaģēju uz kritiku; 5) ... bija laiks, kad pat no mājās bija grūti iziet, tāda sajūta, ka uz tevi visi skatās; 6) Man jābūt 100% un ne mazāk perfektam; 7) ... tāda konstanta neapmierinātība ar sevi; 8) Kad parādi, ka esi savādāks, tevi īsti nepieņem. Tāpēc varbūt pēc tam tu centies izpatikt; 9) manām nenormālajām bailēm no tā, ko par mani padomās; 10) ...ejot pa ielu liekas, ka visi uz mani skatās, ja kāds kaut kur smejas, man šķiet, ka tas noteikti ir par mani.		
2.	Risinājumi, kas ir palīdzējuši mazināt sociālo trauksmi	1) Domāšana, kura maina attieksmi 2) Pakāpeniska sevis pieradināšana pie baiļu izraisošām situācijām 3) Apzināta pozitīvas emocionālās attieksme pret sevi veidošana 4) Psihoterapijas 5) Medikamenti 6) Pozitīva pieredze un aktivitātes, kas rada pozitīvas emocijas
Teksta fragmentu piemēri, kas par to liecina: 1) ... domāšana, ka man nav jābūt perfektai. Jā, man notrīcēs roka, bet nu un? Mazāk aktuāls paliek citu cilvēku viedoklis, bet nav izzudis pavisam; 2) ... cenšos soli pa solim iet pretim savām bailēm, izvēlos iet uz viesībām, pasākumiem, tusiņiem, klubiem; 3)...šādos gadījumos labi līdzēja alkohols; 4) Pieņemu sevi kāda esmu; 5) ...10 gadus psihoterapijas, ļoti daudz uzņēmības un ir izrādījies tā vērts; 6) Ar zālēm ir nedaudz vieglāk; 9) ... vairāk pozitīvas pieredzes.		

Empīriskā pētījuma rezultāti anaītikajā kategorijā *personas ar sociālās trauksmes izraisītiem traucējumiem emocionālā attieksme pret sevi* ļauj identificēt mācīšanās vajadzību, kas definējama kā *pozitīvas emocionālās attieksmes pret sevi veidošana*. Savukārt anaītikās kategorijas *risinājumi, kas ir palīdzējuši mazināt sociālo trauksmi* identificētās satura vienības norāda uz mācīšanās veidu kādā var tikt veidota pozitīva emocionālā attieksme pret sevi. Šis veids definējams kā *emocionāli nozīmīgā pieredzē balstītu zināšanu un prasmju gūšana, sekmējot jauna, patstāvīga un pastāvīga, transformējoša domāšanas veida attīstību. Veicināt pozitīvas izmaiņas pieaugušo ar sociālās*

trauksmes izraisītajiem traucējumiem emocionālajā attieksmē pret sevi, radot apstākļus pašcieņas izkopšanai. Apstākļu radīšana pašcieņas izkopšanai nozīmē emocionāli pozitīvā pieredzē balstītu zināšanu, prasmju un attieksmju gūšana.

Secinājumi **Conclusion**

Izveidojamai pedagoģiskās intervences programmai ir jāpiedāvā tās dalībniekam brīvu mācīšanās izvēli un, reflektējot par savu mācīšanās procesu, veidot pašam savas zināšanas, prasmes un attieksmes no mācīšanās procesā gūtās emocionāli nozīmīgās pieredzes. Ir jārada pedagoģiskās intervences programma sociālās trauksmes mazināšanai, kuras *mērķis ir mazināt sociālo trauksmi, sekmējot jauna, patstāvīga un pastāvīga, transformējoša domāšanas veida attīstību un radot pozitīvas izmaiņas pieaugušo ar sociālās trauksmes izraisītiem traucējumiem emocionālajā attieksmē pret sevi.* Tādējādi programmas uzdevumus, sasniedzamos rezultātu un saturu ir jāveido atbilstoši definētajam mērķim, iekļaujot mērķa sasniegšanai šādus galveno uzdevumu tipus: 1) pieredzē balstītu zināšanu iegūšanas galvenie uzdevumi; 2) prasmju iegūšanas galvenie uzdevumi; 3) pieredzē balstītu attieksmju veidošanas galvenie uzdevumi (pieredzē balstīta attieksmju veidošana).

Summary

The social anxiety is defined as a constant fear of one or several social situations, including interaction with other people (Diagnostic and Statistical manual of Mental Disorders, 4.ed. 1994; Social Anxiety Association). The epidemiologic researches carried out in Europe draws attention to the fact that the social anxiety is one of the most common disorders caused by anxiety among 15-65 years old persons and it concerns almost 7% of the population (Leclubier et al, 2000). The cognitive behavior therapy is one of the most widely used and is considered as the most effective method in work with disorders caused by the social anxiety. However there are some researches drawing attention to the necessity to create new, effective methods of intervention for solving of problems caused by social anxiety. For the present moment there are made various researches concerning the different aspects of social anxiety disorders within the fields of psychology and psychosomatic medicine, but there are almost no researches within the context of social anxiety in the field of pedagogy. Therefore there is lack of pedagogical solutions for the support of people having the disorders caused by social anxiety. Therefore there is a reasoned necessity to develop a learning-needs-based program of pedagogical intervention for reduction of social anxiety. The Article reflects the results of an empirical research, allowing identifying the learning needs of adults with social anxiety disorders, which will establish the target and tasks of developing program of pedagogical intervention. The development of such program of pedagogical intervention was based upon Prets' methodological cognitions concerning the development of pedagogical programs (Prets, 2000), drawing attention to the fact that the education programs should be based on the students' needs. Therefore there was the following aim of the research: to study the learning needs of adults having disorders caused by social anxiety for the reduction of social anxiety in order to create a program of pedagogical intervention based on learning needs. The findings of the empirical research will determine the targets and aims of the developing program of pedagogical intervention. For the research there was used the method of critical discourse

analysis of qualitative research during the process of context analysis. The respondents of the research are adults, recognizing themselves as persons having disorders caused by social anxiety. The analyzable data consists of written information, containing utterances, narrations and opinions, everyday statements, resulting from the direct experience of respondents concerning the problematic features of disorders caused by social anxiety.

Findings allowed making of conclusion that the persons having disorders caused by social anxiety are characterized by a lack of confidence. The confidence/self-assurance is a feature, being characteristic for a person, trusting in himself, his/her skills and abilities, indubitable correctness of his/her activities (Pedagoģijas terminu skaidrojošā vārdnīca, 2000). According to this definition and analyzed text excerpts, there could be made a conclusion that persons having disorders caused by social anxiety are characterized by the lack of confidence, expressing itself as disbelief in oneself, owns skills and abilities and correctness of owns activities. The excerpts of utterances are indicative of the fact that persons having disorders caused by social anxiety also have a negative self-esteem/self-respect. The term self-esteem is explained as “the basic element of self-concept, characterizing both the person’s satisfaction with himself in general and his/her skills, features and success in various ways of activity” (Psiholoģijas vārdnīca, 1999). However the term self-respect is explained as „an attitude, which is based upon comprehension of one’s moral value and connected with respecting oneself, self-awareness, self-respect” (Pedagoģijas terminu skaidrojošā vārdnīca, 2000). According to these definitions and analyzed excerpts from texts, it can be concluded that the persons having disorders caused by social anxiety have a negative attitude towards themselves which is based upon comprehension of owns moral value, being characterized by non-satisfaction with oneself in general. The results of the empirical research allow identifying of the need for learning, defined by the development of positive attitude towards oneself. As well as the findings point attention towards the way of learning, by which the positive emotional attitude towards oneself could be developed. This way could be defined as an acquisition of knowledge-based skills and knowledge, promoting the development of new, independent and continuous, transforming way of thinking, also promoting positive changes within the emotional attitude of adults having disorders caused by social anxiety, towards adults themselves, creating circumstances for the development of self-esteem. Creating of circumstances for development of self-esteem means the achievement of knowledge, skills and attitudes based on emotionally positive experience. It is necessary to create a program of pedagogical intervention for reduction of social anxiety, the aim of which is to reduce the social anxiety, promoting the development of new, independent and continuous, transforming way of thinking and creating positive changes within the emotional attitude of adults having disorders caused by social anxiety towards themselves. Therefore the tasks of the program, achievable results and content should be developed according to the defined aim, including the following types of tasks for the reaching of the posed aim: 1) the main tasks of experience-based knowledge acquisition; 2) the main tasks of skills-acquisition; 3) the main tasks of experience-based attitude development (development of experience-based attitudes).

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INSTITUTIONAL EDUCATION FOR CHILDREN AND ADOLESCENTS WITH RISKY BEHAVIOUR

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Abstract. *In the Czech Republic, the model of life in schools for institutional education is structured. The main of focus of the article is to map diverse approaches of various professionals to the current process of transformation of Czech system of care of children at risk and to search for a feasible solution of the situation. The children are taken care of, in particular, from the material perspective since these schools' level corresponds to the level of a middle-income family. The institution's role ends upon the achievement of child's adulthood or upon the completion of his/her education, and it is then solely up to the young individual to cope with life outside the institution on his/her own. A young individual leaving an institutional education facility should be able to manage various social skills, in particular, when it comes to activities relating to self-management and housekeeping.*

Key words: *institucional education, children, adolescent, risky behaviour, problematic behaviour, behavioural disorder.*

Introduction to the Issue

The system of care for individuals with psychosocial risk and disorder in the Czech Republic is being subjected to numerous essential reforms, the need for which is indisputable. Currently, it is a system characterized by significant departmental fragmentation, a high number of actors, oftentimes unclear rules, and numerous financial resources. It is ruled by many stereotypes, deep-rooted procedures, and prejudices. This system is often the subject of criticism on the part of professional and non-professional public at both national and international levels (Večerka et al., 2009). The main of focus of the article is to map diverse approaches of various professionals to the current process of transformation of Czech system of care of children at risk and to search for a feasible solution of the situation. Professionals from various resorts still much differ in their opinions, the overall approach to relevant problems lacks unity and, so far, not enough quality research has been conducted.

It is obvious that the reform is about to constitute a long-term process the anticipated results of which may only be obtained in several years. There is a clear need for a national strategy at governmental level. A lot of documents, from which this strategy may stem, exist. Particularly, it is possible to rely on the large amount of research and analyses describing the state of the given problem (for example, the Analysis of the Efficient Functioning of the System of Care of Children at Risk). Strongly alarming and warning practical knowledge can be noticed in many cases. On the other hand, there is a great deal of good practise examples (for example, the creation of a network of social activities related to the Timely Intervention System).

Regarding the basic principles, the newly created national strategy may also rely on the principles of protection of children's rights, ensuing from the

international commitments of the Czech Republic, the judgments of the European Court of Human Rights, the opinion of the Supreme Court on the issue of ordering institutional education for children for socioeconomic reasons, etc. In this respect, it is also possible to incorporate the amendment to the Act on Children's Social-legal Protection effective as of 01 January 2013 and the proposal for a new Civil Code. The reform is inspired by the National Action Plan for 2009-2011 created for the purpose of transforming and unifying the system of care of children at risk. The amendment to the Act on Children's Social-legal Protection (effective as of 01 January 2013), which should be one of the first outputs of the reform, defines the conditions for creating a network of services for working with families and the standard activities pursued by the social-legal protection bodies. The amendment also deals with the development of substitute family care, the enhancement of foster care, the material support of foster care for a transitional period, and the creation of the conditions for the provision of supporting and relieving services for both new and existing foster families.

The basic goals of the national strategy include **unification of the system**, the overcoming of the departmental fragmentation, the shifting of the focus of work to **prevention** and supporting services, and the creation of a system of follow-up and related services and care. The re-directing of financial, material and personnel resources should also be part of these changes.

Placement of Children in Institutional Education Schools

In the Czech Republic, a certain number of young individuals leaving institutional education schools start their independent lives every year. Some of them may find themselves in another, state-operated facility within a few years. Frequently, the whole system of state care of children at risk is put to blame. The research and analysis carried out in this respect refer to the fact that in most cases, children's long-term institutional care negatively affects their everyday lives. Despite the good quality of the care, these facilities are not able to prepare young people for their day-to-day life with all the rights, duties, pleasures and worries. This situation was confirmed by both the research 'Rights and Needs of Young People Leaving Children's Houses' carried out by the Centre for Substitute Family Care (Kovařík, J., Bubleová, V., Šlesingerová, K.) in 2004 and the 'Analysis of the Efficient Functioning of the System of Care of Children at Risk' carried out by the Division for Crime Prevention of the Ministry of Interior of the Czech Republic (Gjuričová, J.) in 2007. These studies, which were implemented based on a different methodology (and the conclusions of which are polemical), refer to the fact that the Czech Republic has no clearly defined, interlinked and, in particular, functional system of follow-up care concerning young people leaving institutional education facilities.

Follow-up or post-institutional care is much more in the interest of non-profit organizations that have already prepared and published materials stemming from

field analyses and research. These materials focus on finding the reasons for the high number of children placed in institutional education facilities and look for methods of avoiding long-term removal of children from their primary families (the amendment to Act No. 359/1999 Coll., effective as of 01 January 2013). These organizations have practical experience in organizing projects helping young people to live quality independent life after leaving the institutional facility.

As stated by Gjuričová (2008) in the Analysis of the Efficient Functioning of the System of Care of Children at Risk, the children placed in institutional education facilities can be divided into four groups:

- orphan children with no mother and no father; their number is minimal;
- children who exhibit criminal behaviour and in relation to whom there is justified concern that their criminal behaviour will continue;
- children with psychosocial risk, who come from a socially weak and disorganized family environment where their upbringing was jeopardized, to a major extent, by neglect, abuse, torture or other socially pathological effects;
- children exhibiting risky and problematic behaviour, that is, children suffering from behavioural disorders (truancy, experiments with addictive substances, etc.).

The provision of substitute institutional care for children and youths in the Czech Republic is regulated, in particular, by Act No. 109/2002 Coll. the amendment to which has been applicable since 01 January 2013. Substitute education care means institutional education and protective education and care for children needing immediate help.

However, the term ‘institutional education’ is misleading. It is definitely not a synonym to substitute family care, but only to institutional family care (Škoviera, 2007). The international translation of the term *institution* is *die Institution* in German, *institution* in French, *instituto* in Spanish, *istitutoin* Italian, and *institutin* Russian. The Ministry of Education, Youth and Sports of the Czech Republic uses the collocation ‘institutional education’ as the primary definition of the system of substitute education. Since 01 January 2014, the placement of children in respective facilities has been implemented pursuant to Act No. 89/2012 (Civil Code).

Facilities providing substitute institutional education are divided by the Ministry of Education, Youth and Sports of the Czech Republic into the following categories:

- diagnostic institutes,
- children’s homes,
- children’s homes with a school,
- educational institutes.

Diagnostic institutes provide professional support for children's homes, children's homes with a school, and educational institutes and, in particular, diagnose children subject to institutional education. The capacity of children's homes, children's homes with a school and educational institutes is about 30 up to 40 children divided into groups of 6 up to 8 children. In the facilities, small accommodation units (flats, houses) or the central house and separated accommodation premises are preferred.

Transformation of Institutional Education Facilities

The current functioning of the system of care of children at risk raises concerns about its efficiency. In the international context, the Czech Republic is rebuked for having a high number of children placed in institutional care facilities. In 2010, approximately 6,500 children were placed in 220 facilities (14 diagnostic institutes, 151 children's homes, 27 children's homes with a school, and 28 educational institutes).

More than a half of these children stay in the stated facilities until their legal age. The long-term placement in institutional education facilities has several reasons:

- the endeavour on the part of social-legal protection bodies, courts and the managements of the facilities where a child is placed to preserve the relatively satisfactory state of his/her current situation, which applies, in particular, to children coming from a socially weak and disorganized family environment;
- the endeavour on the part of the institutes' managements to ensure completion of the child's mandatory school attendance or his/her preparation for his/her future job that the child would most likely not be able to complete in his/her family (Gjuričová, 2008).

The stated situation has resulted in the not yet sufficiently elaborated system of timely intervention enabling work with both the child and his/her family in the early stages of the given problem. Working with the families of the children placed in institutional education facilities is also exceptional and the goal of such work should be to return the child to his/her family as quickly as possible.

Oftentimes, the placement of a child in institutional care only means interrupting his/her social pathological development that continues when the child leaves the institute or that only arises as a consequence of unsuitable conditions in the environment to which he/she returns.

Social-legal protection workers are crucial in the care of children at risk. However, they are negatively affected by being overburdened with administrative tasks, by the missing supervision and methodological leadership and, in particular, by their shortage.

With regard to the stated facts, the Czech Republic seems to be determined to deal with this situation. The National Strategy of Protection of Children's Rights

(approved by the Government Resolution No. 4 of 04 January 2012) was created and showed that by 2018, the individual departments would have created a functional system ensuring protection of children's all rights and the due fulfilment of their needs.

The Action Plan for fulfilling the National Strategy of Protection of Children's Rights (approved by the Government Resolution No. 258 of 11 April 2012) sets the tasks for 2012-2015 and its main goal is to enhance the quality of the system of protection of children's rights and the care of children at risk.

Research

We carried out a research primarily focused on post-institutional care of children leaving institutional education facilities. Twelve interviews were implemented from April to June 2013 with institutional education facility workers, that is, workers from children's homes with a school and educational institutes.

The goals of the research were as follows:

- to define and characterize the offer and utilization of follow-up care in institutional education facilities – half-way homes, recovery centres, supporting programmes (for example, hostels, 'start-up flats');
- to specify the adolescents' and young adults' possibilities when leaving the institution (follow-up care, family, relationships, recreational activities, accommodation, etc.) and their chances to find employment;
- to compare data obtained from the respondents in institutional education schools and social services facilities

The last part of the interview was devoted to the current issue relating to the transformation of care of children at risk in the Czech Republic, that is, more precisely, the transformation of institutional education schools, and to the workers', leading workers' and clients' needs. The results of this part that documents the opinions of workers (special educators, psychologists, social workers, and teachers) on the process of transformation of the system are stated.

Results

1. What would be your first step within the transformation of the system of institutional education?

Four out of the 7 respondents who answered this question stated that they would like to work with the clients' families. For example, respondent No. 8 referred to the "*family's involvement in the re-socialization, for example, in the form of a family therapy...*" One respondent (No. 6) stated that he would "*divide the clients thoroughly based on quality diagnosis*". Other respondents would try to separate facilities for children subject to institutional education from facilities for children subject to protective education. A unique opinion was expressed by respondent No. 12 who would promote the actual unification of the system.

2. What would you eschew within the transformation of the system of institutional education?

This question was answered by 7 respondents. All answers were original, in essence. Only two respondents agreed that within the transformation of the system of institutional education, they would definitely eschew workers' unprofessionalism. This opinion is close to the answer provided by respondent No. 1 who stated that he would like to eschew "*changes made without consulting practising professionals...*" Other respondents presented original opinions which, however, were isolated. For example, respondent No. 7 believes that "*children placed in the facilities have too much freedom and would need more scheduled events*". Respondent No. 6 stated that he would eschew the "*abolition of institutional education*", and respondent No. 8 thinks that "*due to the lack of children, educational institutes admit all of them*" and that "*he would eschew the inclusion of children with other diagnoses, for example, children with mental retardation or psychiatric diagnoses or youths who have been imprisoned*".

3. Which needs do you consider as the most important from the perspective of the facility's director?

This question was answered only by 5 respondents, 3 of whom agreed that qualified personnel were the most important. There also appeared some isolated opinions. Respondent No. 9 thinks that "*the director's extended competencies guaranteed by the laws*" are the most important, while respondent No. 11 believes that "*deeper cooperation with social-legal protection workers when children are leaving the respective facility*" is necessary.

4. Which needs do you consider as the most important from the client's perspective?

None of the total number of the 6 respondents who answered this question provided identical or similar answers. All answers were original, and even where various items were expressed, they could be unified into one group reflecting the clients' overall needs, being safe environment, help in the return from the facility to family, adults' respect, interest in the client as a person, background, close person, family, holiday, apprenticeship certificate, and the need for education and employment.

5. Which needs do you consider as the most important from the perspective of a facility's professional worker?

This question was answered by 7 respondents, 2 of whom concurred in their statements. Respondents No. 6 and 8 believe that it is necessary to have "*a functioning team willing to work on their professional growth, interested in the given issue, and realizing the sense and hope in what they do*" and "*cooperating colleagues pursuing, in essence, the same goals*". Two respondents consider as necessary the follow-up care provided by professionals and "*the satisfaction of client's needs in the respective facility and within the follow-up (after treatment) care*". Other statements express the respondents' original opinions. For example,

respondent No. 9 considers as the most important “*protection on the part of the employer*”, respondent No. 7 “*the setting of rules for all workers and their thorough observance and promotion*”, and respondent No. 11 believes that it is necessary to “*listen to the professionals when the laws are created*”.

6. What would you expect of a follow-up care facility?

This question was answered by 12 respondents. Their statements were relatively isolated, and not more than two respondents always concurred. Some statements contradicted themselves. For example, respondent No. 5 stated “*satisfaction with the cooperation*”. Conversely, respondent No. 6 “*would like the cooperation to be closer*”. Two respondents would like that “*clients be placed in the respective facilities*” and respondents No. 10 and 12 considered “*the availability and professionalism*” as necessary. An interesting opinion was expressed by respondent No. 8 who would expect that follow-up care be “*the opportunity for clients to try ‘mock life’*”. Another interesting opinion was expressed by respondent No. 7 who would expect the follow-up care facility “*to keep in touch with the education institutes (we know nothing about our children), to contact the clients leaving the education facility (only a few clients keep in touch), and to enable former clients’ presentations – experience sharing*”. The answers also stated the need for a higher number of these facilities, a system of accommodation, help in finding a job, and contact with the institutions.

7. What would you add?

Four out of the total number of 12 respondents took advantage of the possibility of expressing their additional ideas. Their statements varied. For example, respondent No. 8 had a specific requirement for a more detailed elaboration of the issue of the abuse of THC by minor individuals and expressed his idea of how to work with such phenomena. He stated that “*the use of THC comes to become standard in the category of 15- up to 18- year old individuals*”. Respondent No. 5 realized the following fact: “*In the last years, it has been the society’s endeavour to help these children. Half-way homes have been built, help has been offered by associations and money has been raised through charities. Moreover, children have no established basic habits, predominantly working.*” Contradictory statements were provided by 2 respondents. Respondent No. 7 wished “*more optimism in working with children and their families*”, while respondent No. 6 referred to “*clients difficult to deal with, Romany clients, or detention institutes*”.

Summary

- In the last group of questions, we were interested to know the respondents’ (facility workers’) opinions on the current transformation of the system of institutional education facilities. Their opinions differed considerably and no general conclusion can be deduced from them.

- However, we can use them as inspiration for our next research.

Interpretation and Recommendations

The respondents, being institutional education facility workers, had difficulty in formulating their answers. They also referred to the significant dissimilarity of the individual young people leaving institutional education facilities, such dissimilarity lying in different family background, personality traits, and motivation for change. The answers reflected the respondents' living and working experience.

It was difficult for staff members of educational facilities to formulate answers clearly. They emphasised great variety of individual young people who are leaving the facilities for the provision of institutional education. This variety is manifested in their behaviour, family setting, personal characteristics and motivation for change. In the responses there was a clear influence of life and work experience, subjective motivation of staff members was accentuated, such as relationship towards a concrete young person or event etc. It could not be overlooked that majority of respondents from the category of staff members of educational facilities were not concerned by the clients' relationships and connected emotions. They were quite sceptic about long-term family, partner or friendly relationships of the clients. A question arises here, how is it possible under the conditions of educational facilities for the provision of institutional education to penetrate into the inner world of the clients. There are many discrepancies, the clients are not in the facilities voluntarily, are taken away from their natural social environment that in most cases showed signs of social pathology, parents were not able to ensure basic care, their relationship bonds were impaired but despite all this in many cases they desire to return to these family settings after completing institutional education.

The result analysis stemming from the interviews with respondents (institutional education facility workers) refers to the difficulty in generalizing their experience, that is, in formulating their recommendations. It must be pointed out that the conducted examination was some kind of a pre-research in which the authors wanted to verify the tools and the methods of work. Furthermore, the pre-research was participated by a relatively small number of respondents – 12.

Conclusion

An interesting fact is that the Action Plan for fulfilling the National Strategy of Protection of Children's Rights, which was approved by the Government Resolution No. 258 of 11 April 2012, sets the tasks for 2012-2015 and its goal is to enhance the quality of the system of protection of children's rights and the care of children at risk. At present, the institutional education facilities are being subject to transformation, which was also reflected in the implemented research

(uncertainty with respect to the future and defensive tendencies in some workers).

The visions of the transformation of institutional education facilities are as follows:

- to accentuate preventive education care;
- to limit the scope of institutional education and emphasize the development of outpatient care;
- to transform the existing institutes into highly specialized workplaces providing various forms of prevention of children's risky behaviour; this vision presumes partial change in the role of these facilities;
- to create a cost-saving, efficient and available system of professional care for children at risk and their families;
- to ensure interdepartmental and inter-domain cooperation in the system of institutional care and, in particular, in the care of minors and young adults leaving institutional care, with the aim to reducing recidivism, that is, follow-up care.

The concept draft counts on closer cooperation with the families (in the form of outpatient care) and newly anticipates closer cooperation with foster parents who care for children at risk. The facilities could provide support for families, for example, in the form of education, consultancy or family therapy. Some of the proposed changes were also stated in our research.

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PARENTS ATTITUDE TO AGGRESSIVE BEHAVIOR OF THE CHILDREN IN THE FAMILY

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Abstract. *The development of pre-school children is very intensive and distinguishes itself by development periods with the expression of the features that are peculiar to them and which their parents are not always able to recognize and react appropriately and be in keeping with needs of the children. Therefore, a danger arises for a child to suffer non-adequate reaction, even aggression from his parents. The research aims to uncover parents' attitude to pre-school children aggressive behavior in a family. 180 parents of 2-6 year old children attending Lithuania Raseiniai town pre-school training institutions participated in the research. The research revealed that parents unduly understand and interpret behavior that is typical for pre-school age children regarding it as aggressive. An inappropriate interpretation of child's behavior induces parents to take up inadequate measures for correcting such behavior. More than one third of parents state that physical punishment can sometimes be effective means to educate children.*

Keywords: *aggressive behavior, pre-school children, children, family.*

Introduction

There is a prevailing opinion in our society that we should not pay too much attention to small children behavioral problems, erroneously thinking that children “outgrow” these problems (Nasvytienė, 2005). Aggressive child behavior in pre-school age is expressed quite often and it is connected to peculiarities of child development (Tremblay et al., 2008). The problem is that parents do not usually know stages of child development and which behavior is acceptable at a certain stage of development and which one is not. They do not know how to react to one or another behavioral act of a child and what need that specific behavior reflects. Therefore, requirements and goals set by parents are often out of keeping to capabilities of child's development and burden parents and children relationship and can become a cause for aggression towards children (Žukauskienė, 2012).

More often than not parents apply physical punishment to aggressive child's behavior than to other behavioral problems (Hastings, Rubin, 1999; Evans et al., 2012). Strict upbringing based on constant control and application of physical punishment causes further problems of child behavior, encourages aggressive acts and increases bigger chances of asocial behavior appearance in the future (Alink et al., 2011; Hamama, Azari, 2012). Children that are aggressive in the early childhood often experience learning problems at school and tend to offend more often (Tremblay et al., 2004; Meadan, Monda-Amaya, 2008; Slemming et al., 2010). On the other hand, methods that are well assorted help to reduce the possibility of aggressive behavior, encourage social skills of children, cooperation and versatile development (Coplan et al., 2002; Rubin et al., 2003).

What type of upbringing parents choose depends on their attitude that is mostly determined by existing cultural and communal values as well as social and legal politics prevailing in the country (Halpenny, 2010). Although improvement of the state in the area of child rights implementation has been obvious in the last decades, after a change of legal status of a child and the State's attitude towards a child, parents' educative attitudes have changed very little (Kairienė, 2013). Children upbringing in a family is often grounded in personal experience, traditions of application of physical punishment that has been delivered from generation to generation without knowing and searching for alternative means of child's upbringing (Stonkuvienė, 2008).

Psycho-social, cognitive and physical development of pre-school children is very fast and dynamic. Thus it is very important to spot emergent problems as early as possible and solve them. Holding an opinion that upbringing of a child is first and foremost a right and duty of parents that raise children, it is important to figure out their attitude to aggressive behavior of a child, which determines how they are going to react to aggressive behavior of a child.

Object of the research – attitude of parents towards pre-school children aggressive behavior in a family.

Hypothesis of the research – parents credit behavior that is typical of pre-school age children to aggressive behavior.

Aim of the research – reveal parents' attitude towards aggressive pre-school children behavior in a family.

Goals of the research:

1. disclose how parents understand pre-school children behavior;
2. define what are the factors and causes that in parents' opinion stimulate aggressive behavior of pre-school children;
3. disclose parent's attitude towards effectiveness of physical punishment.

Methods of the research: theoretical – analysis of scientific literature; empirical – survey of parents of pre-school children; statistical.

People in the research and selection of the research. The scope of the research has been set by Paniotto formula (Kardelis, 2002). 180 parents of 2-6 year old children attending Lithuania Raseiniai town pre-school training institutions participated in the research. According to the 2012 data of Raseiniai municipality 335 parents let their children go to Raseiniai pre-school training institutions' kindergartens and pre-school educational groups (children age 2-6 years). On purpose to get necessary number of respondents' answers there have been dispensed 220 questionnaires and 180 of those returned. Therefore, relying on recommended size of scope we can state that the scope of research error is smaller than 5 percent.

Methods and means of the research. In pursuit to research parents' attitude towards their pre-school children aggressive behavior in their family a quantitative research was done. For disclosing of topic survey method was chosen as a means of gathering data. Anonymous survey type was selected. The

respondents were presented with closed type questions.

Course of the research. The survey was carried out in September of 2013. 220 questionnaires were distributed to parents that raise 2-6 year old children. Some of them were filled in on the spot, others were returned to educators of the groups. There have been 180 questionnaires returned.

Ethics of the research. The research was executed following ethical principle: the survey was done after permission from administration of pre-school institutions was received. Before questionnaires were distributed the respondents were explained the aim and procedures of the research. The respondents participated in the survey voluntarily. Anonymity was guaranteed.

Results

The parents understanding of pre-school children behavior

The way parents understand and interpret child's behavior results in their reaction and behavior with their child. Therefore, it is important to figure out how parents recognize behavior of pre-school children. Parents were asked *what kind of child's behavior they would call aggressive*. Parents' answers were the following. Parents consider such behavior as aggressive; when *a child punches, beats another kid pursuing to get a desired toy* (58.9 percent). Psychologists (Nasvytienė, 2005; Žukauskienė, 2012) state that instrumental aggression is common among pre-school children. It is expressed by pursuit to get some kind of object, to achieve their aim even by unacceptable means. When such actions are performed by a pre-school child we could not state unambiguously that such actions are aggressive, because there are not enough features characteristic of aggressive behavior: deliberation, when it is meant to harm somebody on purpose (Berkowitz, 1989; Wahl, Metzner, 2010). In this case, feature for consciousness means that actions are intentional and their effects as well as consequences are well understood. A child can take away a toy from another kid, push him aside or even hit him, but he does that trying to get a toy or remove an obstacle, not to hurt or offend another person (Žukauskienė, 2012). Strong frustration, anger or fear often causes aggressive behavior in children. This kind of behavior cannot be considered intentional, deliberate or attributed to impulsive actions (Tremblay, 2004). Ability to understand consequences and understand feelings of another person is formed at the end of six years. Therefore, the criteria of intention to harm trying to evaluate pre-school age children actions should not be considered as essential (Alink et al., 2006) and actions themselves, even though directed at another person – partner in games should be estimated as common behavior for such age group, determined by child development peculiarities. However, discussed behavior is directed at another person and can cause pain or injuries and therefore, behavior when *a child punches, beats another kid pursuing to get a desired toy* could be considered as an expression of instrumental aggression. However, reaction to it has to be adequate, taking into account peculiarities common for such child age

development stage.

Aggressive child behavior was also named by parents such behavior when *a child fights, kicks and bites when he is told to do something he does not want* (56.1 percent), *when a child falls on the ground, hits his head to the floor till he gets the object he desires* (12.8 percent). Due to egocentric type of thinking common to pre-school age children a child sees an adult as entirely supervising person that gives too strict requirements and often limits child's behavior due to reasons he hardly understands or cannot even explain (Žukauskienė, 2012). Therefore, such behavior of a child can be explained as a form objection, resistance to actions that seem to be unacceptable for him that are expressed by physical actions due to lack of verbal development (Alink et al., 2006). It is also believable that resistance of a child is connected to insufficient attention from parents and efforts to figure out why certain behavior is expected from a child.

Parents consider child behavior aggressive when *a child hustles while playing, grabs another kid by his arm, tries to knock him out* (36.7 percent), *a child takes away toys from other children* (1.7 percent). However, such kind of play should not be perceived as aggression, because it is a common feature for such age stage development (Tannock, 2008; Carson, 2011; Tremblay, 2012; Žukauskienė, 2012). Cognitive abilities and motor skills of pre-school age children are still limited and not properly developed. Therefore, small children are rather rough while manipulating objects or communicating with other people (Mesman et al., 2008). Likewise, small children usually try to explore their environment trying to find out more about qualities and functions of things (Reinberger, 2008). Exploration and play can include such behavior of children as pushing around, shaking or even fighting (Mesman et al., 2008).

Parents often consider the following actions as aggressive behavior when: *a child buzzes cries and demands parents' attention* (7.8 percent). Attention that parents show to their kid is a need that the kid tries to satisfy by any means. If parents do not set enough time for communication with their child, it can encourage aggressive behavior in children (Wahl, Metzner, 2012). Child moves to new age stages are connected with sharp contradictions between previous relationships with the people roundabout and a child's grown out physical as well as psychological possibilities (Žukauskienė, 2012). Such specific child behavior expressed between gaps of age crises stages is not meant for anybody in particular, but is used as a means to deliver a certain message for another person, for example mother by trying to gain her attention. As behavior it is not directed at a person (Mesman et al., 2008), for example preteens expression of anger having fallen on the floor. Such behavior is quite frequent during early childhood. Therefore, it is important to distinguish behavior that is common and acceptable for certain age stage from aggressive one that is directed at a specific person with intention to harm him.

Comparing received data according to whether parents correctly recognize child's behavior as aggressive (*a child punches, beats another kid pursuing to*

get a desired toy) and incorrectly recognize child's behavior that is common for that specific age stage development regarding it as aggressive (*a child fights, kicks and bites when he is told to do something he does not want; a child falls on the ground, hits his head to the floor till he gets the object he desires; a child hustles while playing, grabs another kid by his arm, tries to knock him out; a child takes away toys from other children; a child buzzes cries and demands parents' attention*), we can state that parents incorrectly understand pre-school child behavior that is common for such age stage crediting it to aggression ($\chi^2=14,438$; $p<0,05$; $df=1$).

In attempt to find out how parents understand a child's aggressive behavior respondents were asked *which sex of children commonly behaves aggressively*. More than two thirds parents think that aggressive behavior of a child is not dependent on sex (69.4 percent), quarter of them state that boys tend to behave aggressively more (25 percent) and 1.1 percent consider girls to be more aggressive.

Scientists that studied aggression in terms of sex have an opinion that aggressive behavior differences between girls and boys show in the second-third years. Boys become more aggressive than girls (Reinberger, 2008; Lussier et al., 2012; Butovskaya et al., 2013). Boys tend to fight, kick and bite more than girls in pre-school age. Boys' aggression can partly be explained by differences in speaking skills – girls usually have better developed verbal skills. It creates possibilities to use verbal communication instead physical aggression (Alink et al., 2006). As children grow expression of physical aggression based on sex reduces. However, even then boys more often participate in aggressive events and these differences stay stable throughout childhood and adolescence (Tremblay, 2012).

This differently graded aggressive behavior of girls and boys can be explained by a prevailing attitude in society that boys have to be stronger, know how to defend themselves, resist and therefore such behavior of theirs is not considered as unacceptable. Parents tolerate aggressive behavior of boys considering it as acceptable. In the meantime, aggressive behavior of girls is less tolerated.

The factors and causes stimulate aggressive behavior of pre-school children

It was further pursued to find out under what specific circumstance aggressive child behavior is expressed at home. Analyzing reasons for aggressive child behavior answers of respondents could be divided into two groups. The first one is connected with emotional needs of a child: almost one third (29.9 percent) of parents indicated that a child behaves aggressively when he lacks attention from parents. About one fifth (19.2 percent) of parents state that a child behaves aggressively when he does not feel secure and 15.5 percent of parents indicated that a child behaves aggressively when his wishes are ignored. According to the data of the research we can state that child's aggressive behavior is conditioned by unsatisfied emotional needs or insufficient gratification of them.

It may be assumed that some children experience lack of their parents attention, which lets to state that a family does not perform one of the main of its' functions – communication. Communication, listening to a child is considered of the most important factors determining warm and close communication between parents and a child. Constant and proper attention of parents for a child gives a sense of security and self confidence. According to V. Ribakoviene et al. (2008) poverty of emotional tie and lack of communication can stimulate and strengthen child behavioral problems in a family. A child that does not get proper attention often tries to get it by improper behavior, because he understands that he will be noticed. Pursuit to gain parents' attention can stimulate a child to behave aggressively, especially when such behavior receives parents' reaction. So, it can be stated that aggressive behavior of a child is connected to insufficient operation on parents' side – insufficient provision of attention to a child, insecurity which is the reason why child's emotional need are not sufficiently satisfied and a child responds by aggressive behavior.

The second group of reasons for aggressive child behavior is connected to physiological needs of a child: one fifth (21 percent) of parents say indicate that a child behaves aggressively when he is not rested (did not get enough sleep), 5.2 percent, when daily routine changes and 3.4 percent of parents state that a child behaves aggressively when he is hungry. These results confirm E. R. Tremblay et al. (2008) statement that aggressive behavior during early childhood is often stimulated by failure to meet physiological needs of a child.

One more reason for aggressive child behavior that parents indicate (5.5 percent) is separation of a child with parents. Insecure affection encourages such behavior of a child. Child's affection to a person that nurtures him motivates the child to search for nearness with that person and separation causes frustration due to child's inability to be with the object of affection, which is usually one of the parents (Sarner, 2010).

While analyzing data of the research it became apparent that some reactions of parents to aggressive behavior of a child according to cause of aggressive behavior expression – when a child behave aggressively because he is not rested (did not sleep enough), parents tend to punish him ($\chi^2=6,316$, $p<0,05$; $df=1$), tell him to sit quietly ($\chi^2=5,687$, $p<0,05$; $df=1$), when a child behaves aggressively, because he does not feel secure, parents tend to limit pleasures ($\chi^2=6,436$, $p<0,05$; $df=1$), tell him to sit quietly ($\chi^2=5,520$, $p<0,05$; $df=1$), when a child behaves aggressively due to lack of attention, parents tend to put him to corner ($\chi^2=5,498$, $p<0,05$; $df=1$). All the above mentioned reasons of aggressive child behavior are connected to failure to satisfy child's emotional and physiological needs, which is a signal of a child sent to his parents that he does not feel well. Instead of analyzing reasons for such aggressive behavior by their child in some cases parents apply punishment measure such as command to sit quietly, which for a pre-school age child is a heavy punishment. Limiting of pleasures or pedagogically unacceptable and offensive punishment towards child's dignity is

telling a child to stand in the corner.

Throughout the research we tried to define which family factors cause a child to start behaving aggressively. Analyzing the factors that condition aggressive behavior of a child pointed out by the parents we can single out those that dominate and are directly connected to aggressive actions by the parents: *aggressive behavior of parents with a child* (41.5 percent), *constant conflicts between parents* (17.3 percent), application of physical punishment (11.8 percent). Formation of aggressive child behavior is most often caused by aggressive behavior of parents directed at their child or noticed during a conflict between parents. A child watching and directly experiencing aggressive behavior intercepts such communication model. Moreover, parents' hostility towards a child expressed in aggressive behavior with a child forms the child's hostility towards surrounding people, which can also be expressed by aggressive behavior (Kairienė, 2005). There is a connection between relationship between parents and children and aggressive behavior of children. Ill relationships between children and parents are closely connected to poor self assessment of children and more often expression of aggressive behavior (Stoltz et al., 2012). Aggressive behavior of parents towards children condition not only formation of aggressive behavior by a child, but also strongly affects psychological state of the child. When a child experiences physical aggression he is crippled not only physically, but also psychologically. Children that experience aggression in a family feel insecure and unhappy (Kairienė, 2005). When aggression is present in a family functioning of that family is disconcerted, because one of the most important functions – emotional one is not secured.

The respondents also pointed out that aggressive behavior of children can be stimulated by *strict punishments that contravene the fault* (13.9 percent), *parents' requirements that contravene child's age and development* (1.9 percent), *ignoring of child attention* (8 percent), *cajolement to a child's whims* (5.6 percent). Child aggressive behavior is expressed as a defensive reaction to undeserved punishment. When a child feels that he was punished undeservedly, he objects to that. Strict punishment that contravenes a fault causes disappointment and anger in a child (Tremblay et al., 2008). Pre-school children due to their immaturity are often not able to express their dissatisfaction in words and, therefore, it is likely that they express their negative emotions by behaving aggressively.

Parent's attitude towards effectiveness of physical punishment

There is no doubt that children have to be educated in a manner that they would be able to control themselves and behave in socially acceptable ways. Only education methods are often negotiable. Physical punishment is one of the most widely spread form of violence against children presented as a means of education (Durrant, 2012; Kairienė, 2013). Pre-school age children are in the risk group of possible physical punishment. Children between 2-9 years old are

mostly punished physically (Halpenny, 2010). Application of physical punishment hurts a child physically and emotionally (Hasanvand ir kt., 2012; Žukauskienė, 2012) and often conditions aggressive behavior of children (Hasanvand et al., 2012; Wahl, Metzner, 2012). Children that were punished physically when grow up tend to be more aggressive than those that had not been punished that way (Durrant, 2012). Moreover, children that were beaten by their parents in childhood tend to beat their children more often than those who have not been beaten by their parents (Jusienė, 2006; Kairienė, 2006; Halpenny, 2010). It means that consequences of physical punishment show up not only in childhood, but also in adult's life.

We attempted to find out parents' opinion whether physical punishment is an effective way in educating children. The research revealed that a little more than half (54.4 percent) parents consider physical punishment as ineffective means of education that cripples a child both psychologically and physically. And it does not have a long lasting effect. More than a third (43.3 percent) parents think that physical punishment is sometimes effective and 0.6 percent of parents consider physical punishment to be effective, because it is the quickest way to stop undesirable behavior of a child.

We compared the results that we got with the results of the research performed in 2006 (Jusienė, 2006). The research estimated that 17.3 percent of parents consider physical punishment to be effective means of education. 20 percent state that physical punishment is ineffective means trying to educate children and 43.7 percent of parents believe that sometime physical punishment is effective. Having compared the data of both researches we see that the number of parents that believe physical punishment to be non effective has grown (54.4 and 20 percent respectively) and the number of parents that state it is an effective means has decreased (0.6 and 17.3 percent respectively). However, the number of parents stating that physical punishment is sometimes effective has remained almost the same (43.7 and 43.3 percent respectively). It is not easy for parents to educate a child, because it takes time and efforts to find other means of education. Therefore, parents often apply the same upbringing methods for their children that they experienced themselves in childhood (Jusienė, 2006; Žukauskienė, 2012; Kairienė, 2013). Pedagogical education could and should affect poor pedagogical culture of the parents. It is important for parents to understand that even sometimes applied physical punishment can be harmful for a child.

Conclusions

1. The research that has been performed revealed that parents incorrectly understand behavior that is common for pre-school age stage children, considering it as aggressive. Parents incorrectly understand aggressive behavior of children in terms of sex – more than two thirds of parents think

- that aggressive behavior of a child does not depend on sex.
2. Parents indicate that aggressive child behavior is expressed when emotional and physiological needs of a child are not met. Reacting to a child's aggressive behavior in some cases parents tend to apply punishment such as ordering them to sit quietly, limiting pleasures or telling them to stand in the corner.
 3. Parents named the factors that influence aggressiveness of a child and are connected with the family itself and they are: aggressive behavior of parents with a child, conflicts between parents, strict and contravening fault punishments as well as physical punishment.
 4. Although from pedagogical point of view physical punishment is unacceptable, crippling a child physically and morally, yet more than one third of parents state that physical punishment is sometimes useful.

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PATSTĀVĪBAS PILNVEIDOŠANA PUSAUDŽU VECUMĀ INTERNĀTPAMATSKOLĀ

Formation of Self-dependence for Teenagers in Boarding School

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Abstract. *The development of globalization, information technology and knowledge in the society has made social functioning more and more complicated. It causes a lot of new social problems (for example, social exclusion which results in reducing person's self-dependence, when own personality is not really estimated, the identification of own needs and aims, the awareness of strong and weak points, as well as self-motivation when a teenager with a constructive approach motivates himself/herself and develops self-control thus improving self-dependence). Teenagers are not able to cope with both own life experience and they cannot perceive the aspects of social environment. A social pedagogue in work with teenagers is as an assistant and advisor, as a teacher, paying attention to such categories in teenager's life as the improvement of self-dependence. The aim of the work is to determine pre conditions for the improvement of teenagers' self-dependence at X Elementary school. The work includes the results of theoretical research about self-dependence, cognitions about the socialization process.*

Key words: *promotion, self-dependence, socialization, social-pedagogical activity.*

Ievads **Introduction**

21.gadsimtā sabiedrībā visaugstāk tiek vērtēta cilvēka spēja radīt un izmantot zināšanas atbilstoši vajadzībai, pašam uzņemties atbildību par savas patstāvības veidošanos. Latvijas Valsts pamatizglītības standartā (1998) skolēna personības kompetenču attīstīšanas kontekstā tiek uzsvērts, ka, akcentējot izglītošanās instrumentālo pusi, tiek izvirzīts uzdevums organizēt izglītības procesu tā, lai skolēns gūtu zināšanas ne tikai kādā konkrētā jomā, bet iegūtu arī universālus darbības instrumentus, starp kuriem ir nosaukta prasme “domāt kritiski, patstāvīgi, produktīvi” (Latvijas Valsts pamatizglītības standarts). Raksta centrā – pusaudzis un iespējamie draudi viņa sociālajai attīstībai nākotnē. Sociālās atstumtības riska mazināšanā liela nozīme ir patstāvīgas personības izveidei socializācijas procesā. Tieši socializācijas procesā pusaudzis apgūst sociālās lomas un uzvedības paraugus, kā arī sastopas ar dažādām sociālajām sistēmām. A.Samusevičas pētījuma rezultāti apliecina, ka pusaudži ir neviendabīga, dinamiska sociāli demogrāfiska vecuma grupa, kura pārsvarā ir ekonomiski atkarīga no vecākiem vai citiem pieaugušajiem (Samuseviča, 2012). Pusaudzis sevi vēl pietiekami nepazīst, vēl joprojām neizprot sabiedrībā esošās normas, pieņēmumus un uzvedības modeļus. Socializācijas procesā gūstama ļoti svarīga prasme ir domāt, darīt un patstāvīgi pieņemt lēmumus. Socializācija ar vērtību sistēmu - ģimeni pirmo pieredzi lielākā grupā skolā, ir svarīgākie pusaudžu patstāvīgas personības veidotāji, kas nosaka to, kā tālāk attīstīsies

personība socializācijas procesā. Dzīves ciklā, pēc sociologu atzinuma, pusaudžu vecuma posms sākas ar pubertāti (apmēram 13 gadu vecumā) un beidzas tad, kad indivīds ir atradis savu personīgo un sociālo identitāti, par to liecina ekonomiskā patstāvība (nodarbinātība, ienākumi) un sociālā patstāvība (patstāvīga dzīve, ģimenes dibināšana u.c.) (Дубровина, 1987; Svence, 2003) Socializācijas procesā pusaudzis viens pats neveido patstāvību, to veido arī visi apkārtējie, kuri ir iesaistīti šajā procesā. Viens no profesionāļiem skolā, kurš veic darbu ar pusaudžiem, ir sociālais pedagogs, taču līdz šim maz ir aktualizēta sociālpedagoģiskās darbības nepieciešamība pusaudžu patstāvības pilnveidošanā, kad sociālpedagoģisko veicināšanas treniņu izmanto audzināšanas un socializācijas, attīstības, kā arī personības attīstības traucējumu un neveiksmju gadījumos (Plaude, 2003). Darba mērķis ir noteikt priekšnosacījumus pusaudžu patstāvības pilnveidošanā sociālpedagoģiskajā darbībā pamatskolā. Pētījuma metodes atspoguļoti teorētiskā pētījuma rezultāti par patstāvību, atziņas par socializācijas procesu.

Patstāvības pilnveidošana socializācijas aspektā *Formation of Self-dependence in Socialization aspect*

Dinamiskā, nepārtrauktā sabiedrības attīstība rosina sociālos pedagogus reaģēt uz sociāli kulturālajām novitātēm, pastāvīgi reorganizējoties (Juhna, 2001). Socializācija ir sociālā pedagoga darbības pamatlauks (Rozenblats, 1998), socializācija realizējas mijiedarbībā, komunikācijā un darbībā (Gudjons, 1998), lai pusaudžu socializācijas process nākotnē būtu sekmīgs, skolām jāpiedāvā dažādas palīdzības programmas, kas veicina socializāciju un pilnveido patstāvību (Lekrojs, Deilija, Miligens, 2001). Sociālpedagoģiskā darbība ir veicināt indivīda socializācijas procesa norisi, nodrošinot sociālos audzināšanas pasākumus patstāvības pilnveidošanā (Špona, 2001). Tradicionālo klasisko izglītību, kas rūpējās par iepriekšējo paaudžu zināšanu un principu nodošanu nākamajām paaudzēm, nomaina jauna, kuras mērķis ir jauno paaudžu cilvēku sagatavošanās dzīvei, akcentējot nepieciešamību aktivizēt skolēnu domāšanas potenciālu, attīstīt patstāvīgas pētnieciskās prasmes mainīgās sociālās vides piedāvāto uzdevumu risināšanai. Līdz ar to svarīgs kļūst jautājums par sociālpedagoģisko darbību - metodēm un paņēmieniem, kurus iespējams izmantot skolu darbā, lai nodrošinātu indivīdam iespēju analizēt un vērtēt daudzveidīgos un mainīgos sociālos procesus.

Pedagoģijas zinātnes galvenais mērķis ir bērns un viņa attīstība, taču sociālpedagoģiskais virziens ļauj paplašināt skatījumu arī sabiedrības kontekstā (Демиденко, 1993). Lai sekmētu pusaudžu sociālās kompetences pilnveidi, patstāvību, sociālpedagoģiskajā procesā jārada efektīva sociālkultūras mācīšanās vide, kurā skolēniem būtu nodrošinātas daudzveidīgas iespējas konstruēt savu sociālo pieredzi, mijiedarbojoties ar dažādiem vienaudžiem un pedagogiem, mācīties meklēt līdzsvaru starp divām perspektīvām – individuālo un sociālo,

sasnīgt sev nozīmīgus mērķus, ievērojot citu intereses un vajadzības. Efektīvās sociālpedagoģiskās vides veidošanas priekšnoteikums ir skolas un ģimenes sadarbība (Christenson et al., 2004), pedagogu un skolēnu konstruktīva mijiedarbība (Vilciņa, 2009), kā arī pozitīva mijiedarbība starp pašiem skolēniem (Sālbergs, 2003). Socializācija ir cilvēces pieredzes un zināšanu pamatošanas process atbilstoši sociālajai lomai. Tas ir process un rezultāts, kad indivīds kļūst personība un iekļaujas sociālo attiecību sistēmā, viņš apgūst sociālo pieredzi un izmanto to savā darbībā (Garleja, 2006). 2006.gada 19.decembrī pieņemtajos MK noteikumos Nr.1027 „Noteikumi par valsts standartu pamatizglītībā un pamatizglītības mācību priekšmetu standartiem” ir norādīti galvenie izglītības jomā ietvertie izglītošanas aspekti un to vispārīgais saturs patstāvības pilnveidošanā, t.i., pašapzināšanās aspekts – patstāvīga iespēja meklēt un atrast risinājumu praktiskām problēmām; analītiski kritiskais aspekts – intelektuālās darbības pieredze, patstāvīga, loģiska, motivēta domāšana; morālais un ētiskais aspekts – izpratne par jēdzieniem, kas saistīts ar cilvēku savstarpējo saskarsmi, cieņa, atbildība u.tml.; sadarbības aspekts – prasme sadarboties, prasme uzklaut, prasme pieņemt lēmumus un uzņemties atbildību; mācību un praktiskās darbības aspekts – prasme patstāvīgi mācīties, arī plānot un organizēt mācīšanās procesu (Latvijas Valsts pamatizglītības standarts). Izglītības iestādēs viena no būtiskākām sociālās pedagoģijas koncepcijām patstāvības pilnveidošanā ir „veicināšana”. Veicināšanas mērķis ir aizsargāt adresātu no individuālās un/ vai sociālās dzīvesdarbības nepilnībām, lai indivīds veiksmīgi socializētos apkārtējā sabiedrībā, dzīvotu pilnvērtīgu dzīvi, uzņemtos atbildību par savas rīcības ietekmi uz apkārtējo vidi veidojoties par harmonisku patstāvīgu personību, kas izjūt līdzatbildību par savu rīcību pašrealizācijas procesā (Plaude, 2003). Autores pieredze liecina, ka pedagogi praksē, pretēji standartos norādītajai patstāvībai, akcentē izdzīvošanas prasmes mūsdienu pasaulē. Patstāvība ir saprasta un traktēta virspusēji, ar to saprotot kā „pašaprūpes prasmes”, „gandarījumu par paveikto darbu” u.tml. Problēmas un pretrunīgās situācijas rodas cilvēku atšķirīgajā izpratnē par patstāvību. Tomēr jēdziens „patstāvība”, skatāms plašāk (skat.1.tabulu).

Analizējot dažādu autoru (Жапова, 1993; Gudjons, 1998; Svence, 1999; Grifits & Smits, 1989 u.c.) atziņas par patstāvību un mācību priekšmetu standartus, tika secināts, ka patstāvība ir objektīva nepieciešamība un dabīga personības vajadzība. Attīstītai personai ir ne tikai iespēja, bet arī vēlme būt patstāvīgai. Ikviens izprot sevi kā sabiedrības un dabas sastāvdaļu. Redzot dabu, apkārtni un līdzcilvēkus, veidojas attieksmes (Tracy, 1995). Īpaši tā novērtēta ekstremālajos apstākļos, kad jāpieņem patstāvīgi lēmumi, kad nav jēgas gaidīt palīdzību no ārpusē. Savas pārbaudītās dzīves pieredzes pamata zināšanas atbrīvo cilvēku no bailēm, nervozitātes ne tikai mācību procesā, bet arī attiecībās ar apkārtējiem cilvēkiem un priekšmetiem, dabas parādībām.

Atziņas par patstāvību
Cognitions about Self-dependence

Autors	Atziņas par patstāvību	Jēdzieni
B. Г. Ананьев	Patstāvība kā personības īpatnība, kuru raksturo divi savstarpēji saistīti faktori: <i>personības prasmju, zināšanu un iemaņu kopums, attieksme pret darbību, darbības rezultātiem un realizācijas apstākļiem</i> , kā arī <i>izveidotās attiecības ar citiem sabiedrības locekļiem</i> (Ананьев, 1980).	<i>Attieksme Prasmes Zināšanas</i>
A. Запорожец	Patstāvība apvieno <i>domu, jūtu un gribas aktīvu darbu</i> . Patstāvīgas darbības rezultātā izveidotie spriedumi un rīcības varianti nostiprina personības spēju ne tikai <i>pieņemt apzinātus un motivētus lēmumus</i> , bet arī <i>sasniegt savu mērķi</i> pretēji iespējamām grūtībām (Запорожец, 1966).	<i>Darbība</i>
H. Gudjons	Viens no patstāvības faktoriem ir <i>mīlestība pret darbu</i> . Tieši darbā veidojas attiecības un cieņa pret citiem cilvēkiem un darba rezultātu (Gudjons, 1998).	<i>Vērtības</i>
A.Ļeontjevs Ļ. Vigotskis	Patstāvības teorijas kodols: <i>cilvēka reālā esamība un viņa savstarpējās attiecības ar ārējo pasauli</i> . Patstāvība nevar eksistēt neatkarīgi no <i>personības brīvības un atbildības problēmas, personības un sabiedrības mijiedarbības, no sabiedrības un personības prakses</i> . Patstāvība ir <i>cilvēka sabiedriskās dzīves un darbības objektīva nepieciešamība</i> (Леонтьев, 1975; Выгодский, 2000).	<i>Atbildība Brīvība Sadarbība</i>
Š. Amonašvili	Patstāvība ir <i>rakstura iezīme</i> . Tā ir jāaudzina, jāattīsta un jāveido, vienlaicīgi nostiprinot tikumību, audzinot bērnos solidaritātes sajūtu un savstarpējās palīdzības sajūtu. Pēc zinātnieka viedokļa bērni var būt patstāvīgi <i>sadarbībā un kopīgā darbībā</i> (Amonašvili, 2007).	<i>Ētika</i>
L. Žarova	Patstāvība ir brīnišķīga <i>cilvēka īpatnība, audzināšanas un pašaudzināšanas rezultāts</i> , personības un viņas radošo spēju pašrealizācijas svarīgākais nosacījums. Patstāvības darbības būtība: <i>prasmē – motīvs - gribasspēks</i> . (Жарова, 1993).	<i>Prasmē Motīvs Gribasspēks</i>

L. Vigotskis rakstīja, ka patstāvības būtība ir viena no personības vadošajām rakstura īpatnībām, ka spēja patstāvīgi rīkoties un risināt uzdevumus ir jau apgūto zināšanu un prasmju indekss (Выготский, 2000). Patstāvība nav iedzimta īpatnība, tā veidojas bērna attīstības laikā (Svence, 2003).

Kā jebkurā zinātniskajā jomā arī sociālpedagoģiskajā ir nepieciešama teorija, noteiktas pieejas, kas skaidro un paredz lietu objektivitāti. Sociālpedagoģiskajā darbībā svarīgi ir saskatīt vides pedagoģisko potenciālu (Broks, 2000). To var raksturot kā ideju, tradīciju, vērtību, attieksmju, kultūras un dabas kopveselumu, kas kalpo kā socializācijas resurss. Persona un vide ir jāskata kā vienota sistēma, fokusējoties uz savstarpējo veidošanos vienam otrā (Constable & Kulyr, 1995). Individu savstarpējā mijiedarbība attīstās esošajās sabiedriskajās attiecībās, un personības attīstība ir atkarīga no tām. Skolēna,

pedagoga un klasesbiedru sadarbība – obligāts prasmes apgūšanas noteikums un galvenais patstāvības komponents (Sālbergs, 2003; Henson, 2003). Ikviens apzināta cilvēkdarbība ir saistīta ar apkārtējo jeb ārējo vidi (Broks, 2000). Izglītības sistēmas galvenais uzdevums ir katra indivīda spēju un viņa potenciāla pilnvērtīga attīstība, viņa sagatavošana radošai darba dzīvei un patstāvīgai līdzdarbībai sabiedrības procesos. No tā izriet, ka izglītošana ir noteicošs faktors patstāvīgas rīcības pilnveidošanās pamatā. Patstāvība apstiprina to, ka cilvēkam piemīt prasme izvīzīt un apzināties savus mērķus, pieņemt lēmumus un plānot darbību.

Balstoties uz atziņām, ka socializācija realizējas mijiedarbībā (Bandura, 2000), ka skolā sociālpedagoģiskajai darbībai ir socializēta daba un ka skola ir galvenā socializācijas institūcija, kas saņem bērnu no dabas un kam jāapmierina bērna tieksme pēc attīstības, patstāvības un augšanas (Zsolnai, 2002; Henson, 2003), tiek secināts, ka skolā, sevišķi sociālpedagoģiskajās darbībās nepieciešams lielāku uzmanību pievērst patstāvības pilnveidei. No tā atkarīga skolēna socializācijas kvalitāte nākotnē. Sevišķi tas jāņem vērā, organizējot sociālpedagoģisko darbu ar pusaudžiem, kuriem savlaicīgi neatrisinātas skolēnu sadzīves, mācību darba, saskarsmes ar pedagogiem, sociālās pieredzes un atsvešinātības problēmas vienaudžu grupās attālina viņus no skolas, izraisot apjukumu, nedrošību, neuzņēmību un bieži pat bailes (Samuseviča, 2012). Tāpēc pusaudžu individuālie problēmu risinājumu meklējumi, bez pieaugušo atbalsta, parasti saistās ar vientulību un atsvešināšanos, ar pašrealizāciju sociāli apšaubāmās vienaudžu kopās un destruktīvā darbībā. Neprasmīgas pedagoģiskās darbības rezultātā šie pusaudži nespēs turpmākajā dzīvē pilnvērtīgi izmantot savas intelektuālās potences, tiks apdraudēta viņu socializācija un patstāvības veidošanās.

Sociālpedagoģiskajā darbā svarīgi rast palīdzības veidus, lai pusaudzis spētu pilnveidot savu patstāvību (Демиденко, 1993). Pilnveidojot pusaudža patstāvību, var izmantot dažādas teorētiskās pieejas, skaidrojot socializāciju. To pamatā ir psiholoģiskās, socioloģiskās un pedagoģiskās bāzes teorija (Špona, 2001) (skat. 2.tabulu).

Sociālpedagoģiskai darbībai jābūt sistemātiskai virzībai uz noteiktiem mērķiem, piemēram, patstāvības veicināšana, atbalsta sniegšana u.tml (Vilciņa, 2009). Konceptijas, metodes un paņēmieni ir galvenais saturs sociālā pedagoga plānveidīgai domāšanai un rīcībai. Tas ir arī palīglīdzeklis situāciju izskaidrošanai un definēšanai, pamatojot sociālpedagoģiskā procesa sakarību starp sociālā pedagoga piedāvāto sociālpedagoģisko palīdzību un skolēna patstāvības veidošanos. Sociālajam pedagogam svarīgi ir rast palīdzības veidus, lai varētu šo patstāvību pusaudžos pilnveidot, izprast savas personības īpatnības, pilnveidot sadarbības prasmes, spēju darboties ar savām jūtām un vēlmēm, kontrolēt emocijas un motivāciju u.tml.

Socializācijā pielietojamās teorētiskās pieejas patstāvības pilnveidošanā
Theoretical Approaches Applied in Socialization for Improvement of Self-dependence

Terētiskās pieejas	Autors	Sakarība
Psihosociālā pieeja	E.Eriksons	Savstarpējā personu uzticēšanās. Personas attīstās uz sociālo attiecību pamata. Uzlabo sadarbību vai izveido jaunus kontaktus starp cilvēkiem un viņu sistēmā (Peins, 2000).
Sistēmiskā pieeja	L.Bertalanfijs	Galvenā uzmanība pievērsta pusaudžu darbībai plašākā sociālo sistēmu mijiedarbībā. Pamatojoties uz to, ir saskatāms kompetences pamatelements - patstāvība, kā prasme veidot attiecības ar apkārtējo vidi (Peins, 2000).
Kognitīvi – biheiviorālā pieeja	J.Tomass J.Jeho	Sociālpedagoģiskās darbības mērķis patstāvības pilnveidošanā ir palīdzēt pusaudzim izmantot un uzlabot savas prasmes problēmsituāciju risināšanā (Peins, 2000).
Kognitīvā pieeja	H.Goldšteins	Pašapzināšanas veicināšana, novērtējot savu personību, savas vajadzības, mērķu apzināšana, savu stipro un vājo pušu apzināšana, kā arī pašmotivācija, kad pusaudzis ar konstruktīvu pieeju motivē sevi un attīsta sevī paškontroli (Peins, 2000).
Audzināšanas pieeja	A.Špona	Mērķtiecīga iedzimtības, vides un dzīvesdarbības mijsakarību vadība, kas sekmē pusaudža pašattīstību, kultūras apguvi un socializāciju (Špona, 2001).
Individuālā potenciāla vienādojuma pieeja	B.Tracy	Iedzimas rakstura iezīmes + iegūtās rakstura iezīmes x attieksme = individuālā cilvēka sasniegums. Autors norāda, ka iedzimtās rakstura iezīmes (iedzimtā mentalitāte) cilvēkam vairs nav iespējams mainīt. Iegūtās rakstura iezīmes (iemaņas, prasmes) ir tas, ko cilvēks iemanto pieaugot un mācoties. Tas ir cilvēka patstāvības, kompetences un meistarības pilnveides process. Ir iespējams attīstīt, pilnveidot vai mainīt raksturu jeb iegūtās rakstura iezīmes, tas ir ilgstošs process, kas prasa pacietību, disciplīnu un apņemšanos. Attieksme ir tā, kas ļauj arī cilvēkiem ar necilām iedzimtām rakstura iezīmēm un iegūtām rakstura iezīmēm gūt lielus panākumus patstāvības veidošanā (Tracy, 1995).

Autores pieredze liecina, ka, ievērojot priekšnosacījumus un reaģējot uz izmaiņām, iespējams sasniegt uzlabotus rezultātus patstāvības pilnveidošanā, pielietojot „veicināšanas” koncepciju kā audzināšanas papildinošo daļu ārpusstundu sociālpedagoģiskajās aktivitātēs. Ir svarīgi vairāki priekšnosacījumi sociālpedagoģiskajā darbā patstāvības pilnveidei.

1. Sociālā pedagoga attieksme.

Patstāvības veidošanās grūtības var rasties pusaudžu vecumā. Pašapliecināšanās vajadzība pusaudžiem nereti pamatojas uz nepareizu priekšstatu par patstāvību, viņi uztver patstāvību kā pilnīgu neatkarību no svešo viedokļiem, padomiem un vērtējumiem. *Sociālpedagoģiskajā audzināšanas*

praksē pozitīva pusaudžu darbības un aktivitātes vērtēšana ļauj mazināt pusaudžu krīzes izpausmes un veidot patstāvību.

2. Atbilstoši patstāvības attīstības paņēmieni un metodes.

Nav viena ieteikuma, kuri paņēmieni un metodes katrā gadījumā ir vispiemērotākie. Tomēr, strādājot ar pusaudzi sociālpedagoģiskajā darbā, jāatceras par dažiem norādījumiem. *Jebkuru mēģinājumu rīkoties patstāvīgi vēlams vērtēt pozitīvi*, nav nozīmes, vai rezultāts ir sasniegts vai nē. Pusaudzim piemēklēt tāda veida sociālpedagoģiskās situācijas, kad viņš ir atbildīgs par kaut ko un pakāpeniski kļūst par līderi citiem cilvēkiem, vienaudžiem un pieaugušajiem kopīgā darbībā. *Patstāvība attīstās tur, kur ir rīcības brīvība, iespēja izvēlēties, tiesības izteikt savas domas, neatkarīgus viedokļus, tiesība rīkoties tikumiski.*

Patstāvības attīstības process ļoti sarežģīts un pretrunīgs. Galvenais, bērna vecuma un individuālās spējas, pedagoģiskie un sociālie apstākļi. Metodes, kā diskusijas, situāciju analīze, lomu spēles, informācijas sniegšana, rezultātu izvērtēšana, veicina pusaudžu līdzdarbošanos un uzticēšanos. *Lai pusaudzis veiksmīgi tiktu iesaistīts patstāvības pilnveidošanas procesā, būtiski ir izveidot pusaudžu socializācijas un interešu grupas, kurās tiktu organizētas nodarbības ar mērķi pilnveidot saskarsmes prasmes, palīdzēt celt pašapziņu, veidot vērtību sistēmu, analizēt problēmsituācijas, izzinot sociālo vidi, kurā pusaudzis dzīvo un attīstās.*

McNeils iesaka skolās veidot grupu darbu ar mērķi veicināt skolēnu audzināšanu un patstāvību, kas iet caur vingrināšanos strādāt pašam un strādāt ar atbildību (McNeil et al, 2012).

Rezultāti

Results

Pamatojoties uz teorētiskajām un praktiskajām atziņām, ir noteikti un pārbaudīti galvenie priekšnosacījumi, kas nepieciešami patstāvības pilnveidei: *sociālā pedagoga attieksme; atbilstoši paņēmieni un metodes sociālpedagoģiskajā darbībā; iespējas pilnveidot patstāvību ārpusstundu sociālpedagoģiskajās aktivitātēs.* Visi minētie priekšnosacījumi ir mainīgi. Sociālpedagoģiskā darbība skolā tiek veidota kā *palīdzība, izglītošana, kompensēšana, veidošana, kontrole.* Tāpēc sociālajam pedagogam nepieciešams koordinēt dažādas aktivitātes, lai palīdzētu pusaudžiem patstāvības pilnveidošanā.

Patstāvība ir personības īpatnība, kura izpaužas individuāli. Patstāvība ir pusaudža dabiskā vajadzība. Patstāvība ir indivīda sadarbība ar līdzcilvēkiem, motivācija, darbība, gribasspēks. Patstāvība visciešāk tiek saistīta ar darbību un līdzdarbību sabiedriskajos procesos. Sabiedrība kļūtu labāka, ikvienam apzinoties patstāvības rīcības nozīmi pasaulīgo procesu kontekstā.

Secinājumi **Conclusions**

1. Analizējot dažādu autoru (Жарова, 1993; Gudjons, 1998; Svence, 2003; Grifits & Smits, 1989 u.c.) atziņas par patstāvību un mācību priekšmetu standartus, tika secināts, ka patstāvība ir objektīva nepieciešamība un dabīga personības vajadzība. Teoriju analīze ļāva izprast patstāvības veidošanās saikni ar šādiem personību raksturojošiem jēdzieniem: zināšanas, prasmes, attieksmes, vajadzības, vērtības, darbība, atbildība, brīvība, sadarbība u.tml.
2. Socializācijas procesā skolai ir jāsekmē pusaudžu patstāvības pilnveide, radot efektīvu sociālkultūras mācīšanās vidi, kurā skolēniem būtu nodrošināta daudzveidīga iespēja konstruēt savu sociālo pieredzi, mijiedarbojoties ar dažādiem vienaudžiem un pedagogiem, mācīties meklēt līdzsvaru starp divām perspektīvām – individuālo un sociālo, sasniedzot sev nozīmīgus mērķus, ievērojot savas un citu intereses un vajadzības.
3. Lai sociālpedagoģiskā darbība, tiek veidota kā palīdzība, izglītošana, kompensēšana, veidošana, kontrole un sociālais pedagogs kā attīstītas personības veicinātājs varētu sekmēt pusaudžu personības veidošanos un socializāciju, nepieciešams izmantot dažādas sociālpedagoģiskās darbība formas, metodes un paņēmienus, lai nodrošinātu indivīdam iespēju analizēt un vērtēt daudzveidīgos un mainīgos sociālos procesus.
4. Balstoties uz sociālā darba teorijām, ir iespējams pilnveidot pusaudža patstāvību un pamatot sociālpedagoģiskā procesa sakarību starp sociālā pedagoga piedāvāto sociālpedagoģisko palīdzību un skolēna patstāvības veidošanos.

Summary

Basing upon theoretical and practical cognitions there have been determined and proved the main pre-conditions that are necessary for the improvement of self-dependence. Social-pedagogical work at school is being made as assistance, education, compensation, formation and control. A social pedagogue coordinates different activities in order to help teenagers to improve self-dependence. Having evaluated the analysed self-dependence theories, there has been conceived the link of self-dependence formation with such personality characterizing conceptions as knowledge, skills, attitudes, needs, values, activity, responsibility, freedom, collaboration etc. Whereas basing upon social work theories it is possible to improve teenagers' self-dependence and substantiate the connection of social-pedagogical process between social-pedagogical help offered by a social pedagogue and the formation of pupil's self-dependence. It has been concluded that a school should facilitate the improvement of teenagers' self-dependence, in a social-pedagogical process should create an effective social-cultural learning environment where pupils are provided with different opportunities to construct own social experience, interacting with various pedagogues and counterparts, learning to search for a balance between two perspectives – individual and social, achieving important aims for themselves, obeying own and other interests and needs. Self-dependence is closely connected with an activity and co operation in social processes. Having become aware

of the importance of self-dependent action in the context of global processes, the society becomes better.

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**ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ ФОРМИРОВАНИЯ
ЛИЧНОСТНОЙ АКТИВНОСТИ СОВРЕМЕННЫХ
ПОДРОСТКОВ. ПОДХОД К ПРОБЛЕМЕ**
*Psychological Factors of Personal Activity Formation in Modern
Adolescents. Approach to the Problem*

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Abstract. *The article contains a theoretical analysis of the psychological factors of personal activity formation in modern adolescents. Discusses the question of psychological conditions for the development of personal potential and personal activity in the educational environment and the psychological determinants of personality professionalization. Fundamental factors of personal activity formation were identified. Defined the significance of psycho-pedagogical support of modern adolescents in stage career choice.*

Key words: *modern adolescents, personal activity, potential of the individual, professionalization, stage career choice.*

Введение
Introduction

Прогрессивные преобразования современной Украины актуализируют проблему модернизации системы образования, характеризуется изменением ее парадигмы с информационной на развивающую, личностноцентрированную. Современный этап развития общества характеризуется автоматизацией и компьютеризацией производства, внедрением новых технологий, изменением монопрофессионализма на полипрофессионализм. Это обуславливает необходимость формирования социально активной личности, способной эффективно функционировать в новых общественно-экономических условиях. В связи с этим обостряется необходимость развития личностной активности как основы реализации возможностей личности, которые являются источником ее будущей компетентности, обеспечивают успешность ее жизнедеятельности.

Особое внимание данная проблема приобретает в подростковом возрасте, который выступает периодом личностного и профессионального определения. Собственно, вектор дальнейшего развития и становления личности во многом определяется и зависит от тех выборов, что делает подросток. Школа является тем институтом, который способствует связи личностных выборов подростка и их реализации в обществе.

Данное положение подтверждает одна из целей Национальной стратегии развития образования в Украине на 2012-2021 года, а именно: «обеспечение личностного развития человека в соответствии с его индивидуальными задатками, способностями, потребностями на основе обучения на протяжении жизни». Личностная активность способствует

реализации индивидуальных задатков и способностей, потенциала личности.

Оценка состояния исследуемой проблемы свидетельствует о том, что до сих пор в психологической науке не осуществлено целостного и окончательного ее изучения. Актуальными и нуждающимися в теоретическом исследовании является вопрос анализа психологических условий развития личностной активности в образовательной среде, определения ее роли в процессе профессионализации личности.

Целью исследования является теоретическое обоснование научной необходимости исследования проблемы личностной активности современных подростков, психологических факторов, что влияют на ее формирование.

Для анализа проблематики статьи используются метод анализа психолого-педагогической научной литературы, классификация, систематизация и обобщение полученной информации.

Текст статьи *The text of the article*

В психологии активность рассматривается в тесной связи с понятием деятельности, реализуется в системе целевых установок, ценностных ориентаций и определяет мотивационную сферу в целом, направленность интересов личности. Рассчитав свои силы, возможности для достижения цели, человек с помощью активности мобилизует свои способности, активизирует желание, преодолевает инерцию. Результатом активности является формирование самосознания личности, собственного рефлексивного «Я», новой установки, а также потребности в новых социальных и межличностных отношениях (Булах, 2001). Таким образом, активность становится действенным фактором в определении и росте субъектных возможностей человека, использовании имеющихся ресурсов, в преобразовании им действительности и самого себя.

Особое внимание исследованиям активности, как ведущего свойства личности, обращено в работах К.А.Абульхановой-Славской, В.В.Давыдова, А.К.Марковой, Т.И.Шамова, И.Щукиной, И.С.Якиманской.

Именно поэтому представляется актуальным выделение психологических детерминант формирования личностной активности как особого предмета исследования, познания и не только как важного компонента в структуре личности, ее измерения и направленности, но и как сущностного свойства человека, образующего и обеспечивающего реальность социальной эволюции.

Личностная активность – это характерный для личности способ организации жизни, регуляции и саморегуляции на основе интеграции потребностей, способностей, отношений личности к жизни, с одной

стороны, и требований к личности общества, с другой (Абульханова-Славская, 1989).

При этом пути определения активности могут быть разными: оптимальное использование врожденных способностей и возможностей индивида, нахождения оптимально-индивидуального ритма жизни, определения своевременности задействия личности к социальным процессам. Именно при таких обстоятельствах у человека появляется сильная внутренняя потребность, побуждение, которое и обуславливает активность.

Так, про активность можно говорить и как про форму выражения потребностей человека, выявления ее социально-психологических свойств, и как про характеристику личности как субъекта жизнедеятельности. В поведении личности активность выступает и как способ формирования, преобразования индивида, и как преодоления встречных детерминант в процессе ее взаимодействия с внешним миром.

Будучи свойством нервной системы, активность является основой для формирования личности, ее «фундаментом» (Рубинштейн, 2002). Кроме того, А.Н.Леонтьев подчеркивает, что личностная активность играет роль модератора образа будущего, «выступая в различных внешних проявлениях как активное приспособление человека к будущему». Активность организуется и направляется субъективной позицией личности, выступает интегральным образованием и обеспечивает «трансформацию» внешних требований во внутренние. Ее полезный результат измеряется тем вкладом, который делает человек в перестройку обстоятельств и самого себя.

Особое значение приобретает создание условий для развития личностной активности в подростковом возрасте, период активного саморазвития и планирования своего будущего (Лаврентьева, 2009).

Подростковый возраст – один из самых ответственных периодов становления личности, охватывает период от 12 до 17 лет. В этом возрасте закладываются основы нравственного отношения к разным видам труда, происходит формирование системы личностных ценностей, которые определяют избирательность отношения подростков к различным профессиям. В этот период происходит овладение системой социально значимых ценностных представлений и идеалов; активное и действенное усвоение системы «взрослых» отношений со сверстниками и старшими; активный самоанализ и соотнесение своей личности с «миром взрослых»; попытки реального планирования своего будущего. Особенно интенсивно и активно формируются в этот период моральные понятия, знания о людях и обществе, о профессиях, то есть основы общей и профессиональной направленности личности.

Данный период характеризуется все более активными попытками самосовершенствования, самовоспитания, самообразования,

самоорганизации, стремлением подготовить себя к будущему. Интенсивно развивается способность осознать операции мышления и применять их. Завершается стадия оптации формированием реалистического и достаточно четкого представления о той профессиональной общности, в которой мыслит себя в перспективе подрастающий человек. Оформляются профессиональные планы, сознательно и самостоятельно принимаются достаточно определенные и твердые решения.

Особое значение в подростковом возрасте приобретает проблема создания условий для развития личностной активности на этапе профессионализации. Профессионализация – это целостный непрерывный процесс становления личности специалиста, который начинается с момента выбора будущей профессии и заканчивается, когда человек прекращает активную трудовую деятельность (Душков, Королев, Смирнов, 2005).

В целом профессионализация - это одна из сторон социализации, подобно тому, как становление профессионала - один из аспектов становления человека. Наиболее перспективной признается модель профессионального развития (саморазвития), где ведущим фактором развития является внутренняя активность человека, потребность в самореализации (Антюхина, 2011).

В своих исследованиях Е.А. Климов выделяет следующие этапы жизненного пути профессионала: оптант, адепт, адаптант, интернал, мастер, авторитет, наставник.

Подростковый возраст — это период первичной, амбивалентной оптации. Профессиональное становление специалиста начинается на этапе профессиональной ориентации, или оптации. Именно в этот период старшеклассники выбирают собственный профессиональный путь согласно своим способностям, интересам, предпочтениям и жизненными целями.

Проблеме развития личности на этапе оптации посвящено значительное количество психологических исследований А.Н. Борисовой, Е.Ф.Зеера, Е.А.Климова, Т.В.Кудрявцева, М.В.Кузьмина, Л.М.Митина, Ю.П.Поваренкова, Е.Е.Симанюка, было выделено стадии (Е.Гинзбург, Д.Миллер и В.Форм), уровне (А.К.Марков) и этапы (Е.А.Климов, Н.С.Пряжников, Е.Зеер), которые проходит специалист в своем профессиональном становлении.

Стадия оптации – это стадия подготовки к жизни, труду, сознательного и ответственного планирования и выбора профессионального пути. На этапе оптации, который протекает в период обучения в общеобразовательной школе, человек постигает основы наук, необходимых для дальнейшей профессионального образования и профессиональной деятельности. На данной стадии человек приобретает опыт, который предшествует профессиональному обучению.

Вовлечение в процесс профессионального выбора, мотивация к достижению успеха в данной сфере являются одними из факторов формирования личностной активности современного подростка. Важным фактором формирования личностной активности современных подростков также является наличие комплекса профессионально важных качеств. Профессионально важные качества представляют собой отдельные динамические черты личности, отдельные психические и психомоторные свойства, а также физические качества, соответствующие требованиям к человеку какой-либо определенной профессии и способствующие успешному овладению этой профессией. Профессионально важные качества являются предпосылкой профессиональной деятельности и, с другой стороны, они сами совершенствуются, шлифуются в ходе деятельности, являясь ее новообразованием; личностная активность в деятельности изменяет современного подростка (Шадриков, 1996).

По мнению В.Л.Марищука, профессионально важные качества выступают в роли тех внутренних условий, через которые преломляются внешние воздействия и требования деятельности и являются узловым моментом формирования психологической системы личностной активности, направленности на успешную деятельность (Марищук, 1982).

В старших классах у подростков резко меняется внутренняя позиция, основной направленностью личности становится устремленность и ответственность за свое будущее. В центре внимания интересов и планов на первое место выходит проблема выбора профессии и формирование своего ближайшего жизненного пути. Основопологающим в процессе оптации подростков является внутренний потенциал личности, их внутренние возможности. Е.В. Усенкова указывает, что внешние факторы нуждаются в той коррекции, которая побуждала бы подростка к просоциальным паттернам, а внутренние аттитюды сами продуцируют определенные действия и отношения. Если экзогенные факторы провоцируют реакцию, то эндогенные – ее обуславливают. Эндогенная составляющая включает в себя ценностные ориентиры подростка, комплекс его морально-этических, культурных и иных ресурсов. Также сюда относятся такие социальные качества индивида, как социальные ценности, эмоциональный отклик, образ жизни, в том числе и видение себя в профессиональной сфере. Исходя из этого, можно говорить о наличии определенного внутреннего потенциала у каждого подростка. Эндогенный потенциал является источником развития личности (Усенкова, 2013).

Обращение к внутренним условиям, как указывает З.И. Лаврентьева, актуально и потому, что внутреннее является основой личностной активности. Активность составляет основное внутреннее условие, которое

определяет и опосредует развитие человека в процессе воспитания, обучения и дальнейшей профессионализации (Лаврентьева, 2009).

С.Л.Рубинштейн подчеркивал, что человека как личность характеризует не только, что он есть тем, кем он хочет стать, к чему он активно стремится. Личностное развитие человека он определяет как реализацию индивидом своей потенциальной универсальности, непрерывности, как становление человека в индивиде. Исходя из этого, ее характеризует не только то, что уже сложилось и реально функционирует, но и то, что составляет «внутреннее содержание личностного развития» - сферу возможностей, потенциал личности.

В структуре психического В.М.Мясыщев выделял две основные составляющие: процессуальную и потенциальную. Они образуют единство, выступая при этом разными, а не тождественными понятиями. Б.Г.Ананьев, исследуя процесс онтогенетического развития человека, особенное значение придавал проблеме изучения психических резервов и ресурсов, ставил вопрос о раскрытии истинных потенциалов развития человека. Под потенциалом он понимал свойства индивида и личности, что определяют готовность и способность к выполнению действий и достижения в ней определенного уровня продуктивности, интегрированные в человеке как у субъекта деятельности. Человек как субъект деятельности имеет определенные потенциалы – трудоспособность и специальные способности, активность в форме ценностных ориентаций и мотивов. Целесообразно, с точки зрения Б.Г.Ананьева, рассматривать потенциальные характеристики личности через призму функциональной структуры личности. В связи с этим, ядром потенциала личности является трудоспособность.

Д.А.Леонтьев определяет личностный потенциал как обобщенную системную характеристику индивидуально-психологических особенностей человека, что лежит в основе способности личности выходить из устойчивых внутренних критериев и ориентиров в своей жизнедеятельности и сохранять стабильность деятельности и смысловых ориентации при внешнем давлении и в изменяющихся условиях.

Личностный потенциал развития человека включает, прежде всего, ресурсы личности, данные ему от рождения, а также мировоззрение, мотивацию к самореализации личностных качеств (коммуникативный, эмоциональный, познавательный, творческий потенциал) (Безсмертна, Демид, 2013).

Человек с высоким личностным потенциалом - перспективный человек, личностно богатый человек. Раскрытие личностного потенциала чаще всего происходит в процессе становления профессионала. Этот процесс включает: выбор человеком профессии с учетом своих собственных возможностей и способностей; освоение правил и норм профессии; формирование и осознание себя как профессионала,

обогащение опыта профессии за счет личного вклада, развитие своей личности средствами профессии и др.

В современном обществе работодатели предъявляют жесткие требования к компетентности и профессионализму специалистов. Чтобы стать профессионалом человеку нужно преодолеть очень длинный путь. Человек быстрее становится профессионалом, если успешно пройдена стадия профессионального самоопределения.

В своих работах К.А.Альбуханова - Славская указывает, что центральным моментом самоопределения является личностная активность, самодетерминация, осознанное стремление в выборе профессии, перспективе занять определенную позицию. Для нас важным является то, что личностная активность напрямую связана с проблемой профессионального выбора, как известно, в наиболее сложном своем выражении буквально пронизывает всю теорию и практику профессионального самоопределения (выбор профессии и саморазвития, построение карьеры и всей жизни, нравственные выборы).

В процессе формирования личностной активности ведущую роль играет фактор психолого-педагогического сопровождения в период оптации. Профессиональное самоопределение современных подростков зависит от готовности самостоятельно преодолевать трудности этого процесса, ответственно относиться к своему становлению, в помощи личности стать успешным субъектом своей профессиональной жизни. Необходимость решения этих условиях обусловлена социально-экономической нестабильностью, многочисленными изменениями в индивидуальной жизни каждого человека, индивидуально-психологическими особенностями, а также случайными обстоятельствами и иррациональными тенденциями жизнедеятельности.

Результатом психологического сопровождения профессионального самоопределения учащихся по С.Н.Чистяковой есть 3 показателя.

- Ценностно - смысловой - наличие мотивов выбора профессии, положительное отношение к ситуации выбора, активная позиция ученика в выполнении процесса принятия решения о выборе специальности, наличие запасных вариантов профессионального выбора;
- Информационный - полнота и дифференцированность знаний о мире профессий, умение работать с источниками информации, информированность требования профессии к индивидуальным характеристикам человека;
- Деятельностно - практический - умение ставить цель выбора профессии и составлять программу действий для ее достижения, самоанализ имеющихся вариантов выбора профессии, самоконтроль и коррекция профессиональных планов, самоактуализация, потенциальные возможности, направленных на формирование

готовности к принятию решения о выборе профессии (Чистякова, 2007).

Важнейшая задача современного общего образования – не обеспечение «усвоения знаний», а создание условий для формирования личностной активности, становления и развития индивидуальных образовательных и культурных потребностей, раскрытия личностного потенциала и актуализации личностного потенциала подростков.

Выводы *Conclusions*

1. Личностная активность определяется как характерный для личности способ организации жизни, регуляции и саморегуляции на основе интеграции потребностей, способностей, отношений личности к жизни, с одной стороны, и требований к личности общества, с другой. Личностная активность побуждает современных подростков к активным действиям, достижению конкретных целей.
2. Основными психологическими факторами, что влияют на формирование личностной активности являются потребности, мотивы, желания, вовлеченность подростка в процесс выбора профессии, уровень актуализации развития потенциала личности на этапе оптации, наличие профессионально-важных качеств, готовность к саморазвитию, а также требования, что предъявляет современное общество современным подросткам.
3. Значимость психолого-педагогического сопровождения современных подростков на этапе оптации является очень высокой. Психологическое сопровождение дает возможность подростку актуализировать его личностную активность, определить потребности, сопоставить собственные профессиональные интересы с личностными характеристиками, потенциалом, предоставить помощь в становлении подростка как успешного субъекта своей будущей профессиональной жизни.
4. В дальнейшем основными тенденциями и перспективами исследования, разработки проблематики психологических факторов формирования личностной активности современных подростков является эмпирическое подтверждение. А также изучение потенциала личности и подходы к его реализации в современных условиях; формы и показатели уровня личностной активности подростков в период оптации; детерминированность успешности профессионального самоопределения уровнем развития личностной активности подростка; психолого-педагогические условия формирования и развития профессионально-важных качеств личности в процессе обучения подростков.

Summary

In the context of the progressive transformation of modern society and education system modernization, a priority issue is the need to create a socially active person, able to effectively function in the new socio-economic conditions. In this connection exacerbated by the need to develop personal activity as a basis of personal fulfillment. Personal potential is a source of future human competence, which leads to success in chosen career.

1. Personal activity is a characteristic for the individual way of life organization, regulation and self-regulation based on the integration needs, abilities, personal attitudes to life, on the one hand, and the requirements of the individual company, on the other. Activity is an expression of personality and implementation of subjective relations to the world. The main psychological factors that affect the formation of personal activity are the needs, motivations, desires, and demands that make modern society.

2. This problem is of particular relevance in adolescence, which acts as a period of personal and professional definition. Actually, the vector of further development and formation of personality is largely determined and depends on the choices that are made in adolescence. In the period of studying in high school a professional outlook is formed and psychological readiness of students for future professional activities. During this period of high school students choose their own career path according to their abilities, interests, preferences and life goals.

3. Fundamental to personal activity formation in modern adolescents is their personal potential, their internal capabilities. Realizing the personal potential depends on individual activity and the social environment, which can support and may limit a specific human activity, to provide opportunities for the practical realization of the potential. Realizing the personal potential in a situation of self-actualization - conscious, active, value-mediated process of implementation of its own resources.

4. The significance of psycho-pedagogical support of modern adolescents in stage career choice step option, as a factor of formation of personal activity among adolescents. Psychological support enables adolescents to actualize their personal activity, identify needs, to compare their own professional interests and personal characteristics, potential, provide assistance in the development of adolescents as subjects of their successful professional life in future.

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AUDZINĀŠANA KĀ NEPIECIEŠAMĪBA UN BRĪVĪBA *Upbringing as a Necessity and Freedom*

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Abstract. *Upbringing is a purposeful process of internal and external conditions of life activity affected the process by which students develop and implement personally important attitudes towards themselves, other people, nature, culture, work, society and the state, acquiring the necessary competence for independent work. On the one hand, upbringing is a public necessity, on the other hand - the phenomenon of personal freedom. That is the relationship between these two trends who can be discerned as personality driving force. Hence the importance of a deep understanding the upbringing as a necessity and freedom, which connects the targeted claims against the younger generation and its efforts to understand themselves, self-realization, to meet their growing needs, involving all forces, talents and abilities.*

Keywords: *Upbringing, education, personality, family, child, school, pupil, cooperation*

Ievads

Introduction

Jaunās paaudzes audzināšana ir nozīmīgs, mērķtiecīgs process, kurā iekšējās un ārējās dzīvesdarbības apstākļu ietekmē tiek veicināta sabiedrībai nozīmīgu personību veidošanās. To ietekmē sabiedriskās apziņas formas un attiecības starp sabiedrības locekļiem. Audzināšana nodrošina bērna iekļaušanos un esamību objektīvajā realitātē, taču viņš nav pasīvs sabiedrisko nosacījumu un ietekmju objekts. Daba to ir radījusi kā aktīvu sevi veidojošu personību. Bērns, pusaudzis un jaunieši izstrādā un īsteno personiski svarīgu attieksmi pret sevi, citiem cilvēkiem, dabu, kultūru, darbu, sabiedrību un valsti, iegūst nepieciešamo kompetenci patstāvīgā darbā, lai spētu veikt izvēli, pieņemt lēmumus, būt brīvs un pārliecināts par saviem uzskatiem, domām, jūtām, tajā pašā laikā nostāties pret visu, kas neatbilst viņa pārliecībai, gribai, sirdsapziņai. Augšanas un attīstības procesā savstarpējā mijiedarbībā un sadursmē ar ārējo vidi cilvēks cenšas izprast sevi, savas eksistences un esamības jēgu.

Jebkura iedarbība uz cilvēku izraisa dažādas sekas. Noteiktas virzības darbības veido vienotu sistēmu un parāda ietekmi uz personības veidošanos. Lai veidotu rezultatīvu audzināšanas sistēmu, ir nepieciešama vienota pieeja daudzpusīgo mērķu sasniegšanai. Ģimenei, skolai un sabiedrībai kopumā ir jāapzinās audzināšanas sociālā nozīmība, kā galvenos izvirzot divus aspektus: audzināšanas nepieciešamību un brīvību.

Pētījuma mērķis: Izpētīt audzināšanas kā nepieciešamības un brīvības ietekmējošos faktoros.

Pētījuma metodes: literatūras analīze, anketēšana, kontentanalīze.

Audzināšanas problēmu sociālais konteksts sabiedrībā
The social context of the upbringing problems in the society

21. gadsimts valsts un sabiedrības dzīvē ir ienācis ar kardinālām pārmaiņām. Tiek vērtētas sabiedrībā pastāvošās vērtības, mudinot noskaidrot, kas ir vērtīgs un svarīgs, kas mazvērtīgs un nesvarīgs. Ir svarīgi apzināties, kādas prasmes, iemaņas un kvalitātes jaunajai paaudzei ir jāapgūst, lai veiksmīgi darbotos sarežģītājā, strauji mainīgajā, ar informācijas un komunikāciju tehnoloģijām pārbagātajā pasaulē, kas prasa augstāka līmeņa zināšanas, izpratni un iegūst arvien globālāku raksturu. Lai nodrošinātu personības gatavību harmoniskai saiknei ar apkārtējo vidi, ir svarīgi attīstīt sociālo kompetenci, kas mūsdienās nozīmē sadarbības stratēģijas īstenošanu, veidojot attiecības ar apkārtējiem sociālajā realitātē.

Taču analizējot reālo situāciju valstī, nevar iegrimt pašapmierinātībā un izlikties neredzam mūsdienu problēmas audzināšanā un tās rezultātā. Topošo skolotāju pārdomas par audzināšanu atklāj cēloņus, kas izraisa problēmas šī procesa īstenošanā (skatīt 1.tabulu).

1.tabula

Audzināšanas problēmu cēloņi
Causes of upbringing problems

Sabiedrībā	Skolā	Ģimenē
Materiālo vērtību dominēšana.	Disciplīnas, kauna, atbildības, interešu trūkums.	Zināšanu trūkums par audzināšanu.
Inteliģences trūkums cilvēkos.	Grūtības izteikt savu viedokli.	Nepārdomāta audzināšanas metožu izvēle.
Atbildības trūkums par bērniem.	Bailes no izsmiekla.	Kontroles un paškontroles trūkums.
Savstarpējā vienaldzība.	Atstumtība klasē.	Vecāku pārāk lielā aizņemtība.
Masu mādiņu negatīvā ietekme.	Visatļautība.	Cieņas trūkums vienam pret otru.
Bērna personības nerespektēšana.	Bailes atšķirties no citiem.	Pārmērīga lutināšana
Pieaugušo autoritāra darbība.	Bērnu kritizēšana. Pazemošana.	Vardarbība un pazemošana ģimenē.
Saskaņota audzināšanas modeļa neesamība.	Vērtību neaktualizēšana.	Abpusēji meli, neuzticēšanās.
Audzināšanas procesu neveicinoša vide.	Zema / nepietiekama audzināšanas kultūra.	Vecāku vienaldzība, savstarpējās nesaskaņas starp tiem.

Analizējot audzināšanas problēmu izraisošos cēloņus sabiedrībā kopumā, jaunieši kā negatīvu nosauc materiālo vērtību dominēšanu sabiedrībā. Lai arī valstī ir vērojama sociālekonomiskās situācijas uzlabošanās, iedzīvotāju skaits,

kuriem sociālo problēmu risināšanai ir nepieciešams atbalsts, nesamazinās. Ienākumu nepietiekamība pakļauj ģimenes psiholoģiskai un sociālai spriedzei, kas rada jaunu problēmu veidošanos. Jebkura ģimene var nokļūt situācijā, kuru nav iespējams atrisināt pašas spēkiem. Nereti tām ir iekšējo resursu trūkums, tādēļ pašas ar saviem spēkiem nespēj izveidojušās problēmas mazināt jeb atrisināt. Diemžēl ne visas ģimenes meklē palīdzību, lai spētu risināt samilzušās problēmas.

Šajos gadījumos negatīva ietekme ir arī masu medijiem. Kā norāda S.Lasmane (Lasmane, 2007), neapšaubāmi, daudzveidīgās jaunās informācijas tehnoloģijas padara mediju iespējas citādas nekā pirms divsimt gadiem. To loma sabiedrībā paplašinās. Mediju funkciju spektrs ir plašs, sākot no informēšanas un izglītošanas un beidzot ar izklaidi. Mediju fakti un balsis veido demokrātijas vērtību sistēmu, uztur sabiedrības noskaņu par labu godprātīgai politikai, par spīti vēlamajam pretējiem īstenības faktiem. Taču bieži vien publikācijās un šovos nebeidzami tiek slavīnāta naudas vara, bagātnieku dzīves privilēģijas, kurās nav redzamas citas vērtības, kā vien personīgās mājas, kam vairāk piemēroti ir muižas vai pils nosaukums, to spožais un bagātais iekārtojums, dažādu dārgu brendu apjūsmošana apģērbā un aksesuāros, „smalkās sabiedrības” jauniešu bezjēdzīgā uzdzīve uz vecāku maku rēķina gan pie mums, gan ārzemēs. Tas aktualizē tik nozīmīgas audzināšanas institūcijas kā masu mediji apšaubāmo pozitīvo audzinošo ietekmi.

Konstatētais inteliģences trūkums cilvēkos ir viena no audzināšanas problēmām sabiedrībā. Audzināšanas lomu akcentē arī E.Cepurnieces (Cepurniece, 2013) apkopotās dažādu sabiedrības locekļu atziņas par inteliģenci un tās veidošanos. IZM Izglītības departamenta direktora vietniece vispārējās izglītības jomā I.Īvāne skaidro, ka jebkura izglītības iestāde veido skolēnu inteliģenci, ievērojot izglītības standartus un to prasības, kā arī īstenojot daudzveidīgus ārpusklases un interešu izglītības pasākumus. Rīgas Lutera draudzes mācītājs K.Simanovičs uzskata, ka kļūšana par inteliģentu cilvēku ir process, kurā redzamas nobrieduša un inteliģenta cilvēka kopsakarības. Inteliģence izpaužas intelektuālajā, emocionālajā un fiziskajā briedumā. Sabiedrībai kopumā piemīt inteliģences trūkums, jo tā nav nobriedusi, tas ir skaidrojams ar ilgstošu atrašanos tādos politiskos, ekonomiskos un sociālos apstākļos, kas nav veicinājuši cilvēku emocionālo un intelektuālo briedumu. Topošais ārsts, LU Medicīnas fakultātes students I. Zeps uzskata, ka inteliģences gēns iedzimst, tomēr lielu iespaidu rada sabiedrība un vide. Vide ir fiziskā, sociālā, garīgā un informatīvā apkārtnē, kur šie specifiskie vides aspekti atrodas nepārtrauktā savstarpējā mijiedarbībā. Šajās attiecībās sociālā vide - indivīda dzīves sabiedriskā apkārtnē, attiecības starp cilvēkiem, viņu veidotajām materiālajām un garīgajām vērtībām (Vides zinību terminu skaidrojošā vārdnīca, 1999).

Tieši ģimene ir mikrovide bērna attīstībai. Tā ir uzlūkojama gan kā īpašs sociāls veidojums, gan kā ģimenes locekļu un attiecību kopums, kas pastāv starp

ģimenes locekļiem. Tā ir sistēma, kas ir saistīta ar ārējo vidi, tās īpatnībām noteiktā laika kontekstā. Personības veidošanās, nobriešana, pašapziņas veids vispirms top ģimenē, tikai pēc tam paralēli sāk darboties skola un sabiedrība. Socializējoties indivīds apgūst cilvēciskumu un atrod savu vietu sabiedrībā. Ģimene bērnam ir ļoti nozīmīgs faktors, tā sniedz tam stabilitātes izjūtu jau kopš dzimšanas. Bērns saņem pašu svarīgāko – vecāku mīlestību, ko diemžēl ne ar ko nevar aizstāt. Mijiedarbībā ar citiem cilvēkiem indivīds apgūst sabiedrības prasības un veido savu izturēšanos saskaņā ar tām.

Laimīga bērnība saistās ar mīlošiem vecākiem, ģimenes siltumu, drošības izjūtu un mājām, bet daudziem Latvijas bērniem tas ir liegts un atņemts, jo ir spiesti augt bērnunamos. Taču iestādē izaugušajam bieži vien ir grūtības pilnvērtīgi veidot savu dzīvi un iekļauties sabiedrībā. Arī ģimenē ne vienmēr valda sabiedrības ideāls. Progresīva audzināšana ir iespējama tikai tad, ja vecāki paši apzinās savu piederību sabiedrībai un izprot audzināšanas lomu.

Arī mūsdienu skolas uzmanības lokā ir audzināšanas jautājumu risināšana: uzvedības normu pārkāpumi, saspringtas attiecības vienaudžu vidū, necieņa pašiem pret sevi, skolas biedriem un pieaugušajiem cilvēkiem, nenopietna attieksme pret mācībām. Bērnu labklājība ir valsts un ikviena sabiedrības locekļa kopēja atbildība.

Lai audzināšanas process rezultatīvi norisinātos ģimenē, skolā un sabiedrībā, ir nepieciešama saskaņota audzināšanas modeļa izstrādāšana, taču par tā neesamību liecina visu ieinteresēto pušu bieži vien pretrunīgās darbības, kuru neveiksmju rezultātā katra no pusēm meklē vainīgo.

Tendences audzināšanā *Upbringing tendencies*

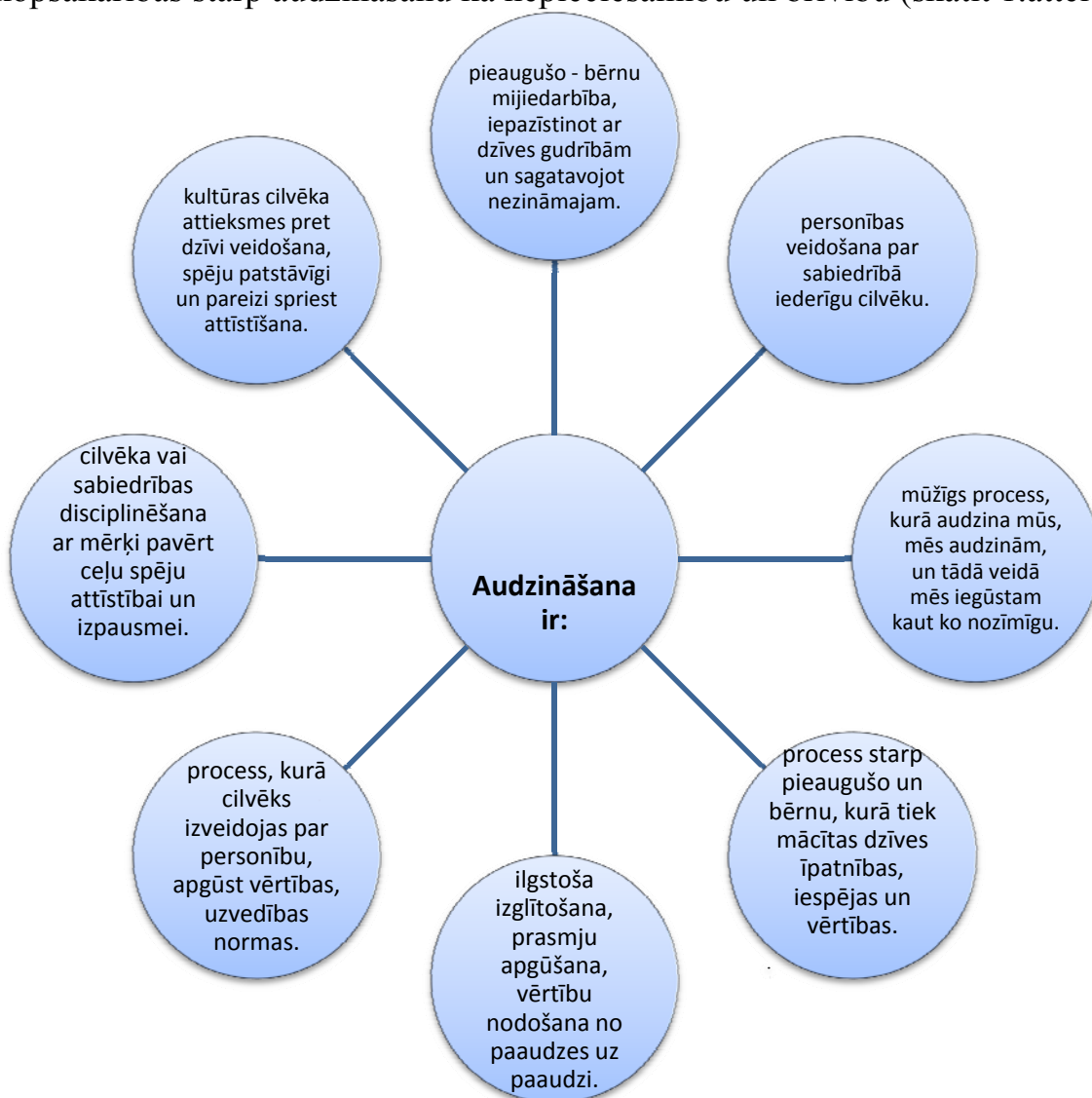
Personības veidošanās ir sarežģīta sistēma. Tajā neapšaubāmi nozīmīga vieta ir audzināšanai, kuras kvalitātes rādītājs ir audzinātība, ko raksturo cilvēka pielāgošanās apkārtējās pasaules prasībām, cilvēces kultūras pārmantošana, gatavība dzīves mērķu izstrādei un problēmu risināšanai, radošas individuālas izpausmes. J. Barišņikovs (Barišņikovs, 2005) audzināšanu raksturo kā sarežģītu sistēmu kompleksu ar diviem virzieniem, kuros audzināšanas darbības ietekmē pārmaiņas notiek vienlaikus:

1. izvēle starp sekošanu esošai kārtībai un radošuma nostādņēm vai kvalitatīvāka un sarežģītāka līmeņa pieejas darbības organizācijai veidošana;
2. izvēle starp lielākas brīvības pakāpes, patstāvības un autonomijas ieguvu vai jaunu kontaktu veidošanu un sadarbību ar sarežģītākām sistēmām, kuras var palīdzēt iekļauties citās.

Audzināšanā ir jāņem vērā divas tendences, kas personības veidošanās procesā savijas vai saduras, mijiedarbojas vai nostājas pretējās pozīcijās. No vienas puses, audzināšana ir sabiedriska nepieciešamība, no otras puses ir aktīvas, radošas, sevi vadīt un atbildēt par savu darbību spējīgas personības

brīvības fenomens. Tieši attiecībās starp šīm abām tendencēm var saskatīt personības veidošanos virzošo spēku, tādēļ ļoti svarīga ir dziļa pedagoģiska izpratne par audzināšanu kā nepieciešamību un brīvību, kura mērķtiecīgi savieno sabiedrības prasības pret jauno paaudzi un tās centieniem sevi izprast, pašizpausties, pašrealizēties, apmierināt savas augošās vajadzības, iesaistot visus spēkus, dotumus un spējas. Svarīgi, lai bērns pakāpeniski apzinātos savu pilnveidošanos procesu un pats tajā iesaistītos. Pieaugušo uzdevums - veicināt bērna veidošanos par brīvu un atbildīgu personību, kā arī saprast audzināšanas veseluma ideju, nemēģinot sadalīt to kā nepieciešamību un brīvību.

Aktualizējot topošo skolotāju atziņas par audzināšanas būtību, var saskatīt kopsakarības starp audzināšanu kā nepieciešamību un brīvību (skatīt 1.attēlu):



1.attēls. **Audzinašanas definīcija 1.kursa studentu skatījumā**
Figure 1 The 1st Year Students View of Upbringing Definition

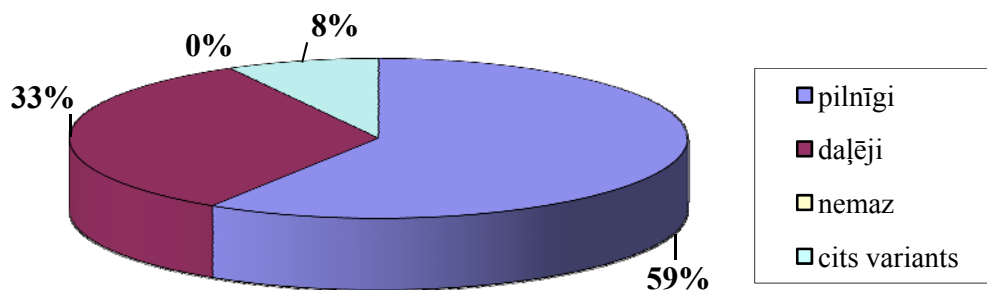
Sabiedrībai vienmēr būs prasības personībai, vienmēr būs demokrātijas un disciplīnas, atļautā un neatļautā, brīvības un nebrīvības sadursme. Taču nevar

apgalvot, ka iekšējā un ārēja brīvība vienmēr atrodas pretējās pozīcijās. Bieži vien ārējās vides iedarbībā nostiprinās bērna iekšējie garīgie spēki, nodrošinot patstāvību un atbildību. Tajā pašā laikā brīvi iekšējie stimuli var kalpot kā pamats augstiem morāliem ideāliem ārējās kārtības nostiprināšanā. Sabiedriskās disciplīnas prasību un iekšējās brīvības pārliecība veicina spējas izprast sevi, savu vietu citu vidū, palīdz sevi vadīt, kontrolēt emocijas, instinktus, brīvības alkas, pārvaldīt savu gribu, pašattīstību un pašaudzināšanu. Iekšējā brīvība izpaužas kā pašdisciplīna, sevis pārvarēšana, prasību izpilde.

Patī par sevi demokrātija nenodrošina personības iekšējo brīvību. Cilvēks iekšēji var palikt sasaistīts, svārstīgs. Lai īstenotu audzināšanas procesu kā nepieciešamību un veicinātu brīvību, ir svarīgi izveidot tādu bērna dzīves organizāciju, kurā tiek nodrošināta nākotnes perspektīvas izvēles un uzvedības brīvība, atbildības veidošanās par savu darbību, domām un rīcību. Pirmsskolas vecumā bērna brīvība izpaužas izziņas darbības brīvā izvēlē, spēlē un rotaļā, kurā bērni brīvi izvēlas sižetu, lomas, vienojas par noteikumiem, īsteno pieņemtos lēmumus, kopē pazīstamas dzīves situācijas, gūst pozitīvu dzīves pieredzi. Iekšējā intelektuālā brīvība aktīvi izpaužas bagātīgajās fantāzijās un sapņos. Pašattīstības procesā nozīmīgu vietu ieņem kritiskā domāšana, prasme pieņemt patstāvīgus lēmumus, aizstāvēt savu pārliecību, turēties pretī dažādiem kārdinājumiem, apzināties atbildību savas sirdsapziņas un cilvēku priekšā.

Pedagoģiskā procesa efektivitāti nosaka nepieciešamība īstenot audzināšanas stratēģiju, kas ir orientēta uz cilvēku kā uz augstāko vērtību un neparedz skolotāja vadošo lomu un audzēkņa pakļaušanu. Rezultātā pedagogs neveido bērnu, bet gan palīdz bērnam atrast sevī to pozitīvo, kas viņā ir. Skolotājs cenšas bērnu izprast, attiecas pret to ar siltumu, priecājas par viņa panākumiem, samazinot bērna uztraukumu, bailes un aizsargreakciju līdz minimumam, kas, savukārt, nodrošina viņa personības pašaktualizāciju (Mihejeva, 1999).

Pedagoģi uzskata, ka tiem ir būtiska ietekme uz skolēna personības veidošanos, novērtējot sevi kā ietekmīgu autoritāti (skatīt 2.attēlu):

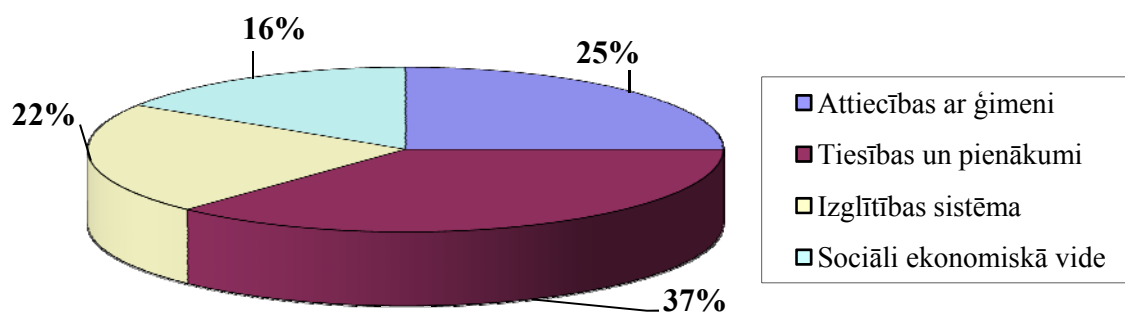


2.attēls. Skolotāja ietekme uz skolēna personības veidošanos
Figure 2 Teacher Influence on the Forming of the Pupils' Personality

59 % respondentu atzīmē, ka skolotājs pilnībā ietekmē skolēnu personības attīstību, 33 % – daļēji, 8 % atzīmē citu variantu, kas atklāj iespējas skolēnu vērtību veidošanā, uzvedības normu apgūvē. Neviens no pedagogiem neuzskata, ka nemaz neietekmē skolēnu personības attīstību.

Efektīvu pedagoģisko mijiedarbību var apskatīt kā saskarsmes procesu starp bērnu un skolotāju, kura laikā attīstās pozitīvas starppersonu attiecības, kas sekmē abu mijiedarbībā iesaistīto pušu personības izaugsmi. Skolotājs ar savu uzvedību ietekmē bērnu pretenziju līmeni, nodomus un to stāvokli kopumā. Jo elastīgāka ir pedagoga saskarsmes maniere, jo biežāk tā izraisa bērnos labvēlīgu emocionālu reakciju. Un otrādi – jo vairāk pedagoga un bērnu mijiedarbībā novērojams bezpersonisks raksturs vai pedagogs demonstrē vienaldzīgu attieksmi pret bērniem, jo vairāk viņš stimulē bērnu neapmierinātību, uzbudināmību, nevēlēšanos mācīties. Par vienu no nozīmīgākajiem efektīvas pedagoģiskās mijiedarbības rezultātiem tiek uzskatīta bērnu pašnovērtējuma uzlabošanās, kas stimulē personības attīstību. Mijiedarbības procesā skolotājam jācenšas palīdzēt bērnam radīt labāku priekšstatu pašam par sevi. Ja bērnam nav pozitīva pašvērtējuma, notiek necieņas paušana no skolotāja puses, rodas konfliktējošas attiecības starp bērnu un pedagogu.

Nereti neveiksmīgas audzināšanas darbības rezultātā mijiedarbības process nenes vēlamos rezultātus. Tā pamatā ir dažādi cēloņi (skatīt 3.attēlu):

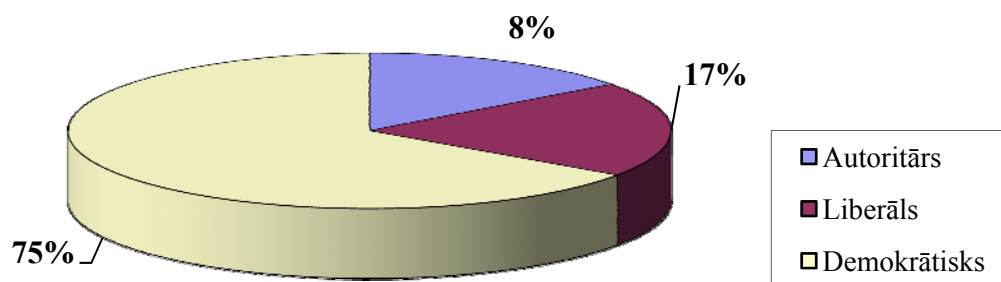


3.attēls. **Negatīva mijiedarbības procesa iemesli**
Figure 3 Negative Interaction Process Reasons

37 % pedagogu apgalvo, ka neveiksmīga mijiedarbības procesa iemesls ir tiesību un pienākumu ignorēšana un nepietiekama ievērošana. Skolēni zina savas tiesības, taču pienākumus tik labi neapzinās, kā rezultātā pedagogs izjūt diskomfortu, kas negatīvi ietekmē mijiedarbības procesu. 25 % respondentu pie neveiksmīga mijiedarbības procesa vaino attiecības ar ģimeni, 22 % akcentē izglītības sistēmas nepilnības, bet 16 % aptaujāto norāda uz sociāli ekonomiskās vides ietekmi, kas traucē mijiedarbības procesu. Vecāku attieksmei pret sava bērna mācību darbu un pašsajūtu skolas vidē ir būtiska loma, jo audzēknis, izjutot ģimenes atbalstu, pats jūtas drošāks un uz attiecību veidošanu ar pedagogiem un klases biedriem - atvērtāks. Neviens skolotājs neatzīst, ka pie negatīva mijiedarbības procesa var būt vainīgs arī pats pedagogs, neveicinot veiksmīgai saskarsmei pozitīvu vidi, kas ir ietekmējošs faktors attiecību

attīstībā. Pedagogam skola ir neatņemama dzīves sastāvdaļa, tādēļ būtiski ir labi justies šajā vidē, kurā uzturas ilgu laiku. Tas attiecas ne tikai uz izjūtām klasē, bet arī kolēģu kolektīvā ir svarīgi veidot labas un harmoniskas koleģiālas attiecības.

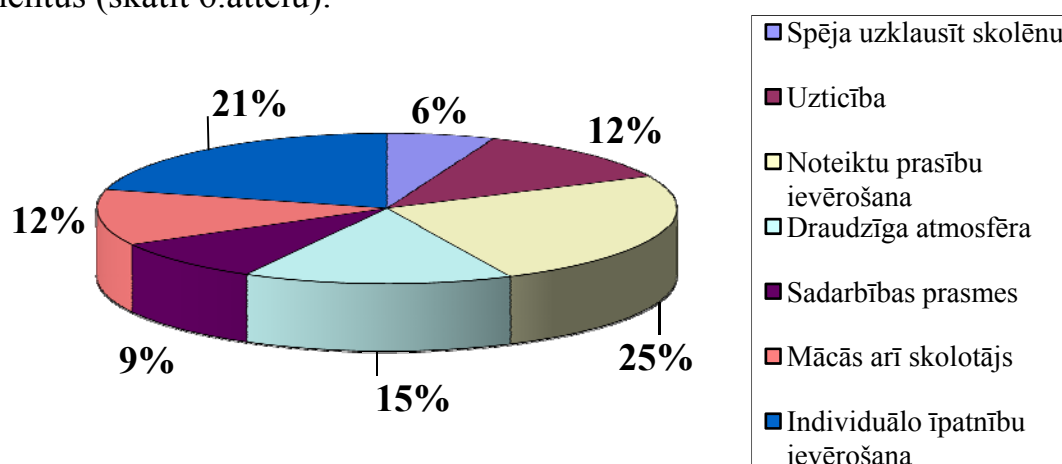
Būtiska loma ir pedagoga vadības stilam, jo tas ietekmē skolēnu personības attīstības nianšes, savstarpējo attiecību veidošanos klases kolektīvā (skatīt 4.attēlu):



5.attēls. **Skolotāja izvēlētais vadības stils**
Figure 5. The Teacher's Choice of Leadership Style

75 % respondentu atzīmē, ka ir demokrātiska vadības stila pārstāji, 17 % – liberāla vadības stila, bet 8 % – autoritāra vadības stila piekritēji. Demokrātiskais skolotāja vadības stils ir vispopulārākais un lielākajai mūsdienu sabiedrības daļai pieņemamākais, tiesa gan bieži vien pedagogi nemaz neapņemas, kāds īstenībā ir viņu vadības stils, vai arī cenšas noliegt savu autoritāro dominanci klases kolektīvā, jo tas grauj skolotāja tēlu mūsdienu demokrātiskās uztveres vidē.

Katram pedagogam ir savi paņēmieni un metodes, kā veicināt veiksmīgu audzināšanas procesa norisi. Skolēnu skatījums atklāj veiksmīgas sadarbības komponentus (skatīt 6.attēlu):



6.attēls. **Veiksmīgas sadarbības komponenti skolēnu skatījumā**
Figure 6 Students View of Successful Cooperation Components

25 % aptaujāto skolēni uzskata, ka galvenais komponents ir noteiktu prasību ievērošana, lai būtu kārtība un skaidrība visos jautājumos. 21 % akcentē, ka vēlams ievērot skolēnu individuālās iezīmes, kas palīdz veidot veiksmīgu sadarbību, 15 % respondentu uzsver, ka klasē būtu vēlams uzturēt draudzīgāku atmosfēru, lai skolēni nejustos stingri ierobežoti, bet tajā pašā laikā, ievērotu noteikumus, 12 % skolēnu norāda, ka būtiska loma ir tam, ka mācās ne tikai skolēns, bet arī skolotājs, jo tikai ar katru jauno pieredzi izprot savas kļūdas un neveiksmju iemeslus, 12 % respondentu apgalvo, ka nozīmīgs ir savstarpējās uzticības aspekts, 9 % aptaujāto atzīst sadarbības prasmju nozīmi, 6 % apgalvo, ka būtiska loma ir spējai uz klausīt skolēnu, t. i., redzēt un sadzirdēt, kad skolēnam nepieciešams pedagoga atbalsts.

Secinājumi **Conclusions**

Apkopojot pētījuma rezultātus par faktoriem, kas ietekmē audzināšanu kā nepieciešamību un brīvību, var secināt, ka skolēna un skolotāja sadarbībā atklājas audzināšanas rezultāts. Dažādas audzināšanas stratēģijas aktualizē atšķirīgus darbības veidus:

- audzināšana kā pieaugušā iedarbība uz bērna, pusaudža vai jaunieša kvalitātēm ar mērķi pārveidot, attīstīt, veikt korekciju saistībā ar audzināšanas ideālu;
- audzināšana kā produktīva mijiedarbība ar mērķi sakārtot kopīgo dzīvesdarbību atbilstoši kopīgi nospraustam ideālam;
- audzināšana kā mērķtiecīga mijiedarbība, apstākļu radīšana jaunās paaudzes pašapliecināšanās veicināšanai.

N.Žukova (Жукова, 2012), balstoties uz audzināšanas pētījumiem, audzināšanas procesa rezultativitātes izvērtēšanai iesaka ievērot četrus aspektus:

- organizatorisko, kas iekļauj pedagoga un skolēna savstarpējās sadarbības organizācijas kvalitāti;
- praktisko, kas satur reālus personības sasniegumus dažādos darbības veidos;
- audzinošo, kas atklāj vērtīgu personības īpašību dinamiku darbībā;
- metodisko, kas parāda skolotāja profesionālos sasniegumus.

Kopīgā sadarbība nodrošina skolēniem iespējas īstenot nepieciešamo vajadzību pēc brīvības.

Svarīgs faktors, kas veicina audzināšanas procesa kvalitāti, ir skolas un ģimenes sadarbība, kuru raksturo sadarbības organizācijas iespējas, procesa efektivitāte un rezultāti - personības attīstības izmaiņas, savstarpējās mijiedarbības mērķi, tiesiski normatīvā bāze, uz kuras balstās sadarbības veidošana, skolotāju profesionālā gatavība sadarbībai ar ģimeni, vecāku motivācija iesaistīties sadarbības procesā kā partnerim, lai veicinātu bērna personības attīstību. Realizējot abu ieinteresēto pušu kopīgi veidoto

audzināšanas stratēģiju, ir svarīgi neaizmirst kā trešo partneri iesaistīt bērnus, jo tieši viņa personības pilnveide ir audzināšanas procesa mērķis. Kopīgajā mijiedarbībā tiek nodrošināta katram nepieciešamās brīvības izpausmes.

Audzināšanas uzdevums ir palīdzēt cilvēkam atklāt savu būtību, ievirzīt visu viņa dzīves centienu un tieksmju saturu atbilstoši vērtībām. Līdzās šim uzdevumam var izvirzīt četrus audzināšanas principus vērtību apguvē:

- audzināšanas darbības posmu noteikšana un attīstības pakāpenība;
- individuāli vērtīgo īpašību attīstīšana, akcentējot bērnam ne tikai to, kas viņš ir, bet arī to, par ko viņam jāklūst;
- skolēnu personīgo ideālu izpēte un to realizācijas iespējas ar konkrētu saturu un radošu fantāziju;
- izglītības sasniegumu atkarība no psiholoģiskajiem, didaktiskajiem, metodiskajiem viedokļiem.

Daudz skolotāju, skatoties uz vērtību apguvi no audzināšanas skatu punkta, redz vērtības kā sociāli un kulturāli akceptētus uzvedības standartus vai likumus. Vērtēšana šajā gadījumā tiek aplūkota kā process, kurā norisinās skolēnu identificēšanās un sabiedrībā valdošo standartu un normu pieņemšana. Tādēļ ļoti svarīgi ir:

- rosināt ikvienu domāt par dažādām vērtībām un rast to praktisko pielietojumu attiecībās ar sevi, citiem, sabiedrību un pasauli kopumā;
- sekmēt dziļāku vērtību izpratni, motivāciju un atbildību, veicot pozitīvu personīgo un sociālo izvēli;
- iedvesmot katru izvēlēties savas personīgās, sociālās, morālās un garīgās vērtības un atklāt praktiskas metodes to attīstīšanai un padziļināšanai;
- pamudināt izglītotājus un aprūpētājus uzlūkot audzināšanu kā skolēnu nodrošināšanu ar dzīvošanas filozofiju, tādējādi sekmējot viņu vispusīgu attīstību un izvēli, lai tie spētu integrēties sabiedrībā, balstoties uz cieņu, uzticēšanos un gribu.

Summary

The theoretical and practical knowledge heritage is rich, but the rapid political and economic changes in Latvia significantly in recent years has been influenced by social and pedagogical processes, at the same time undermining the qualitative aspects of upbringing and every individual of the society - children and adults - development and training opportunities, individual aspects of the process of self-education, creating social interaction process complicated problem being solved, internal contradictions, conflicts and clashes, conflicts, reducing the growth of personality and motivation to improve.

The above factors encourage research to address upbringing issues in a diverse social context within the laws of actualizing personal development, education and self-education process analysis, emphasizing the complexity of this process, inconsistency of the conflicting nature of the development of educational and correctional alternatives and strategies for pedagogy to address changing in the society.

The upbringing undoubtedly has an important place in this system and must take into account two trends which converge or collide, interact or are on the opposing positions in the

development of the personality. It is about upbringing as a necessity and as freedom. That is the relationship between these two trends what can be seen as a guiding force in the formation of personality. Public disciplinary requirements and internal belief of the freedom contributes to the ability to understand himself, his place among the others, help in the process of self management, control emotions, instincts, love of liberty, manage their will, self-development and self-upbringing. Internal freedom takes the form of self-discipline, self-management.

A variety of upbringing strategies increases the different types of activities. Mutual cooperation in strengthening provides opportunities for pupils to implement the necessary need for freedom. The teachers and students, school and family collaboration are the important factors that contribute the quality of the upbringing. The upbringing goal is to help people discover their nature, to direct all his life expectations and desires in the content of the values.

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СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЙ АСПЕКТ СУЩЕСТВОВАНИЯ СОВРЕМЕННОЙ СЕМЬИ КАК КОМПОНЕНТ СОХРАНЕНИЯ ПСИХОЛОГИЧЕСКОГО ЗДОРОВЬЯ

*Social and Psychological Aspect of the Existence of a Modern Family as
a Component of the Safety of its Psychological Health*

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Abstract. *The article describes the psychological peculiarities of a family, the mechanism of its existence in modern society. The reasons of the damage to the psychological health of a family caused by social and economic factors are considered.*

New social tendencies, labour migration, which is a part of Ukrainian society, caused the appearance and the systemic increase of the number of multinational families.

Distance role relationships in such families have negative effect on the upbringing of children, the level of anxiety and neurotization of such spouses is increasing.

The commendatory part for the couples in order to ensure their psychological comfort should be the views on their common values, systemic communication, and the ability to plan and spend their spare time.

Key words: *family, family values, multinational family, neurotization, role relationship, psychological health.*

Введение

Детерминанты существования и развития современной семьи обусловлены социально-экономическими, психологическими факторами ее функционирования. Общественные реалии обязывают семью к переосмыслению ролевых функций, применению новых моделей воспитания, осознаваемости брачно-семейных отношений, родовой принадлежности использования традиций существования украинской семьи.

Дискуссионными остаются вопросы относительно моральной ответственности, общего быта, внутреннего распределения ролевых взаимоотношений, генезиса семейных конфликтов и, собственно, типологии самой семьи. Констатируя процесс социально-экономических превращений общества, стоит отметить и численные трудовые миграции, которые обусловили трансформацию института семьи.

Теоретические и методологические аспекты современных научных исследований и жизненная практика источников народной психологии и педагогики позволяют обосновать теоретико-эмпирические знание о современной семье. Значительное внимание вопросам семьи и семейного воспитания отведено во взглядах философов - педагогов

В.О.Сухомлинского, К.Д.Ушинского, Дж.Локка, Ж.-Ж.Руссо. Целесообразно отметить, что существует несколько концептуальных подходов к трактовке семьи. Сторонниками психоаналитического подхода (З.Фрейд, Э.Эриксон) семья в целом оценивают негативно, какая навязывает человеку установки и нормы, вызывает как личные психологические проблемы, так и социальные неурядицы (Фрейд З., 1989). Социальные проблемы, которые связываются с репрессивной семейной функцией родителей по отношению к детям, могут порождать семейные конфликты и дисгармоничные взаимоотношения (К.Хорни, Э.Эйдемиллер) (Хорни, 1996).

Культурологический концептуальный подход (Л.Уайт, О.Радугин, Б.Малиновский и др.) семью рассматривает в тесном взаимодействии с культурой: культурные институты регулируют традиции и культурные потребности семьи, соответственно, ее разрушение может привести к нарушениям в системе социальных взаимодействий.

Достаточно актуальное теоретическое обоснование приобрел гендерноконцептуальный подход, сторонники которого (С. де Бовуар, Б.Фридан, Д.Гримшоут) основную действующую силу общественного развития видят в особенностях отношений между мужчиной и женщиной, причем мужчины рассматриваются как социально привилегированные личности, а женщины, соответственно, – как социально покоренный пол.

Социально-философский подход анализирует семью как социальную систему, как специфическую форму социальной жизнедеятельности человечества. Воспитательный потенциал семьи переживает процесс серьезной трансформации. Активный период социализации подрастающего поколения происходит в сложных экономических условиях, разрушаются традиционные ценности, наблюдается дифференциальный подход к профессиональной занятости населения и их доходов.

Цель статьи заключается в теоретико-практическом обосновании роли семьи в условиях социально-экономических превращений, гармонизации ее, функциональных обязанностей, а также выяснении причин нарушения психологического здоровья. Постановка цели позволила сформировать следующие **задания**: на теоретическом уровне выяснить сущностные признаки семьи и понятия психологического здоровья; определить возможные функциональные изменения в семейных взаимоотношениях, которые приводят к нарушению психологического здоровья; сформировать советы эффективного налаживания семейных взаимоотношений.

Для проведения эмпирического исследования были использованы **методы**: интервью, беседы, методика «Семейные ценности» (В.Торохтий), „Шкала невротизации личности родителей” (О.И.Захарова).

Социально-психологическое существование семьи

Современная семья значительно модифицировалась и потеряла содержательную сущность функциональных обязанностей. Наблюдаемый низкий рост деторождаемости и увеличение числа преступности, констатируемый исследованиями американских социологов 20-х годов XX веков, способствовал снижению роли семьи в жизнедеятельности общества. В 60-х годах началась так называемая «сексуальная революция», которая породила численные разводы, и появилась новая научная формулировка «дезорганизовавшая семья».

Обоснование феномена данного явления можно связать с изменением социальной сферы. Потерялись семейные традиции, популярность приобрела сфера услуг, значительную ответственность на себя взяли социальные институты, исчезло желание к деторождению, бытовой конформизм стал важнее семейных ценностей.

Первородная сущность семьи должна базироваться на брачных отношениях между двумя противоположными полами, где каждый из них должен выполнять, относительно собственной принадлежности, родительские и материнские функции, что обеспечит позитивное психологическое развитие поколениям.

Соответственно, априорные суждения позволяют с определенной обоснованностью объяснить способ существования семьи. Однако, потеря роли отца, уничтожение законов семьи, становятся массовым явлением для современного общества. Именно поэтому мы видим, что семья отданна в жертву гедонизму, идеологии „без табу”. Монородительская, гомоотцовская, клонированная, искусственно образованная с негативной ролью статей и которую априорно не сформулируешь как семью, теряет свою ценность, исторически определенную духовную и моральную сущность. Результат таких „общностей” трансформируется, следствием которых являются агрессивность, преступность поколений.

Проблема темпорального существования семьи активно рассматривалась разными психологическими теориями. В частности, Клод Леви-Стросс данное понятие объясняет так: „семья соединяет мужчину и женщину, то есть существа мужского пола и другого существа пола женского, она есть явлением универсальным, которое предусматривает союз (брак), и родство (детей)” (Рудинеско, 2004).

Дополняющими аргументами к выраженному рассуждению выступают непредсказуемые явления современной цивилизации, которые делают семью зависимой от вновь созданных условий, а как следствие, неблагоприятно влияют на психологический климат семьи. Начальные симптомы такого проявления можно наблюдать в эмоциональной и мотивационной сфере: неприязнь, безразличие, безответственность, а также ухудшение способности мыслить, оперировать понятиями и

числами. Кроме того, семья несет ответственность за психическое и физическое здоровье друг друга, частыми причинами такого нарушения выступает асоциальный образ жизни и нарушения семейных норм.

При условиях социально-экономических неурядиц иногда теряется функциональное существование семьи. Современные молодые супруги, образуя собственную семью, не всегда достаточно осознанно осваивают, те задания и функции, которые им придется преодолевать. Соответственно, наблюдается низкий уровень психологического конформизма, который влечет за собой материальные проблемы, приведшие к трудовой миграции.

Потерянной является социальная связь родителей-детей в плане формирования семьи, ее сохранения, ведения домашнего хозяйства, воспитания детей. Поскольку начало формирования личности, становление будущего семьянина, происходило за пределами воспитательного взаимодействия прародителей. Поэтому, молодое поколение родителей, которые лишены были непосредственных семейных контактов, формируя собственные семьи, неосознанно воспринимают те функциональные задачи, которые надо разрешить.

Напоминая об особенностях национальном воспитании необходимо отметить, что жизнедеятельность украинской семьи связанная с положением женщины-матери, ее активности в общественном пространстве становится примером для детей.

Достоверно неизвестно, однако неофициальная информация позволяет констатировать, что за пределами Украины находится около 4,5 млн. украинских работников. Основные направления трудовой миграции: Россия (48,1%), Италия (13,4%), Польша (8,0%), Испания (13,4%), Португалия (2,6%) и другие страны (10%). На территории нашего государства остаются дети трудовых мигрантов, о которых заботятся родственники. Источники Интернет – ресурса утверждают о разделении обязанностей: один из родителей – мама (44%), или папа (26%), бабушки (35%), сестры (14%), братья (12%). Мотивирующими причинами длительных выездов украинцев в страны Евросоюза и России являются системные потери рабочих мест, низкие доходы и другие материальные потребности семьи. Соответственно, вынужденная трудовая миграция иногда является долговременной, которая отображается на системе семейных взаимоотношений. При таких условиях сформировалось новое явление «транснациональная семья» и «skype-мама».

Эмпирические исследования проблем семьи испытали значительные общественные, демографические, экономические, социокультурные трансформации. Эти трансформации обусловили диверсификацию семейных форм. Возникло новое явление – транснациональная семья, которая характеризуется географической дисперсией семейной группы и длительностью стойких связей в результате миграции. Определение самого

понятия является многозначительным. Предопределенные расхождения являются результатом гетерогенности семейных транснациональных форм, и выделяется двумя категориями, а именно: транснациональное отцовство и транснациональную кровность.

Соответствующие социальные изменения, мотивируемы миграционными процессами возобновили существование дистантной семьи. Вопрос жизнедеятельности данного типа семей отражен в трудах О.Безпалька, К.Б.Левченко, В.С.Балабол, Д.И.Панишкевич и других. Такие семейные взаимоотношения являются частыми для лиц особых профессий (моряков, геологов, военнослужащих и других). К этой категории относят и семьи трудовых мигрантов.

Общественные реалии удостоверяют, что дистантная семья ощущает дефицит родительской заботы, дистанционные формы семейного общения не передают молодому поколению традиций семьи, способа ведения семейной жизни и воспитания детей. Соответствующая отчужденность между прародительскими и молодыми семьями отображается не только на психологическом здоровье, но и становится причиной разводов и не осознанности функциональных обязанностей семейной жизни. Анализируя общественные проблемы существования семьи уместно констатировать то, что для создания эмоционального комфорта, абсолютной защиты человека, возобновления психологических сил, важным является психологическое здоровье семейного окружения.

Психолого-педагогических исследований вопросов эффективной жизнедеятельности семьи связаны с понятием «психологическое здоровье». Данная проблема касается разнообразных типов семьи, поскольку факторы внешнего влияния являются переменными, что и приводит к внутренним противоречиям.

В контексте анализируемой проблемы обратимся к этимологической составляющей данного понятия. Таким образом, «психологическое здоровье - это комплексный обобщенный показатель социально-психологической активности ее членов во внутрисемейных отношениях, в социальной среде и профессиональной сфере их деятельности. Можно считать, что данное понятие является интегральным показателем функционирования современной семьи и обеспечивает качество социальных и психолого-педагогических процессов.

По определению В. Торохтия «психологическое здоровье семьи – комфортное эмоционально окрашенное состояние ее функционирования» (Торохтий, 2006). В каждой семье есть область жизнедеятельности, где она свободна от дезорганизующей внутрисемейной психологической напряженности и конфликтов, не ощущает дискомфорта супружеских отношений, не лишается перспектив и не распадается под воздействием незначительных трудностей. Однако, к основным критериям психологического здоровья семьи В. Торохтий относит подобие семейных

ценностей, функционально-ролевою согласованность, социально-ролевою адекватность в семье, эмоциональную удовлетворенность, адаптивность, в микросоциальных отношениях, направленность на семейное долголетие.

Критерий подобия семейных ценностей объясняется единством взглядов, общечеловеческими нормами, правилами, принципами формирования, развития и функционирования семьи. Упомянутые функционально-ролевые согласованности, которые влияют на гармоничные семейные отношения, должны существовать на взаимопонимании, взаимопомощи, взаимодоверии друг к другу.

Социально-ролевая адекватность обусловлена структурой семьи, где реализуются межличностные, внутрисемейные ожидания, которые дополняются эмоциональной удовлетворенностью и принятием друг друга. Факторной особенностью данного критерия и психологического здоровья семьи являются мотивы вступления в брак, характер супружеских отношений, задания семейного воспитания и способами их достижения, распределение обязанностей, психологическая смежность. Рядом с вышеупомянутыми основными показателями психологического здоровья семьи имеют место и микросоциальные отношения между мужчиной и женщиной, какие связанные с «синдромом сгорания». Часто данные явления наблюдаются у представителей тех профессий, которые находятся в систему «субъект - субъективных» отношений, а также при условиях психологической несостоятельности молодых людей совмещать семейные роли то мобильность предметно рефлексивных отношений.

Вновь введенная в профессиональный оборот научная категория «психологическое здоровье семьи» обусловлена доминантой социальных, психолого-педагогических явлений и процессов формирования, развития и функционирования семьи в окружающей социальной среде, причастностью к активному ее преобразованию. Психологическое здоровье семьи как многоуровневый показатель качества ее жизнедеятельности, характеризуется адекватностью протекающих в ней социальных, психолого-педагогических процессов, отношений, реагирований, ориентаций в проблемной ситуации. Психологическое здоровье семьи детерминировано многими факторами: социальными, экономическими, биологическими, психологическими, педагогическими и другими.

Важнейшим фактором, его естественнонаучной основой является физическое здоровье членов семьи. Норма в здоровье отдельной личности или отклонения от нормы адекватно отражаются на психическом здоровье не только этой личности, а в итоге и на психологическом здоровье семьи.

Результаты исследований

Для исследования психологического здоровья молодой семьи нами было избрано 15 супружеских пар, которые начали свою семейную жизнь еще в студенческий период. Стаж их брачно-семейных отношений составляет от 5 до 8 лет. Для проведения данного исследования была избрана методика В. Торохтия «Семейные ценности», в которой предусмотрены основные функции жизнедеятельности семьи.

Методика предусматривала объективную оценку ценностных ориентаций семейных пар в соответствии с такими функциями: воспитательная, хозяйственно-бытовая функции социального контроля, функция интеллектуального совпадения и функция интеллектуальной разрядки. Для женщин предлагалось определение ценностей согласно сексуально - эротичной и детородной функции.

Аналитическая оценка позволила определить и распределить исследуемые результаты. Констатирующими остаются для нас исключительно совпадающие или не совпадающие ценности, которые представлены в таблице.

Таблица №1

Анализ семейных ценностей

<i>Степень совпадения семейных ценностей</i>	<i>Количество семейных пар</i>			
высокий (0,8)	2			
средний (0,6)		4		
недостаточный (0,4)			6	
отсутствующий (0)				3

Полученные результаты удостоверяют, что семейные ценности по показателям среднего, недостаточного и отсутствующего степеней угрожают супружеским парам изменениями психологического здоровья, ухудшением социально-психологического климата, а в отдельных случаях (показатели 0,4; 0) могут повлечь дисгармоничное функционирование семьи с последующим ее распадом.

Следующий этап исследования направлялся на уровень проявления невротичных реакций родителей под воздействием семейных групп прародительских и социальных условий существования семьи. Принимая во внимание выше отмеченные суждения, мы решили выяснить обусловленность данных подходов. Разработана на основе теоретических и практических исследований О.И.Захарова „Шкала невротизации личности родителей” считается стандартизированным интервью, при помощи

которого проявляются невротичные симптомы и личностные проблемы родителей.

Цель проведения данной методики заключалась в том, чтобы выяснить невротичные симптомы родителей. Данное интервью проводилось с новыми семьями, и теми, которые уже были участниками нашего эксперимента. В соответствии с этим контингент опрашиваемых сформировался таким способом: 22 женщины и 8 мужчин первой и 18 женщин и 12 мужчин второй групп.

Характерной особенностью данной методики является то, что мы соединили стандартизированную процедуру опроса с элементами интервью. На отдельные вопросы мы предлагали отцом (первой группы) дать уточняющие разъяснения, в частности, нас интересовала их занятость, время которое они уделяют на общение с детьми, состав семьи; в общении с женщинами важно было установить протекание пренатального периода и времени родов.

Констатируем, что уровень невротизации матерей I группы – в сравнении с II группой – более высокий (55%). Это объясняется тем, что они раздражительны, находятся в состоянии постоянной тревоги, заботятся о вопросах семейного благополучия – кроме того, наблюдается нарушение семейных взаимоотношений. Однако, средние показатели проявления невротизации отцов второй группы (50%) являются большими, что объясняется их социальной занятостью, условиями профессиональной жизни, которая негативно отражается на семейной жизни.

Распределение матерей и родителей в процессе исследования удостоверяет, что матери первой группы более невротичны, раздражительны, находятся в системе постоянных тревожных ситуаций. Психологические особенности матерей поддаются системным реакциям на обстоятельства действительности, они чаще переживают за детей, домашний быт, семью.

Среди отцов заслуживает внимание средний показатель, который во второй группе более высокий. Данную тенденцию мы связываем с социальной занятостью, условиями профессиональной жизни и тем, что эмоциональная форма реакций более свойственна матерям (см. рис. 1).

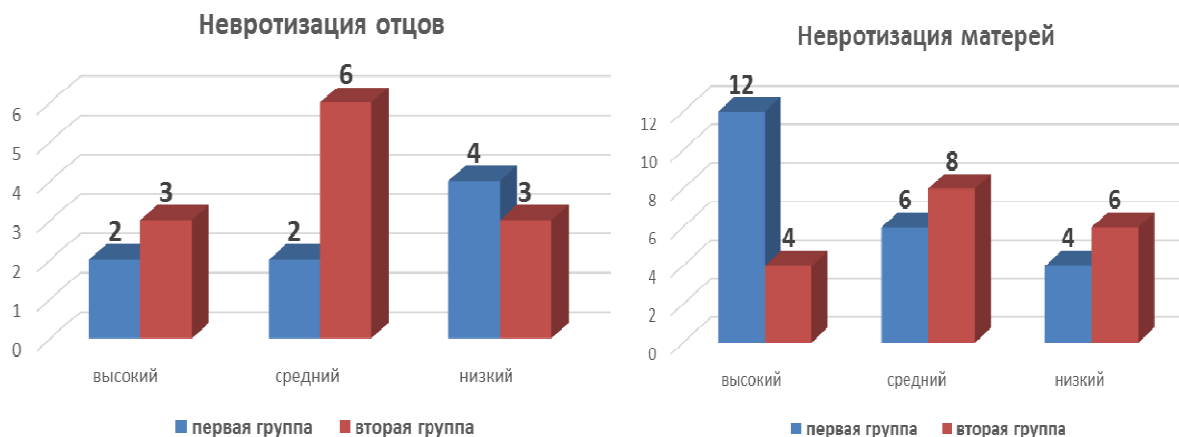


Рис. 1. Сравнение уровней невротизации исследуемых отцов и матерей

Подытоживая полученный исследовательский материал, прокомментируем его содержательную сущность. Невротизация лиц связана с определенными симптомами и признаками психического здоровья. Нервозность объясняется особенностью нервной системы, которая заключается в избыточной возбудимости, в склонности к усиленной реакции на определенные впечатления, способностью поддаваться приступам боли, сердцебиение, и другим невидимым причинам. К ее самым распространенным признакам относят: напряженное тело, раскачивание на стуле, заламывание рук, нервный кашель, покусывание губ, опущенный взгляд и тому подобное.

Этимологическая сущность невротичных реакций родителей вызвана не только социальными детерминантами, но и часто нежеланием супружеских пар к осознанию базисных признаков семьи, таких как: любовь, ответственность, обязанность, брачно-семейные отношения, верность. Гармоничное благополучие семьи должно выстраиваться на эмоциональной и моральной комфортности молодых людей с формированием высокого уровня самооценки к системной жизненной позиции при постоянной поддержке семейного окружения. Не менее важной в системе супружеских отношений является способность преодолевать деморализующие чувства как симптоматику нервозности человека через неспособность решить внутренний конфликт или внешние проблемы.

В соответствии с констатированным теоретическим материалом и полученными эмпирическими исследованиями целесообразно предложить следующие выводы и рекомендации, которые станут заданием психокоррекционной и психотерапевтической помощи.

Выводы

1. Семья как социальной институт развития общества и формирования личности должна базироваться на брачных взаимоотношениях, которые существуют на принципах гуманизации, функциональном

- выполнении обязанностей, которое обеспечивает ее позитивный психологический микроклимат.
2. Психологическое здоровье семьи непосредственно связано с эмоциональной комфортностью супругов, различными формами реагирования, способом решения семейных конфликтов.
 3. Исследование ценностных ориентаций семейных пар подтверждает, что нарушение психологического здоровья, развитие дисгармоничных взаимоотношений может возникнуть через разные позиции супругов: за определенными ценностными ориентациями, среди которых хозяйственная, воспитательная и интеллектуальная.
 4. Констатируя об этимологической составляющей невротических реакций матерей (женщин) утверждаем, что под воздействием семейных прародительских групп и социальных условий существования, наблюдается постоянная тревога, связанная с вопросами семейного благополучия, социальной занятостью. Проявление невротичности у женщин ухудшает систему семейных взаимоотношений и влияет на воспитание детей.
 5. Психологические рекомендации касаются триады семейной группы "прародительская - супруги - общество". В данном комплексе отношений должна существовать система непосредственного общения, взаимопомощи друг другу при решении сложных хозяйственно-бытовых и социальных заданий. Стоит вспомнить и о семейном досуге, который объединяет семью и вынуждает переосмыслить собственное поведение.
 6. При условиях обострения невротических реакций в семейных взаимоотношениях и потери общих ценностей, целесообразно проконсультироваться у семейных психологов с целью получения профессиональных рекомендаций на предмет сохранения семьи и ее психологического здоровья.

Summary

A family, being a social institution of the development of a society and the formation of a personality, should be based on the marital relations, which exist on the basis of humanization, functional performance of the duties, which ensures its positive psychological microclimate.

Psychological health of a family is closely connected with the emotional comfort of the spouses, the way of solving their internal family tension and conflicts, the peculiarity of their reaction to different every day difficulties in life and also it depends on the conditions of their social environment.

The research done in the field of family values confirms that the damage to psychological health, the development of disharmonious relationships can be caused by the difference in some family values that a couple may have, namely they are household and every day life, educative and intellectual.

Stating the etymological part of neurotic reactions of mothers (women) we assert, that under the influence of ancestral family groups and the social conditions of their existence,

continuous anxiety connected with the family welfare is observed. Women's neurotism impairs the system of family relations and influences children's upbringing.

Psychological recommendations refer to the following triad "ancestral family group – married couple – society". In this complex of relations, there must be the system of immediate communication, mutual aid when solving difficult every day and social tasks. It is worth mentioning family leisure time, which unites a family and makes to reinterpret one's behaviour.

Under the conditions of the exacerbation of neurotic reactions in family relations and the loss of common values, it is worth consulting a family psychologist and get professional recommendations concerning the preservation of a family and its psychological health.

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PUSAUDŽU SASKARSMES PROBLĒMAS SKOLĀ *Adolescents' Communication Problems in School*

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Rīgas Pedagoģijas un izglītības vadības akadēmija

Abstract. *Violence among children and young people is a serious public health problem. Students attending schools with higher levels of bullying may show poorer school performance. The questionnaire of students and teachers from 3 Valmiera region schools was carried out. The results of questionnaire showed that students and teachers consider violence of adolescents as a serious problem. The majority of students often come to situations where their classmates are tampered. Many students and teachers consider that video security cameras must be installed in schools. Teachers think that more severe penalties must be applied for the perpetrator in the case of tampering the classmate. Students as well as teachers consider that interfacing problems of adolescents play a great role in teaching process.*

Keywords: *adolescents, students, teachers, violence, tamper*

Ievads *Introduction*

Viena no aktuālajām un daudz apspriestajām tēmām šobrīd ir vardarbība bērnu un jauniešu vidū. Ik pa brīdim plašsaziņas līdzekļos parādās biedējoši stāsti: agresīvi bērni terorizē vienaudžus un skolotājus (Veselovskis, 2013). Ļoti svarīga nozīme ir attiecībām ģimenēs. Vardarbību rada vardarbība, savukārt labas attiecības starp cilvēkiem rada citas labas attiecības ar cilvēkiem. Tomēr ja bērnam netiek nospraustas stingras robežas, un viņš nesaprot, ka agresiju ir jāsavaldā, spriedzes brīdī viņš agresiju vienkārši izlādē uz citiem. Tāpēc ir vajadzīgi normāli, saprātīgi ierobežojumi. Lai vardarbība bērnu vidū mazinātos, ir daudz kas jāmaina, galvenokārt – domāšana. Iemīļotā un tik vienkāršā agresīvā domāšana būtu jāmaina uz tādu, kas vērsta uz sadarbību, atbildību, disciplinētu darbu (Veselovskis, 2006). Bērnu agresiju stimulē tādi faktori kā slikta, nevērīga attieksme pret bērnu vai vardarbība mājās, nelabvēlīga skolas vide vai tās apkārtnē. Bieži bērni iesaistās varmācībā, līdzīgi kā tajā, ko paši piedzīvojuši. Tādā veidā ik gadu varmācīgu traumu piedzīvošana ietekmē miljoniem bērnu (Lapsa, 2011). Lai novērstu vardarbību, nepieciešams gan reģistrēt vardarbības gadījumus, gan arī izstrādāt efektīvus pasākumus vardarbības mazināšanai (Vagi et al, 2013).

Katram bērnam ir tiesības izaugt un attīstīt savas intereses atbilstoši noteiktam vecumposmam, bet tā rezultātā nenodarot pāri savam vienaudzim (Shaffer, Wood, Willoughby, 2004). Svarīgākās pusaudžu intereses ir dažādi

pasākumi, aizraušanās, draugi, simpātijas, pirmā mīlestība, attiecības. Pusaudža vecumā mainās autoritātes – pieaugušais vairs nav etalons, kam sekot un ko atdarināt. Par autoritātēm, kļūst vienaudži, ar viņiem rēķinās uzvedības, morāles ētikas, gaumes, interešu, hobiju jautājumos. Pusaudži saskarsmē ar vienaudžiem ir konformisti, viņi parasti rīkojas saskaņā ar grupas viedokli (Svence, 1999). Spiediens pakļauties apkārtējo viedoklim dažreiz ir tik stiprs, ka skolēni jūtas nekomfortabli, ja atšķiras no vienaudžiem. Pret šādu skolēnu klasesbiedri bieži izturas ar necieņu, liekot viņam justies nekomfortabli (Dobsons, 2005).

Konstatēts, ka skolās, kurās ir izplatīta vardarbība skolēnu sekmju līmenis ir zemāks (Strom et al, 2013). Skolotājam ir jāuzklausā pusaudzis, jārunā kā ar vienlīdzīgu un jārespektē. Lielākās problēmas skolotājiem rodas saskarsmē ar tiem skolēniem, kam ir zems pašvērtējums, kurš var rasties no skolēnu bezspēcības atrisināt stresa cēloņus. Šie cēloņi ir ļoti svarīgi skolēnu saskarsmes veidošanā ar vienaudžiem. Raksturīgi, ka bieži kritizētie pusaudži izceļas ar izaicinošu uzvedību, ko var uzskatīt par kompensācijas reakcijām. Pusaudža mērķis ir pievērst skolotāja vai klasesbiedra uzmanību, tādējādi kompensējot savu nespēju apliecināties citur. Skolotājam, kas vēlas mainīt tāda skolēna uzvedību, kurš sagādā rūpes, ir jāiemāca viņam turpmāk rīkoties tā, lai vairāk netiktu pazemots (Balsons, 1996). Skolotājiem nepieciešams rosināt pusaudžus uz efektīvu sadarbību, lai veicinātu viņu vispusīgu izaugsmi (Horvath, Hunsley, Lee, 2013).

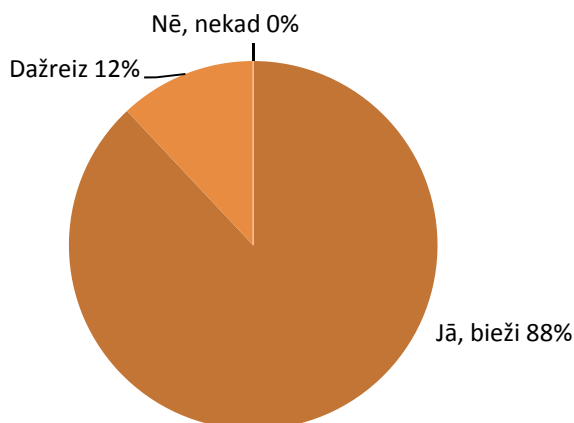
Pētījuma mērķis bija noskaidrot skolēnu un skolotāju uzskatus par pusaudžu saskarsmes problēmām un meklēt to risinājumus.

Metodika *Methodology*

Lai noskaidrotu skolēnu un skolotāju uzskatus par pusaudžu saskarsmes problēmām un veidus kā varētu tās uzlabot, tika veikta 3 Valmieras novada skolu 14-15 gadus vecu skolēnu un skolotāju anketēšana. Pavisam tika anketēti 120 skolēni un 15 skolotāji.

Rezultāti *Results*

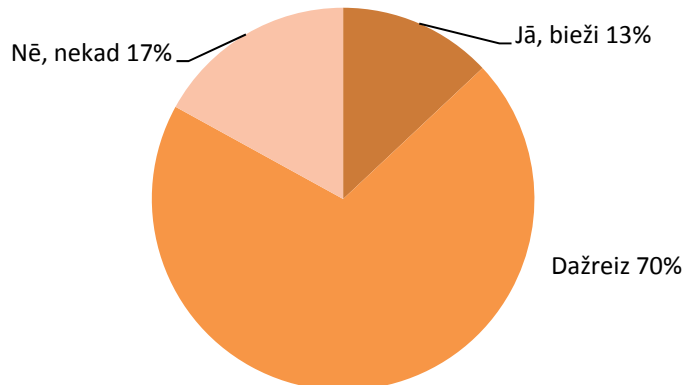
Pētījuma rezultāti parādīja, ka lielākā daļa aptaujāto skolēnu (88%) bieži nonāk situācijās, kad kāds no klasesbiedriem tiek aizskarts (skat. 1.att.). Respondentu vidū nav neviena skolēna, kas nebūtu saskāries ar šādu problēmu.



1.att. **Saskarsmes biežums pusaudžiem, kuru laikā tiek aizskarti klases biedri**
(% no respondentu skaita)

*Figure 1 The frequency of students' contacts during which classmates are offended
(in % from number of respondents)*

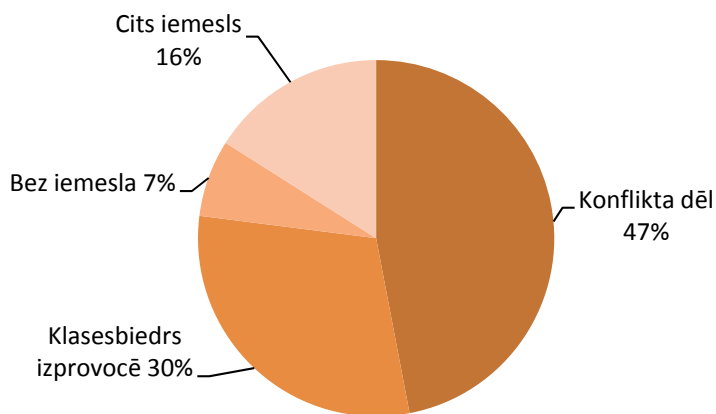
Lielākā daļa aptaujāto skolēnu atzīst, ka arī paši reizēm ir iesaistījušies klasesbiedru aizskaršanā (skat. 2.att.). Samērā neliels skaits skolēnu (17%) klasesbiedrus nekad paši neaizskar.



2.att. **Skolēnu iesaistīšanās kāda klases biedra aizskaršanā (% no respondentu skaita)**

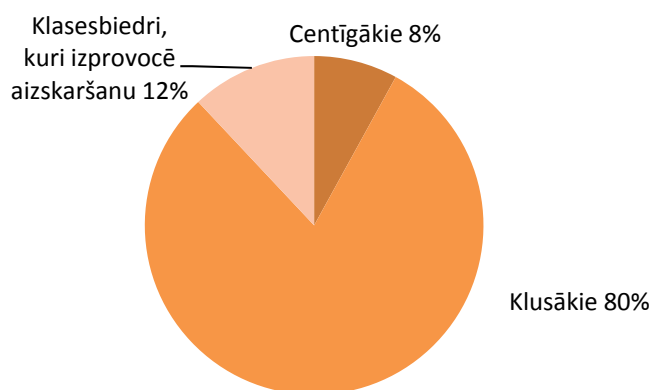
*Figure 2 Involvement of students in the offending of someone of classmates
(in % from number of respondents)*

Raksturīgākais iemesls, kāpēc skolēni aizskar klasesbiedrus, ir konflikti (47% aptaujāto skolēnu to min kā galveno iemeslu) (skat. 3.att.). Skolēni atzīmē, ka reizēm iejaucas citu pusaudžu strīdā. Daļa pusaudžu (7%) atzīst, ka aizskar klasesbiedrus arī bez iemesla.



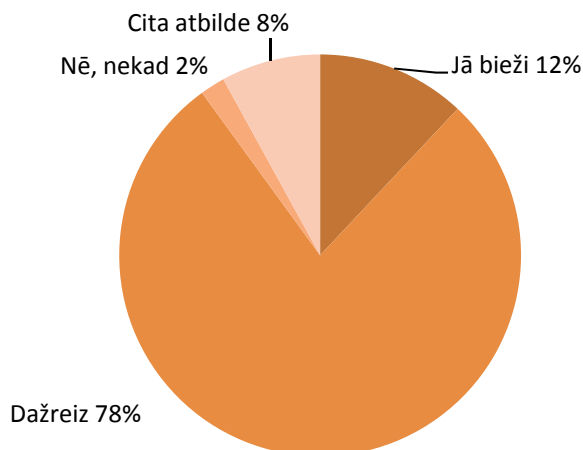
3.att. **Klasesbiedru aizskaršanas iemesli (% no respondentu skaita)**
Figure 3 Reasons of offending of classmates (in % from number of respondents)

Lielākā daļa aptaujāto skolēnu (80%) atzīmē, ka parasti tiek aizskarti klusākie skolēni (skat. 4.att.). Tas liek domāt, ka klasesbiedri nepamatoti aizskar tos skolēnus, kuriem, iespējams, ir grūtāk pastāvēt par sevi. Daļa skolēnu (8%) apgalvo, ka tiek aizskarti centīgākie skolēni, bet citi (12%) atzīmē, ka visbiežāk tiek aizskarti tie klasesbiedri, kuri paši izprovocē aizskaršanu.



4.att. **Skolēnu viedoklis par tām skolēnu rakstura īpašībām, kas veicina viņu aizskaršanu (% no respondentu skaita)**
Figure 4 Opinion of students about characteristics of students which provoke offending (in % from number of respondents)

Lielākā daļa aptaujāto skolēnu atzīst, ka paši dažreiz ir tikuši aizskarti (skat. 5.att.). Tikai 2% aptaujāto skolēnu uzskata, ka nekad nav aizskarti.



5.att. Skolēnu aizskaršanas biežums (% no respondentu skaita)

Figure 5 Frequency of offending of students (in % from number of respondents)

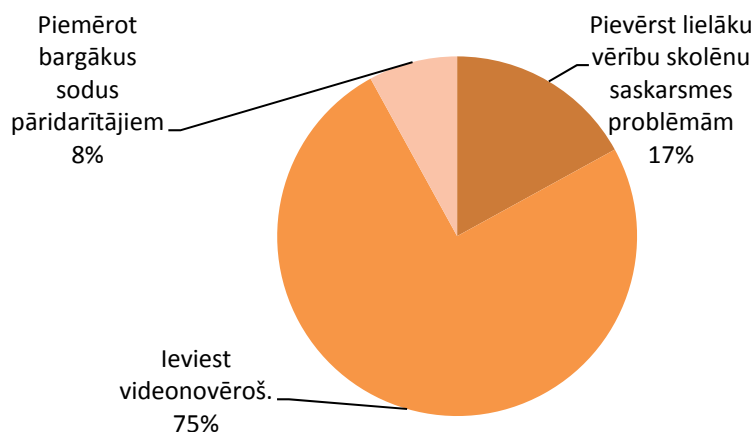
Lielākā daļa aptaujāto skolēnu apgalvo, ka aizstāvētu klasesbiedru, ja tas tiktu aizskarts emocionāli (68%) vai fiziski (73%) (skat. 1.tab.). Daļa skolēnu norāda, ka šādā situācijā dotos pie skolotāja un informētu viņu par skolēna aizskaršanu. Tomēr ir arī citas atbildes, piemēram, daļa skolēnu norāda, ka iesaistītos konfliktā, nenorādot kurā pusē nostātos, vai pat iesaistītos klasesbiedra aizskaršanā. Šādas atbildes liek domāt, ka daļai skolēnu nav pareizas izpratnes par draudzīgu attiecību veidošanu ar klasesbiedriem, un nepieciešamas pārrunas un izglītojoši pasākumi, par saskarsmes problēmām un sekām, kas draud par citu cilvēku aizskaršanu.

1.tabula

Skolēnu rīcība klasesbiedru aizskaršanas gadījumos (% no respondentu skaita)
Behaviour of students in the cases when classmates are offended (in % from number of respondents)

Skolēnu rīcība	Emocionāla aizskaršana	Fiziska aizskaršana
Došos pie skolotājas un informēšu par situāciju	17	22
Aizstāvēšu skolēnu	68	73
Cita atbilde	15	5

Aptaujātie skolēni uzskata, ka skolēnu saskarsmes problēmas varētu efektīvi risināt, uzstādot novērošanas kameras, ar kuru palīdzību varētu novērtēt, kādā veidā konflikts sācies un kurš ir vainīgais (75%), piemērojot bargākus sodus pāridarītājiem (8%), kā arī skolotājiem nepieciešams pievērst lielāku vērību skolēnu saskarsmes problēmām (17%) (skat. 6.att.).

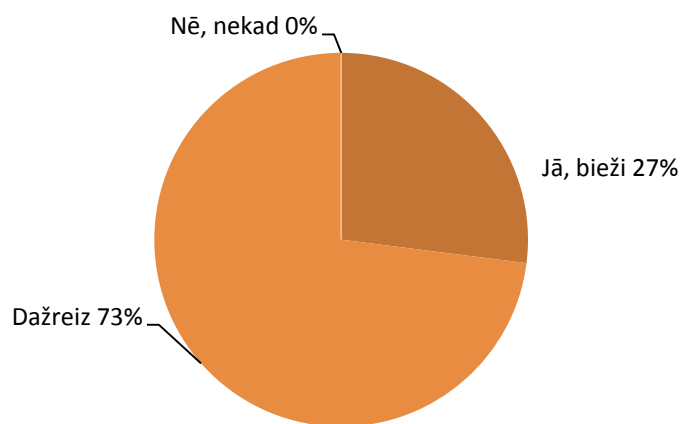


6.att. Skolēnu viedoklis par metodēm, ar kuru palīdzību varētu risināt skolēnu saskarsmes problēmas (% no respondentu skaita)

Figure 6 Opinion of students about methods which could be used for solving communication problems of students (in % from number of respondents)

95% aptaujāto skolēnu atzīmē, ka saskarsmes problēmām ir ļoti liela nozīme mācību procesā, jo gadījumā, ja skolēns skolā jūtas droši un labi, tad arī mācību process var noritēt veiksmīgi, bet, ja skolēnam ir nemitīgi jāuztraucas, vai viņam kāds nenodarīs pāri, tad mācību process skolā vairs nav galvenais, un skolēnu sekmes un motivācija mācīties ievērojami cieš.

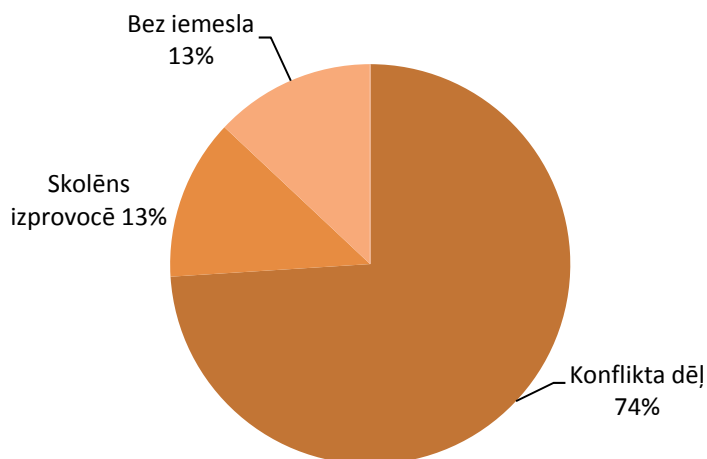
Skolotāju anketēšanas rezultāti liecina, ka visi aptaujātie skolotāji uzskata, ka skolēni bieži (27%) vai reizēm (73%) aizskar klasesbiedrus (skat 7.att.).



7.att. Skolotāju viedoklis par skolēnu aizskaršanas biežumu (% no respondentu skaita)

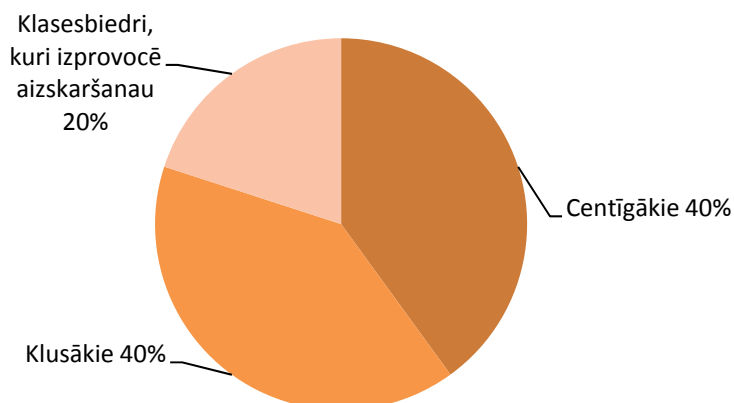
Figure 7 Opinion of teachers about frequency of cases when students are offended (in % from number of respondents)

Vairums aptaujāto skolotāju (74%), līdzīgi kā skolēni, norāda, ka galvenais skolēnu aizskaršanas iemesls ir savstarpējie konflikti (skat. 8.att.). Tomēr daļa skolotāju (13%) atzīme, ka citu skolēnu aizskaršana notiek bez iemesla.



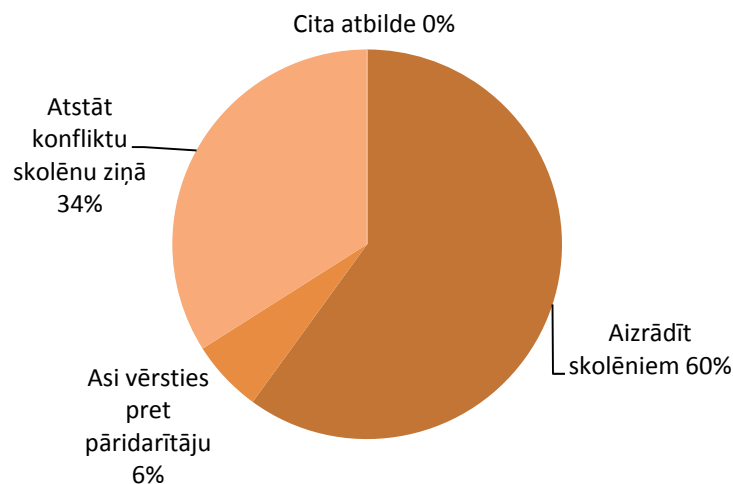
8.att. Skolotāju viedoklis par skolēnu aizskaršanas iemesliem (% no respondentu skaita)
Figure 8 Opinion of teachers about reasons of offending of students (in % from number of respondents)

Lielākā daļa aptaujāto skolotāju uzskata, ka visbiežāk tiek aizskarti centīgākie vai klusākie skolēni (skat. 9.att.). Tikai 20% skolotāju norāda, ka biežāk tiek aizskarti tie skolēni, kas izprovocē aizskaršanu. Tas liek domāt, ka vairums gadījumos skolēnu aizskaršanai nav nekāda pamata.



9.att. Skolotāju viedoklis par tām skolēnu rakstura īpašībām, kas veicina viņu aizskaršanu (% no respondentu skaita)
Figure 9 Opinion of teachers about characteristics of students which provoke offending (in % from number of respondents)

Vairums aptaujāto skolēnu (60%) norāda, ka redzot kāda skolēna aizskaršanu, viņi aizrāda pāridarītājiem, tomēr 34% aptaujāto skolotāju atzīmē, ka atstāj konfliktu skolēnu ziņā. Tas liecina, ka bieži skolotāji nenovērtē skolēnu saskarsmes problēmu nozīmīgumu un neizdara visu, lai novērstu skolēnu aizskaršanu (skat. 10.att.).



10.att. Skolotāju rīcība situācijās, kad kāds no skolēniem tiek aizskarts (% no respondentu skaita)

Figure 10 Behaviour of teachers in the cases when someone of students is offended (in % from number of respondents)

Vairums aptaujāto skolotāju uzskata, ka emocionālas aizskaršanas gadījumā skolēnam vajadzētu aizstāvēties pašam, bet fiziskas aizskaršanas gadījumā doties pie skolotāja un informēt par izveidojušos situāciju (skat. 2.tab). Tomēr jāatzīmē, ka ļoti bieži arī emocionāla aizskaršana nodara skolēnam lielu kaitējumu, un ne vienmēr pats skolēns var to novērst.

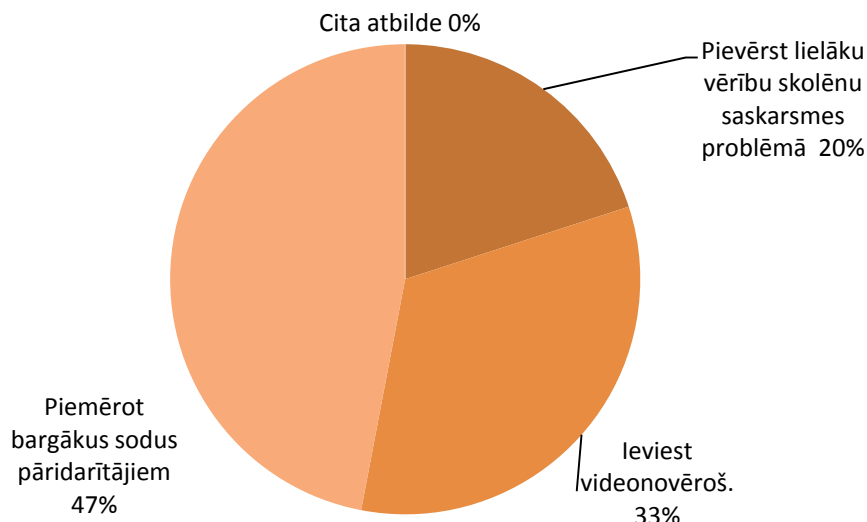
2.tabula

Skolotāju viedoklis par skolēnu nepieciešamo rīcību klasesbiedru aizskaršanas gadījumos (% no respondentu skaita)

Opinion of teachers about necessary behaviour of students in the cases when classmates are offended (in % from number of respondents)

Skolēnu rīcība	Emocionāla aizskaršana	Fiziska aizskaršana
Doties pie skolotājas un informēšu par situāciju	30	73
Aizstāvēties pašam	70	27
Cita atbilde	0	0

Daudzi aptaujātie skolotāji (47%) tomēr uzskata, ka, lai risinātu skolēnu saskarsmes problēmas, nepieciešams ieviest bargākus sodus par šiem pārkāpumiem (skat. 11.att.). Līdzīgi kā skolēni, arī daļa skolotāju (33%) uzskata, ka skolēnu saskarsmes problēmu risināšanai nepieciešamas videonovērošanas sistēmas.



11.att. Skolotāju viedoklis par metodēm, ar kuru palīdzību varētu risināt skolēnu saskarsmes problēmas (% no respondentu skaita)

Figure 11 Opinion of teachers about methods for solving communication problems of students (in % from number of respondents)

Vairums skolotāju (80%), līdzīgi kā skolēni, uzskata, ka saskarsmes problēmas ir svarīga nozīme skolēnu mācību procesā, tomēr daļa skolotāju (20%) pilnībā nenovērtē šī faktora ietekmi uz mācību procesu.

Secinājumi Conclusions

1. Skolās nopietna problēma pusaudžu vecuma grupā ir skolēnu aizskaršana. Raksturīgākais iemesls, kāpēc skolēni aizskar klasesbiedrus, ir konflikti. Lielākā daļa skolēnu uzskata, ka visbiežāk tiek aizskarti klusākie skolēni. Skolotāji norāda, ka visbiežāk tiek aizskarti klusākie un centīgākie skolēni.
2. Lielākā daļa aptaujāto skolēnu apgalvo, ka aizstāvētu klasesbiedru tā fiziskas vai emocionālas aizskaršanas gadījumā. Lielākā daļa skolotāju uzskata, ka emocionālas aizskaršanas gadījumā skolēnam vajadzētu aizstāvēties pašam, bet fiziskas aizskaršanas gadījumā doties pie skolotāja un informēt par aizskaršanu.
3. Lielākā daļa aptaujāto skolēnu uzskata, ka pusaudžu saskarsmes problēmas varētu risināt, uzstādot skolā novērošanas kameras. Skolotāji uzskata, ka vajadzētu ieviest bargākus sodus par skolēnu aizskaršanu. Daļa skolotāju, līdzīgi kā skolēni, uzskata, ka skolās nepieciešams uzstādīt novērošanas kameras.
4. Gan skolēni, gan skolotāji uzskata, ka saskarsmes problēmām ir liela ietekme uz mācību procesu.

Summary

Violence among children in schools is a serious problem. Students from schools where is higher level of violence may show poorer school performance. In order to find out opinion of students and teachers about communication problems of adolescents and ways how to solve them the questionnaire of 14-15 age students and teachers from 3 Valmiera region schools was carried out. 120 students and 15 teachers were questionnaire.

The results of questionnaire showed that the majority of questionnaire students often come in situations where their classmates are tampered. Some of students have participated in violence of adolescents. The main reason of students' tampering is conflict but sometimes students tamper their classmates without reason. 80% of questionnaire students argue that usually the most quiet students are tampered. The majority of students assert that they will defend their classmates if they will be tampered emotionally or physically. A part of students said that they will go to teacher and inform him or her in situation where their classmates are tampered. 75% of the questionnaire students consider that video security cameras must be installed in schools, 17% think that teachers must pay more attention to communication problems of adolescents but 8% consider that more severe penalties must be applied for the perpetrator. 95% of questionnaire students consider that communication problems of adolescents play a great role in teaching process because in the case of violence learning motivation of student decrease.

27% of the questionnaire teachers consider that students often but 73% of teachers consider that students sometimes tamper their classmates. The majority of questionnaire teachers think that usually the most quiet or the most diligent students are tampered. 60% of questionnaire teachers point that in the case of tampering the student they reprove the perpetrator but 34% of teachers leave the problem to solve the students themselves. The majority of questionnaire students consider that in the case of emotional tampering student must defend himself or herself but in the case of physical tampering go to the teacher and inform him or her about tampering. Many questionnaire teachers (47%) consider that more severe penalties must be applied for the perpetrator in the case of tampering the classmate, a part of teachers (33%) think that video security cameras must be installed in schools. The majority of questionnaire teachers (80%) consider that communication problems of adolescents play a great role in teaching process.

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LOVE IN TRANSITION TIMES. THE EDUCATORS OF ADOLESCENTS AMONG CARE, LOVE AND POWER

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Abstract. *By this paper, I want to develop the analysis and the reflection on the problems the educators meet, working with difficult adolescents into the socio-educational services, managing the emotional and love relationships of the young. Authoritarian or punitive interventions, when applied to matters that are highly delicate and complex, are bound to generate consequences that are not always positive or under the control of the educators. If educators are not open to exploring the affective dimensions, they may inadvertently reiterate the abuse that their clients have already undergone. It is necessary to give the right space to the expression of the emotional needs and difficulties of adults, educators, youngsters.*

Key-words: *Education, Love, Power, History of Life, Ambivalence*

Introduction

Here, I would like to develop an analysis and a reflection on the problems the educators meet, working with difficult adolescents into the socio-educational services³. In particular, I want to discuss on how educators have often grown up and lived in an historical period of the twentieth-century, full of great cultural, social and historical upheavals, which have partially transformed the previous individual and social behaviors, starting from their way to live affective and love relationships. The teenagers urge very much educators about these issues because, for their biological and social needs, they are opening up to the outside world. Educators who take care of them are often taken by surprise from the impetuosity of the children's feelings and react in an authoritarian manner, according to the model they have learned in their personal life history. Last year, as quoted before, I presented and discussed a study case related to a Community for minor, where the 60 year old Coordinator and the educators were very ambiguous and authoritarian with the adolescents, especially with regard to love relationships, often repressing them. The study aims to highlight and to stress the necessity to give the right space to the expression of the emotional needs and difficulties of adults, educators and youngster because the lack of attention to these needs can result in depression, burnout, deep conflicts, disease for the individual and the community. The reflection is based upon the critical and clinical pedagogy, psychoanalysis and psychotherapy researches, sociology of knowledge and qualitative sociology.

³ I discussed the first part of this analysis last year at the International Scientific Conference "Society, Integration, Education", Rezekne Higher Education Institution, Rezekne, 24-25 May 2013

Love in transition

Sentimental relationships have become particularly challenging since the collapse of the traditional models of family from the 1970s onwards, that has disturbed the usual fit between the demands of society and conformity to same on the part of the individual. In the past, men and women for the most part adhered to the dominant social model, which defined a priori male and female roles, the relative positions of husbands and wives, the type of family to be formed and how sexuality was to be managed. In the wake of developments in much of Europe and the world – including the protest movements of the 1970s, the sexual revolution, the challenge to the authoritarian model, the female emancipation movement, and the enhanced value attributed, at least in theory, to childhood – the traditional models of romantic relationships have been totally swept away (Mitchell, 2002; Passerini, 2008; Benasayag, Scavino, 2013). Nonetheless, the generation that was growing up during the time of change had already internalized the old rigid normative models that obliged individuals to conform to the dominant social model (Miller, 1980). Even the younger generations that grew up over the following decades partly identify with those models, because their families of origin – parents, grandparents, uncles and aunts, educators and teachers – transmitted to them – on a more or less conscious basis – the models that were challenged by the youth movements of 1968 (Kaes, Faimberg, Enriquez, Baranes, 1993). In consequence, in living out their romantic relationships, all of these generations have been faced with conflicting behavioral models – more traditional and rigid on the one hand and more modern and libertarian on the other -. The educators of today, especially the older generation, have lived through historically difficult periods from the point of view of discerning how to live out and define romantic relationships: the majority has swung between reverting to the more judgmental and censoring models of the past and opening up to concessions of freedom previously unthinkable (Coontz, 2006).

They have had to deal with the emancipation of their female partners and with pressure from the Catholic model which has always viewed sex and romantic partnerships outside marriage as sinful. This has given rise to hybrid identities, and a frequently unconscious binocular perspective combining old and new ways of viewing the world, romantic relationships and education. In the example of the community described above, it is obvious that the coordinator – who had been young in the 1970s – had drawn the rest of his team, made up of educators aged between 30 and 45, into his own personal model that was influenced by traditional models of romantic relationships and specifically of how adolescents should live romantic love. Along with his traditional views of how young people should manage romantic relationships, he also applied a traditional authoritarian model (Miller, 1980) of the educational relationship between adults and minors: this meant that the adult decided a priori what was good for the minor, without

having to listen to the young person's viewpoint or needs. With difficult youngsters from disrupted and unstable family backgrounds, often characterized by a conflicting relationship between the parents themselves, the authoritarian model can often fulfill a valuable holding function, by giving the young people the feeling of being contained by someone who is strong and clear in their views. This is borne out by the fact that the staff of the community in question generally obtain positive educational outcomes. Thus, in a certain sense, the overwhelming need of these problematic youths finds a match in the educational model adopted by the educators. Adolescents suffering from a strong lack of love and affection, are not overly fussy when they find someone who is seriously committed to providing care for them (Winnicott, 1990). On the other hand, although this strong and decided approach to taking on responsibility for the clients may come across as reassuring, it is also partly manipulative, because the educators impose their unilateral, directive and ultimately castrating perspective on the youths: you must not fall in love. However, in any case, this injunction by its nature is impossible to respect because falling in love is outside of our control.

Pedagogical models and representations of education

It is as though education were based on the deeply rooting notion that human beings may be conditioned, shaped and regimented (Foucault, 1975; Miller, 1980; Massa, 1993), and that they can and should be inculcated with ideas, beliefs, values and feelings. The youth protest movements of the twentieth century, as well as advances in the social science debate and in recognition of the rights of the weakest (see the many international conventions and charters of rights), have provided ample evidence that there are alternative ways of understanding education that are more respectful of the rights of children and youths. Psychology has documented the complexity of human development and the fact that the human subject, while predisposed to be conditioned by its social and cultural environment and to internalize norms and models, nevertheless retains some scope for personal agency. The specific case of reeducation poses a further complication, because the clients have already internalized the rules – whether good or bad – of their home background. Therefore, if the educators adopt an educational model based on the inculcation of norms and rules, they find themselves clashing with the set of prescriptions previously internalized by the youths. If the reeducation of the clients is based on a model of conditioning via the imposition of norms, both educators and adolescents will experience great difficulty. Adolescents because, even if they would like to immediately conform to the new rules, are unable to do so because, inside of themselves, they are experiencing cultural and cognitive conflict between the old and the new educational cultures. The educators, on their part, are challenged (Palmieri, 2012) because they have selected a blunt instrument with which to fulfill their educational role: blunt is the sense of structurally ineffective in relation to the

declared aim of reeducation of the youth. Lack of awareness of the dynamics, governing the internalization by the individual of his or her social environment, makes the team of educators blind to the efficacy of their chosen tools of work. If, on the contrary, they had such awareness, they would firstly be able to clearly identify the given, that is to say, the existing and significant levels of educational conditioning that their clients had already internalized. These levels cannot be wiped out either with a magic wand or through an authoritarian approach or on the basis of the so-called educational pact, stipulated with clients when they enter the community. The educators would realize that, by imposing predefined changes, they actually force their clients into a corner, leaving them to deal single handedly with the internal conflict between their previously internalized educational models and those currently demanded by the educators (Winnicott, 1987).

It may be that the adolescent clients wish to follow the new models and the new rules that they have been set, and they genuinely set out to do so, but then they come up against internal barriers, automatic behaviors and fears linked to past traumas, that frighten them and drive them to activate strong defense mechanisms. When they experience such anxiety and fear they are disorientated and desperately need help to make sense of their fears. If the adults understand where these fears come from, they will also manage to be supportive of the youngsters; otherwise, they will believe – as unfortunately is frequently the case – that the youths are merely being awkward and that they are deliberately contradicting or rebelling against the adults. When anxious and insecure adolescents are not fortunate enough to encounter adults, who are aware of the psychological mechanisms that are playing out inside of them, they begin to defend themselves from anxiety and conflict. Firstly they raise barriers in the relationship with the adults, they become locked up in themselves, communicating in monosyllables or set phrases. However, behind this facade they continue to unconsciously experience multiple cultural and emotional conflicts (Vegetti Finzi, 2001). The educators' demands for them to change their behavior, in practice mean modifying their base culture, assimilated from the familial and social context in which they grew up. Thus, asking youths to change their behavior is a source of great distress for them, because of the strong affective and emotional valence of internalized culture. Although this same culture is often at the root of adolescents' deviant behavior, it is connected to their affective ties with their parents and siblings, for better and for worse. Changing behavior means demolishing the culture assimilated together with the care, nursing and assistance received in early childhood. It is not a neutral operation: for example it can evoke strong guilt for betraying one's own roots, one's own family. In addition to internal guilt, at times the external context also intervenes in the shape of the family who truly may not approve of the changes, and refuse to recognize their own child any more. Therefore, the adolescents feel crushed between the two groups of significant adults, their own family and the

educators (Bertolini, Caronia, 1999). The latter are slowly becoming a new and significant reference point for the young people in their care, especially for those who are physically or psychologically alone in the world.

No matter what, adolescents remain attached to their parents, even though they have been maltreated and neglected by them in many cases. The psychological phenomenon of abused children's attachment to their abusing parents, or battered women's attachment to their violent husbands is well known. In spite of the constant suffering and humiliation, the abused party never wishes to be separated from the abusers, especially if they are his or her parents. These considerations highlight the complex nature of the changes that clients are invited to make. It is not a question of willpower, as a particular educational ideology doggedly continues to insist, but of requesting a deep transformation of personality structure and of the core of individual identity that has formed over time. Youngsters' personalities were formed within the affective world of their early childhood experiences with their families. Their adolescent and adult experiences of love will be influenced for their entire lives by the type of attachment established with their parents as young children (Bowlby, 1979). The subject's personality and the love that he or she displays are closely related to one another.

Which power, authority and rules for Education?

Nonetheless, the educators in question did not modify their own educational model or beliefs as a result of the negative episode. On the contrary, rather than modify their rules they continue to expel the young who are unable to respect them. Basically, the team of the Community for minor we studied has barricaded itself behind an ideology that is widespread in educational contexts in general and in this type of educational service in particular, according to which, with difficult clients, it is necessary to be strict about rules and norms, define narrow limits and make sure that these are respected at all costs. To this end, an initial pact is made between the team of educators and their clients, such that the minors are informed of the rules of the community and of the need for them to respect the rules themselves, otherwise they will be expelled. At first sight, this educational perspective may seem sensible and appropriate, especially in so-called reeducation contexts. However, on closer critical and clinical analysis (Riva, 2000; Kincheloe, 2008), we can see that the development of the subject and the characteristics of human beings are defined in ways that are altogether arbitrary and unsuccessful in attaining educational goals, because they do not reflect the true nature of human development. Therefore, cultural background, educational history, personality and identity and the type of love experienced must be jointly analyzed within a framework of reciprocal relationships. This level of understanding allows a solid platform to be created, from which to plan an appropriate educational intervention for the specific situation. Authoritarian or punitive interventions, when applied to matters that are highly delicate and

complex (Lizzola, Tarchini, 2006), are bound to generate consequences that are not always positive or under the control of the educators. As usual, imposing rules is used as a crutch when a deeper and richer understanding of the problem is lacking. If educators are not open to exploring the affective dimensions underpinning manifest behaviors and attitudes, they may inadvertently reiterate the abuse that their clients have already undergone, reproducing the conditions characterizing the original abuse.

For example, in the case of the Community for minors, quoted before, all the responsibility and the blame were attributed to a boy, fallen in love with a girl living in the same Community for minors, who was expelled from the community. There, love is forbidden. It is clear that what the adult educators do not properly understand is unloaded onto the recipients of their educational actions. Furthermore, the educators – as representatives of the surrounding social and cultural macrocosm – confound aspects regarding the requirement to conform to the social norms of the context – in this case the community – with aspects of the subject's psychosocial development, such as early adolescent love. The injunction is paradoxical not so much with regard to specifying appropriate behaviors for the expression of love, as with regard to forbidding the youngsters to fall in love in the first place, because – as the educators remind them – they already have enough problems of their own! It is true that they have serious affective issues because as children they have been neglected, abused and manipulated. However, adolescent love, as well as being part of normal development, is also a sign of hope that something of beauty in life may still be aspired to. Therefore, the intransigent order not to fall in love, because this will only augment their problems, inadvertently impacts on a very delicate area of adolescents' existence. This has to do with holding on to the meaning of existence itself, because it is practically impossible to live without even the tiniest glimmer of hope (Benasayag, 2003). Love is an intimate and private dimension, that draws on the deepest wellsprings of one's sense of self and lays the foundations of the most hidden core of identity. Love is connected with the very founding of existence, not to mention the fact that every human being is generated because a man and a woman came together, on the basis of some form of mutual attachment, whether good or bad. The situation, that we have described, could lead us to comment that it almost seems as though the educators have chosen their profession more for themselves than for their clients. It is as though the educators approach their work with a preconceived vision of what is to be done in a certain type of setting, before having carried out a pedagogical diagnosis of the situation, of the specific issues affecting it and of its unique characteristics. It is as though they wish to work as educators in order to make events happen in line with their plans, replacing so to speak the territory with the map, as Alfred Korzybski and later Gregory Bateson have expressed it. It seems as though there is an invisible split between educators' intentions and their educational programs – based on a linear and simplified logic – and the

complex reality (Morin, 2005) of their clients, who often have no notion whatsoever of having to fit into educational programs.

The adolescents are going through adolescence for the first time in their lives and they move in the world on the basis of their own life experience and internal needs, even though they may not always have a conscious perception of the latter. This factor underlies the lack of understanding between educators and teenagers, because the former take for granted that the latter have assimilated their requests and provided their willing consent, whereas the teenagers on their part may be light years from even contemplating such a thing. In addition, these adolescents have often been remanded to the socio-educational services by the Juvenile Court and the local social services. Their lack of choice in the matter inevitably heightens their sense of disorientation, feelings of anger and resentment, and inclination to engage in conflict. Often, in these cases, the young people feel doubly constrained by society to adapt and conform. On the one hand, they feel oppressed by the institutions of the Court and the social services with their tough verdicts imposed from on high and, on the other hand, by the educators. The latter attempt to implement educational actions that translate into practice the recommendations of the Court. The educators are professionals who work with human beings, trying to modify them and coming up against the demanding educational challenge of reconciling the demands of society with the needs of the individual. The educators' task, bordering on impossible, is therefore to find a way to put together the distinct needs of leading their charges to adapt to social requirements – which obviously vary from one society to another – and facilitating them in constructing a relatively independent self (Levesque, 2002). Within this arduous dual task, educators and youths come up against the further challenge of falling in love and love which, by their nature, overturn the pre-established order and rules and linear thinking. This is frightening both for educators – whose pedagogical castle comes tumbling down about their ears – and for adolescents – who are living this intense and meaningful emotional experience from the inside.

Conclusions

In the case examined here, it seems evident that the educators were frightened by the dimension of budding adolescent love, which required them to accompany their charges' growth through a turbulent phase of individual existence, such as adolescence. They were afraid of being caught up in the tensions, conflicts and typically adolescent – and amorous – behaviours of the 'sturm und drang' kind (storm and stress), in other words of being obliged to ride on an emotional rollercoaster. While this emotional intensity is perfectly understandable in light of the characteristics of adolescent development outlined about, it nonetheless disconcerts and causes anxiety in adult educators, who are no longer in touch with their own adolescent part. Educators are, in this case, more than ever called to enter into the complex dimension that Bion –

borrowing an expression from the English poet John Keats – has defined as ‘negative capacity’ (1970). By this, he means the need for those in the helping and caring professions - who support the development of children, youth, adults and the elderly – to tolerate conditions of uncertainty which, in turn, can lead to a deep-seated feeling of insecurity. Love, by definition, involves a movement to change an established state of affairs, in the direction of a new phase in which one becomes open to the unfamiliar and the unknown and to the uncertainty. Furthermore, given that love implies openness to the relationship with the other who is distinct from oneself, it also involves a significant amount of adjustment in order to coordinate oneself with one’s romantic partner. Educators are already under pressure on account of the difficult job that they do and so the sentimental ups and downs of their charges may represent an increase in their burden of stress and worry, which they are not able to tolerate.

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TRANSDISCIPLINĀRA PIEEJA CILVĒKA NOVECOŠANĀS IZPĒTĒ

Transdisciplinary Approach to Human Aging Research

Ineta Robiņa

Rīgas 1. medicīnas koledža

Abstract. *The aging of elderly people in the transdisciplinary approaches has been described on the results of the analysis of the scientific literature.*

That thanks to the scientific achievements in different spheres the human life expectancy increases thus aging becomes an active participation process and due to the increase of the number of elderly people in the world a new branch of science – gerontology develops that turns its attention to researching the aging processes and the possibilities of lengthening the life expectancy; it includes three main research approaches – biological that deals with functional and morphological changes in human organ systems, psychological (changes in the sensory perception and mental processes) and sociological – human role and the changes of their interaction in the social structure.

Aging is a regressive process, which is also influenced by negative and harmful factors that decrease the adaptation abilities of the organism. Gradually people reach a general status of inability. Thus the biological psychological and social aging is mutually closely connected. The authors has developed the theoretical framework on the studies of the aging theories.

Keywords: *elderly people, old people, aging, psysical aging, psyhological aging, social aging, transdisciplinary approach .*

Ievads

Introduction

Pateicoties zinātnes sasniegumiem dažādās zinātnes jomās, pagarinājies vecāka gadagājuma cilvēku dzīves ilgums un novecošanās kļūst par nozīmīgu tēmu), kas tiek pētīta dažādās zinātņu jomās un tā pētījuma rezultātiem ir nozīme. Kā norāda V. Heisenbergs, transdisciplinārajā pieejā uzmanība tiek koncentrēta uz kompleksu heterogēnu pētniecības shēmu, nevis uz atsevišķām disciplīnām (Heisenberg, 1952).

Pasaulē, palielinoties vecāka gadagājuma cilvēku populācijai, attīstītās jauna zinātnes nozare - *gerontoloģija* (gr. gerōn, gerontos sirmgalvis + logos mācība), kuras uzmanība pievērsta novecošanās procesiem un cilvēka mūža pagarināšanas iespējām (Liepiņa, 1998). Gerontoloģija pēta cilvēka novecošanās fenomena dažādos aspektus, galvenokārt viņa aktīvās mūža daļas pagarināšanas un ilggadības problēmas.

Novēcošanos raksturo kā fizioloģisku procesu, kas ir ģenētiski determinēts (Aberberga-Augškalne, Koroļova, 2007).

Novēcošanās būtību skaidro dažādas pieejas. Turklāt mūsdienās novecošanās fenomenu pēta atšķirīgās zinātņu disciplīnas un dažādos līmeņos - šūnu, molekulārā, bioķīmiskā, ģenētiskā, evolucionārā u. c.

Raksta mērķis ir atspoguļot transdisciplināro pieeju vecāka gadagājuma cilvēku novecošanās procesa izpētes modelī.

Pētījumā pielietotas teorētiskās izpētes metodes: zinātniskās literatūras daļēji strukturēta analīze (*literature survey*) un literatūras padziļināta analīze (*literature in-depth study*). Rakstā atspoguļots daļēji strukturēto video interviju apkopojums.

Aktuālās pētnieciskās disciplīnas vecāka gadagājuma cilvēku izpētē ***Timely research discipline for human investigation***

Dažādu zinātņu disciplīnu - bioloģijas, psiholoģijas, socioloģijas un gerontoloģijas pārstāvji uzskata, ka transdisciplināra risinājuma pielietošana cilvēka novecošanās procesa izpētē sniegs svarīgu informāciju dzīvildzes korekcijai.

Pasaules iedzīvotāju vidējais dzīves ilgums ir pagarinājies. Vecāka gadagājuma cilvēki mūsdienās sastāda ievērojamu sociālo grupu. Tas motivē pētniekus pievērsties vecāka gadagājuma cilvēku sociālekonomisko, medicīniskās aprūpes, psiholoģisko un sociālpedagoģisko problēmu izpētei. Joprojām aktuālas ir dzīves ilguma pagarināšanas iespējas.

K.Tibits (Tibbits, 1963) uzsver, ka līdz ar socioloģiskajām problēmām nozīmīgas ir novecošanās bioloģiskās un psiholoģiskās problēmas. K.Tibits uzskata, ka jāskata vecāka gadagājuma cilvēka personība kopumā, viņa psihiskā veselība, higiēna, saskarsmes grūtības, kā arī norobežošanās no sabiedrības un enerģijas mazināšanās. Sociologs uzskata, ka bioloģiskās īpatnības un fiziskās izmaiņas negatīvi ietekmē vecāka gadagājuma cilvēka funkcionēšanu vidē un ir viens no faktoriem, kas traucē integrēties sabiedrībā. Ar saviem secinājumiem autors ir apliecinājis, neminot konkrēti, dažādu disciplīnu līdzdalības nepieciešamību novecošanās procesa izpētē.

Cilvēka novecošanās transdisciplinārajā izpētē kā senākā un informatīvākā ir bioloģiskā pieeja. Ar tās palīdzību molekulārās izpētes līmenī iegūstamie dati sniedz iespēju vērtēt cilvēka šī brīža veselību un prognozēt dzīves ilgumu.

Savukārt psiholoģiskā pieeja vērtē novecošanās procesu saistībā ar sensoriem procesiem, personības motivāciju un vajadzību sfēru.

Sociālā pieeja atspoguļo vecāka gadagājuma cilvēku mijiedarbību ar sabiedrību (Liepiņa, 1998).

Hronoloģiskie dati tiek vērtēti visās transdisciplinārajās pieejās. Sabiedrības demogrāfiskā analīze atspoguļo sabiedrības ontogēnēzi (Aberberga-Augškalne, Koroļova, 2007).

Mūsdienās sociālpedagoģiskie pētījumi saistīti ar vecāka gadagājuma cilvēku integrāciju sociālajā vidē, personības un rakstura, kā arī kognitīvo darbību izpēti.

Vecāka gadagājuma cilvēku psiholoģiskās īpatnības dažkārt tiek stereotipizētas. To dēvē par „birku piekāršanu” - vecs, vārgs, slims, trūcīgs, no sabiedrības atkarīgs. Tas ir sociālais spiediens. Tā ir negatīva un vecāka gadagājuma cilvēkus diskriminējoša nostādne. Tā īsteno savu metaforisko

izpausmi birkās (Rothermund, Brandtstädter, 2003). Sociālā spiediena dēļ vecāka gadagājuma cilvēki nonāk suģestijas iespaidā, kas negatīvi ietekmē viņu integrāciju mūsu valstī veidojamās sociālās aprūpes sistēmā. Dominējošie faktori, ar kuriem saista vecos ļaudis ir: vecums- slims; vecums- trūcīgs; vecums- atkarīgs.

Sociālpedagoģiskie pētījumi sniedz iespēju izziņāt vecāka gadagājuma cilvēku uzvedību, personību un dzīves uztveri. Šie pētījumi fokusējas uz personības izpausmi un izaicinājumiem katrā dzīves posmā. Tie sniedz iespēju analizēt personību, mijiedarbības procesus un personas attieksmi, kā arī gatavību dzīves pārmaiņām. Lomu maiņa, dzimums, sociālais statuss un sociālā situācija ietekmē vecāka gadagājuma cilvēku adaptāciju novecošanās procesā un ir socioloģisko teoriju izpētes objekts (Hagestad, Danefer, 2001).

Transdisciplinārie pētījumi *Transdisciplinary research*

Raksta autori veica pētošo intervenci vienā no sociālās aprūpes mājām Rīgā, laika posmā no 2005. līdz 2011. gadam. Pētījuma izlasi veidoja 100 vecāka gadagājuma cilvēki, no kuriem 62 piekrita brīvprātīgi piedalīties pētījumā. Pētījums tika vērsts uz sociālpedagoģiskajiem jautājumiem.

Raksta autori pētot dzīvi sociālās aprūpes mājā, konstatēja, ka vecāka gadagājuma cilvēki (65- 85 un vecāki) ar zināmām grūtībām pielāgojas jaunajām situācijām un straujajām dzīves pārmaiņām. Pielāgošanās spēju involūciju ietekmē bioloģisko procesu izmaiņas organismā. Sirds un asinsvadu sistēmās veidojas ar novecošanos procesu saistītas pārmaiņas. Savukārt centrālajā nervu sistēmā veidojas involūtīvas izmaiņas, kas izpaužas kā atmiņas pasliktināšanās, jaunu iemaņu apgūšanas spēju mazināšanās, intelekta izmaiņas, kustību koordinācijas pasliktināšanās, jūtu notrulināšanās, dzīves motivācijas un darbības gribas zudums. Psihosociālās izmaiņas atspoguļojas arī citos vecāka gadagājuma cilvēku uzvedības aspektos.

Involucionē veco cilvēku sensorā sistēma: mazinās acu akomodācijas spēja. Dzirdes pavājināšanās saistīta ar bungplēvītes elastības trūkumu. Korti orgānā veidojas distrofiskas izmaiņas. Cilvēki kļūst jutīgāki pret spalgiem trokšņiem.

Mutes dobumā mazinās funkcionējošo garšas kārpiņu skaits un siekalu produkcija. Notrulinās oža.

Nervu sistēmā izmaiņas involūcijas virzienā veidojas pakāpeniski. Tās, galvenokārt, saistītas ar enzīmu nepietiekamību un to funkciju pavājināšanos. Tas, savukārt, ietekmē sinapšu un mediatoru funkciju. Atsevišķiem indivīdiem pakāpeniski mazinās saprāta spējas, veidojas depresija, Alcheimera slimība. Mazinās augstākā nervu darbības funkcija: uzmanība, domāšana, paškritiskums. Kustību jomā izmainītā muguras smadzeņu darbība izraisa kustību lēnumu, nedrošību, koordinācijas defektu, līdzsvara traucējumus.

Vērtējot ar novecošanos saistītās izmaiņas cilvēka ķermenī, jāatzīst, ka to iemesls nav saistīts ar viena faktora darbību novecošanās procesā. Tas ir pakāpenisks, multifaktorāls darbības rezultāts. Ar hronoloģiskā vecuma palielināšanos novecošanās process pārņem visu organismu. Novecošanās procesa iemesli:

- dzīves laikā izveidojušās intoksikācijas rezultāts;
- vecuma pigmenta uzkrāšanās;
- imunoloģisko un autoimūno reakciju traucējums;
- telomēru un telomerāzes darbības pavājināšanās.

Telomēri ir šūnu kodola mikrostrukturāli veidojumi, kuru dalīšanās cikli un garums ar gadiem izsīkst. Jo vecāks ir cilvēks, jo īsāks ir telomēru garums un izteiktākas organisma novecošanās pazīmes (Kim, Piatyszek, Prowse, Harley, West, Ho, Coviello, Wright, Weinrich, Shay, 1994).

Neviena no mūsdienu novecošanās teorijām nav universāla, jo neaptver visu novecošanās procesu un neizskaidro pilnībā novecošanās procesa būtību. Tās viena otru papildina. Vecuma izmaiņas skar visas organisma sistēmas. Dažādiem indivīdiem saistībā ar dzīves veidu un dzīves apstākļiem, ģenētisko determinantu novecošanās procesi ir atšķirīgi. Dažādu nozaru speciālisti ir vienprātīgi pārstāvji ir solidāri vērtējumā, ka novecošanos iespaido sociālā vide, fiziskais un garīgais organisma noslogojums, uzturs un dzīves režīms.

Novecošanās fenomena attīstībā veiktais pētījums (Холостова, 2005) dod iespēju novērtēt vecāka gadagājuma cilvēku problēmas un gūt par tām izpratni. Pētījuma rezultāti atspoguļoti 1. tabulā.

1. tabula

Vecāka gadagājuma cilvēku sociālpsiholoģisko problēmu atspoguļojums
Older people's social psychological problems reflection

Problēmas	Izpausmes
Psihiskā veselība	Nedrošība, bailes, depresija, taupīguma un skopuma hipertrofētas izpausmes
Finansiālā nenodrošinātība	Ubagošana, uzticības zudums sabiedrībai, radniekiem, aprūpētājiem, neapmierinātība ar mājokli
Izglītošanās un garīgo interešu zudums	Atmiņas pavājināšanās, dzīves mērķa zudums
Ierobežotas sabiedriskās aktivitātes	Veselības pasliktināšanās un novecošanās procesa aktivizēšanās, vientulība, depresija
Alkoholisms	Personības degradācija, nihilisms, bezmiegs, atkarība, atmiņas pasliktināšanās

Psiholoģiskā un sociālā novecošanās nav nodalāmas, kam apliecinājums ir psiholoģiskās un sociālās palīdzības sfēru saplūšana teorijā un praksē. Psiholoģiskā un sociālā novecošanās norisinās 3 fāzēs: aiziešana no darba/pensionēšanās: vecums (psiholoģiskais, sociālais) un novecošanās, degradācija, slimīgs vecums un nāve (sk. 2. tabulu).

Cilvēka psiholoģiskās un sociālās novecošanās fāzes (Bromley, 1974)
Person's psychological and social aging phase (Bromley, 1974)

Fāze	Raksturīgās iezīmes
I	Aiziešana no darba/ pensionēšanās – 65 – 70 gadi
II	Vecums (psiholoģiskais, un sociālais) – 70 un vairāk gadu
III	Sabrukums, degradācija, slimīgs vecums un nāve – līdz 110 gadiem

Pirmajā fāzē norisinās vecāka gadagājuma cilvēka līdzdalība jaunajiem apstākļiem. Raksturīgi, ka cilvēks kļūst viegli uzbudināms, novērojama psihiskā nelīdzsvarotība, kas saistīta ar sabiedrisko aktivitāšu samazināšanos un aiziešanu pensijā. Svarīgi saprast, ka šajā fāzē pasliktinās cilvēka fiziskais un garīgais stāvoklis, kas savukārt saistīts ar izmaiņām dzīves ritmā.

Otrajā fāzē izteikti palielinās cilvēka izolētība, pietrūkst sociālās lomas sadzīvē, sašaurinās tuvu cilvēku loks.

Trešajā fāzē pamazām notiek personības degradēšanās, paaugstinās slimīgums, bioloģisko funkciju traucējumi, iestājas nāve (Bromley, 1974).

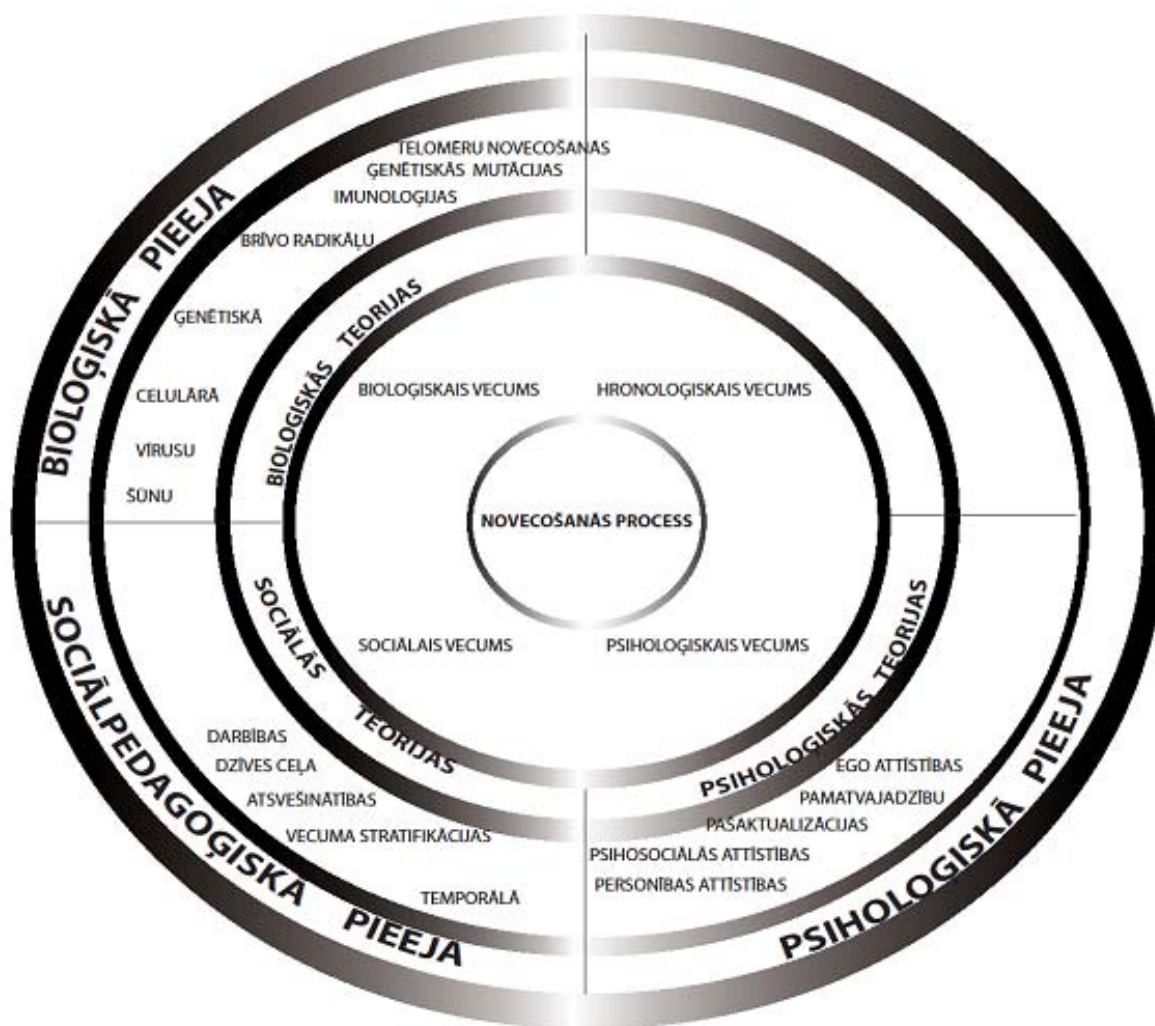
Pēc autoru domām, nepieciešams attīstīt arī sociālpedagoģisko atbalsta sistēmu vecāka gadagājuma cilvēkiem.

Pamatojoties, ka novecošanās ir regresīvs process un bioloģiskā, psiholoģiskā un sociālā novecošanās ir savstarpēji cieši saistītas, tika izveidots novecošanās procesa izpētes teorētiskais modelis, kurā autore (Robiņa, 2013) raksturo cilvēka novecošanās procesu transdisciplinārajā pieejā kā gerontoloģijas un geragoģijas izpratnes sinerģiju.

Bioloģiskās un fizioloģiskās īpatnības, kā arī psiholoģiskās un sociālās izmaiņas novecošanās procesā negatīvi ietekmē vecāka gadagājuma cilvēka funkcionēšanu vidē un ir viens no faktoriem, kas traucē integrēties sabiedrībā.

Novecošanās ir regresīvs process, kuru iespaido arī nelabvēlīgi un kaitīgi vides faktori, kuri samazina organisma adaptācijas spējas. Ar laiku cilvēki nonāk vispārējas mazspējas stāvoklī. Tātad *bioloģiskā, psiholoģiskā un sociālā* novecošanās ir savstarpēji cieši saistītas.

Pamatojoties uz veiktajiem pētījumiem, autore (Robiņa, 2013) piedāvā savu izstrādāto transdisciplināro pētījuma modeli (sk.1.attēls).



1.attēls. Transdisciplinārais pētījuma modelis novecošanās procesa izpētē
Figure 1 Transdisciplinary research model to study the process of aging

Secinājumi Conclusions

1. Novecošanās procesu bioloģiskajā pieejā pastāv teorijas, kas izskaidro izmaiņas šūnu līmenī un teorijas, kas pēta organisma novecošanos. Novecošanās procesā pavājinās visu orgānu funkcionālā aktivitāte. Īpaši nozīmīga ir oksidācijas procesu mazināšanās. Veidojas orgānu sistēmu involūcija. Vājinās galvas smadzeņu uzbudināmība un maņu orgānu reaktivitāte. Vecāka gadagājumu cilvēka dzīvē raksturīga organisma adaptācijas nepilnības un grūtības. Vecāku cilvēku organisms nepilnīgi nodrošina iekšējās vides pastāvīgumu- homeostāzi. Novecošanās procesa intensitāti un gaitu iespaido arī iedzimtības faktors.
2. Psihoģiskā pieejā balstās psiholoģiskajās teorijās, kuras dod ieskatu uzvedībā, personībā un attieksmēs procesa laikā. Šīs teorijas fokusējas uz Ego attīstību un izaicinājumiem katrā dzīves posmā. Tās analizē kā personība, mentālie procesi un attieksmes ietekmē personas adaptāciju šīm

- dzīves pārmaiņām. Lomu maiņa, dzimums, tēls un sociālā situācija arī ietekmē vecāka gadagājuma cilvēka adaptāciju novecošanās procesā.
3. Sociālpedagoģiskā pieeja balstās uz darbības, dzīves ceļa, atsvešinātības, temporālo un vecuma stratifikācijas teorijām. Vecumā cilvēki jūtas labi un droši, ja viņi integrējas sabiedrībā un spēj aktīvi vadīt vecumdienas.
 4. Psiholoģiskā un sociālā novecošanās ir cieši saistītas, ko apliecina psiholoģiskās un sociālās palīdzības sfēru saplūšana teorijā un praksē.
 5. Sociālpedagoģiskie pētījumi saistīti ar vecāka gadagājuma cilvēku integrāciju sociālajā vidē, personības un rakstura, kā arī kognitīvo darbību izpēti.

Summary

The performed research allows concluding that aging is a regressive process and the biological, psychological and social aging are mutually closely related and served as a basis for working out the theoretical framework for studying the aging process in which the author studies the human aging process in the transdisciplinary approach as a synergy of gerontologic and geragogic understanding based on the recognized social pedagogical theories.

Biological and physiological peculiarities as well as the psychological and social changes in the aging process influence negatively the elderly people's functioning in the environment and it is one of the factors that hinders the integration in the society.

On the basis of the fact that aging is a regressive process, and biological, psychological and social aging are closely linked, the author established the theoretical framework of the research where transdisciplinary approach to human aging process is explored as synergy of understanding gerontology and geragogy on the basis of recognized social pedagogical theories.

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**PADOMJU IDEOLOĢIJAS MANTOJUMS MŪSDIENU
AUDZINĀŠANĀ ĢIMENĒ LATVIJĀ**

***Heritage of the Soviet Ideology in parenting nowadays:
the case of Latvia***

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Abstract. *The Soviet period has shaped the history of Latvia in different areas. This article offers an insight into the ideological heritage which has significantly transformed the pedagogical discourse in theoretical as well as instrumental level.*

Article describes a part of two researches “Social transformations of the child's image in children's room” and “Father`s Pedagogical Competence in Family Nowadays”, revealing common features characterizing Soviet issues. Narrative explores crucial systemic changes, transformation of social and family life, deals with the deformed relationship between individuals in public sphere and family members in private and shows consequences still actual nowadays, pointing out the question of gendered and “Sovietized” identities.

Keywords: *Soviet ideology, gender roles in family, parenting, father`s discourse, child`s image, child`s room*

“A sacred duty of every family and all parents is to develop in their children immense loyalty to the communist ideals, deep hatred to the capitalist world and its remnants, which are still existing in people`s consciousness.” /Ūsiņš, 1964/

Introduction

The concept of the article is based on two researches representing the evolution of socio-historical changes in Latvia determining transformation of pedagogical aspects. The one deals with the intervention of the Soviet ideology in the child`s room and the other enlightens historical changes in the phenomenon of father`s pedagogical competence. These two areas reflect the influence of the state to people relationship in general and the problematic of family in micro level. Both of the studies try to reveal the Soviet heritage in the pedagogical context of nowadays. One of the focuses discussed further is to understand the social situation, circumstances and the following effect that is still present in Latvia today.

Qualitative approach has been selected to carry out both researches and the interpretational paradigm integrated helps to implement the study of extended social contexts, identities and relations of authorities. Both researches are carried out, displaying the research questions into public – social and private – family, individual levels. Method helping to reveal the public level is the analysis of the secondary pedagogical literature and socio-linguistic analysis of the printed pedagogical media: „*Skola un Ģimene*” (“*School & Family*”).

One of the existing powers forming public opinion about the norms of gender and standards is media. Mass media represent the dominating opinions that “help” individuals and separate groups to develop their life conception, convictions, habits and values concerning other individuals and groups, getting the idea of how social reality functions. That is the reason why the Soviet public discourse in both researches is uncovered through media analysis.

Media has always been a remarkable power in the state, but it especially maximized in the Soviet context. Mass media became a serious weapon of propaganda and the mechanism of social control. All the narrative was permeated with political ideology and strictly censored as well. Pedagogical press was overfilled by directions and instructions what should be a “perfect” family like, what is like to educate children in the spirit of socialism, what should be done by parents to improve their upbringing skills.

The narrative is analyzed disclosing the change of hegemonic discursive practices characterizing socio-pedagogical issues. Discourse agents revealing the private sphere are parents – mothers and fathers – describing their experience, opinion and position in parenting and upbringing.

In each media separately and the interview material together the hegemonic discourses have been initially identified and gradually the process of their development, causes and effects have been interpreted, disclosing the transformations of man, woman, father, child and mother’s identities in the time-space.

Related historico-pedagogical problematic and conclusions integrated into both researches are successively disclosed in 6 subchapters.

Characterization of the Soviet ideology in the context of Latvia

It is important to understand the historical context to study consequences and interpret all the implementations. The annexation of the Republic of Latvia in 1940 initiated rapid political, economic and ideological changes in all social structures. Ongoing repressive transformations were based with watchword of well-being and harmony, conception of abstract socialism. Illusion of rapid progress was advocated in this period (Šneidere, 2004; Ivanovs, 2004).

National system changes to “developed mature socialism” (the first phase of the development of communism) was oriented achieving the highest ideal of communism where violent replacement of existing system was realized (Zīle, 1980; PSKP Programma, 1986).

All ongoing processes in the society were looked out through the matrix of the ideology of communism. The everyday life was realized according to the dictate of the Soviet system – its rules and regime demands.

The precondition of the communist ideology was to carry out the changes in several levels appropriate to the totalitarian system as soon as possible.

Demands dictated by the Communist Party were included in the reorganization of system of society and individual human life.

Three aims were included in the introduction and consolidation of the ideology of the Soviet period:

- to create materially technical basis of the communism;
- to consummate and to transform the social relations in the society;
- to create the new forms of human upbringing regarding to the ideology of communism society;
- to develop human`s attitude to work;
- to develop holistic and harmonic human. (PSKP Programma, 1986)

To reach and to realize above mentioned tasks, the basis of the socialism was implemented:

(1) in mass media where tasks were actualized and induced advisable resonance in the society;

(2) in schools which provided ideologically appropriate learning process;

(3) in families which were responsible for the children upbringing in the spirit of the communism. In reality responsibility of parenting was the task for the whole society, thus praxis and norms of propaganda were legitimated and realized. (Lewin & Elliott, 2005; Flugins, 1964)

The process of the ideologization of the society was implemented in all its levels. It was determining an attitude, values and behavior in the individual and collective levels. The social relationships were reorganized according to the ideal of the moral consciousness of the communism society. (Plakans, 2011; Pavlovičs, 2012)

The main task of the communication system was to establish utopian confidence that people live in the society in which the highest target is to care about well-being of human. There were necessities for the belief of human that existing situation is the best of possible and it`s going to the absolute perfection in the future.

The newly created social system and ideology which based in philosophy was considered to be a prerequisite of the implementation of social progress and was announced as axiomatic – the Marxism-Leninism theory – stating that the main factor determining the system of ideas in social and political life, person`s attitudes to existence and mutual relationship in the society is an economic situation. (Karpovics, 1968)

These statements defined necessity for reformation of the life of society and human life, orienting human to the manufacturing as the primary value.

Newborn “Soviet culture” and collective system, which component was every single person (Karpovics, 1968), influenced the change of accents and orientation of the upbringing certainly. One of the obvious features was the prevalence of a mentoring, for example, both in family and in the institutions of education.

Typical features of the Soviet period were the focus on public production, centralization of systemic processes, motive of collectivism, substitution of religion by scientific atheism and the (non)implemented gender equality, which were propagated by the Communist Party.

Doctrines of totalitarianism propagated prohibition of the individuals' autonomy, which was actually even needless, because there were formulated rules and regulations as strictly accomplishable.

Analysis of the social situation and ruling ideology of the Soviet period allows making conclusions about totalitarian implications in general, which have transformed and deformed interaction of people and has significantly influenced the understanding about child, family and parenting.

“Sovietized” interpretation of gender in public area

Gender topic is one of the popular research issues regarding the period of Soviet Power. The study of changes in gender construction and social status in the Soviet ideological system in the historical perspective is one of dimensions in the mentioned researches. Although the gender question was officially masked by the slogan of so called “Soviet equality”, it is still especially topical when the problematic of that time is discussed.

It has to be stressed that the discourse contains contrasts, dual views and falsification of reality in all spheres of social life. Although in the ideological aspect the reorganization of gender relations and family model have been declared the main aims, patriarchal traditions are still characteristic of the soviet gender system. Despite the slogans of equality they have still partially remained until today.

One of the main tasks were reformation of interrelation of man and women, women's participation in paid employment and “the voluntary enforcement” of Soviet citizens to become equal in private and public sphere in general (Iljina, 1971). These were progressive ideas in theory, but became an absurd in practice. Ideological standards were set to determine desideratum image of the man and woman in society. There were new norms and understanding about gender typical and appropriate behaviour, social status and role models created in the context of the rule of the Soviet dictate.

The construction of woman-mother's public and private image reveals an antagonistic view. A woman, who was equally employed in a paid job, was still considered to be primarily responsible for children's upbringing, which could be explained with a “naturally” higher level of pedagogical competence than that of a man. Such a situation discriminated women in fact, in spite of propagated gender revolution. A specific, the so called “can do everything” type of woman/mother had been created, which monopolized woman's position in family life. The conviction that women can “easily” and “naturally” merge the sphere of family and work increased. (Zelče, 2003) In spite of propagated

conviction media discourse reveals two types of women: the one is attributed to work life and the other is self-denying and exemplary mother. (Seļezņovs, 1978) It was quite difficult, but also beneficial for man to accept that kind of situation, but looking deeply it actually mostly kept the existing positions unchanged for men. Main leaders in the political arena and authorities in other public spheres were still basically men. Leaders as well as soviet citizens were glorified all over (Ārente, 2000; Kaprāns, 2012). It created the discourse of hyperbolization in which women were portrayed as perfect housewives and workers as well and men – perfect leaders, colleagues and supporters to Soviet women. Soviet Relationship between both genders is characterized as harmonic and respectful (Studente, 1982). “The new Soviet world” should be as a mechanism of a clock, which works “accurately”, because every detail takes its place. That enlightens the official and imaginary public level, but doesn’t not uncover the practical area, which surcharge women, but lobby certain men privileges like unequal segregation and prestige in the sector of employment.

Family in the Soviet discourse

The other realistic side of the public imitation of the „progressive emancipation” was seen in family.

A quotation from a manual for senior high-school students „Family” gives a brilliant description of a Soviet family. In the stage of a developed socialism, the Communist Party considers family to be the „basic cell”, i.e., a micro model, that in it’s daily life is subjected to the implementation of socially responsible tasks and activities – the members of which not only live together and manage the household, but are also responsible for social production, renewal of it’s quantitative and qualitative contents, and active and correct upbringing of the new members of the socialist society (Studente, 1982).

Soviet message was declared in the form of slogans in all social spheres, but one of the first-string pathos was especially devoted to the institute of family. It was saturated with high morality standards in rhetoric, but uncovered the substitution of humaneness, tendencies of equality, provision of well-being with categorical and unconditional dictatorship in practice. Family had to be perfect, because it was universalized and set as a symbol of nation unity. Every smallest Soviet unit was considered to be the part of a big “immortal” collective family (Miķelsons, 1964). Every individual family as “the basis of communistic upbringing” and the active agent of discourse was responsible for calling into being socialist ideals. The desideratum model of the family, the image of a man and women in society, mother`s and father`s roles in family was defined by the “codex of socialism” (Ļubļinska, 1967). Media narrative as well as pedagogical literature discovers a family as a separate platform of discourse, which describes it`s definition, meaning, functions and transformations in the dynamics of time. Family had to be `new-built`, different from the old one, denying all bourgeois features of

patriarchal society. The socialistic family consisted of married reproductive man and women, who were treated as equal and shared responsibilities of the household according to abilities. 'The Soviet family' was materially and morally assured collective, *“not a simple family, but excellent, organized, friendly collective, which is based on love and support of all it's members”* (Makarenko, 1952). It reveals the specific normative regulation of optimism as the hegemonic form of discourse. It was not allowable to confess that the perfect system has it's foibles. Everyone had to look happy, pleased and grateful. One of the eye-witnesses in his interview told that everything was polished and artificial in public, but there were lots of discrimination, gender and status different actions in the backstage. For the sake of appearances and trustworthiness there were some bad examples analyzed sometimes. It was done in order to show the bad illustration of the people who haven't implemented socialistic paradigm yet and to provoke fear of the eventual condemnation.

In accordance with the interviews with mothers and fathers telling about their childhood experience, family was not confined and autonomous at that time. In the name of propagated collective responsibility, everyone could express their opinion: neighbors as well as colleagues, and it actually turned into denunciation (Plakans, 2011).

Soviet ideology entered the family and influenced the relationship and upbringing of a child and even arrangement of it's room through the officially accepted literature on practical and pedagogical advice and through the few censored media – radio and TV that gave guidelines on the necessary roles, attitudes, furniture and toys advisable for the child's living space, as well as suitable taste and values to ensure the formation of ideologically „correct” views and mindsets.

Implemented totalitarian form of governance and socialistic ideology propagated alongside deformed people relationship, which was reflected in the life of the whole society and especially in family (Iljina, 1971).

Parenting as an agency of private discourse

The role of parents was difficult and multidimensional, because their task was to obey the ruling ideology and correspond properly to it's demands from the one side and to bring up children daily from the other side. The style and methods of child's upbringing was not the private choice of a family, but state guided and controlled collective activity that was directed to the formation of the identity of the „new type of man”. Upbringing of a politically loyal citizen conformable to communist ideals at a state level was started from the first days of child's life, but parents and teachers were responsible for the development of child's experience conforming to the ideological requirements (Makarenko, 1952). Analysis of parent's role in the family uncover them as a mediators between private and public spheres of life.

This discourse initiates the discussion about the ideal of upbringing and appropriate methods to accomplish. The Soviet pedagogy determines comprehensively and harmonically developed personality as an aim of an upbringing: a person who is ready for the work, defense of the Homeland and is loyal and able to integrate into collective and perform all social activities adequately (Zelmenis, 1978). The statement is meaningful in theory, but malformed in practice. Although the statements of Soviet upbringing had to be a powerful accelerator on the way to social well-being, the existing environment did not give any chance to fulfill these objectives. Desirable 'Soviet approach to parenting' was discussed widely, but contained contradictive discourses. In order to educate children as conscientious and hard-working builders of communism, parents had to destroy and fight against bourgeois features, which preached the authoritarian style of parenting as the best. However the description of 'the Soviet approach to parenting' included limited and marginal facilities of choice and freedom, which actually described the same authoritarian style. Still like in the Interwar period, the family relations were constructed considering the standards of patriarchal society and the family model corresponded to the traditional. There was a choice offered from appropriate and considered to be right things only. Strict order and regime were determined as methods of upbringing and discipline was set as a mandatory result of the qualitatively realized process (Zelmenis, 1978; Makarenko, 1952). Obedience was regarded as "hidden" but ultimate target overall. A special significance was attributed to labour education. It was related to the level of culture and values orientation (Studente, 1982). It was considered that education and upbringing through work was the best instrument to reach the standards of perfectionism. Parents were still the main people who took responsibility to control the accomplishment of objectives, which is why they have to comply certain standards to be the best for the job of socialistic upbringing. As well as the result of upbringing – parents had to be perfect (Iljina, 1971).

All these doctrines actually uncovered the public and private level, which were very antagonistic and disclosed the practice of hypocrisy. The real situation is explored in parent's interviews, which show that the daily family life did not match the hyperbolized demands.

Obvious contradictions were represented in gender issues both public and private area. Propagated gender equality was not reflected in family. Women types described in previous subchapters prompt to think that women is portrayed as irreplaceable, which monopolized woman's position in family life, thus in fact excluding father from participation in children's care and upbringing, as well as actualizing devaluation of father/man's authority in the private sphere – family. The ideological double-sided man/father's archetype also highlighted patterns of masculinity typical of the period of Soviet Power. On the one hand, the necessity for greater inclusion according to the ideal of involved and careful father as represented by political leaders was postulated in the form of slogans.

However, on the other hand, the view was propagated that no one could substitute mother in children's upbringing thus making a conclusion, that there was no necessity for making "excessively" high demands to father. The Soviet period created a definite name, as well as the type of masculinity with corresponding contextual meaning – "soviet father" prescribing that a man was mainly responsible for fulfilling economic commitment to his wife and children, but in fact not participating in the real process of child's upbringing or retaining a distant position (Avotiņš, 1967). Thus the tradition about the division of roles in the family existing already for centuries had in fact been continued.

In the period of Soviet Power the typology of fathers also represents the correlation between the real and imaginary highlighting two types of fathers. In the official discourse father is identified as 'the representative of patriarchal power in family', which relates to the patriarchal archetype of the Interwar period. In its turn the socio-cultural situation of that time initiated the development of a new type of father – 'assistant who has lost his authority' representing the real dimension. Mother was considered naturally more competent in child's upbringing therefore father's involvement was almost unimportant. On the one hand man in the family was discriminated, but on the other hand in fact his irresponsibility was purposefully facilitated, which to some extent was also "convenient" for father.

Parents had to become gender equal overnight, but that was obviously utopian idea.

Functions of parents also complicated their desire to protect children from the influence of the political ideology. One of mothers says that everything has to be done secretly. It was difficult for an adult person to hide it, but it was almost impossible to teach a child how to counterfeit – not telling what was happening or discussed at home.

Memories of respondents about their child rooms also do not testify about the soviet life style that was glorified by the official media but they told about the daily life that revealed the real soviet situation. The interviews confirm that the Soviet regime was not accepted in reality, the families just tried to adapt to the demands set by the requirements of the official ideology. One of respondents remembers: *"I had composed a poem about Lenin, and I climbed on the table to recite it. And could not understand why my mother was not exactly happy about it."* Other respondent claims that from the first day of his life he had lived in the independent Latvia: *„My grandfather was a passionate patriot of the independent Latvia, as well as all the relatives. We didn't have any Soviet ideology at home at all."* Parents did not talk to their children about Soviet ideology, but indicated what they should and should not talk publicly. For instance, parents listened secretly, under blanket, radio *Luxemburg* or *Voice of America*, or celebrated the officially banned Christmas or Easter on the sly, but children knew that they were not allowed to talk about it at school or kindergarten.

The same relates to the non-existence of private property and class free society. In reality the deficit or „blata” system worked, which was used by the parents that had important and privileged jobs, and who could provide their children with better living conditions. Female respondent tells how she and her sister were going to the shop to buy a deficit or „blata” doll – *“my uncle was a Soviet officer, and he had the privileges to buy goods that other people couldn’t get.”* Other respondent reveals the restricted possibilities to buy food: *„we were not allowed to eat anything without permission. In Soviet times you could not simply go to the fridge and have what you found there, because one could not just go to the shop and buy anything he wanted.”*

Only one respondent could not remember that she had shortage of anything under the Soviet rule – neither food, clothing nor information, and this just testifies to the special status of her family in Soviet hierarchy and inequality in general.

Social transformations of the child`s image

Dual view was also reflected in the discourse of child`s image. It had to fulfil the dream about “the happy Soviet childhood” from the one hand, but, what is more important: children had to be `comfortable` and controllable on the other hand. Political leaders who sacredly believed in the idea of socialism saw the future in children. This is why the main objective of upbringing was obedience. Pedagogical literature and media narrative represents child`s well-being. But it was considered that polite, obedient, virtuous, responsible and successful child could not be unhappy, because he has all the “potential” given by socialism. That was also a matter of prestige – Soviet Union wanted to be proud of it`s children. All the achievement accomplished was in the praise of political leaders and fatherland. Delegation of autonomy was treated to be a threat of becoming an egoist and promotion of consumer society. A child was viewed more like resource and less than objective and personality.

Conclusions

A holistic statement which generally concludes the opinion about the heritage of the Soviet power influencing society, family and individual refers to a mighty falsification in all levels. The actual discourse in family life and parenting include contrasts and dual views to reality in all social spheres of life.

The aim of the Soviet ideologists was to reduce the privacy as well as that of the family, however in reality it was exactly the place where people in Soviet Latvia tried to escape the pressure of Soviet ideology – things that they could not express and show in public space found their expression in the private space – their homes. Thus achieving exactly the opposite to the intentions of the Soviet power – private space became the oasis of escape not the instrument of Soviet ideology.

Contrary to the propagated statement, that a “strong” family is one of the most important values in the Soviet Union, in many spheres the political power degraded the significance and even disarmed family in fact.

The fact that traditional concepts are still deeply rooted in the historical experience of the society explains why in the society of Latvia man’s social and gender identity is formed by the status of a person who has to provide for the family whereas woman has been delegated with the role of taking care of home and looking after children. Such conceptions have developed historically in the course of years retaining the usual practice and cultivating opinions about roles, occupation and physical characteristics typical of the gender.

Many of stereotypes cultivated in the period of Soviet power are still present. Even nowadays stereotypes of society reveal the generally accepted activities, ways of behavior and models of thinking. Having analyzed the results of studies carried out in Latvia, it is possible to conclude that the public opinion is still influenced by typical and normative stereotypes – views that are based on prejudices and suppositions about qualities typical of men and women and their “appropriate” behavior.

Latvia faces the problem that stereotyping effects the style of upbringing and parenting even nowadays. The main reason is that conceptions are predominantly the result of automatic adoption of opinion and production of prejudices, which are not rooted in personal understanding, but are based on simplified, standardized perception and uncritical judgments. Such conceptions have a tendency to be stable and hard to change. It can be clearly related to the approaches of parenting, conceptions about ideals of upbringing and ways of achieving that.

Both researches show that despite of the transformative tendencies became topical during the recovery and strengthening of the independence of the statehood of Latvia especially in the framework of processes concerning accession to the Europe, it is still very difficult to disregard the heritage of the Soviet past fully.

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THE QUALITY OF LIFE IN PERSONS WITH BEHAVIOURAL PROBLEMS IN PROFESSIONAL INSTITUTES IN THE CZECH REPUBLIC

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Abstract. *The objective of the article is to make the reader acquainted with the quality of life in persons with behavioural impairment in professional institutes in the Czech Republic. The first part of the text aims at describing individual institutes, and the second part presents the research conducted in facilities of subsequent care for people with behavioural problems. The system of facilities for the monitored target group is rather extensive. Such facilities are regarded from various perspectives and points of view. The monitored institutes are divided in terms of the age of their clients, the scale of the problems, the services provided, etc. Also, the knowledge of valid legislation plays an important role. The following text intends to divide the target facilities based on specific criteria – which will improve orientation (at first sight) in the complicated and disorganised portfolio of institutes. It is beyond the capacity of this paper to enumerate all institutes dealing in the prevention, intervention, therapy and re-socialization of persons with problems relating to behaviour, thinking, emotions, etc. The text adverts to the most significant institutes and introduces their activities in the form of practical examples (casuistry). The paper follows, above all, the current legislation and practice. The presented research focuses on describing the quality of life in persons under the programmes of subsequent care. The reason for selecting this type of institute is the fact that the participants of subsequent care programmes have experience with stays even in other types of monitored facilities.*

Key words: *quality of life, persons with behavioural problems, professional institutes, after care*

Introduction

Before engage in presenting the research results, let us outline the network of facilities participating in the care of persons with behavioural problems. The description of these institutes is, for better understanding, accomplished with practical casuistry.

Classification of individual facilities

The system and organization of the facilities for persons with behavioural problems in the Czech Republic shall be examined at various levels.

The first one is classification *according to age*:

- Facilities for children and youth
- Facilities for adults

Classification according to the needs of *children and youth* results in the following list:

- Facilities for children at psycho-social risks,
- Facilities for children with behavioural problems who were not ordered institutional education or protective education,
- Facilities for children under institutional and protective education,

- Facilities of subsequent care.

Within professional facilities for *adult persons*, we recognize the following:

- Facilities for people before, during or after execution of punishment,
- Facilities for people at risk of poverty,
- Facilities for people with addiction,
- Facilities for victims of criminal acts.

Monitoring of individual facilities from the point of view of their major activities is also important and we distinguish, among others:

- consulting facilities,
- educational facilities,
- re-socializing facilities,
- therapeutic facilities,
- low-threshold facilities,
- free-time facilities.

Further, the facilities can be divided by their primary governing body, relevant legislation and method of administration and financing. This classification is, however, not of key importance for the needs of this paper.

Further specification of facilities for children and youth

Children and youth with behavioural problems with institutional and protective education are educated in the following institutes:

- Diagnostic Institute,
- Children's Home,
- Children's Home with a School,
- Educational Institute.

Diagnostic Institute

According to the law, this facility accepts children based on the decision of the court on mandatory institutional education, children with interlocutory judgement ordered by the court, in exceptional instances also children based on parents' request and children on the run. A Diagnostic Institute has its defined jurisdiction – territory of operation - assigned by the Ministry. On the grounds of complex special-needs, psychological and social examination, children are further allocated to appropriate Children's Homes or Educational Institutes. In case of sending a child to alternative educational care, the Diagnostic Institute puts forward a proposal of an individual education plan, the so-called "**personality development programme**". The Diagnostic Institute also maintains records of all children allocated to, and under the responsibility of, other facilities and keeps track of vacancies in individual institutes. The institute itself is internally divided into workplaces of diagnostics, education, social work

and detention. The fundamental organizational unit of a Diagnostic Institute is the educational group.

The key tasks of a Diagnostic Institute in compliance with the law are:

- child's diagnostics – consists of examining a child by means of pedagogical, psychological and psychiatric tools;
- education – ascertaining the level of achieved knowledge and skills of a child, with respect to his/her age, and the individual prerequisites and capabilities, and defining the specific education needs;
- therapeutic activities – oriented towards remedying disorders in social relationships and in the behaviour of a child;
- organizational activities – allocating children, cooperating with the body of socio-legal protection of children;
- educational and social activities – relating to the child's personality, his/her family situation and socio-legal protection;
- coordinating activities – unifying the processes of other facilities within the territory of the Diagnostic Institute, synergy with state administration bodies and other persons involved in children's care.

(paragraph two, article 5 Act No. 109/2002 of Coll.)

Casuistry

Boy (14 years). His family is under the supervision of a body of socio-legal protection of children. In the past, the parents have not been able to ensure proper upbringing for their children. For this reason, both older siblings of the boy were ordered institutional education and placed in a Children's Home. The boy often runs away from home, has a high number of not-accounted-for absences from school. Several times, he was investigated for minor thefts. The boy ended up in a Diagnostic Institute (DI), initially as a preliminary measure. During his stay in DI, the boy is ordered to undergo institutional education. The primary task of the DI is to decide whether he will be placed in a Children's Home with his siblings or to a Children's Home with School. In favour of placing him in a Children's Home is the presence of his siblings, but his aggressive behaviour plays against it. The following decision of the DI depends on a complex set of diagnostics consisting of: reports of a psychologist, special-needs teacher – ethopedic, and reports of the educational group and of the teachers. Consequent to a team discussion, it is decided that the episodes of the boy's behaviour are severe to such a degree that they do not allow for his stay in a Children's Home.

Children's Home

A Children's Home is a co-ed facility, which accepts physically and mentally healthy children without major behavioural disorders and children who were ordered institutional education by the court. The Home fulfils, above all, the tasks of upbringing, education and social relations. In Children's Homes, it is allowed to establish minimum 2 and maximum 6 family groups. The basic organizational unit is a co-ed family group of children of usually various ages and sexes. One family group houses between 6 and 8 children. A suitable Home

for a child is selected in consideration of the distance to a pre-school, standard or special school, training or secondary school (depending on the age of the child). The stay of a child terminates with reaching maturity or at the age of 19 in case of official prolongation of the institutional education. Based on agreement between the adult client and Home, the departure may be postponed up to the age of 26 years under the condition of continual preparation for future profession.

Casuistry

Two siblings (boy -7 years, girl - 12 years). Parents neglect their upbringing. Both parents are strongly addicted to alcohol. Based on children's testimonies, parents come home late at night, sometimes they bring their friends. As they live in a one-room flat, children cannot sleep. That is why they often fail to attend school. Thanks to intervention by an employee of a body of socio-legal protection of children, the siblings were sent to a Diagnostic Institute. During their stay there, the court was considering institutional education. The court decided, among others, on the grounds of testimonies by the children, their parents, OSPOD (body of socio-legal protection of children) employees, psychological examination, the report of the DI and the report of an authorized expert in psychology. Based on the assembled materials, the court imposed institutional education on both children. Consequently, they were both placed in a Children's Home.

Children's Home with a School

This labelling replaced the former Children's Educational Institute. According to § 13 of Act No. 109/2002 of Coll., the purpose of a Children's Home with a School is to provide care to children on whom institutional education was imposed in case they have severe behavioural disorders or in case they require educational-therapeutic care due to their temporary or lasting mental disorders. Also, such Homes care for children with ordered protective education or for mothers who have severe behavioural disorders or who, due to their temporary or lasting mental disorder, require educational-therapeutic care for their children. These children are educated in a school, which is part of the Children's Home. Children placed in these facilities are usually between 6 years of age and the end of obligatory school attendance. In case that during the obligatory school attendance the reasons for placing the child in a school at a Children's Home with a School lapse, the child can be, based on a referral of the Home's headmaster, relocated to a standard school outside the Children's Home. The basic organizational unit of such a Home is a family group of minimum 5 and maximum 8 children. In case that a child cannot, after termination of school attendance, be educated at a secondary school outside the facility due to continuing severe behavioural disorders and does not conclude an employment contract, the child is then allocated to an Educational Institute.

Educational Institute

Institutional education of children between 15 and 18 years with severe behavioural disorders or with imposed protective education is provided by Educational Institutes, which are established separately for children with imposed institutional care or protective care, or also for under-age mothers with imposed institutional care or protective care and their children or for children requiring educational-therapeutic care. Based on Act No. 109/2002 of Coll., a child above 12 years of age can also be placed in an Educational Institute in case of imposed protective care where his/her behaviour shows such significant problems that the child cannot be placed in a Children's Home with School. The core activity of the Educational Institute is preparation for future profession. Such facility is provided with primary or special school, in certain cases a secondary school can be established as well.

Casuistry

Boy (16 years). The boy has been located to a Children's Home since the age of 6 years. Approximately since the age of 12, he has been showing certain occasional aggression towards other children. After terminating primary school, he entered a training school where his behavioural problems began to escalate and the school sent several complaints. Within the Children's Home, the boy became an aggressor and initiator of bullying. For these reasons and with the purpose of diagnosing his problems, the boy was sent to a Diagnostic Institute (such a stay was supposed to have preventive-exemplary character). After examination, the boy was sent back to the Children's Home; his behaviour, however, did not improve. After repeated diagnostics, he was allocated to an Educational Institute.

Further specification of facilities for adults

This paper does not have the capacity to introduce all facilities for adults, which are enumerated in the first part of the text. That is why we only decided for Halfway Houses and After-treatment Programmes. The reason for our selection is that the below-stated research was conducted in these facilities and also the fact that their clients are, in most cases, former clients of facilities for children and youth.

Facility of subsequent care – after-treatment programmes

Subsequent care or after-treatment programmes follow treatment of various addictions in mental hospital, therapeutic community or a specialised department in a prison. The clients of these programmes are often persons with disturbed psycho-social development. They are frequently people who underwent institutional education, people with criminal history, problems with aggression or with personality disorders where withdrawal from one's addictive substance discloses therapeutic potential and the true cause of the addictive behaviour. The purpose of such subsequent care is to maintain the changes that

were facilitated in a client during the treatment or, in some instances, spontaneously or after previous interventions (Kalina, 2003).

In the recent 10 to 15 years, subsequent care has been provided by after-treatment centres that offer a wide portfolio of services. Based on the concept of the Ministry of Labour and Social Affairs, subsequent care is, from the point of view of the overall effectiveness of addiction treatment, one of the most significant factors. In European countries, the transition of a client from treatment to subsequent care is regarded as the crucial moment of the entire therapy. This experience is identical with the practical providers of services for non-alcohol drugs operating in the Czech Republic. Ensuring sufficient capacity in the programmes of subsequent care in order to comply with the specific needs of clients and to logically enclose the chain of existing services is thus absolutely essential.

When handing over clients to programmes of subsequent care, continuity of the therapeutic effect should not be interrupted or disrupted and that is why it is highly desirable that the subsequent treatment centres communicate well and efficiently with the programmes and institutes from which they accept their clients. In an ideal case, a client should have the chance to contact the selected programme of subsequent care even before terminating the primary treatment. Likewise, the subsequent care team should be informed on the basic principles of the treatment programme which their future client underwent. A momentous aspect of the entire treatment process is then the recessing intensity of the client's support within subsequent care. In this way, a client has the chance to fully assume responsibility for his/her own life. What often happens in real life is that individual communities and mental hospitals inform their clients on the principles of after-treatment already in the course of the treatment and further on, they cooperate, on long-term basis, with the after-treatment centres.

Casuistry

Woman (24 years), addicted to Methamphetamine (Pervitin). She began to use Pervitin when she was 16 years old. At the age of 18, after a series of ineffective interventions on the part of her parents, she was deprived of a permanent address and started sharing a flat with other drug-addicts. At that time, she was in touch with street-workers from the K-centre and used them for changing the needles. At 20, the addiction culminated in health problems resulting in an attack of toxic psychosis. The woman was given a contact to a detoxification unit where she stayed for approximately two months. She was also given a contact to an ambulatory consultancy centre, which she occasionally visited. After some three months, she went back to Pervitin with renewed addiction leading to another hospitalization in a detoxification unit. Following the intervention of a psychologist, the woman understood the severity of her addiction and placed her application for enrolment in a therapeutic community where she stayed for almost a year. After this period of time, she was released. Because she had nowhere to go, she stayed overnight with her "good old friends", which lead to triggering her desire for drugs and resulted in yet another relapse and repetition of the treatment in the community. Only then the woman understood the

impossibility of returning to her former place of living and applied for a place in an after-treatment centre in a different town where she intends to start a new life.

Application part – Quality of after-treatment programmes in subsequent care (Michal Růžička, Kateřina Opavová, 2013)

Research objectives

The main objective of the research was driven by the question: What is the effectiveness of the after-treatment facilities in the eye of their clients? And in which fields after-treatment centres might improve their services so that the effectiveness is as high as possible?

Research methodology

We selected the questionnaire approach as a suitable research method. For the needs of this research, we created our own non-standardized questionnaire containing all types of questions, such as close-ended, half-close-ended, open-ended and scaled questions. The initial question searches for the source where the potential, current or former clients learnt about the existence of the after-treatment facility (question No. 1). Whether and how many times clients utilized the services of the after-treatment facility (questions No. 2 and 3) and which services provided there are, in their opinion, standard and which fall under above-the-standard category (question No. 4). Other questions refer to the individual services offered by the after-treatment facilities. Above all, the questionnaire aims at ascertaining the extent to which the individual services are important for the clients and the level of their satisfaction within their own personal priorities in a particular centre they visited (questions No. 6 and 7). Following questions are similar, only the investigation becomes deeper and focuses on the various parameters of the services provided (questions No. 8 and 9). The questionnaire also contains a set of questions concerning the client's own free time, the size of the place of living, the respective region, and education or profession (questions No. 12, 13, 14 and 15). The creation of the final version of the questionnaire was preceded by probe interviews with selected respondents of the research. Thanks to information gathered from the probe interviews, certain aspects of the questionnaire were accomplished; others were transformed or rephrased with the aim of better understanding. For reasons of limited capacity of the paper, it is not possible to present the questionnaire; it can be, however, forwarded to those interested.

Setting hypotheses

Hypotheses were set in such a way that it is possible, with their help, to describe the level of effectiveness of after-treatment facilities from the point of view of clients using their services.

H1: There is no statistically significant difference between the needs of clients and the offer of services of the particular subsequent care facility.

H2: Significance of parameters of services provided is comparable in clients without own experience with a subsequent care facility and in clients already visiting a particular facility.

Research group

The investigation attempts, by means of research methods, at answering the major question: What is the effectiveness of the subsequent care in after-treatment facilities in the eyes of their clients? The research group consists, logically, of clients of subsequent care in after-treatment facilities selected from current as well as former and future clients.

The research group comprised of men (N45) above 45 years of age, currently using the services of an after-treatment facility, men who used such services in the past but not anymore, or, on the other hand, men who are only considering using such a facility in future. Another common denominator of the monitored group is the fact that they are all men using the services of various after-treatment facilities exclusively in the Moravskoslezsky and Ústecký regions of the Czech Republic. Both of these regions are characterized by a high level of social risks.

Evaluation of hypothesis H1

H1₀: There is no statistically significant difference between the needs of clients and the offer of services of the particular subsequent care facility.

H1_A: There is a statistically significant difference between the needs of clients and the offer of services of the particular subsequent care facility.

Tab. 1

Contingency table of frequency with calculation of chi-squares for the total number of 1080 responses by 45 respondents for hypothesis H1

	P Needs clients	of P Services offered	Σ
Non-existing/ important O	156	98	254
(P-O)	127	127	
(P-O)²	29	-29	
X²	841	841	
	6.623	6.623	
Important O	89	111	200
(P-O)	100	100	
(P-O)²	-11	11	
X²	121	121	
	1.21	1.21	

Tab. 1a

Contingency table of frequency with calculation of chi-squares for the total number of 1080 responses by 45 respondents for hypothesis H1 - continuation

More/ important O	extremely	295	331	626
(P-O)		313	313	
(P-O) ²		-18	18	
X ²		324	324	
Σ		1.036	1.036	
		540	540	

The critical value for the significance level 0.05 and 2nd degree of freedom $X^2_{(0.05)}(2)$ is 5.991. Calculated value of the test criterion X^2 is 17.738, i.e. it is valid: $X^2_{(0.05)}(2) < X^2$. It is obvious that the **zero hypothesis H1₀ is rejected.**

Evaluation of hypothesis H2

H2₀: Significance of parameters of services provided is comparable in clients without own experience with a subsequent care facility and in clients already visiting a particular facility.

H2_A: Significance of parameters of services provided is not comparable in clients without own experience with a subsequent care facility and in clients already visiting a particular facility.

Tab. 2

Contingency table of frequency with calculation of chi-squares for the total number of 1080 responses by 45 respondents for hypothesis H2

	P Significance of services provided	P Satisfaction in a particular after-treatment facility	Σ
Non-existing/ important O	less		180
(P-O)	100	80	
(P-O) ²	90	90	
X ²	10	-10	
	100	100	
Important O			423
(P-O)	171	252	
(P-O) ²	211.5	211.5	
X ²	-40.5	40.5	
	1640.25	1640.25	
More/ important O	extremely		927
(P-O)	494	433	
(P-O) ²	463.5	463.5	
X ²	30.5	-30.5	
	930.25	930.25	
Σ	765	765	

The critical value for the significance level 0.05 and 2nd degree of freedom $X^2_{(0.05)}(2)$ is 5.991. Calculated value of the test criterion X^2 is 21.752, i.e. it is valid: $X^2_{(0.05)}(2) < X^2$. It is obvious that the **zero hypothesis H_{20} is rejected**

Conclusion and discussion

The first hypothesis could not be accepted. The hypothesis H_1 states: there is no statistically significant difference between the needs of clients and the offer of services of the particular subsequent care facility. It can be deduced, from the ascertained results after comparing the needs of clients and the services offered by the after-treatment facility, the offer of services drops behind significantly. To a certain extent, we can accept the occurrence of coincidence or simple dissatisfaction with a single facility. Nevertheless, it is improbable, although not impossible, in such a high number of respondents.

The second hypothesis, comparing the significance of services provided between clients without own experience with an after-treatment facility and their regular clients, could not be accepted either. The results of the chi-squares unambiguously confirm that the evaluation of the significance of individual parameters of the services varies substantially in these two groups of respondents. In addition, the filled-in questionnaires indicate that higher significance of the service parameters was claimed by those clients who already have own experience with after-treatment facilities.

What conclusive standpoint did we arrive at in the question: What is the effectiveness of after-treatment facilities? First of all, we concluded that the notion “effectiveness” is very broad and almost impossible to grasp in certain aspects. The effectiveness of programmes of subsequent care and after-treatment facilities cannot be evaluated precisely and unambiguously. What will be regarded as effective by one client may not be effective for another client. The research indicated certain directions to follow when searching the answer to the given question. It also showed certain stumbling blocks and weaknesses that can be shared by after-treatment facilities. Undoubtedly, the presented research is not sufficient for answering the posed question. To be capable of answering this question responsibly, international studies under the framework of a research of much wider character would be required.

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THE DESTRUCTIVE WORK OF THE FIGURE OF "THANATHOFORO"⁴ AND ITS INVOLVEMENT IN THE COLLAPSE OF THE INSTITUTIONAL HOLDER: THE LOOK OF A PEDAGOGICAL SUPERVISION WITHIN A COMMUNITY FOR CHILDREN

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I have now worked for almost three years as pedagogical consultant and supervisor within a service where relationships were characterized by a high rate of suffering. If at first the explicit question I was asked referred to having to take care of the dysfunctions of the communication processes within the team, I realized afterwards that the level of unease was linked not just to a first level, that of communicative interactions, but also to a sharper, pervasive and imperceptible level, linked to the phenomena related by Bleger to the "area of the syncretic sociability" (Bleger, 1967).

These phenomena concern: "the primary mental processes in which each of those we consider as being isolated, from a naturalistic point of view, is in a state of fusion or indiscrimination." This level can also be seen in the mental life of the groups, including those sharing the same duty, and it's very intense. On a first level, a group communicates on the base of conscious interactions, while on a second level it works according to a syncretic model that assures stability and affiliation, but develops divisions. Primitive elements circulated in the "institutional field" (Correale, 1991) producing a relational atmosphere characterized by a strongly destructive element expressed by states of emotional impermeability, distrust, cynicism, intolerance toward every form of change, ideological rigidity.

The residential institutes like the community for children here described, are particularly subject to this drift, for the educators develop a strong tendency to personally invest in their work and struggle to mark clear borders between personal and professional life; these are educational places inhabited by a *family* mentality. Even if these communities are like families only on a "fictional" level, these places experience deep contaminations with diffused life; the inhabitants' different cultures mix, and so do their personal histories and the emotional bonds within the team and between the children with their transferal and counter-transferal experience. This complex relational field contributes to form that unique and original patrimony that every community elaborates in times, but it also exposes it to the risk of a communication based on self-referentiality and pathological drifts. The institutional and organizational dimension centered on the roles and positions of power, is contaminated by a more intangible level in

⁴ Diet, E. (1988). *Il Thanatoforo. Lavoro della morte e distruttività nelle istituzioni* in A. A.V.V., trad.it., *Sofferenza e psicopatologia dei legami istituzionali*, Borla, Roma, 1991, p. 125

which large portions of primitive emotions circulate, making the life of operators and children extremely complex and tiring (Ulivieri Stiozzi, 2012).

In one of his interesting work, the psychoanalyst Diet (1988) goes deep into the topic of institutional suffering from a perspective that focuses on the articulation between the individual dimension and the institutional dimension. The author says: "within real groups and within organizations, suffering sharply questions the articulation between the intra-psychic, the inter-subjective and the trans-subjective."⁵ The author identifies in the figure of *thanathoforo* a function, expressed by one or more individuals, capable of diverting the institution towards destructive, deadly drifts.

I would like to shortly describe the scenario of this community for foreign minors, who entered our Country as illegal immigrants and ended up trying to be part of a life and working experience in the community; I am going to go through a few particular moments concerning my professional experience in this service, starting with the first meeting we had, then eventually I will discuss upon this articulation between intra-psychic, inter-subjective and trans-subjective, through the figure of *thanathoforo*.

One day, I received a phone call from a person who introduced herself as the coordinator of an educational service located in a big city of northern Italy. She summed up the reason for calling for consultancy: the operators were experiencing an extremely deep sense of unease concerning both their mutual relationship and the relationship between coordinators and their director. According to the coordinator, the educators were taking conflictual positions within the team that could not be handled, and the same was happening between the coordinators and the director.

She told me she was calling on behalf of the director, for he needed help to understand the reason of this diffused sense of frustration. He was willing to pay for consultancy, "the sooner the better". The coordinator also told me that it was a urgent matter because more than anyone else, the guests were being negatively affected by this malfunctioning. At my arrival on the day established, I was taken by a guest to see the director and coordinator. Then we all moved to the meeting room, as the director started to tell us about the history of the service: he pointed out the early days and his intention to recover the service from the previous administration's failure, caused by a group of educators that he describes as being "an excellent trio, full of ideas and passion." He also said that he use to work for a company and eventually he developed strong managerial skills.

He was very passionate when he had to describe the relationship within that first group of pioneers, stating that the group was very much close and just a look in the eyes was enough for them to share decisions. He also told me that this "state of grace" lasted for the whole first period of foundation of the service. His

ivi, p. 125.

memories were veiled with regret: problems, said the director, started about three years later, when the evolution of the educational project required the opening of two new services and to recruit new educators.

As the consultant asked which were these problems, the director explained that these were most of all organizational problems, due to the need to adopt new rules, new roles and duties positioning, following the recruitment of new staff.

He recalled how dissatisfaction spread and led the group to start complaining and claiming: many educators started to ask for wage increase, complaining about the educational job being too hard. He also remembered how budget cuts put him in an ever restrictive position and that exasperated the conflicts. The coordinator remained silent. While I was listening to him, my attention got caught by a drawing on the blackboard of the meeting room.

The director noticed it and changed subject; he started telling us that, besides the administration, he was also in charge of the general education project of the service and the operators' training, which was something he had to give up on for the operators refused his authority, which to him was a clear sign of how “sick the service was”.

Then he pointed out the drawing on the board, a result of a formative work done by his team: a few sketches, images of war where the three professional teams were represented by a bomb, a submarine and a tank.

The director, I finally understood, had a kind of *narcissistic* leadership and his collaborators were welcome only to the point where they accepted his work; as for him, because of this pathological aspect of his personality, he didn't understand that it was impossible to be in charge of the administration office and at the same time, of the operators' training. By caring only for his needs and not his collaborators, we was sensing all those who were not on his side as being enemies, and the drawing on the board highlighted the state of civil war that was taking place within the service.

After a couple of months I met M., a young educator who had worked for this service and happened to participate to the groups of supervision I was in charge of. He had entered the community when the service was still small, run by only one team, with a few educators and children. The moment M. entered the group, he was captured by this wave of harmony in the first phase, and for some time he took active part to all this, sharing a friendly relationship with the other educators and the director, even outside work. After a few months, the service started to expand, new children entered the community, therefore a more appropriate organization service was needed.

In this phase of enthusiasm and transformation, together with a young colleague just recruited, M. proposed a lab activity for the guests, based on reading newspapers, with the aim of promoting better knowledge of the Italian culture amongst the foreign children.

The activity got started but, after a few sessions, suddenly suspended, following a disciplinary action taken by the director, and the two educators transferred to a

new team that was being formed. The reason for the disciplinary action remained unknown for quite a while; only a few months later it was revealed that the lab activity had been seen by the head office as a mean through which sponsoring a specific political party by reading certain newspapers instead of others.

From that moment on, M. became the leader of a silent, anti-institutional rebellion that gathered several followers and led to a first breach in the team, between those who were supporting the director and those who took side with his two "rivals".

Diet explains that the *thanathoforo* is an individual who offers his/her personal problems to the institutional apparatus to attack its “living elements” of thought and transformation; we are dealing with a strong, charismatic personality that, by bringing the attention on the destructive capacity of its subject, seduces and paralyzes the group of which it is part, it immobilizes the internal dynamism and forces it to stop and surrender to any attempt of crossing and overcoming the psychic experience in progress. The *thanathoforo* produces an effect of bombing on the mental level of a group, that erases any form of life and creates an effect of distressing impotence and impossibility to react. This attitude was used by M. in the groups of supervision that were destabilized and impoverished by his action. He continuously projected his hostility on the head office and manipulated the group to gather allies upon his experience of "*politically persecuted person*". Nevertheless, he never thought about discussing the matter and his reasons with the director in a face-to-face meeting, nor ever considered to leave and look for another employment.

He was acting as a persecuted-persecutor who, during the supervision sessions, crystallized his relationship with the group upon a sadomasochistic register. He use to either attack every thought that was suggesting a change, or play the role of institutional *scapegoat*; his job was to informally discredit the director and keep on fueling a silent climate of war where everyone was vigilant for the enemy was everywhere, and who was an ally could have turned into an enemy from one day to another.

Diet explains that this figure does not represent much just one individual, but instead a “containing function”,⁶ capable of moving from one individual to the other within the same institution and aims at nipping in the bud any possible change. His action was directed to destroy the bonds, to discredit hostile people and build up a state of uncertainty, precariousness and unbalance within the group, in which fears could be cultivated and cleverly exploited and manipulated.

Diet also explains that the personal pathology of the *thanathoforo* can be read, in kleinian terms, as overloaded with envy and subject to the impossibility to access gratitude (Klein, 1957).

² Neri, C. (2004), *Gruppo*, Borla, Roma, p. 15.

We are dealing with individuals who accept relationships with the others only based on power, failing to take into accounts the limits imposed by the institutional life to its members and the sacrifice of the individual needs. The *thanathoforo* is obsessed with power and attacks whoever holds it. Power became in time the institutional problem: everyone felt threatened and started to attack one another for they were fearing each other; the teams were “basic assumption” groups (Bion, 1961) that, for their own sake, stopped looking after the children, for they were too busy discussing their relationship without solving them.

Diet explains that the *thanathoforo* reveals itself only in a context that evokes and calls in its personal pathology; its destructive action reveals itself and takes root under the following conditions:

- an individual or a group of individuals, with pathological structure of personality;
- a group experiencing a condition of difficulty, crisis or transition;
- an organizational and institutional apparatus that is either too miserable or too rigid, that is not fully performing its duty of "holding" (as for example: a leader who doesn't recognize and protect sufficiently the rights of his/her employees, etc...)

Starting with the perspective suggested by Diet, let's analyze the conditions that enabled the thanatophoric function within the service:

- by taking part to the phase of group illusion (Neri, 2004) of the community, M. shares all the experiences that come with this condition, which causes a high rate of emotional effort, as he idealizes both the service and the group that found it;
- by suggesting to run the lab, this fantasy becomes active, as this directs significant portions of the identity of the two educators, who sense the positive requirements to express experiences and values of their history of formation, which makes them active part within the setting of the lab;
- all of a sudden, the punishment materializes, out of the blue, right when the group is trying to settle for a clearer assignment and is providing itself with a formal organizational structure; this sudden, rough passage comes to interrupt an intense imaginary game, in which utopian aspects of the personal life of the two educators were conveying alongside the utopian experience that was still characterizing the first phase of the community;

*The banishment from the group has the meaning of a **professional trauma**, felt as "a disavowal and a persecution that cancel the work of elaboration"⁷; moving into a new group is not perceived as a punishment only by the two operators, but also by the team, which feels like being unfit to hire people who are seen by the head office as unreliable.*

³ Diet, E. (1988), *op cit*, p.129.

Having failed to be appreciated by the head office, the group is destabilized and regresses. The individuals of the group experience a deep sense of abandonment and nonentity that enables the figure of the *thanathoforo* which, from that moment on, will engage a punitive mission directed to the head office and the group itself, from which was banned and wasn't sufficiently protected.

Basically, according to Diet, this individual, following these traumatic banishment and punishment, came under attack, the integrity of his *Itself* was threatened, as he was exposed to the risk of a personal breakdown. Such risk can be avoided thanks to the process of projective identification. The destructive elements move to the guilty party (the head office and the group) and the individual becomes the spokesperson of a counter-culture that takes the form of a real anti-ideology.

What consequences do an institution and a group experiencing the function of *thanathoforo* "have to face? Diet wrote:

He has cut all ties. By contemptuously receding, the *thanathoforo* breaks the group associative chain: he is the obstacle that interrupts the associative flow, the abyss that inhales the emotional waves, the switch that cut the energy to the thought.⁸

His pervasive, subtle work is done against everything and everyone; the *thanathoforo* manipulates the institutional reality and brings up its layer of immobility:

By using the mistakes done by some, the weaknesses of others, their transgressions and irregularities, the dysfunctions and contradictions observed within the institution, he radically jeopardized the legitimacy of the psychic and socio-cultural organization.⁹

It's like his work would always affect the leaks, the incongruities, the twists of the system, to finally bring to light, always and anyhow, the dark side of the institution and therefore make impossible to achieve any transformation. So M. embodied the terrible, deadly ban that can be synthesized with the expression: "it is not possible to dream!"¹⁰ He became paladin of a cynical realism and a nihilism that was working against any possible change.

Together with the ideology, I – the supervisor - was the target of his attack, being the representative of the maintenance and valorization of the affective and cultural patrimony of the community.

Then eventually I realized that the director and M. were the two twin figures connected by the unconscious intention of destroying the institutional holder. The director would have rather had the current service collapsing than having to recover from the loss of the original service; he was unable to forget the dream phase of the foundation, therefore he enjoyed, with sadism, that sense of unease

⁴ Ivi, p.137.

⁵ Ivi, p.139.

¹⁰ Ivi, p.150.

experienced by the educators and the guests; by attracting, one by one, all members of the group and seducing them with confidences, by discrediting the others, using narcissistic complicity, both of them were tearing the group apart and preventing the work of elaborating the experience. Despite the illusory antagonism, they were fighting the same war against the service and the possibility there could have been space to rebuild the bonds and the function of the thought. All this was making impossible to have a communication based on recognition and sharing, therefore any educational intent was deflagrating.

The minors, abandoned to this flow of unhealthy communication, were suffering from this cultural abuse, lack of distance and respect. Leaving was the only way I had to highlight my disapproval of this violent culture, my deep sense of indignation for the lack of any interest in the suffering of these children.

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REGULATION OF THE RIGHTS OF CHILDREN IN OUT-OF-HOME CARE BY TRUSTEE IN LATVIAN AND INTERNATIONAL POLITICS

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Abstract. *This article provides an analysis of the way in which the Latvian regulatory framework in force determines the fulfilment of the needs of the child in out-of-home care by trustee and stability. This analysis indicates that in Latvian legislation the concept of “interests of the child” has not been clearly stated, in this regard, the Latvian legislation provides information of the rights of the child and the fulfilment of his physical needs. The concept of trustee and the existence of the concept is not mentioned. In contrast, international declarations and conventions on the topic of the protection of the rights of the child are much more humanitarian; in those documents, love and understanding from adults are acknowledged as the primary components in the harmonious development of the personality of the child.*

Keywords: *out-of-home care, trustee, rights of children, regulatory framework, interests of the child.*

Introduction

In order to achieve full and harmonious development of the child, loving parents and family-oriented environment are required. In some cases, however, the biological family can hinder the development of the child. In such cases, it is the responsibility of Orphans' Court to act and provide out-of-home care to the child.

Out-of-home care for the child – care that is provided by a guardian, foster family or child care institutions to orphans or children deprived of parental care (Protection of the Rights of the Child Law, 1998, Section 17).

Civil Law dictates that care means to provide (provide food, clothes, home, health care), to take care, to educate, and to raise (Civil Law, 1937). The institutions of out-of-home care provide orphans, children deprived of parental care, and children with special needs with day and night care, home, social rehabilitation, as well as support the reuniting of families or creation of new families (Requirements for Providers of Social Services, 2003).

In the UN Declaration of the Rights of the Child, passed in 1959, it has been indicated that a young child cannot be separated from his mother, except under specific conditions. These “specific conditions” are the reason for a large number of children in Latvia being in out-of-home care. There can be various reasons for it, but the similarity in all of them is being the basis for the ability of the government to intrude in the environment of families and separate the child from his parents.

In 2012, there were 8 152 children in out-of-home care in Latvia. The largest number of children deprived of parental care (5 051) were under guardianship.

Children that received care in foster families (1 155). Nevertheless, there is still a large number of children that do not have the possibility to have a foster family that could take care of them for at least a short period of time. In the end of 2012, in Latvian social care centres there were 544 children (children under the age of two, children under the age of four with physical and mental development disorders, and disabled children under the age of 18 with severe mental development disorders), whereas, there were 1 402 children (from 2 to 18) in municipal social care centres (Children in Latvia, 2013).

The interests of the child in out-of-home care are protected under the international regulatory framework and the regulatory framework of the Republic of Latvia. It is obvious, of course, that the phrase “the interests of the child in out-of-home care” is contradictory because the child cannot be an interest in out-of-home care.

When discussing the protection of the rights of the child in out-of-home care, the actions and measures that provide the protection and care for the child that are required for his physical, psychological, and social well-being must be understood.

The UN Declaration provides guidelines indicating that country must use legislation and other instruments in order to provide a special protection for the child, as well as to create opportunities and conditions for healthy and normal physical, intellectual, moral, mental, and social development in conditions of freedom and respect. When adopting laws on this subject, the main priority should be the best possible way of ensuring the interests of the child (Declaration of the Rights of the Child, 1959).

Under the care of an institution, the child receives high quality physical care, the facility provides the best possible physical care, but it is not enough for a full psychological development of the child. Various research, carried out for 60 years, (Bowlby, 2003; Ambrose, 1961; Provence&Lipton, 1962; Ainsworth, 1962; Pringle, 1965; Williamson&Greenberg, 2010; Prihozhan, Tolstih, 2005, Ford, Kroll, 1995 and others) still verify the same results: a prolonged residence under institutional care during childhood leads to recurrent problems in social relationships, deviation in psychological development, difficulties of becoming a parent etc. J. Bowlby stresses that a terrible impact of the psyche of the child is left by the incapability to befriend an adult and create an emotional bond with him, as well as repeated rupture of existing bonds (Bowlby, 2006). The child will be capable of overcoming the loss of parents and successfully reorganize his inner world only if he has a possibility to have a person to whom he can trust. The person who substitutes the biological mother has two priorities: the person must always react and be approachable, and the person must step in every time the child faces difficulties. J. Bowlby asserts that it proves that the reaction of the trustee will determine if the child will grow up mentally healthy or not (Bowlby, 2003). The attitude of the adult, which expresses love and acceptance,

creates a positive self-perception of the child and helps him to acknowledge his worthiness.

The goal of this article is to analyse the effectiveness of the legislation of the Republic of Latvia in determining the fulfilment of the needs of the child by the trustee and stability.

Method: content analysis.

The Regulatory Framework of the Republic of Latvia

The regulatory framework of Protection of the Rights of the Child of the Republic of Latvia is closely connected to the UN Declaration of the Rights of the Child, which provides guidelines that indicates that a country, using the legislation and other instruments, must provide a specific protection for the child, as well as to create opportunities and conditions for healthy and normal physical, intellectual, moral, mental, and social development in conditions of freedom and respect. When adopting laws on this subject, the main priority should be the best possible way to ensure the interests of the child (Declaration of the Rights of the Child, 1959). The Republic of Latvia ratified this document on 14 April, 1992 and it was adopted on 14 May, 1992.

The mutual rights and obligations between parents and the child in the Republic of Latvia are regulated in the Chapter 2 of Civil Law. It is stipulated that until the child reaches maturity, he is under the care and protection of his parents. Care and protection in this case - “the rights and obligations of parents to take care of their child and his property and represent the child in relations connected to privacy and property”. Whereas, in Civil Law, “care” is explained as a way to provide for the child (food, home, clothes, health care), care of the child, his upbringing and education (to provide mental and physical development, acknowledging his individuality, abilities, and interests in order to rise the child capable of social work) (Civil Law, 1937).

It is curious that in the version of 1993 of the law “custody” was titled as “the power of parents”, and only in 2002 after amendments of the law, the concept was changed to “custody” (Amendments to the Civil Law, 2002). These changes indicate the change in mindsets; the notion of parents having a power over their children as a property changed to rights to take care of their children and represent them as equal (Liepina, 2009).

In Civil law, the term “childcare” mostly indicates the interests of the child, however, it has not been stated anywhere in the law that in order to help the child become fully developed adult, the child needs at least one person that not only implements the care, but also is involved in the life of the child, is trustworthy, and has a significant role throughout the life of the child. Child care is fully implementable only if it has all necessary preconditions not only providing the physical development, but also develops the personality of the child and corresponds to the mental and emotional needs of the child. The main element of preconditions is the permanence of a reliable trustee. The author of

this article believes that mental development and protection of the individuality of the child should be perceived as the primary elements, explaining the content of education and upbringing, not to be left out in brackets as additional information.

Section 181 of the law dictates that the child has rights to communication – rights to sustain personal relations and direct contact with any of his parents (Civil Law, 1937). However, this section cannot be perceived as an obligation of the child because there often are cases in which parents are violent towards their children; the child cannot be made to meet his parents against his will even if the purpose would be the family reunification. This have been specified in Section 27, which states that the child is taken from the family if his life, health or development is threatened by violence or suspicions of violence against the child; in these cases the child can be removed from family and the police can deny the information of the new location of the child to his parents, as well as all people the child has lived with for a long period of time (Protection of the Rights of the Child Law, 1998). Section 33 of Protection of the Rights of the Child Law regulates the communication between the child in out-of-home care and other people. Section 33 states that the “Orphans’ Court which has taken the child in out-of-home care can refuse to disclose the information of the location of the child to his parents and other people, as well as make a decision to deny visitation” (Protection of the Rights of the Child Law, 1998, Section 33). This decision is made if visitation harm the health, development, and safety of the child or threatens the child or other children in facility.

Deprivation of the rights of protection or care and death of the parents of the child are the reasons for placing the child in out-of-home care or designation of a guardian if protection and care cannot be carried out by the other parent. Guardians replace the role of parents for the ward. One of the obligations of a guardian is management of the property of the ward. Section 256 of Civil Law dictates that “the goal for upbringing a minor is to provide care for his health and mentally and morally develop him in accordance with the condition of his property, his abilities and desires” (Civil Law, 1937). The author of this work believes that this is a negotiable question because the mental and moral development of the child should not be connected to the conditions of the property of the child. According to the author, there is and cannot be a connection between these two concepts. In present situation, the use of the term “desires” is controversial because in psychology it is defined as “the section or form of physiological and psychological needs when a person does not recognize the object of his needs and because of that is not aware of that. Desires mostly originates during childhood and deviations of the development of personality” (Dictionary of Psychology, 1999, 143). Dictionary of Pedagogical Terms adds notion to the definition that “desire” is effort to achieve, fulfil, acquire something. It is shown that “when necessity disappears, the desire can disappear or change into conscious wish or intention” (Dictionary of

Pedagogical Terms, 2000, 175). Consequently, the desire is unconscious need, endeavour to achieve something. Analysing this term in context of Section 256 of Civil Law it can be assumed that the legislation states that it is an obligation of a guardian to take care of the health and development of the ward by satisfying the needs of the ward (minor) he does not recognize yet himself. For example, the need for care and love from the adult that the child might not recognize yet, but wishes to acquire and strives for.

Protection of the Rights of the Child Law indicates “the rights of the child, freedom and its protection that the child, as an intellectually and physically immature person, needs a specific protection and care” (Protection of the Rights of the Child Law, 1998, Section 1). It is closely connected to the UN Declaration of the Rights of the Child, Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, and Convention of the Rights of the Child.

In Section 6 of Protection of the Rights of the Child Law, the concept of “the interests of the child” is mentioned. “Regardless of the actions carried out by public and municipal institutions, social organisations or other natural persons or legal entities, as well as courts and other law enforcement institutions, the interests and rights of the child must be the main priorities” (Protection of the Rights of the Child Law, 1998, Section 6). However, the specific interests of the child that should be prioritized are not clarified. Consequently, they should be clarified in the context of Civil Law.

Basic rights of the child can be found in Chapter 2 of Protection of the Rights of the Child Law, i.e., right to life and development, right to individuality, right to private life, right to freedom and immunity, right to adequate living conditions, right to education and creative work, social rights (professional training, health care, social assistance and social services, and other social guarantees provided by the government and municipalities), right to freedom of speech, right to acquire information, right to property, right to protection from exploitation (physical, mental, sexual, economical, work in hazardous conditions), right to leisure time, right to participate in the development of programmes connected to the rights of the child (Protection of the Rights of the Child Law, 1998).

The law contains social rights that are directly connected with out-of-home care, dictates the rights of the child to be protected and receive care in cases where the parents, subjects, do not carry out their obligations well enough.

Section 26 of Protection of the Rights of the Child Law establishes that each child has “his inalienable rights to grow up in a family” (Protection of the Rights of the Child Law, 1998, Section 26), and that is the natural environment for the development and growth of the child. This should not be adapted only to the biological family; if there is a reason the child cannot be in his biological family, the rights to live in a family must be ensured by placing the child into guardianship, foster family or alternative family, where the environment is made

similar to the biological family in order to promote a healthy physical and mental development.

Section 6 of the law regulates out-of-home care that has the goal to “create a sense of protection, provide conditions for his development and well-being, support his efforts to become an independent person” (Protection of the Rights of the Child Law, 1998, Section 32). The author of this article wants to stress that this goal can be better achieved, if a safe bond with the adult is established, and the child experiences true care and love that are not clearly stated in the law. It is very important that these relations are stable and long-term. Completely opposite is the transfer of the child from one foster family to another; this transfer does not promote the sense of safety and attachment, and can cause severe consequences to an adequate development of the child.

Social Assistance and Social Services Law includes the term “life quality” which can be applied to the quality of out-of-home care as well. “Life quality” is “an indicator for welfare of a person, family, groups of people, public that includes physical and mental health, leisure time and the use of it, work, connection with the society, right to independently make and realize decisions, as well as material security” (Law on Social Services and Social Assistance, 2002, Section 1). Life quality could be perceived as a meter indicating the level of rights and protection of interests. In the aspect of the interests of child it is important to analyse the explanation of terms connected with physical and mental health, connection with the society, right to independently make and realize decisions, as well as material security. The goal of social care is to provide life quality to the people that, due to their age, (including children) cannot provide it for themselves (Law on Social Services and Social Assistance, 2002).

The author of this article will analyse this law, binding it with the conditions of providing the life quality in out-of-home care.

In Social Assistance and Social Services Law, the child (and all other persons), receiving social assistance and social services, is named “client” (Law on Social Services and Social Assistance, 2002, Section 1). Law offers an explanation for lasting social care institution, i. e., “social institution (...) provides a home, full care and social rehabilitation “to orphans and children deprived of parental care” (Law on Social Services and Social Assistance, 2002, Section 1). However, in Civil Law, “care” has been defined as a way to provide for the child (provision of food, clothes, home, and health care), child care, education and upbringing (ensure mental and physical development, acknowledging his individuality, abilities, and interests in order to rise the child capable of social work) (Civil Law, 1937, Section 177).

The law provides the following basic principles for the children deprived of parental care and care of these children in out-of-home care institutions: primarily – care in family environment; actions, carried out during the time the child is in out-of-home care that contribute to the return of the child to his

biological family (if possible); conversion of the environment of institutions into family-oriented environment, and helping to master the skills necessary in life (Law on Social Services and Social Assistance, 2002, Section 4).

Unfortunately, the present environment in the out-of-home care institutions of the Republic of Latvia is very distant from family-oriented environment because it lacks the most important factor – emotional and individual relations, and the trustee, permanent caretaker. In light of life quality, while the child is in out-of-home care institution, he does not have a fully provided bond with the society; it is the reason why there have been so many discussions on the topic of integration of adult persons raised in institutionalized care into the society. The lack of family-oriented environment can result in unbalanced socially emotional development.

Chapter IV of Law on Social Services and Social Assistance reveals the rights of persons, living in long-term social care institutions, e.g., “to have an individual approach, while receiving social services from the staff of the institution” (Law on Social Services and Social Assistance, 2002, Section 29, Clause 2). Of course, there are children who state that they receive an individual approach, living in out-of-home care institutions, but still this approach is different from one they received before living in the institutions. This question requires further discussions because individual approach in out-of-home care institutions is not fully provided, and the institutional care itself does not provide such care, and the implementation of such an approach would be relatively difficult.

Law on Social Services and Social Assistance determines the professional tasks of the social caretaker. The social caretaker is a worker who carries out social care in out-of-home care public and municipal institutions. His obligations consist of planning the social services to satisfy the basic needs, determining the need for combined or separate social services according to the wishes and needs of a client, as well as organizing the provision of social services (Law on Social Services and Social Assistance, 2002). It is curious that only basic needs are indicated here. It is known that, according to A. Maslow's hierarchy of needs, the basic needs include physical needs: air, sleep, sustenance, warmth, health, living space, sexuality (Maslow, 1954). If a person who works with the child every day satisfies only his basic needs, the child will not have the individual approach, and in such cases the legislation should determine a person and his range of duties that will satisfy the highest needs for the child (a need for family, friendship, group support, love, intimacy, communication); if the legislation does not determine such a worker, full provision of all interests of the child is impossible.

International Regulation

Declaration of the Rights of the Child has been declared in 1959 with the decision of the General Assembly of the United Nations Organisation. It contains ten principles that the member states undertake to follow by adopting

laws and implementing various measures. The second principle of the Declaration: “using legislation and various instruments, the child must be provided with specific protection, as well as opportunities and conditions for healthy and normal physical, intellectual, moral, mental, and social development in conditions of freedom and respect. When adopting laws on this subject, the main priority should be the best possible way to ensure the interests of the child” (Declaration of the Rights of the Child, 1959). Here the concept “the interests of the child” can be observed. The Declaration does not provide an explanation for this definition, nevertheless, the content of the concept is revealed in Principle 6, i. e., “in order to insure a full and harmonious development of the personality of the child, love and understanding are required.” If it is possible, the child should grow up in the care and custody of his parents, and the child must live in conditions he feels loved and morally and materially supported; a young child cannot be separated from his mother, except under specific conditions” (Declaration of the Rights of the Child, 1959, Principle 16).

Here it is possible to conclude that love and understanding from the adults are perceived as important components for harmonious development of the personality of the child. It is also stated that it is possible to separate the child from his parents under specific conditions, but out-of-home care institutions are not mentioned as alternative care in this Declaration. Possibly, because “the placement” of the child in such institutions would contradict the interests of the child.

Another document of UN, regulating the rights of the child in out-of-home care, is Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; this Declaration is adopted in the resolution of UN General Assembly of 1986. It contains three parts: General Family and Child Welfare, Adoption, Foster Placement (Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally, 1986).

The interests of the child and necessity to consider them are mentioned in the arguments and considerations of the preamble of the Declaration: “in all the procedures connected to foster placement and adoption the main priority is to consider the interests of the child” (Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally, 1986).

The fundamental principles, included in this document, indicates that the well-being of the child depends on the well-being of the parents, and it is important that the child is in care of his biological parents. Clause 5 describes the actions that should be taken if the care of biological parents is impossible (or it undermines the child to any kind of violence) and determines that “in all questions connected to foster placement the most important interests of the child

must be taken into consideration, especially, his or her need for love and rights to safe and permanent care” (Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally, 1986, Section 5). In contrast to Law on Social Services and Social Assistance of the Republic of Latvia, where the stress is put on the basic needs of the child, the Declaration accents the need of the child for sense of safety and love. It is possible that such a situation has arisen because there have not been developed criteria for “love”.

Conclusions

Performing the analysis on the regulation of out-of-home care on the level of national politics, the author has discovered that the standards in the legislation of the Republic of Latvia correspond to the UN principles, almost completely copying the suggestions of the Committee mentioned above. The existing problem affects the implementation of the practical standards, stated in the legislation. The author believes that, in order to improve the situation, it is necessary to strengthen the control over the implementation of standards and carefully oversee the actions of institutions involved, revealing the cases the rights of the child in out-of-home care are not ensured.

The analysis of the legislation revealed a number of deficiencies, e. g., the lack of definition for the interests of the child, as well as lack of sections, indicating the needs of the child by trustee, love, individual approach and understanding; without which the interests of the child cannot be ensured, and adequate social, emotional and physical development cannot be promoted.

The principles of the international declarations and conventions, which the legislation of the Republic of Latvia has undertaken to follow and implement, are more humane in the field of the protection of the interests of the child; the care and understanding from adults have been considered to be the most important factors in the harmonious development of the personality of the child.

Considering the written above, the author of this article concludes that amendments in the legislation of the Republic of Latvia, regulating the rights of the child in his biological family and out-of-home care, and society as such, should be carried out. For example, the definition of the term “childcare” should be extended with the information of providing close relations with a person of attachment; specify regulatory framework which dictates the rights of the child to be heard and speak freely, as well as specify regulatory framework for other issues, the author indicated, while analysing the regulation of out-of-home care, e.g., in light with the Protection of the Rights of the Child Law, specify the definition of the concepts - “the interests of the child” and “childcare”, as well as introduce amendments in Section 46, Clause 1 of Law on Social Services and Social Assistance, determining that caretaker must provide not only the basic needs, but also the highest level of needs to his clients (children).

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SOCIĀLĀ APRŪPĒTĀJA PROFESIONĀLĀ TĒLA ATSPOGUĻOJUMS PREŠĒ

Reflection of Social Care Worker's Image in the Press

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Abstract. *Quality of life is one of indicators describing the development of society and it is influenced by several factors. One of these factors is job. For the major part of society it is important to work in the profession possessing positive character and promoting increase of persons' self-assessment. Perception of the character in society is particularly important in branches and for specialists whose professional activities are connected with the provision of services for different groups of population. In order to evaluate the character of social care was carried out a study. Aim of the study was to analyze common and different characteristic peculiarities of the character of social care in publications available in the press. Obtained results were analyzed and conclusions possible to utilize in order to improve the character of social care and encourage self-assessment of specialists working in this sector were performed.*

Keywords: *social care, social image, character, professional identity, press.*

Ievads

Vērtējot un atspoguļojot sabiedrības attīstības rādītājus, tiek pieminēts jēdziens dzīves kvalitāte, kuru raksturo vairāki kritēriji, kur viens no tiem ir darbs, kas piešķir dzīvei jēgu un veicina personības attīstību. Tādēļ lielai sabiedrības daļai ir svarīgi strādāt profesijā, kurai piemīt pozitīvs sociālais tēls, kas veicina cilvēka pašvērtējuma paaugstināšanos. Negatīvs tēls liecina par to, ka tas neatbilst vēlamajiem sabiedrības standartiem (Latvijas Brīvo arodbiedrību savienība, 2012). Sociālā tēla uztvere sabiedrībā īpaši nozīmīga ir nozarēm un to speciālistiem, kuru profesionālā darbība ir saistīta ar pakalpojumu sniegšanu dažādām iedzīvotāju grupām. Viena no šādām nozarēm ir sociālā aprūpe, kuras profesionālās darbības pamatā ir sociālo pakalpojumu sniegšana dažādām klientu grupām.

Apkopojot un analizējot informācijas avotu datus un ņemot vērā faktu, ka iepriekš šī tēma nav pētīta, tika izveidots pētījums, kura mērķis bija izpētīt un analizēt sociālās aprūpes tēla raksturojošās kopīgās un atšķirīgās īpatnības nacionālajā laikrakstā "Diena" un reģionālajā laikrakstā "Druva". Lai sasniegtu izvirzīto mērķi, tika izveidoti uzdevumi, kas ietvēra literatūras analīzi par izvēlēto tēmu, sociālā aprūpētāja tēla raksturojošo īpašību kontentanalīzi, diskusiju par iegūtajiem rezultātiem un secinājumu formulēšanu. Pētījuma īstenošanai tika pielietotas vairākas pētniecības metodes- literatūras analīze, laikrakstu kvantitatīvā kontentanalīze un tēla mērīšana, balstoties uz semantiskā

diferenciāla pieeju.

Sociālā tēla raksturojums un nozīme sociālā aprūpētāja profesijā

Ar sociālā tēla terminu ir jāsaprot profesijas vai organizācijas tēls, kas tiek piedāvāts sabiedrībai vai arī kā sabiedrība izprot un uztver konkrēto profesiju, nozari vai organizāciju un tās pārstāvjus. Līdz ar to var secināt, ka sociālais tēls atspoguļo sabiedrības viedokli par konkrēto nozari un tajā strādājošajiem speciālistiem un tas visbiežāk veidojas, balstoties uz pieejamo informāciju, kas tiek atspoguļota masu saziņas līdzekļos, presē un sociālajos tīklos (Latvijas Brīvo arodbiedrību savienība, 2012).

Sociālais tēls ir būtisks katras nozares un organizācijas darbību raksturojošs kritērijs, un tā izvērtēšana dod iespēju attīstīt un pilnveidot profesionālo darbību. Tas ir tieši saistīts ar reputāciju, kas apraksta katras organizācijas iekšējās uzvedības īpatnības un atspoguļo konkrētās nozares vai organizācijas vēsturisko attīstību. Tēls ir noteicošs kritērijs profesionālās darbības novērtējumā un tā vērtējums ietekmē katra speciālista paštēlu, kas savukārt ietekmē profesionālās identitātes veidošanos, kas tiek ņemta vērā izvērtējot profesijas prestižu (Akadēmiskā terminu datubāze, 2013).

Raksturojot profesionālo identitāti, tiek akcentēti vairāki jautājumi. Pirmais ir saistīts ar identitātes jēdziena raksturojumu. Tālāk seko jautājumi par profesionālās identitātes veidošanos un tās komponentiem, kā arī būtisks ir jautājums par profesionālās identitātes izvērtējuma nepieciešamību katram speciālistam. Profesionālā identitāte ir sevis apzināšanās un izpratne, sava nozīmīguma izjūta un paļaušanās uz sevi. Tā raksturo spēju pieņemt patstāvīgus lēmumus. Identitātes veidošanās ir process, kas ietver dažādus sociālus statusus, lomas un pieredzi, kas kļūst par cilvēka paštēlu. Profesionālā identitāte veidojas mijiedarbojoties profesijai un identitātei un to raksturo sekojoši komponenti-profesionālā neatkarība lēmumu pieņemšanā, profesionālisms un atbildība par pieņemtajiem lēmumiem (Sociālo pakalpojumu un sociālās palīdzības likums, 2003.)

Sociālā aprūpe kā profesionāla darbība Latvijā ir noteikta kopš 2003. gada, kad stājās spēkā Sociālo pakalpojumu un sociālās palīdzības likums (Moors, 2007). Profesijas standarts nosaka, ka sociālais aprūpētājs ir nodarbināts labklājības sistēmas sociālajās institūcijās, kas nodrošina sociālās aprūpes pakalpojumus, kas veicina atkarīgas un sociāli nespējīgas personas pamatvajadzību apmierināšanu individuālajā līmenī, personas dzīvesvietā vai sociālās aprūpes institūcijā, atbilstoši klienta vēlmēm un vajadzībām. Sociālais aprūpētājs nosaka sociālās aprūpes veidus, aprūpes līmeni, aprūpes pakalpojumu nepieciešamību, sastāda aprūpes grafikus, koordinē un vada aprūpētāja darbību, novērtē klientu apmierinātību ar sociālās aprūpes pakalpojumiem. Profesijas standarts nosaka, ka sociālajiem aprūpētājiem uzdevumu veikšanai nepieciešamas vairākas īpašības- empātija, tolerance, organizētība, paškontrolē,

pacietība, pieklājība, korektums, elastība, kreativitāte, atbildības izjūta, izturība un aktivitāte (Sociālā aprūpētāja Profesijas standarts, 2004).

Ētikas kodeksā noteikti arī standarti attiecībā pret profesiju, kas nosaka nepieciešamību saglabāt profesionālās vērtības, ētiskos principus, zināšanas un metodoloģiju, kā arī sniegt savu ieguldījumu to izskaidrošanā un pilnveidošanā, aizstāvēt profesiju no netaisnīgas kritikas, palielinot ticību profesionālās darbības nepieciešamībai, paust konstruktīvu kritiku par profesiju, tās teorijām, metodēm un praksi, veicināt jaunu pieeju un metodoloģiju pielietošanu, lai efektīvāk risinātu sociālās problēmas (Latvijas sociālo darbinieku ētikas kodekss, 2012.)

Likumdošana, Ministru Kabineta noteikumi, Profesijas standarts, kā arī Ētikas kodekss norāda uz to, ka sociālajam aprūpētājam ir jābūt zinošam, izglītotam un cilvēcīgam. Tas nozīmē, ka tēls var veidoties, esot tiešā saskarsmē ar darba biedriem, klientiem un to piederīgajiem. Tomēr joprojām, neskatoties uz straujo informācijas tehnoloģiju attīstību, sabiedrības viedokli kopumā ietekmē prese un citi mediji, kas visspēcīgāk cilvēkos veido konkrēto tēlu. Tā notiek tāpēc, ka plašsaziņas līdzekļi informāciju pasniedz vienkāršā veidā, tā ir viegli uztverama, un cilvēkam no izlasītā viegli veidojas viedoklis par to, turklāt cilvēki uzskata, ka tas, ko viņi izlasa un kā to uztver, tā arī ir īstenībā. Līdz ar to nākas secināt, ka biežāk priekšstatu veido plašsaziņas līdzekļi, turklāt arvien mazāka loma ir individuālai pieredzei. Tāpat nākas secināt, ka cilvēki izveidojuši priekšstatu par daudzām lietām, ar kurām reāli nemaz nav saskārušies. Tas nozīmē, ka tēlu ietekmē

ne tikai katra personīgā pieredze, bet arī daudz citu faktoru, kuru vidū plašsaziņas līdzekļi ieņem būtiskāko lomu. Turklāt katrs medijs par noteiktu tēmu veido savu tēlu, tāpēc cilvēkiem, kas lasa vienu mediju, veidosies viens priekšstats, bet tiem, kas lasīs citu, veidosies atšķirīgs priekšstats (Klaus, 2001).

Demokrātiskā sabiedrībā medijiem ir četri galvenie uzdevumi- informēšana, jo medijiem jāziņo sabiedrībai par to, kas notiek, komentēšana, kad mediji analītiski komentē un analizē notiekošais, vērtēšana un grupu komunikācija, kad mediji nodrošina informācijas apmaiņu starp dažādām sabiedrības grupām (Veinberga, 2007).

Kulturologi norāda, ka cilvēki ne tik daudz reaģē uz paziņojumu saturu, kā uz paziņojumu semantiku, simbolisko nozīmību, kontekstu un zemtekstu (Kaņepe, 2013). Savukārt masu komunikācijas speciālisti atzīst, ka masu saziņas līdzekļi palīdz izveidot “ticamu priekšstatu” par to pasauli, kas atrodas ārpus mūsu sasniedzamības robežām un tiešās pieredzes iespējām (Priedītis, 2012). Līdz ar to var secināt, ka cilvēku viedokli ietekmē tas, kādu avīzi viņi lasa, jo katram laikrakstam ir savas prioritātes un veids, kā viņi sagatavo informāciju. Galvenie ziņu elementi, kas spēj ietekmēt sabiedrības uztveri, ir atbilstošā ziņu materiāla virsraksts, avoti, to veidi, izcelsme un daudzums, ziņu materiāla apjoms, vieta avīzē un lappuse, fotogrāfijas, tādējādi laikrakstiem ir svarīga loma viedokļa un priekšstatu veidošanā (Veinberga, 2007).

Pētījuma metodoloģija

Pētījuma realizēšanai un izvirzītā mērķa sasniegšanai tika pielietotas vairākas pētniecības metodes- literatūras analīze, laikrakstu kvantitatīvā kontentanalīze un tēla mērīšana, balstoties uz semantiskā diferenciāļa pieeju. Pētījums tika veikts divos periodos- no 2012. gada septembra līdz 2013. gada februārim un no 2013.gada jūlijam līdz 2013.gada decembrim. Pētījuma objekts bija nacionālajā laikrakstā “Diena” un reģionālajā laikrakstā “Druva” esošās publikācijas.

Laikrakstu kvantitatīvā kontentanalīze. Kontentanalīzi izmanto dažādās jomās- psiholoģijā, socioloģijā, politikā, kultūrā. To izmanto gan kvantitatīvajos, gan kvalitatīvajos pētījumos. Kvantitatīvās kontentanalīzes pamatā ir tekstu reducēšana skaitliskā formā (Mārtinsone, 2011).

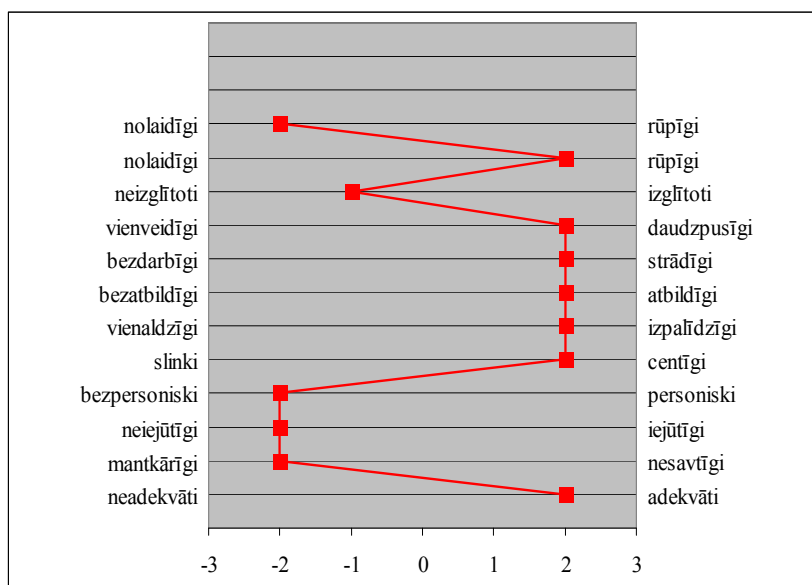
Pētījuma gaitā tika analizēti laikrakstos esošie raksti, kuros bija atrodamī sekojoši termini- sociālā aprūpe, sociālie aprūpētāji. Rezultātā pirmajā pētījuma periodā reģionālajā laikrakstā „Druva” tika analizēti 13 raksti, bet otrajā periodā- 11 raksti, kuros atrodams termins „sociālā aprūpe”, bet termins „sociālie aprūpētāji” pirmajā periodā atrodams 7 rakstos un otrajā periodā 5 rakstos. Analizējot informāciju nacionālajā laikrakstā „Diena” termins „sociālā aprūpe” gan pirmajā, gan otrajā periodā pieminēts 15 rakstos, bet termins „sociālie aprūpētāji” pirmajā pētījuma periodā pieminēts 3 rakstos, bet otrajā periodā 7 rakstos.

Tēla mērīšana balstoties uz semantiskā diferenciāļa pieeju. Tēla mērīšanai un noteikšanai viena no plašāk izmantotajām metodēm ir komunikācijas zinātnieka Č.Osguda semantiskā diferenciāļa metode. Semantiskais diferenciālis ir mērīšanas metode, kurā izmanto subjektīvus vērtējumus par jēdzienu vai objektu, izmantojot īpašības vārdus ar pretēju nozīmi to novērtēšanai uz skalas. Semantisko diferenciāli lielākoties izmanto, lai mērītu attieksmi pret sociāliem un nesociāliem objektiem, bet arī tāpēc, lai mērītu kvalitāti un mijiedarbības tipu starp cilvēkiem (Mārtinsone, 2011). Ar Osguda semantiskā diferenciāļa pieeju tika mērīts sociālā aprūpētāja tēls. Tēla novērtēšanai izmantota 7 atzīmju biopolārā skala no -3 līdz +3, izvēloties īpašības vārdu antonīmu pārus. Mīnuss 3 ir ļoti negatīvi, nulle ir neitrāli, bet plus trīs ir ļoti pozitīvi. Atbildes tiek atspoguļotas īpašības vārdu novērtēšanas līknē. Katrā publikācijā tika atrasti un saskaitīti īpašības vārdi vai sociālā aprūpētāja darbu raksturojošie vārdi, kas pēc tam tika pārveidoti par īpašības vārdiem. Divpadsmit biežāk pieminētiem īpašības vārdiem piemeklēti antonīmi un šādi īpašības vārdu pāri ievietoti semantiskā diferenciāļa skalā, lai novērtētu, kāds ir sociālā aprūpētāja tēls katrā no laikrakstiem – ļoti negatīvs, negatīvs, drīzāk negatīvs, neitrāls, drīzāk pozitīvs, pozitīvs, ļoti pozitīvs. 12 antonīmu pāri izvēlēti, jo tas ir pietiekams skaits, lai iegūtie rezultāti būtu ticami.

Laikrakstu kvantitatīvā satura analīze

Nacionālais laikraksts “Diena”

Iepazīstoties ar laikraksta saturu, iespējams secināt, ka katrā laikrakstā vairāk ir vietējās un ārzemju ziņas, bet netiek vieta atvēlēta sociālajām ziņām. Tās tiek publicētas kopējo ziņu plūsmā. Raksti, kas saistīti ar sociālo aprūpi, publicēti dažādās laikraksta lapās un tie vairāk informējoši – par izmaiņām likumdošanā, par iespējām saņemt sociālās aprūpes pakalpojumus.

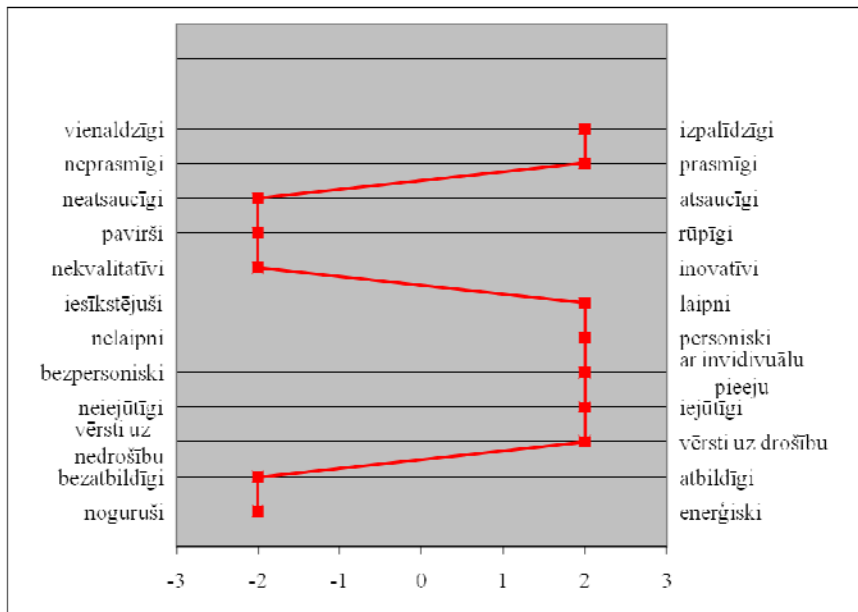


1.attēls. Sociālos aprūpētājus raksturojošie vārdi nacionālajā laikrakstā “Diena” laika periodā no 2012. gada septembrim līdz 2013.gada februārim

Figure 1 Words characterizing social care workers in the national newspaper “Diena” in the period of time September 2012 – February 2013.

Šajā attēlā redzama pirmā pētījuma periodā apkopotie rezultāti. Laikrakstā sagatavotajā informācijā saistībā ar sociālajiem aprūpētājiem minimāli tiek lietoti šo profesiju raksturojošie īpašības vārdi, tomēr visvairāk publikācijās pieminēts vārds – nolaidīgi, tas rakstīts divas reizes. Tāpat uzsvērts, ka darbiniekiem nav individuāla pieeja klientiem, viņi ir neiejūtīgi, kā arī nav pietiekami izglītoti.

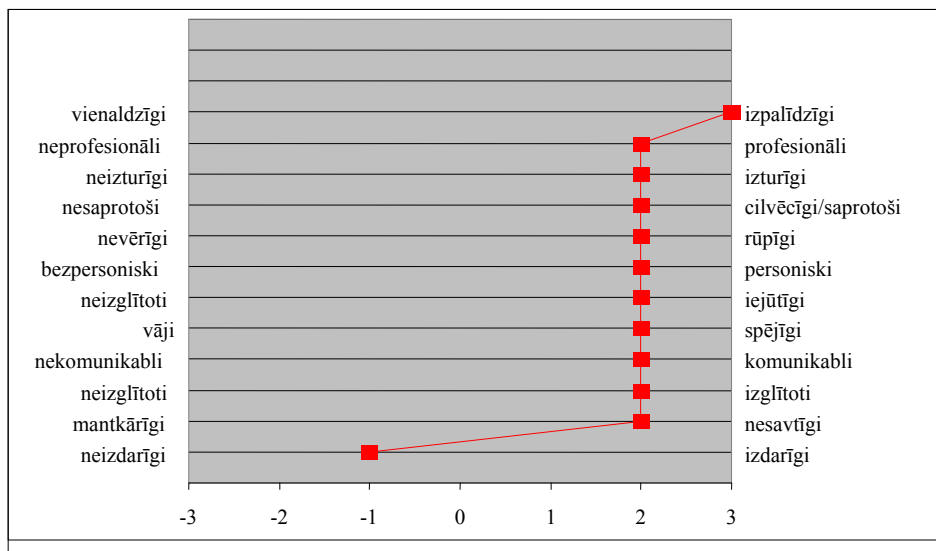
Rakstos negatīva informācija tiek atspoguļota ne tikai saistībā ar klientu aprūpes procesu, bet arī runājot par sociālo aprūpētāju algām.



2.attēls. Sociālos aprūpētājus raksturojošie vārdi nacionālajā laikrakstā “Diena” laika periodā no 2013. gada jūlijam līdz 2013.gada decembrim
Figure 2 Words characterizing social care workers in the national newspaper “Diena” in the period of time July 2013- December 2013.

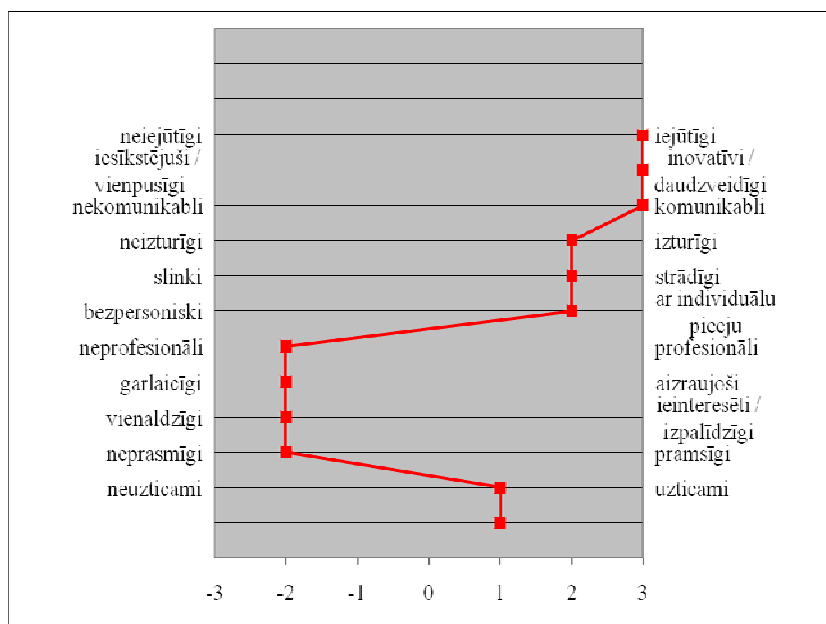
Attēlā redzami dati ir iegūti otrajā pētījuma periodā un ir nedaudz atšķirīgi. Šajā periodā analizējot laikrakstā „Diena” ievietotajās publikācijās īpašības vārdus, kas raksturo sociālā aprūpētāja tēlu, redzams, ka informācija ir pozitīvāka, jo vairāk tiek lietoti īpašības vārdi ar pozitīvu nozīmi.

Reģionālais laikraksts “Druva”



3.attēls. Sociālos aprūpētājus raksturojošie vārdi reģionālajā laikrakstā “Druva” laika periodā no 2012. gada septembrim līdz 2013.gada februārim
Figure 3 Words characterizing social care workers in the regional newspaper “Druva” in the period of time September 2012 – February 2013

Analizējot laikrakstā “Druva” esošos rakstus par sociālajiem aprūpētājiem, vērojams, ka ļoti daudz tiek lietoti darbības vārdi, kā arī uzsvērts, cik rūpīgi un izpalīdzīgi ir sociālie aprūpētāji. Šādi īpašības vārdi pieminēti 11 reizes. 6 reizes norādīts, ka šīs profesijas pārstāvji ir profesionāli. Negatīvā informācija “Druvā” parādās tad, kad runa ir par finansējuma nepietiekamību, algu paaugstināšanu, norādot, ka šīs jomas speciālistiem ir pārāk liela slodze, pārāk daudz klientu uz vienu cilvēku un līdz ar to krītas kvalitāte, darbinieki nav tik uzmanīgi, ir steidzīgi.



4.attēls. Sociālos aprūpētājus raksturojošie vārdi reģionālajā laikrakstā “Druva” laika periodā no 2013. gada jūlijam līdz 2013.gada decembrim

Figure 4 Words characterizing social care workers in the regional newspaper “Druva” in the period of July 2013- December 2013.

Šajā attēlā redzams īpašības vārdu pielietojums raksturojot sociālās aprūpes profesiju un tās speciālistus, analizējot publikācijas otrajā pētījuma periodā. Analizējot iegūtos datus, var secināt, ka tēla raksturojumā joprojām tiek izmantoti īpašības vārdi ar pozitīvu nozīmi, kas apraksta profesijas raksturojošās īpašības.

Secinājumi

1. Kopumā salīdzinot abus laikrakstus, var secināt, ka abos pētījuma periodos informācija ir nedaudz atšķirīga un tā ietekmē kopējo tēla raksturojumu. Pirmajā periodā nacionālajā laikrakstā “Diena” sociālā aprūpētāja tēls ir drīzāk negatīvs, jo avīzē paustā negatīvā informācija ir ļoti spilgta un atmiņā paliekoša. Aktuālā negatīvā informācija ir par zemajām algām šajā sociālās aprūpes sektorā. Saistībā ar sociālo aprūpi, raksti galvenokārt ir par jaunumiem un izmaiņām sociālajā jomā. Pietrūkst pozitīvas informācijas saistībā ar sociālo aprūpi un sociālo aprūpētāju darbu. Otrajā periodā sociālā

aprūpētāja tēls ir kļuvis pozitīvāks un rakstos biežāk tiek pieminēti sociālie aprūpētāji. Rakstos parādās arī ziņas par jaunumiem un izmaiņās sociālās aprūpes sfērā.

2. Reģionālajā laikrakstā “Druva” sociālā aprūpētāja tēls abos pētījuma periodos ir pozitīvs un negatīvā informācija izskan tikai saistībā ar zemajām algām un lielo slodzi, kas neļauj veikt pietiekami labi savu darbu. Tomēr šāda informācija tiek pasniegta ļoti neitrāli un ir minimāli, salīdzinot ar pārējo rakstu daudzumu.
3. Lielākā daļa rakstu ir par sociālajiem aprūpētājiem, tāpēc veidojas priekšstats par to, kāds ir sociālais aprūpētājs un ko tieši viņš ikdienā dara. Ne vienmēr terminoloģija ir precīza. Informācija ir sadzīviska, vienkāršā, ļoti viegli saprotamā valodā. Tomēr trūkst informācijas par aktuālajām izmaiņām, kā arī sociālo aprūpes iestāžu izvērtējums, lai cilvēks, kurš iepriekš nav saskāries ar kādu no šīm iestādēm, varētu izveidot atbilstošu priekšstatu par to, kas tajā notiek un ar ko tur ir jārēķinās. Laikraksts “Diena” vairāk apraksta sociālo jomu kā tādu, bet “Druva” - sociālo aprūpētāju ikdienas darbu.
4. Pētāmā tēma ir aktuāla un darbam ir inovatīvs raksturs, jo nav pieejami pētījumi par konkrēto tēmu, līdz ar to nav iespējams salīdzināt iegūtos datus ar citu pētījumu datiem.

Summary

Social image is essential criterion characterizing action of any field and organization and its evaluation allows development and improvement of professional activities. It is directly connected with the reputation describing peculiarities of internal behavior of every organization and reflects historical development of particular branch or organization. Image is the ruling criterion in assessment of professional actions. Assessment in its turn influences self-image of every specialist as well as influences formation of professional identity taken into account when the prestige of profession is being assessed.

In order to characterize professional identity several questions are emphasized. The first is related to characterization of conception of identity. Succeeding questions are about formation of professional identity and its components. Essential is question about necessity of assessment of professional identity for every specialist. Formation of identity is a process involving various social statuses, roles and experience.

In order to evaluate the character of social care was carried out a study. The aim of the study was to analyze common and different characteristic peculiarities of the character of social care in national newspaper “Diena” and regional newspaper “Druva”. Tasks for the achievement of the goal include analyze of appropriate literature sources, content analyze of characteristic features of social care taker’s image, discussion about obtained results and formulation of conclusions. In implementation of the study were utilized several research methods – analysis of literature, quantitative content analyze of newspapers and survey of image on the basis of semantic differential approach. The inquiry was performed in two periods of time.

Analyzing obtained results by comparing two newspaper publications turned out that in both study periods information is a little bit different and it influences total characteristic of the image. In the first period the image of social career in the national newspaper “Diena” is rather negative because the information provided by the newspaper is very striking and remember able. Urgent negative information is about the low salary in this social care sector.

Articles dealing with social care are mainly about novelties and changes realized in social sphere. Articles lack positive information related to social care and the work of social careers. In the second period image of social career becomes more positive and articles more often mention social care workers. Items also provide information about novelties and changes in social care sphere.

The image of social care worker in the regional newspaper “Druva” in both study periods is positive and negative information is only in accordance with the low reward and large amount of work not allowing social care worker to perform his work sufficiently. However, such kind of information is presented very neutrally and minimally in comparison with the amount of other articles.

Most articles reflect social careers, therefore forms perception about the social care worker as an individual and his daily duties and tasks. Terminology not always is precise. Information is provided in a simple and easy understandable language. However, there is a lack of information about the urgent changes occurring in social care, as well as evaluation of social care institutions in order individual never been in contact with such institutions may form appropriate concept about them and know what to take into consideration on arrival there. Newspaper “Diena” more often reflects social sphere as such, but “Druva” – daily work of social careers.

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VESELĪBA UN SPORTS
Health and Sport

**SPORTA UN VESELĪBAS MĀCĪBAS SKOLOTĀJU STUDIJAS
LATVIJAS UNIVERSITĀTĒ ABSOLVENTU SKATĪJUMĀ**
*Studies of Sport and Health Education Teachers in the University of
Latvia in the Opinion of Graduates*

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Abstract. *This article discusses the viewpoints of graduates of the program Health and sports teacher (Sports teacher – since 2011) in University of Latvia, Faculty of Pedagogy, Psychology and Art, on the particular study program, focusing on the importance of the educational environment. Parallel to the studies, students have the opportunity to develop their social experience, to participate in creative activities and to orientate themselves on a well-considered model of personal career.*

This article summarizes the opinions of the graduates on the study process and its importance as they commenced their professional activities, as well as opinions on the possibilities to engage in social and sports activities and the development of their careers in sports during the studies.

Keywords: *curriculum, environment of education, studies, dual career.*

Ievads
Introduction

Latvijai, iegūstot neatkarību, sākās pārmaiņu laiks ikvienā tautsaimniecības nozarē, dažādās profesionālajās sfērās, tāpēc likumsakarīgi, ka 20. gadsimta 90. gadu sākumā arī augstskolu darbībā un izglītības programmu izstrādē notika lielas izmaiņas.

Tā laika sabiedrības veselības speciālistiem, izglītības vadībai par izaicinājumu kļuva veselākas un izglītotākas sabiedrības veidošana. 90. gadu sākumā valstī arvien populārākas kļuva sporta izglītības un veselīga dzīvesveida idejas. Latvijā augstskolu mācībspēkiem un izglītības sistēmas darbiniekiem bija iespējas izvērtēt un pieņemt lēmumu par praktiskiem risinājumiem situācijas uzlabošanai – veselības izglītībā ieviest jaunu mācību priekšmetu – veselības mācība, gatavot sporta skolotājus, kas spētu plānot, organizēt un vadīt tautas sporta pasākumus, rehabilitācijas pasākumus un piedalīties sporta sacensībās.

Lai to īstenotu Latvijas Universitātē Fiziskās audzināšanas un sporta katedra, 1991. gadā iekļaujoties Pedagoģijas fakultātē un mainot nosaukumu uz Latvijas Universitātes Pedagoģijas fakultātes Veselības un sporta izglītības katedru, izstrādāja, akreditēja un sāka īstenot akadēmisko un profesionālo studiju programmu *Veselības un sporta izglītība* pedagoģiskā bakalaura grāda un vidusskolas veselības mācības un fiziskās audzināšanas skolotāja kvalifikācijas iegūšanai (Melbārdis, 2009).

Iespēju klūt par jaunajiem veselības mācības un sporta skolotājiem 90. gadu vidū izmantoja daudzi jaunieši, gan augstas klases sportisti, vēlāk olimpisko spēļu dalībnieki, gan visdažādāko sporta veidu pārstāvji, gan reflektanti, kas izrādīja lielu interesi par veselības izglītību, par ko liecināja konkurss uz budžeta vietām (Melbārdis, 2009).

1996. gadā Latvijas Universitātes Pedagoģijas, psiholoģijas un mākslas fakultāti absolvēja pirmie *Veselības un sporta izglītības* studiju programmas studenti.

Programmas pastāvēšanas laiku iezīmē virkne pārmaiņu: mainījušies studiju programmu nosaukumi, daļēji arī to saturs. Izmaiņas ir cieši saistītas ar programmu akreditācijas laiku un tā brīža sociālekonomiskajām norisēm, sporta skolotāju un veselības mācības skolotāju darba tirgus izmaiņām, kā arī akreditācijas kritēriju izmaiņām un jauniem izaicinājumiem, kurus izvirzīja arī Latvijas izglītības politikas vadlīnijas. Mainījās arī skolotāja profesijas zināšanu un prasmju uzstādījumi Profesiju klasifikatorā.

2010.gadā tika sākts sagatavošanas darbs jaunam programmas akreditācijas periodam, lai ar 2011./2012. akadēmisko gadu studenti uzsāktu studijas no jauna akreditētā profesionālās augstākās izglītības bakalaura studiju programmā "Skolotājs", šis laiks iezīmē LU Pedagoģijas, psiholoģijas un mākslas fakultātes apjomīgu darbu pie studiju procesa un vides uzlabošanas - tika atjaunoti, pilnveidoti jau esošie studiju kursi, aktualizēti un veidoti jauni studiju kursi, kas atbilstu tā brīža jaunajiem izglītības sistēmas uzstādījumiem uzņēmējdarbībai gatavi un tiesiskos jautājumus pārzinoši skolotāji.

Šobrīd LU PPMF studiju programmas *Skolotājs* apakšprogrammas *Sporta skolotājs* studējošiem ir iespēja līdztekus sporta skolotāja kvalifikācijai pirmajā studiju gadā izdarīt izvēli, studēt un iegūt kādu no 15 LU PPMF piedāvātajām skolotāja kvalifikācijām, piemēram, veselības mācības, sociālo zinību, pirmsskolas, pamatskolas, svešvalodu u.c. Paralēli mācībām, studentiem ir iespēja aktīvi nodarboties ar sportu LU vai ārpus tās, gūstot panākumus gan augstskolas, gan valsts un pasaules līmenī; organizēt, vadīt un pašiem piedalīties dažādos sporta pasākumos, veidot savu duālo karjeru. LU PPMF ir absolvējuši vai šobrīd studē augstas klases sportisti, kuru panākumi iezīmējās gan ziemas, gan vasaras Olimpiskajās spēlēs, Pasaules Vieglatlētikas sacensībās, maratonos u.c. Tas ir apliecinājums, ka iespējams apvienot studijas ar sporta aktivitātēm, profesionālo darbību. Nozīme šāda studiju procesa norisei, kas neaprobežojas tikai ar skolotāja profesijas apguvi, bet vienlaikus tiek attīstīta duālā karjera, ir augstskolas izglītības videi. Ne mazāk būtiska ir studenta attieksme pret studijām un ārpusstudiju darbību – vēlēšanās savienot mācības ar sportu, prasme organizēt savas personīgās studijas ar citām aktivitātēm.

Raksta mērķis ir pētīt izglītības vides un studiju nozīmi profesionālās darbības uzsākšanā, iespējas studijas apvienot ar sabiedrisko, sporta dzīvi; sportistu iespējas vienlaikus ar sekmīgām studijām attīstīt savu sportisko karjeru – duālo karjeru.

Izglītības vide un studijas *Environment of education and studies*

Vide tās plašākajā izpratnē ir viss, kas atrodas apkārt. Cilvēka attiecības ar vidi netieši ir atkarīgas no tā, kāds viņu izpratnē veidojas „vides tēls”, kādu to uztver konkrētā persona. Vide tā ir sistēma ar daudzpakāpju mijiedarbību (Hamčanovska, 2002), kas sevī ietver tādas komponentes kā fizisko, psihosociālo, informatīvo.

Pedagoģijas terminu skaidrojošā vārdnīcā studijas augstākajā izglītības iestādē tiek skaidrotas kā patstāvīga, rūpīga, sistemātiska informācijas vai zināšanu apgūšana ar lielu patstāvīgā izziņas, pētniecības darba īpatsvaru, ar nopietnu iedziļināšanos problēmās (Beļickis, Blūma, Koķe, Markuss, Skujņa, Šalme, 2000).

Studijas augstskolā noris vidē, kas ir uzlūkojama kā izglītības vide.

Šūmane (2004) izglītības vidi apskata kā mērķtiecīgu, organizētu vidi (noteikts materiālo un garīgo, sabiedrisko apstākļu kopums), kur students veido savu pieredzi, vērtības, prasmes, zināšanas un attieksmes pret sevi, un apkārtējo pasauli. Tā ir vide, kuru veido cilvēks un vide, kurā attīstās personība. Svarīgas ir atbilstošas un daudzveidīgas mācību metodes, pamatotas izglītības politikas vadlīnijas, kopīgi izglītības iestādes mērķi un pakalpojumu kvalitāte. Ja izglītības vide ir vērsta uz studentu interesēm un vajadzībām, tad nepieciešama ir izvēles brīvība, kur jaunieši varētu mērķtiecīgi un periodiski veikt personīgi nozīmīgas darbības, kas rosina ieinteresētību un radošu darbību (Šūmane, 2004).

Burceva (2006) augstskolas izglītības vidi definē „kā personības attīstības ietekmju un nosacījumu kopumu attiecinot uz to arī pašattīstības potences uz telpiskās, priekšmetiskās un sociālās vides bāzes” (Burceva, 2006:90)

Burceva (2006) raksta, ka nozīmīgākie augstskolas izglītības vidi raksturotāji ir humānisms un kooperācija, inovācijas un universalitāte, radošums un atvērtība. Autore atzīmē, ka jaunieši paši izvēlas vidi, kas noteiks viņu spēju un iespējas analizēt un vērtēt daudzveidīgos un mainīgos procesus, attīstīt patstāvīgas pētnieciskās prasmes, pilnveidot profesionālo kompetenci un veidoties kā personībā.

Šādi izglītības videi jābūt orientētai uz studentu. Tas nozīmē, ka studijām ir jānorit gaisotnē, kas apmierinātu studentu vajadzības, intereses un vēlmes.

Djūī (1997)uzsver, ka mācībspēkam tas nozīmē - nenostādīt sevi uzmanības centrā. Viņam nav jācenšas būt par zināšanu un izpratnes avotu. Visiem mācībspēkiem, neatkarīgi no studiju kursa specializācijas nepieciešama izcila sagatavošanās, lai veiksmīgi varētu organizēt darbu (Dewey, 1997).

Vairāki autori uzsver, ka uz studentu orientētās studijas ietver sevī šādus aspektus:

- studijas kā sociāli pārveidojoša darbība vērsts uz autoritārisma, dogmatisma, aizspriedumu mazināšanu, estētiskā un sociālā jūtīguma

palielināšanu, domāšanas liberalizācija, kurās personība top par sabiedrībā darboties spējīgu subjektu;

- studijas ir kā mācību situāciju secība, kuru studējošie patstāvīgi izveido un izdzīvo pirms savas formālās akadēmiskās un profesionālās kvalifikācijas ieguves;
- saprotot studiju procesu kā mācīšanās/ studēšanas pieredzi, blakus kognitīvajām zināšanām un prasmēm tiek ietverta arī mācību uzvedība, motivācija un citi socializācijas fenomeni, kas tiek aktualizēti studiju procesā un rāda mācību priekšnoteikumus (studēšanas pieredzes veidošanās ir saistīta ar studiju procesa diferencēšanu un individualizāciju, ar pašu studentu izvēlētu mācīšanās stilu un stratēģiju izmantošanu savai pašpilnveidei);
- studijas augstskolā ir pašnoteiktās studijas kā pašregulējošas mācības ar augstu autonomijas potenciālu (Obelenski, Mery, 2003; Rubene, 2004; Šūmane, 2004).

LU PPMF studē personas, kas paralēli studijām, vada aktīvu sporta dzīvi - piedalās dažāda mēroga sacensībās (Latvijas, Eiropas, pasaules mēroga), ir nodarbināti regulāros treniņos (bez ikdienas treniņiem bieži ir treniņa nometnes ārpus Latvijas, nereti ilgāku laika posmu). Būtībā šie studenti jau kopš studiju sākuma attīsta *duālo karjeru*.

Uebel (2006) to skaidro kā karjeru ar diviem galvenajiem darbības virzieniem (piemēram, sports un izglītība). Studentam – sportistam “duālā karjera” augstskolā nozīmē to, ka noteiktā laika posmā persona savieno sportu ar studijām, kā rezultātā ir augsti sasniegumi sportā un iegūta akadēmiskā izglītība (Uebel, 2006).

Savukārt Stambulova (2010) uzskata, ka “duālā karjera” ir saskaņots darbību process, kurā sportists attīsta savu sportisko un akadēmisko kompetenci, sekmē psiho - sociālo un psiholoģisko attīstību (Stambulova, 2010).

Lai varētu gūt panākumus gan sportā, gan akadēmiskās disciplīnās, studentiem ir svarīgi veidot savas studijas patstāvīgi, t.i., patstāvīgi organizēt savas studijas visplašākajā nozīmē – prioritāšu noteikšanā, laika plānošanā un mācību materiāla apgūšanā, personīgo studiju godprātīgā organizēšanā.

Mūsdienu izglītībā arvien vairāk akcents tiek pārlūkts no mācīšanās metodēm uz mācīšanās prasmēm. Prasmes veido kompetence, kuru attīstība ir iespējama vienīgi tādā mācīšanās procesā, kurā students ir aktīvs līdzdalībnieks. Tādēļ mācīšanās galvenā dimensija ir sociālā dimensija, vērtības orientācija, jaunā profesionalitātes izpratne un katra mācīšanās procesa dalībnieka atbildība (Maslo, 2003).

Šādas studijas, galvenokārt, ir piemērotas tiem studentiem, kas spēj sevi motivēt pašmācībai, spēj izmantot iepriekšējās zināšanas un prasmes, spēj balstīties uz savu pieredzi, apzinās savas intereses, vēlmes un vajadzības, kam piemīt nepieciešamās īpašības, lai ar neatlaidīgu darbu un mērķtiecīgi sasniegtu rezultātu.

Lai indivīds varētu attīstīt personīgās spējas, viņam jāprot izmantot metakognitīvos aspektus, kas ietver sevī spējas plānot savu mācīšanās procesu – spēt organizēt un regulēt to, novērtēt savus panākumus, izprast izdošanos un neveiksmju cēloņus, kā arī pašam atrast problēmas risinājumu (Maslo, 2003).

Jebkura pedagoģiskā darbība norit savstarpējā pilnveidošanās, attīstības un mācīšanās procesā, kurā mācībspēki izprot un atbalsta studentu vēlmes, vajadzības, intereses. Tostarp tiem studentiem, kas aktīvi sporto, rada iespējas studēt, ievērojot sporta grafiku (treniņus, sacensības, treniņnometnes), studēt ar interesi, nebaidoties par studiju pārtraukšanu vai neatrisināmu problēmu veidošanos.

Absolventi par studijām LU PPMF *Veselības un sporta izglītības studiju programmā*
Studies of Sport and Health education teachers in the University of Latvia in the opinion of graduates

Lai noskaidrotu absolventu viedokļus par studiju laiku Latvijas Universitātes PPMF, tā nozīmi profesionālās darbības uzsākšanā, sporta karjeras attīstībā, tika veikts empīrisks pētījums. Kā minēts iepriekš, liela nozīme studiju laikā ir izglītības videi - studiju organizācijai, kvalitatīvai studiju programmai un profesionālai programmas īstenotāju darbībai, iespējām sevi izpaust ārpus mācībām, pilnveidot sevi vai vienkārši justies labi vidē, kurā jāpavada viss studiju laiks. Laikā posmā no 1996. gada līdz 2013. gadam LU PPMF *Veselības un sporta izglītības* skolotāja un *Sporta izglītības* skolotāja kvalifikāciju ieguva 355 absolventi. Šajā laikā vairākas reizes (1991., 1998., 2001., 2005., 2011. g.) studiju programmā tika veiktas izmaiņas atbilstoši tā laika sabiedrības sociālekonomiskajām prasībām, skolotāja profesijas zināšanu un prasmju uzstādījumam Profesiju klasifikatorā, mainījās studiju ilgums, tika uzsākta studentu uzņemšana nepilna laika studijām.

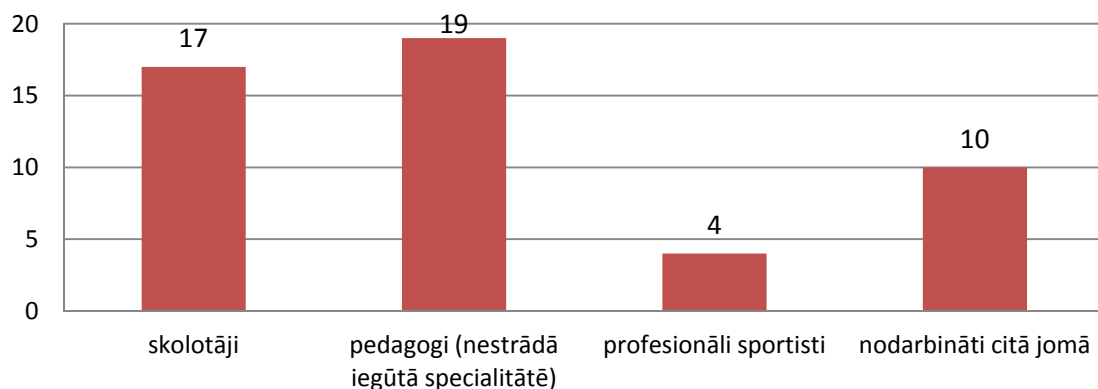
Kvantitatīvais pētījums veikts 2012. gadā. Tika izvēlēts gadījuma pētījums ar nelielu respondentu skaitu. Respondentu izvēli noteica nevarbūtīgās izlases veidošanas metodes – kritisko gadījumu un ērtuma metode. Pētījumā piedalījās 50 respondenti: 10 absolventi no katras programmas, kurā tika veiktas izmaiņas. Kā pētījuma instruments izmantota aptaujas anketa, kas ietver vispārēju informāciju par respondentiem, informāciju par izglītības vidi profesionālās un sporta karjeras sekmēšanā, par absolventu pēcstudiju laiku; aptaujas anketā ietverti slēgtie un atvērtie jautājumi. Rakstā tika izmantotas tikai tās slēgto un atvērtos jautājumu atbildes apkopotā veidā, kas attiecas uz izglītības vides nozīmi profesionālās darbības uzsākšanā, karjeras sekmēšanā un sportā.

Svarīgi noskaidrot, cik lielā mērā izglītības vide un studijas ir sekmējušas absolventu profesionālo pilnveidi un karjeras attīstību.

Jāatzīmē, ka savu darba dzīvi ar skolu ir saistījuši 17 respondenti, kas strādā par sporta, veselības mācības vai veselības mācības un sporta skolotājiem.

Pieci no respondentiem vēlāk papildus ir apguvuši sociālo zinību, informātikas, pirmsskolas skolotāja specialitāti; trešā daļa – papildus strādā par treneriem.

19 absolventu pedagoģiskā darbība izpaužas dažādos veidos, izmantojot studiju laikā vai tālākizglītības studijās iegūtās zināšanas, prasmes, pieredzi: mācībspēki augstskolās (4), tikai kā treneri vai treneru palīgi (8), audzinātāji pirm skolā (2) dažāda līmeņa vadītāji sporta vadības iestādēs (4), sporta instruktors(1). Pārējo absolventu (14) darbība nav saistīta ar izvēlēto specialitāti - skolotājs: četri no respondentiem atzīmē, ka turpina nodarboties ar profesionālo sportu, daļa no absolventiem (10) ir nodarbināti citā jomā (piem., Latvijas bruņotie spēki, Bāriņtiesa, Valsts pārvalde u.c.)(1.att.).



1.att. Absolventu darbības jomas
Figure 1 Areas of employment of graduates

No 17 absolventiem, kas savu darbību ir saistījuši ar skolu, uz jautājumu, vai studijas veselības un sporta izglītības programmā ir palīdzējušas skolotāja darba uzsākšanai – 15 respondenti atbildēja, ka ļoti palīdzējušas; 11 piebilda, ka studijas sekmēja arī karjeras uzsākšanu un izaugsmi. Iepriecinošs ir vērtējums, ka jaunie speciālisti ir gatavi darbam skolā un viņu izglītība paver iespējas karjeras attīstībai. Šai sakarā visi respondenti ir atzīmējuši, ka bez pedagoģiskās prakses skolā, kas ļāvusi teorētiskās nodarbībās apgūto realizēt mācību stundās klasē, sporta zālē vai stadionā, nozīme ir bijusi veselības un sporta pasākumu organizēšanai LU, sporta sacensību organizēšanai dažādos līmeņos - LU, starp augstskolām Latvijā, piedalīšanās sporta spēlēs Baltijas valstu un Eiropas līmenī. Šai gadījumā studentiem tiek piedāvāta iespēja atklāt viņu potences un pilnveidot prasmes sporta darba organizācijas jomā augstskolas un starpaugstskolu līmenī, tā rosinot praktizēties sporta vadībā.

Gandrīz puse no 33 respondentiem, kuru pedagoģiskā darbība ir nesaistīta ar skolu vai darbs ir citā jomā, atzīmēja, ka pamata studijas ļoti palīdzēja darba gaitu uzsākšanai (15) un karjeras izaugsmei (15). Lai gan raksta vēlētos, lai vairāk absolventu strādātu skolā, tomēr ir jāņem vērā un jārespektē respondentu dzīves un darba izvēle. Tikai viens no respondentiem atzīmēja, ka studijas maz ir palīdzējušas profesionālās darbības uzsākšanai, kā arī neko nav devušas

karjeras attīstībā. Diemžēl respondents nav saistījis savu darbību nedz ar izvēlēto specialitāti, nedz ar izglītības jomu vispār.

LU PPMF studenti paralēli mācībām vienmēr ir sportojuši un trenējušies.

Uz jautājumu, vai bija iespēja paralēli mācībām aktīvi piedalīties sporta dzīvē, 24 no respondentiem atbildēja, ka studiju laikā piedalījās dažādos čempionātos, sporta spēlēs u.c. Latvijas, Baltijas valstu, Eiropas un Pasaules līmenī, bet sporta sacensību starplaikos trenējās ikdienā un treniņnometnēs izbraukumos citās valstīs. Protams, ka tas nebija vienkārši un bija saistīts ar studiju procesa kavēšanu vai pat pārtraukšanu. Vairākums no respondentiem (21) atbildēja, ka mācībspēki bija saprotoši un vienmēr atbalstīja studējošos sportistus, trīs respondenti atzīmēja, ka to nav izjutuši vienmēr.

Uz jautājumu, kā ir izpaudusies sapratne un atbalsts, 18 respondenti minēja, ka mācībspēki ir ieteikuši nepārtraukt sporta karjeru, bet tieši otrādi – mudinājuši pilnveidot sevi, lai sasniegtu arvien augstākus sporta rezultātus; ir bijusi iespēja konsultēties un risināt ar studijām saistītos jautājumus (kontroldarbu, ieskaīšu kārtošana, patstāvīgo darbu aizstāvēšana u.c.) ar mācībspēkiem jebkurā laikā, kad vien students varējis iekļauties studiju procesā, bija iespēja komunicēt, izmantojot elektroniskos saziņas līdzekļus. Raksta autoru pieredze rāda, ka pēdējos gados daudz tiek izmantotas e-studiju sniegtās iespējas augstas klases sportistu vidū: mācībspēki piedāvā studentiem atbalsta materiālus, konsultē studentus, izskata rakstiskos patstāvīgos darbus. Neapšaubāmi, tas neatsver personīgās tikšanās un iekļaušanos studiju procesā. Taču tā ir laba iespēja atbalstīt studentu centienus sevi pilnveidot duālās karjeras vai mobilitātes jomā. Pieci no respondentiem atzīmēja, ka varējuši „veiksmīgi apvienot studijas un sporta dzīvi”.

Ar lepnumu jāatzīmē, ka LU PPMF ir mācījušies studenti, kas ļoti mērķtiecīgi visu studiju laiku ir veidojuši savu duālo karjeru: ieguvuši ne tikai Veselības un sporta izglītības skolotāja kvalifikāciju, maģistra grādu Izglītības vadībā, bet arī aktīvi sportojuši un guvuši izcilus sasniegumus sportā.

Olimpiskajās un Paraolimpiskajās spēlēs ir piedalījušies:

- 1998. gadā Nagano Olimpiskajās spēlēs I.Ābola (kalnu slēpošana);
- 2000. gadā Sidnejas Paraolimpiskajās spēlēs A.Ozolnieks (šķēpmešana);
- 2004. gada Atēnu Olimpiskajās spēlēs S.Olijars (110m/ barjerskriešana);
- 2006. gada Turīnas Olimpiskajās spēlēs I. Spalviņš (distanču slēpošana);
- 2008. gadā Pekinas Olimpiskajās spēlēs A.Kovals (šķēpmešana) un ieguva sudraba medaļu; A.Grabuste (septiņcīņa), S.Olijars (110m/ barjerskriešana), I.Tāre (basketbols), K.Zaļupe (airēšana);
- 2010. gadā Vankūveras Olimpiskajās spēlēs R.Broks (bobslejs); L.Glāzere (biatlons), L.Fimbauere (kalnu slēpošana) I.Spalviņš (trenera asistents),

- 2012. gada Londonas Olimpiskajās spēlēs piedalījās A.Grabuste (septiņcīņa), D.Jurkevičs (1500m skriešana), A.Kovals (šķēpmešana);
- 2012. gadā Londonas Paraolimpiskajās spēlēs A.Ozolnieks (lodes grūšana);
- 2014. gada Soču Olimpiskajās spēlēs R.Broks (bobslejs) I.Dauškāne (distanču slēpošana).

Pasaules vieglatlētikas čempionātos ir piedalījušies un personīgos rekordus uzstādījuši A.Grabuste, D.Jurkevičs, A.Kovals, S.Olijars, E.Tēbelis. Studenti ik gadu ar panākumiem startējuši SELL (Somijas, Igaunijas, Latvijas, Lietuvas) studentu sporta spēlēs.

Pasaules Universiādēs 2005. gadā un 2009.gadā A.Kovals kļuva par uzvarētāju šķēpa mešanā, bet 2007.gadā ieguva trešo vietu; D. Jurkevičs 2003.gadā Pasaules Universiādē izcīnīja 5.vietu 1500m skriešanā, bet 2007.gadā 6. vietu.

Studijas pamatprogrammā ir rosinājušas absolventus turpināt izglītošanos.

Tā 28 respondenti ir atzīmējuši, ka studijas pamatprogrammā ir sekmējušas vēlmi turpināt mācības augstākā līmenī vai pakļauties jauniem izaicinājumiem - apgūt citu, vēl nezināmu jomu. 22 respondenti studijas turpināja LU PPMF un ieguva maģistra grādu Izglītības vadībā vai profesionālo maģistra grādu Izglītības vadībā (Sporta vadībā). Pārējie respondenti turpināja studijas LU, LiepU, LSPA, RPIVA, RSEBAA, RSU dažādās maģistra studiju programmās (Vadībzinību, Skolvadības, Sabiedrības vadības, Sabiedrības veselības), kā arī doktorantūras programmās (Izglītības vadība, E - studiju tehnoloģijas un pārvaldība).

Izglītības vidē norit ikdienas saskarsme, kopīgās mācības, neformālās tikšanās, izklaides. Jautāti par atmiņām, kas saglabājušās no studiju laika, gandrīz visi respondenti (47) atbildēja, ka studijas atceras kā visnotaļ pozitīvu laiku. Tas nav palicis atmiņā tikai kā mācīšanās un sesiju kārtošanas laiks, bet arī kā aktīvas komunikācijas laiks starp kursa biedriem, kopīgas izklaides, dažādi pasākumi. Kāds 2012. gada absolvents atzīmē, ka „.....iepazīnos ar daudziem brīnišķīgiem cilvēkiem, kuriem joprojām varu uzticēties, var teikt, ka ieguvu sava veida ģimeni.”

Secinājumi **Conclusions**

Lai līdztekus studijām būtu iespēja studentiem sevi vispusīgi pilnveidot, atbilstoši viņu vēlmēm, interesēm un spējām, nepieciešams radīt atbalstošu un saprotošu izglītības vidi. Ne mazāk svarīga ir studentu attieksme pret studiju norisi, vēlēšanās un prasme organizēt savas personīgās studijas saistībā ar citām aktivitātēm. Šādas studijas, galvenokārt, ir piemērotas tiem studentiem, kas spēj sevi motivēt pašmācībai, spēj izmantot iepriekšējās zināšanas un prasmes, spēj balstīties uz savu pieredzi, apzinās savas intereses, vēlmes un vajadzības, kam

piemīt nepieciešamās īpašības, lai ar neatlaidīgu darbu un mērķtiecīgi sasniegtu rezultātu.

Izzinot absolventu viedokļus par studiju laiku, studiju vides nozīmi profesionālās darbības uzsākšanai, iespējām izpausties ārpus mācībām, pilnveidot sevi vai vienkārši justies labi vidē, kurā jāpavada viss studiju laiks, lielāka daļa absolventu atzīmēja, ka studijas ir palīdzējušas uzsākt profesionālo darbību skolā un attīstīt viņu darba karjeru.

Puse no respondentiem atzīmēja, ka studiju laikā ir bijusi iespēja attīstīt vai pilnveidot arī karjeru sportā, t.i. veidot savu duālo karjeru. Šai ziņā liels atbalsts bijuši mācībspēki: ir bijusi iespēja konsultēties, risināt ar studijām saistītos jautājumus jebkurā laikā, kad vien students varējis iekļauties studiju procesā; iespēja komunicēt izmantojot elektroniskos saziņas līdzekļus.

Studijas pamatprogrammā ir rosinājušas absolventus turpināt mācības augstākā līmenī vai pakļauties jauniem izaicinājumiem - apgūt citu, vēl nezināmu jomu.

Lielākā daļa respondentu studijas atceras kā neaizmirstamu laiku savā dzīvē, kas veidojies ikdienas saskarsmē, kopīgās mācībās, neformālās tikšanās brīžos un saturīgās izklaidēs.

Summary

This article discusses the studies in the program Health and sports teacher (Sports teacher – since 2011) in the University of Latvia, Faculty of Pedagogy, Psychology and Art (LU FPPA), focusing on the importance of the educational environment.

In order to allow students, parallel to the studies, to develop themselves accordingly to their wishes, interests and abilities, it is important to create an educational environment that would be supportive and understanding. Also the attitude of students towards the study process, their wishes and abilities to organize their personal studies in connection to other activities is not less significant. Such studies are suitable for those students who can motivate themselves for self-studies, who are able to use their already obtained knowledge and skills, who are able to bottom on their experience and are aware of their interests, wishes and needs and who possess skills that are necessary to achieve results through persistent and purposeful work.

Those students who study in the LU FPPA are people who parallel to their studies have a very active life in sports – they take part in the sports competitions in Latvia, as well as on European and world level and are engaged in regular trainings (besides daily trainings they often participate in long lasting training camps outside Latvia). Essentially, these students have developed a *dual career* already from the beginning of their studies. This “dual career” for a student – sportsman/woman in a higher educational institution means that he/she for a certain period of time must combine sport with studies. In the result he/she shows high results in sport and also obtains academic education (Uebel, 2006). Examining the opinions of the graduates about the time of their studies, about the importance of educational environment for them during the beginning of their professional activities, about the possibilities to express themselves outside studies, to develop themselves or simply feel good in the environment where they have to spend all their study time, most of the graduates noted that studies helped them to start their work in schools and to develop their professional careers.

Almost half of the respondents noted that there was a possibility for them to develop their careers in sports, namely, to develop their dual careers during studies. Lecturers showed great

support – there was the possibility to consult and solve problems related to the studies any time when student was able to take part in the study process, there was the possibility to communicate via electronic means of communication.

Studies in the main program stimulated graduates to continue studying on a higher level or to accept new challenges – to master a new, unknown domain.

Most of the respondents remember their studies as an unforgettable time of their lives that consisted of daily interactions, joint studying, informal meetings and entertainment.

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PECULARITIES OF STUDENTS' ATTITUDE TOWARDS THE STUDIES AND THE PHYSICAL EDUCATION TEACHER IN THE ASPECT OF GENDER

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Abstract. *The most important factor of physical education at the university level is the teacher hence it is his qualifications, educational mastery on which depends his ability to create a favorable learning atmosphere with the respect to the educational and emotional aspects. The relationship between the physical education specialist and students, the content of the practical lessons, methods and theoretical lectures influence the formation of students' attitude towards physical activities and the development of the practical acts The purpose of the research is to set student's attitude towards the studies and physical education teacher relying on the gender aspect. Empirical research was conducted in the spring semester of year 2009. The 491 students were involved in this study (362 female and 129 male).*

Keywords: *gender, physical education, students, studies, teacher, university.*

Introduction

Contemporary academic youth views the world which is full of changes and the tempo of these changes is dramatic. It is not that easy to orientate in ever-changing existential environment. It is necessary to understand and to find out how to acquire a professional competence, create the system of values and to achieve high culture level without damaging psychological and physical health in such circumstances (Dadelo et al., 2008; Pranckevičienė et al., 2008; Palionytė and Pruskus, 2012; Zulumskytė and Gelminaitė, 2011; Tamošauskas, 2012; Bobrova, 2012).

The primary role of the universities and educational system of Lithuania is to raise an individual who is open to the culture and democracy. Physical education as a part of common culture cannot stay away from these problems solution. Assisting a human being in existence physical education also helps to implement the vocation. It covers various levels of individual's functioning – starting with the physical and finishing with the spiritual. Well-developed physical culture could help to adapt to existing culture, pick up and stick to the basis of such values as “you and the others”. The way an individual manages to understand and adapt to the particular volatile existential environment is the way of free, culturally-equipped individual's formation (Tamošauskas, 2012).

The most important factor of physical education at the university level is the teacher hence it is his qualifications, educational mastery on which depends his ability to create a favourable learning atmosphere with the respect to the educational and emotional aspects (Tamošauskas, 2007; Poteliūnienė, 2010).

The object of teacher's performance is a student who manages to take subjective position and become an active participant of the educational process with his own purposes, believes, motives, logic behaviour and whose role is to acquire

the given information during the learning process (Adamonienė et al., 2001, quoted from Mackelo and Drūteikienė, 2010).

The relationship between the physical education specialist and students, the content of the practical lessons, methods and theoretical lectures influence the formation of students' attitude towards physical activities and the development of the practical acts (Tamošauskas et al., 2004, quoted from Dadelo et al., 2008, Трухачёв et al., 2014).

However, there is a lack of works which would examine the problematic areas related to the students' attitude towards studies and physical education teachers. Students' attitude towards the quality of the studies had been analyzed (Barkauskaitė and Nedzinskaitė, 2010; Baranauskienė et al., 2011), students' opinion about the aspects of quality of evaluation at university level and the peculiarities of students' academic results evaluation was presented (Sirtautienė, 2006; Morkūnienė and Jucevičienė, 2010) and students' attitude towards teacher's educational competence was researched (Raišienė, 2004). This encouraged planning the research with the help of which the differential features would be brought into light and it should help better organize and optimize physical education lessons, the nature of physical education teachers' work and students' learning.

The research relies on the following theoretical provisions:

1. The professionalism of the physical education teacher and the physical education life-long learning (Corbin and Strauss, 2007) conceptual provisions.
2. The Humanistic education philosophy approach about individual's wholeness, indivisibility. Relying on the individualistic holistic principle, there must manifest spiritual, social and physical power harmony instead of the separate physical power education signs during the physical education (Bitinas, 2000).
3. The Democratic educational theory. It points to democratic interaction between the educator and the learner: mutual activity, equivalent communication and cooperation (Jackūnas, 1997).

The purpose of the research is to set student's attitude towards the studies and physical education teacher relying on the gender aspect.

The objectives of the research:

1. Analyze students' attitude towards studies.
2. Ascertain students' opinion about the most liked features of the physical education teachers.
3. Ascertain students' opinion about the most disliked features of the physical education teachers.

Organization of the research and research methodology

Research methods: 1. Questionnaire. 2. Statistical analysis.

The research relied on the written survey method (questionnaire) in order to distinguish and evaluate the research shifting. Students' attitude towards studies

and the teacher of physical education was established with the help of the provided question list. Students were asked about their educational achievements, academic university requirements and physical education classes. Empirical research was conducted in the spring semester of year 2009. Participants of the research were chosen in a convenient sampling way, the questionnaire was provided with respect to the study timetable and possibilities provided by the administration. The scope of the research was compiled of the representative students group which was chosen with the respect to convenient sampling way from the universities. 491 first year student took part in the research (362 females and 129 males). The data was analyzed with the help of the statistical data software package *SPSS 13.0 for Windows*. In order to examine different groups' percentage the percent evaluation of the different groups' statistical differences was tested with the help of chi-square test (χ^2). Differences with the probability less than 0.05 were considered as statistically reliable.

Results

Analyzing the study results it came clear that the majority of students evaluate academic university requirements fairly well (respectively 75.8% of males and 76.7% of females; $p = 0.235$) (Table 1).

Table 1

Response to the question “How a student should evaluate academic university requirements?” distribution of relative frequency of occurrence (%)

Statement	Research		χ^2 and p values
	Male	Female	
Very low	0.8	0.3	$\chi^2(3) = 4.25, p = 0.235$
Sufficiently low	11.3	6.7	$\chi^2(3) = 4.25, p = 0.235$
High enough	75.8	76.7	$\chi^2(3) = 4.25, p = 0.235$
Very high	12.1	16.4	$\chi^2(3) = 4.25, p = 0.235$

It is established that studies at university are very significant for the students (45.3% males and 58.0 % females) or fairly significant (respectively 47.7% and 41.1% respondents) (Fig. 1). For the females studies are more important than for males ($p = 0.001$).

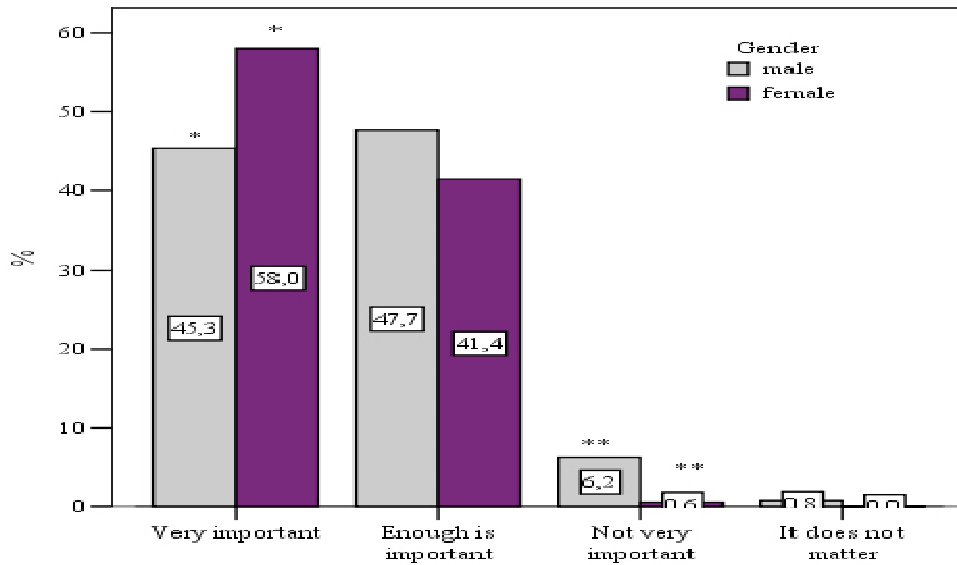


Figure 1 Response to the question “Is it important for you to study at university?” distribution (%), ($\chi^2(3) = 21.50, p = 0.001$)

Approximately half of the students (44.1% of males and 57.5% of females) believe that their academic achievements are the same as the achievements of the others, accordingly 40.9% and 30.4% of respondents think that their academic results are better than their peers (Fig. 2). For the females academic achievements are more important than for males ($p = 0.039$).

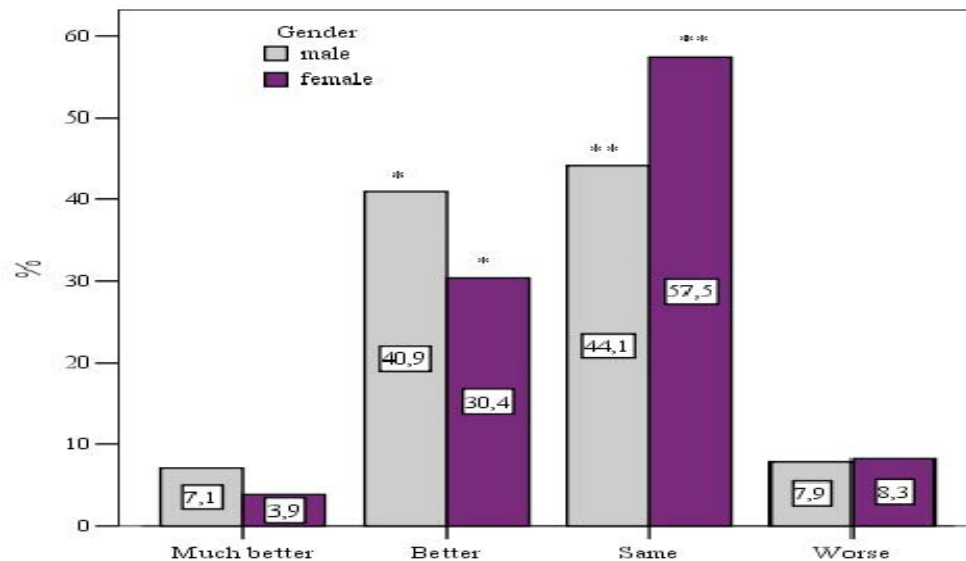


Figure 2 Response to the question “How do you evaluate your academic results in comparison with your peers average?” distribution (%), ($\chi^2(3) = 8.365, p = 0.039$)

During the analysis of the students’ answers about the most liked traits of the physical education teachers it came clear that the answers between the females and males to all the statements in the questionnaire differ dramatically ($p = 0.05$) (an exception – there is no significant difference set about the statement related to the communication with the group) (Table 2).

Table 2

Response to the question “What traits of the physical education teacher do you appreciate the most?” distribution of relative frequency of occurrence (%)

Statement	Research	I would certainly agree	I agree	Neither good nor bad	I do not agree	Definitely don't agree	χ^2 and p values
Good physical appearance	Male	18.1	36.2	32.3	9.4	3.9	$\chi^2(4) = 43.97$ p = 0.001
	Female	22.6	55.0	20.9	1.4	0	
Friendly	Male	29.7	55.5	10.9	0.8	3.1	$\chi^2(4) = 11.64$ p = 0.020
	Female	31.1	55.8	11.7	1.4	0	
Knowledgeable	Male	36.4	46.5	12.4	0	4.7	$\chi^2(3) = 21.90$ p = 0.001
	Female	38.6	54.7	6.7	0	0	
Calm	Male	22.8	47.2	22.8	3.9	3.1	$\chi^2(4) = 17.18$ p = 0.002
	Female	16.4	45.1	33.4	5.0	0	
Communicates with a group	Male	28.7	42.6	21.7	3.1	3.9	$\chi^2(4) = 9.20$ p = 0.056
	Female	28.1	46.8	18.9	5.6	0.6	
Has a sense of humor	Male	30.5	43.0	16.4	3.9	6.3	$\chi^2(4) = 24.17$ p = 0.001
	Female	33.6	43.6	20.3	2.5	0	
Interested in each student	Male	17.1	41.1	28.7	6.2	7.0	$\chi^2(4) = 26.09$ p = 0.001
	Female	14.8	26.2	39.6	17.5	1.9	
With him easy to communicate	Male	28.7	40.3	21.7	6.2	3.1	$\chi^2(4) = 14.05$ p = 0.007
	Female	26.2	43.2	27.0	3.6	0	
Creative	Male	21.7	30.2	39.5	3.9	4.7	$\chi^2(4) = 20.30$ p = 0.001
	Female	16.7	30.1	46.5	6.7	0	
Apply innovation	Male	21.9	32.8	32.8	6.3	6.3	$\chi^2(4) = 13.98$ p = 0.001
	Female	21.3	33.9	34.7	10.1	0	
Take into account the opinion of students when allocating tasks	Male	26.6	38.7	28.2	2.4	4.0	$\chi^2(4) = 11.24$ p = 0.024
	Female	22.3	34.9	32.7	8.9	1.1	

The analysis of the research answers stressed the fact that students mostly appreciate the friendliness of the physical education teacher: such answers as “completely agree” and “agree” were marked by 85.2% of males and 86.9% of females. Also, students appreciate when the teacher knows his subject well (answers “agree completely and agree were chosen by 82.9% of males and 93.3% of females), good sense of humour (relatively 73.5% of males and 77.2% of females). Students also like teachers of physical education who are in a good shape; it is much more significant for the females rather than for males ($p = 0.001$).

The research data related to the analysis of the traits the physical education teacher has to possess had shown that it is quite important for the students to easily communicate with the teacher, that the teacher is calm and relies on the respondents opinion while distributing the tasks.

While analyzing the research data about the lecturer’s traits which are disliked by the students (Fig. 3) it came clear that both males and females do not like the teachers who require the fulfilment of the standards (answers “completely agree” and “agree” were chosen by 9.3 and 27.9% of males and 9.4 and 19.1% of females; $p = 0.037$). Females do not like more than males.

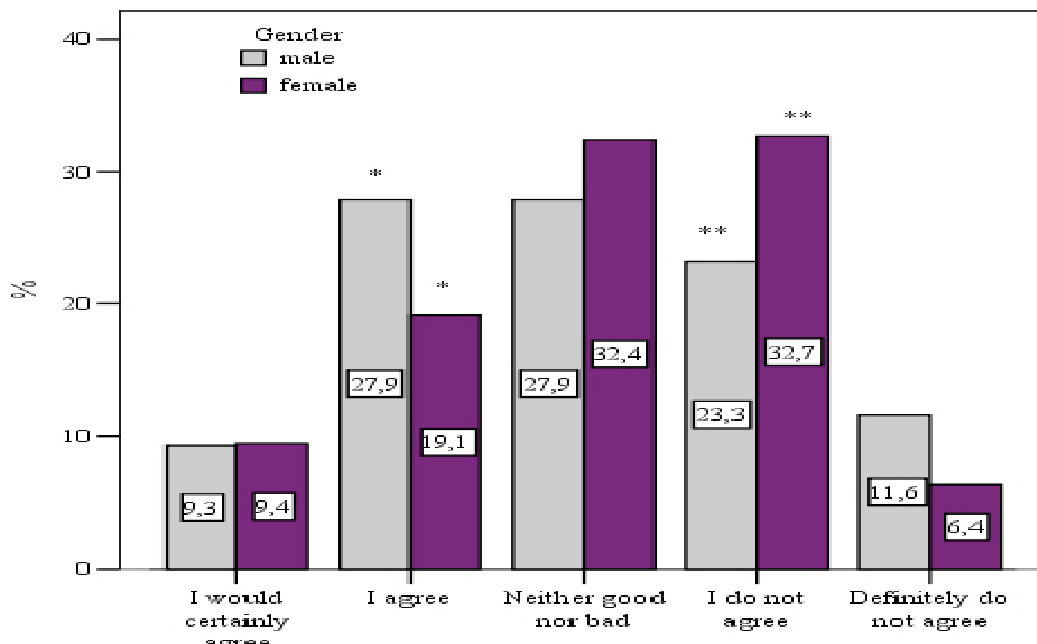


Figure 3 Response to the statement “I do not like when the teacher of physical education requires the fulfillment of the standards” distribution (%), ($\chi^2(4) = 10.23$, $p = 0.037$)

Similarly, students do not like when the teacher uses offensive remarks (Fig. 4) (answers “completely agree” and “agree” were chosen relatively by 11.6 and 17.1% of males and 18.6 and 9.4% of females; $p = 0.002$). Females and males answers differ significantly.

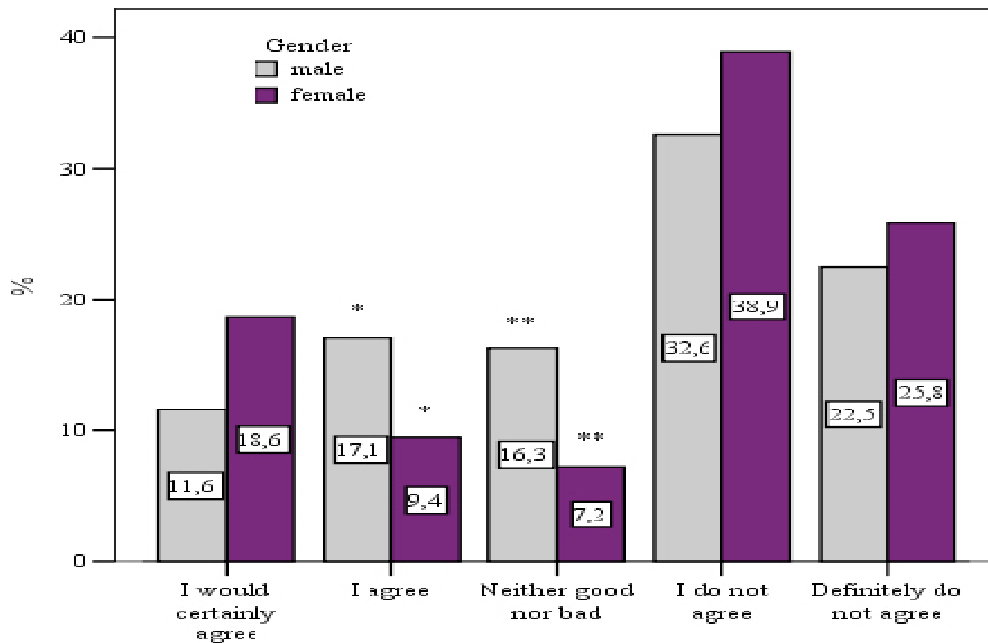


Figure 4 **Response to the statement “I do not like when the teacher of physical education uses offensive remarks” distribution (%)**, ($\chi^2(4) = 17.12$, $p = 0.002$)

Few students negatively evaluated the fact that the teacher of physical education does not participate in the activities, does not show enthusiasm, does not consider the students wishes, that physical education lectures are not interesting, though there is no significant statistical data difference observed ($p > 0.05$) according to the gender aspect.

Discussion

It is believed that students’ learning shows their understanding about the educational environment and learning concepts. Moreover, the studies conducted had shown (Morkūnienė and Jucevičienė, 2010), that students who try to extend their knowledge, tend to adopt superficial learning methods and that the personal role in the learning-teaching process is perceived as passive. Usually their achievement level is lower in comparison with the students who try to understand and create the reality. Such an attitude is ascribed to the deep one, as students not only understand their role in the learning process but also actively participate in it. In our research case the students consider the studies at university as something very important, though for females it is much more important than for the males ($p = 0.001$) and academic university requirements are evaluated relatively well (respectively 75.8% of males and 76.6% of females). The majority of respondents believe that their academic achievements are the same as the achievements of the others or even better. This shows serious and responsible attitude towards the studies.

The majority of the scientists indicate students’ attitude towards the university studies, and the importance of the teacher (Pukelis and Pileičikienė, 2005;

Savickienė, 2005; Luow, 2008; Balasooriya et al., 2009; El Hassan, 2009; Ellis et al., 2009, Pamuk and Thomson, 2009) stressing the fact that good academic results, teacher competences and the importance of the clear objectives are significant for the evaluating attitude (quoted from Bobrova et al., 2010). The results of the research had proved that the trait of the friendliness is the crucial for the physical education teacher while communicating with the students. According to P. Tamošauskas (2012) the personality of the student should not be considered as the object of educational performance and the activity must be organized in such a manner so that the innate powers could unfold. If the education is organized relying on these principles the psychological pressure and constraint are illuminated from the educational process. A partnership, democratic style of communication and the norms of human relationships are the most significant factors of the educational performance.

The understanding of the subject, good sense of humour and nice shape of the teacher of physical education are very important for the participants of the research. L. Bobrova et al., (2012), Neimane & Rupeika (2012) in their researches revealed, that according to the students the most important things are: teacher's communicative skills, interesting content of the lectures and original representation of information. Introduction to the evaluating criteria and to the individual work tasks are also considered as ones of the most important advantages. L. Bobrova et al., (2012) research revealed that the teacher's responsibility for the quality of the subject develops positive students' attitude towards the studies.

Analyzing the research data about the most liked traits of the physical education teacher it came clear that students appreciate easy communication with the teacher, calm state of the teacher, taking into consideration students' opinion while giving the tasks, applying novelties and being creative. L. Bobrova's et al. (2012), Neimane & Rupeika (2012) researches had shown, that students notice teacher's effort to discuss with them learning process, analyze their academic achievements, learning materials, students also agree with the individual work distribution, notice teacher's effort to motivate them.

The research conducted had revealed students' attitude towards learning in the high schools: more than the half of the participants (52.8%) like to study, 43.8 % do not like, 2.3% – do not like at all. The reasons are various: the usage of old teaching techniques, the speciality does not meet participant demands and the difficulties faced while studying. The participants identified such teaching quality factors: systemic information rendering, subjectivity, clarity, interest, theory relevance to the practical tasks, evaluating objectivity, adequacy to the subject, organization of the individual work, personal teacher's traits (Ratkevičienė, 2005; quoted from Bobrova et al., 2010).

Our research revealed students' attitude towards the disliked traits of the teachers. It has been found out that mostly students do not appreciate when the teacher requires the fulfilment of the standards and uses offensive remarks (relatively

65.9% of males and 56.5% of females; $p = 0.002$). A significant part of the students negatively evaluate the fact that teachers do not participate in the physical activity, do not show enthusiasm and do not rely on students wishes, requests, moreover, lessons are not interesting. Relying on the questionnaire data (personal and other researches), P. Tamošauskas (2012) came clear, that a significant part of students are discontented with the physical education teacher's competence and their relationship with the students. Lithuanian Union of Students representatives (2009) had conducted a public opinion research and the results revealed that one third of the students think that teacher's behaviour is inadequate in respect to the student's health status. G. J. Rastauskienė et al. (2007) in her research claims that teachers should pay more attention to the information application and the novelty of information. The study conducted by A. G. Raišienė (2004) had shown that university teachers lack practical knowledge of different methods. While conducting the study a significant gap in the educational reform was revealed: the absence of the qualification improvement system for the university teachers. Qualification improvements for the teachers are left for themselves and the major knowledge development tool is self-education.

A university which relies on the contemporary educational paradigm, the organization of the study objective is becoming the integration and evaluation of the effective educational systems rather than the information rendering (Kirikova et al., 2013). If teachers at the contemporary high schools change the teaching paradigm they are considered to be undertakers of the educational process and founders of the educational environment. Hence, they are especially important to penetrate the major problems and project better learning process possibilities (Gudaitytė, 2001; quoted from Kirikova et al., 2013). The teacher is not only the provider of information, consultant or adviser but also the manager of students' "knowledge base" and supervisor-controller (Morkūnienė and Jucevičienė, 2010; Tandzegolskienė and Pileckaitė, 2012).

Nowadays work at university is becoming a big challenge for the teachers, as students, social partners, politicians and the society starts to question long-cherished values of academic work (Bulotaitė et al., 2012). A present-day teacher has to not only render the newest knowledge to the students but also conduct scientific researches and have management knowledge as it is stressed that part of the income universities must be earned individually (Šukys et al., 2006; Kardelis et al., 2007). Teachers usually lack motivation to create innovative learning environments as the expediency and values are doubtful, they lack creativeness or simply do not know what they do not know (Sefton, 1997; Šveikauskas, 2005; Beachey, 2007; Barman et al., 2007; Jurevičienė et al., 2010; quoted from Kirikova et al., 2013). Abilities of dealing with difficult situations largely depend upon one's individual predispositions, resistance to stress, way of assessing a situation and resulting type of action (Romanowska-Tołłoczko, 2014). R. A. Zepp (2005) claims, that technologies can newly

transform traditional role of the teacher; though some educational postmodernists claim that there will be a possibility to substitute teachers with the computers or some other technologies (quoted from Bulotaitė et al., 2012). J. Jankauskas and N. Jatulienė (2008) state, that high schools too slowly free themselves from not so far away past stereotypes, students physical education relies on utilitarian-pragmatic tendency, the content of the training classes is oriented on the development of the physical peculiarities rather than on the inner personality parameter. Mentioned authors suggest improving the knowledge of the physical education students relying on three components: 1) world-view 2) anthropology 3) special physical education knowledge. According to the data provided by the authors less than the half of the participants positively evaluate the work and behaviour of physical education teachers (quoted from Norkus and Alūzas, 2012).

We think that for every high school physical education teacher is very important to know students' expectations and attempt to fulfil them, even more, positive communication and cooperation could help to achieve expected results.

Conclusions

Students' attitude towards studies is serious and responsible: academic university requirements are evaluated as fairly high, studying at university is very important (though it is much more significant for the females).

Males and females stressed the fact that the most liked traits of physical education teacher are friendliness, good knowledge of the the subject, humor and nice shape, most disliked features are the requirements of the normative fullfilment as well as the usage of offensive remarks. Females and males answers differ significantly.

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CHARACTERIZATION OF WOMEN'S GENERAL HEALTH AND PHYSICAL ACTIVITY IN FITNESS

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Abstract. *Sedentary life causes very big physical and mental health problems, which also decrease one's life quality. That is why the aim of the research is to evaluate women's involved in fitness interconnection of subjective evaluation of life quality components and their connection to objective parameters of life quality. GHQ-12 was applied to evaluate general health and IPAQ short version was used to state the amount of physical activities. There are several weak and a very weak correlation between general health, amount of physical activities and the objective factors of life quality. To fully evaluate and improve the parameters of life quality subjective and objective character should be taken into account.*

Keywords: *life quality, general health, physical activities, IPAQ, GHQ-12*

Introduction

Nowadays sedentary lifestyle is becoming more and more frequent all over the world, and it causes very big physical and mental health problems. As several researches show, amount of physical activities affects beneficially the level of human life quality (Rejeski & Mihalko, 2001; Rejeski et al., 2006, Napolitano et al., 2011) and there is a connection between mental and physical health and amount of physical activities. However, this connection has not been deeply researched, yet (Sloan et al., 2009). In various researches the correlation between physical activity and mental health is weak, but in many researches there is no correlation at all. On the other hand, it is often emphasized that physical activities can decrease depression, anxiety, stress, as well as raise self-esteem (Brannon & Feist, 1992). In the Latvian National Development Plan 2014 – 2020 'Man's ability to be safe' is mentioned as one of the priorities, and in the chapter 'Healthy and workable man' facilitation of healthy lifestyle as the basis of one's life quality is said to be developed, so it is one of the prior directions in society development.

The aim of the research is to evaluate women's involved in fitness interconnection of subjective evaluation of life quality components (general health and amount of physical activities) and their connection to objective parameters of life quality.

Methods

80 women from 4 fitness clubs were inquired in the research. 22.6% were from 18 till 25 years old, 42.8% - from 26 till 35 years old and 17.8% - from 36 till 58 years old.

To evaluate women's involved in fitness life quality component *general health*, General Health Questionnaire (GHQ-12) was applied in Latvian language (Cekule et al, 2006), where the respondents had to assess their feelings and life during the last 2-3 weeks. GHQ -12 is mostly used all over the world to state psychological load, overload and general mood.

The short version of IPAQ questionnaire was used in Latvian language (Kaupuzs & Larins, 2010), to evaluate amount of physical activities. The respondents marked how many very hard and of moderate intensity physical activities they had done during the last 7 days and how much time they had spent sitting or walking.

Additionally the objective parameters of life quality, such as home, occupation, education level, financial situation, family status, kinds of leisure activities, belonging to some group or club, were stated. The inquiry (questionnaire) and data summarization were made anonymously.

SPSS ver.17.0 data procession program was applied to analyze the data. Descriptive statistics (frequency, mode, mean) was made, Kolmogorov-Smirnov criterion was applied to state whether the data are parametric or non-parametric, and correlation analysis of the non-parametric statistics was made to determine the Spearman Rank Correlation Coefficient.

Theoretical framework

In the 21st century, since the time, when the World Health Organization started to define health not only as a fact that there is no disease, but also as physical, mental and social wellbeing, research concerning life quality has become popular in several research directions all over the world. However, it also shows that the notion of life quality is differently interpreted, corresponding the field of research. In the course of time with the development of life quality researching concepts several different life quality definitions have been made, and various study methods, meant for different society groups, have been developed. But, despite the fact that sometimes the notion *life quality* due to so various interpretations is used inappropriately, studying it contributes greatly in facilitation of the development of individuals and society in general (Claussen C., 2004).

Life quality is linked with an individual's ability to use several resources of society. So, as one of the definitions can be mentioned that life quality is an individual's value, aim and need satisfaction through one's ability or actualization of his/her lifestyle (Emerson, 1985; Schalock & Robert, 2004), what coincides with that man's satisfaction and feeling well depends on the degree an individual's objective situations agree with his/her desires or needs (Felce & Perry, 1995). However, society changes together with resource offer and demand, people's opinion, values, lifestyle change, so also the characterization of life quality notion does.

The term *life quality* or more precisely *life quality oriented towards health* consists of physical, psychological and social domains which depend on man's experience, belief, hope and perception (Sorensen et al., 2008; Brook et al., 1983). Basing on the research by Ferrell, it can be said that life quality is feeling of comfort determined by four domains: physical, psychical, social and mental feeling of comfort (Ferrell, 1995). The life quality notion defined in Latvia also includes physical and mental health altogether with leisure and how it is spent ("Attīstība", 2000). Oort, Visser and Sprangers emphasizes in their research that life quality is a wide concept, which is influenced by one's health, psychological condition, one's opinion, social relations and most essential environmental factors (Oort et al., 2005).

The way how physical activities affect the parameters of life quality is broadly researched. Physical activities help improve social, mental and physical components (Mammen & Faulkner, 2013). To be in a good physical condition means to be healthy, as well as it is not possible to be healthy if one is not in a good physical condition. Physical activity can be defined as any movement by the body, executed by the help of skeletal muscles by using energy (Caspersen & Powell, 1985), but an exercise is a subgroup of physical activities, which can be defined as a planned and structured body movement that can be repeated and is performed to improve some of components of physical condition (Napolitano et al., 2011). Sedentary life means insufficient amount of physical activities. Which are executed to strengthen and improve one's health (National Institute of Health. Physical activity and cardiovascular health. NIH consensus statement, 1995). In this articles physical activities include both everyday activities and the planned exercises.

In 1995 the Center of Disease Control and Prevention together with American Sport Medicine College suggested every USA citizen to do moderate physical activities at least 30 minutes a day (Pate et al., 1995). Similar recommendations concerning the amount of physical activities in health improvement process were given by American heart Association and the USA Surgeon Association in their reports in the National Institute Health Solidarity Conference in 1996 (NIH Consensus Development Panel on Physical Activity and Cardiovascular Health, 1996; US Department of Health and Human Services, 1996). However, the USA Medicine Institute in its report recommends to do moderate physical activities at least 60 minutes daily, they think that 30 minutes of moderate physical activities are not enough to receive all health benefits and struggle with excess weight (Schmitz et al., 2000).

In 2007 the recommendations of 1995 concerning the amount of physical activities were supplemented, and it was published that in order to facilitate and maintain health every adult aged 18 – 65 needed aerobic (endurance) physical activities of moderate intensity of at least 30 minutes five days a week or of high intensity aerobic physical activities at least 20 minutes three times a week (Haskell et al., 2007). One more recommendation can be mentioned that people

should be involved in strength, endurance and flexibility physical activities at least 2 times a week, which will improve one's physical qualities and provide active lifestyle, as well as improve life quality (Presented at the ASNS/ASCN Public Information Committee Symposium, 2004).

Health similar to life quality is explained by three great domains – physical health, mental health and social wellbeing condition (Edward et al., 1998; Powell & Pratt, 1996; Francis, 1996; World Health Organization, 2010; Kiess et al., 2001; Department of Health, 2004). Taking the data of the World Health Organization about European inhabitants' death reasons in 2012 as the basis, it should be said that 80% of death cases is from “non-communicable diseases”, including the problems of the cardio-vascular system (50%), and male cases are more than female ones. Since 1995 the death cases from diabetes have increased up to 25%. The cases of the digestive system diseases have increased up to 30% since 1990 (Health 2020: a European policy framework supporting action across government and society for health and well-being, 2012). So, there are great health problems all over the world, and they affect one's lifestyle, decreasing the level of life quality.

Results

Having summed up the data, it can be concluded that all respondents' questionnaires were useful for data procession. Out of 80 respondents the most ones (42.8%) are aged 26-35 and the least (17.8%) are aged 36-58. Most respondents have higher education (60%) or higher not finished education (16.3%), which mostly lives in a property with mortgage (25%), in a flat with no hire (25%) or in a flat on hire (21.3%). Most number of respondents are employed, employers (75%) or those who study. 67.5% of the respondents answered that their material situation is satisfactory, 25% mentioned that they can get along, but 7.5% think that their material situation is unsatisfactory. 36.3% of the respondents have relations, 23.8% – are married and have child(-ren), 21.3% of the respondents have the status of free relations.

Based on the stated in the questionnaires additional data about the quality of life objective parameters a big number of respondents do not participate in leisure activities mentioned in the questionnaire. For instance, 31.3% of the respondents have not visited any bar or café during the last month, 82.5% ones have not been to any sport events, 77.5% – have not been to a service in a church, 28.8% – have not chatted to acquaintances or neighbors, 25% – have not had a meal out, 45% – have not been to a cinema, 20% – have not visited friends, 15% – have not done physical activities, and 91.3% of the respondents do not belong to a club or society.

With the help of the Kolmogorov-Smirnov criterion it was stated that the data are non-parametric, and the method of non-parametric statistics correlation analysis should be applied.

Having evaluated the obtained Spearman rank correlation coefficients (one-tailed), it can be concluded that there are several weak insignificant connections between the objective factors of life quality, amount of physical activities and parameters of general health ($0,2 < r_s < 0,49$) (Dravnieks, J., 2012).

There are weak connections between amount of physical activities and subjective evaluation of general health (see Fig. 1):

- 1) if a respondent can better concentrate on what he/she is doing, then he/she does more moderate physical activities ($r_s = -,234, p < 0.05$);
- 2) the much more respondents than usually have not slept well due worries, the less of them do very hard physical activities ($r_s = -,264, p < 0.01$) and moderate physical activities ($r_s = -,202, p < 0.05$);
- 3) if respondents feel that they cannot overcome hardships, then most of them do hard physical activities ($r_s = ,234, p < 0.05$), spending the less time sitting ($r_s = -,203, p < 0.05$);
- 4) the more respondents can get pleasure from their everyday activities, the most often they do moderate physical activities ($r_s = ,263, p < 0.01$);
- 5) if a respondent has lost his/ her confidence, then he/she thinks that is an unimportant individual and less goes on foot ($r_s = -,337, p < 0.01$).

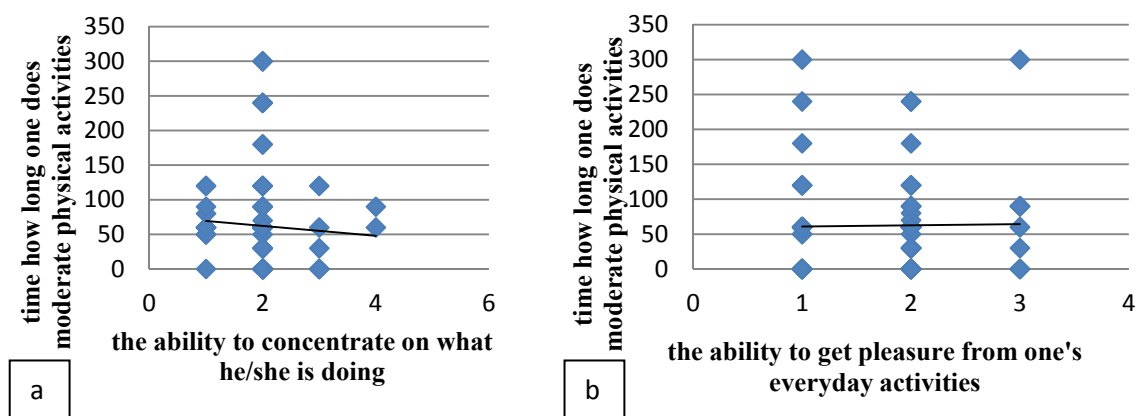


Fig.1 Interconnection between the time how long one does moderate physical activities and the ability to concentrate on what he/she is doing (a), and the ability to get pleasure from one's everyday activities (b)

There are weak connections between the objective factors and general health inquiry statements:

- 1) the higher a respondent's education level is, the less he/she can get pleasure from his/her everyday activities ($r_s = ,211, p < 0.05$);
- 2) those who belong to any club or society (for instance, a chairman of a board) feel much more that they cannot overcome hardships ($r_s = ,260, p < 0.01$).

The objective factors and physical activities also showed some weak and very weak correlations:

- 1) the higher a respondent's education level is, the much more hours he/she spends sitting ($r_s = ,202$, $p < 0.05$);
- 2) if a respondent is employed or an employer, he/she spends longer time sitting ($r_s = -,203$, $p < 0.05$);
- 3) the more satisfactory a respondent's financial situation is, the less hours he/she spend doing moderate physical activities ($r_s = -,227$, $p < 0.05$) less goes on foot ($r_s = -,264$, $p < 0.01$);
- 4) those, who have the status of free relations, more often do hard physical activities ($r_s = -,207$, $p < 0.05$), more often goes on foot ($r_s = -,262$, $p < 0.01$) than those, who are married and have children (See Fig.2).

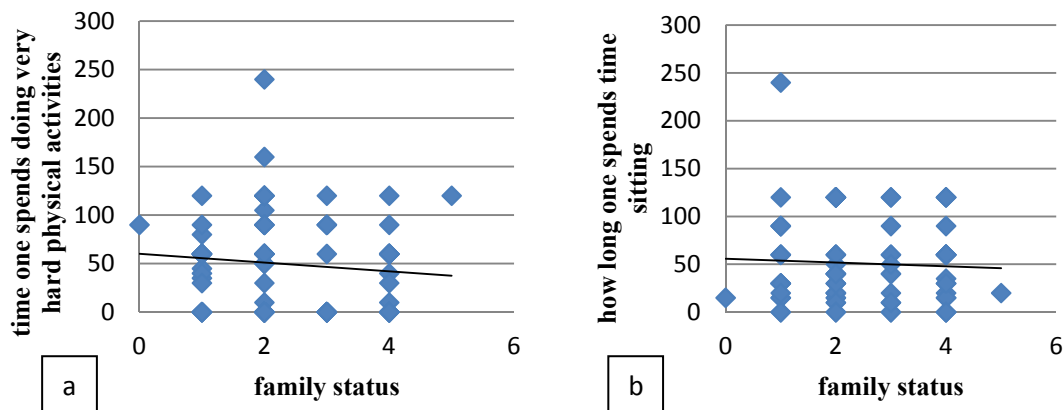


Fig. 2 Interconnection between family status and time one spends doing hard physical activities (a) and how long one spends time sitting (b)

There are some weak connections between the habits of spending leisure and the subjective evaluation of general health:

- 1) the most often a respondent eats out, the more than usual he/she can solve his/her problems ($r_s = -,298$, $p < 0.01$);
- 2) the most often a respondent visits his/her friends or acquaintances, the better he/she can solve his/her problems ($r_s = -,286$, $p < 0.01$), the less he/she feels unhappy and sad ($r_s = -,210$, $p < 0.05$), does not feel like he/she has lost self-confidence ($r_s = -,234$, $p < 0.05$);
- 3) the more a respondent do sport or exercises in his/her leisure, then better than usual he/she can concentrate on what he/she is doing ($r_s = -,242$, $p < 0.05$), does not feel that has not slept well due worries ($r_s = -,251$, $p < 0.05$) (See Fig. 3).

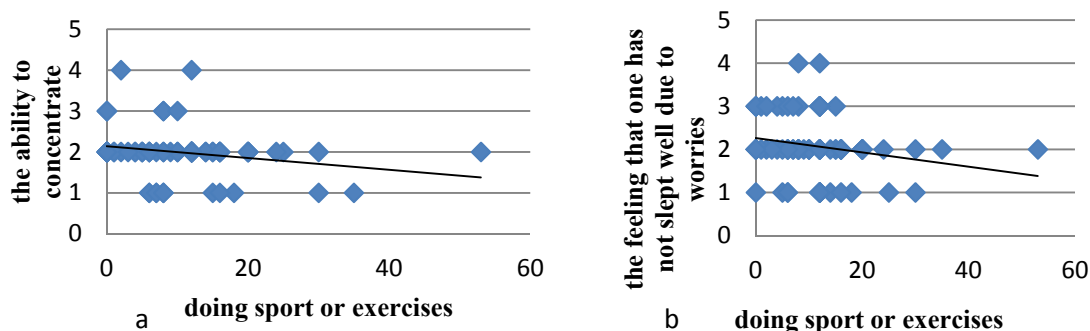


Fig. 3 Interconnection between doing sport or exercises and ability to concentrate on what one is doing (a), and the feeling that one has not slept well due worries (b)

There are weak correlations between the habits of spending leisure and the amount of physical activities:

- 1) the more a respondent visits cafes, the more he/she do sports or exercises ($r_s = ,225$, $p < 0.05$), however, he/she spends more hours sitting ($r_s = ,205$, $p < 0.05$).
- 2) the more a respondent visits sports events, the more he/she do hard physical activities ($r_s = ,203$, $p < 0.05$), and more goes on foot ($r_s = ,201$, $p < 0.05$);
- 3) the more a respondent eats out, the more minutes he/she do in hard physical activities ($r_s = ,206$, $p < 0.05$) and in moderate physical activities ($r_s = ,208$, $p < 0.05$).

There is an average close correlation between the times one eats out and the times he/she visits his/her friends and acquaintances ($r_s = ,528$, $p < 0.01$).

There are also weak non-significant correlations between the objective factors and habits of spending leisure:

- 1) the lower a respondent's education level is, the more often he/she chats with neighbors or acquaintances ($r_s = -,211$, $p < 0.05$);
- 2) if a respondent is employed or an employer, then he/she more eats out tad ($r_s = -,207$, $p < 0.05$).

There are also weak correlations between amount of physical activities and the kind and the time spent sitting:

- 1) the more time one spends doing very hard physical activities, the less time he/she spends sitting ($r_s = -,248$, $p < 0.05$), the same refers to the interconnection between moderate physical activities and sitting ($r_s = -,232$, $p < 0.05$);
- 2) the more hours one spends doing very hard physical activities, the more hours he/she does moderate physical activities ($r_s = ,202$, $p < 0.01$).

Discussion

Having compared the obtained research results to other studies of physical activity connection with health (in our case – mental) and other parameters of

life quality, it can be concluded that several researches have pointed out, that there is a connection.

In 1998 Craft and Landers proved that physical activities have connection with mental health, namely, with the decrease of depression development risk, and that the effect from physical activities is the same as from psycho-therapeutic interference ($r = -0.72$) (Craft & Landers, 1998). Spence and Poon have found connection between physical activities and self-esteem, but this connection was weak ($r = 0.22$) (Spence & Poon, 1997).

In 1999 in the research about the connection between life quality, invalidity and physical activities by people having the back injuries correlation was not seen between the subjective factors of life quality and physical activities (Patricia & Karen, 1999).

The correlation of the amount of physical activities and psycho-social factors was shown in the research of children aged 10 – 16, where sedentary lifestyle and moderate physical activities had average negative correlation ($p < 0.01$), however, very hard physical activities showed correlation with self-perception ($p < 0.01$) and with social inclusion ($p < 0.05$). High level physical activities show correlation with high self-confidence level ($p < 0.05$) (Strauss et. al., 2001).

In 2003 the research was carried out about physical activity, body structure and health oriented life quality of elderly people, where it was concluded that even irregular physical activities and irregular diet when living normal life when physical condition gradually improved could improve the parameters of life quality (Stewart et al, 2003).

In the research in 2007 about physical activities there was an average positive correlation between physical activities and the parameters of health oriented life quality ($p < 0.01$) (Bize et al, 2007). In 2006 the research about life quality and physical activities had shown negative correlation, and this means that physical activities affect self-perception, physical and mental health what in their turn positively affect life quality (Edward et al., 2006).

However, the data about the connection between life quality and physical activities are different, and it shows that researches are various and topical. Not in all researches correlation is high what can be connected with the fact that life quality evaluation often consists of only subjective factors, and each respondent understands it differently. In our research we evaluated both objective and subjective parameters of life quality.

Conclusions

The research showed that there is number of weak insignificant connection for women in fitness between physical activities and subjective evaluation of general health, for example the time one spends doing moderate physical activities and the ability to concentrate ($r_s = -,234$, $p < 0.05$), sleep and worries ($r_s = -,201$, $p < 0.05$), the ability to get pleasure from one's everyday activities ($r_s = 0,263$, $p < 0.01$); the time one spends doing very hard physical activities and

sleep and worries ($r_s = -,264$, $p < 0.01$), the ability to overcome hardships ($r_s = ,234$, $p < 0.05$); time of walking and self-confidence, self-significance ($r_s = -,337$, $p < 0.01$); the time spent sitting and the ability to overcome hardships, hard physical activities ($r_s = -,203$, $p < 0.05$). Whereas subjective evaluation of general health has a number of weak insignificant connections with:

- 1) the objective factors, for example: education level and the ability to get pleasure from one's everyday activities ($r_s = ,211$, $p < 0.05$); belonging to some club or society and feeling that one cannot overcome hardships ($r_s = ,260$, $p < 0.01$);
- 2) the habits of spending leisure: eating out and the ability to solve one's problems ($r_s = -,298$, $p < 0.01$); visiting one's friends and acquaintances and being able to solve one's problems ($r_s = -,286$, $p < 0.01$), being less unhappy and sad ($r_s = -,210$, $p < 0,05$), does not feel like having lost self-confidence ($r_s = -,234$, $p < 0.05$); doing sport or exercises in one's leisure and the ability to concentrate on what is doing ($r_s = -,242$, $p < 0.05$), the feeling that has not slept due worries ($r_s = -,251$, $p < 0.05$).

The amount of physical activities also has few weak insignificant correlations with:

- 1) objective factors, for example: education level and the number of hours one spends sitting ($r_s = ,202$, $p < 0.05$); occupation and the time spent sitting ($r_s = -,203$, $p < 0.05$); financial situation, the number of moderate physical activities ($r_s = -,227$, $p < 0.05$) and the time spent sitting ($r_s = -0,264$, $p < 0.01$); family status, very hard physical activities ($r_s = -,207$, $p < 0.05$) and walking ($r_s = -,262$, $p < 0.01$);
- 2) the habits of spending leisure: visiting cafes and how often one do sports or exercises ($r_s = ,225$, $p < 0.05$), the number of hours one spends sitting ($r_s = ,205$, $p < 0.05$); attending of sport competitions, very hard physical activities ($r_s = ,203$, $p < 0.05$) and how often one walks ($r_s = ,201$, $p < 0.05$); eating out, very hard physical activities ($r_s = ,206$, $p < 0.05$) and moderate physical activities ($r_s = ,208$, $p < 0.05$), however, average close correlation is between times when eating out and how often one visits one's friends and acquaintances ($r_s = ,528$, $p < 0.01$).
- 3) number of physical activities and kind and the time spent sitting: very hard physical activities and the time spent sitting ($r_s = -,248$, $p < 0.05$), moderate physical activities ($r_s = ,202$, $p < 0.01$); moderate physical activities and sitting ($r_s = -,232$, $p < 0.05$).

The results of the research show that in order to fully evaluate and improve the parameters of life quality not only the subjective character (for instance, evaluating of one's health, stating of the amount of physical activities) should be taken into consideration, but also the objective factors (for instance, one's life conditions).

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KRANIĀLĀS ELEKTROSTIMULĀCIJAS IEDARBĪBA UZ MUSKUĻU KUSTĪBU FUNKCIJĀM DAŽĀDOS DARBA REŽĪMOS

The Effect of the Cranial Electrotherapy on the Muscle Motor Function in Different Operating Modes

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Abstract. *The aim of the present study was to analyze the effect of cranial electrotherapy stimulation on muscle function analysis indicators. Instrumental assessment of muscle function (on a REV9000, Technogym®, Italy) was performed before and after cranial electrotherapy stimulation, assessments of the muscle function was performed during knee extension maximum voluntary, isometric contraction (MVIC), angle velocity with load 45Nm isotonic contraction and maximum pick torque in isokinetic contraction on 30°/s, 200°/s and 300°/s and neuromuscular efficiency measurements. To analyze data was used Excel program Statistics 3.1. Subjects of our study were twenty healthy athletes of sport fitness. 1 minute after cranial electrotherapy application the indicators of the analysis in 80% of cases are lower than before the cranial electrotherapy. After the application of the cranial electrotherapy the inhibition phase. 10 minutes after the cranial electrotherapy application the activation phase begins. During this phase the indicators of maximum voluntary isometric contraction increase in 41% of cases, the indicators of angle velocity with load 45Nm in isotonic contraction increase in 78% of cases and maximum peak torque indicators in isokinetic contraction on 30°/s increase in 25% of cases, on 200°/s increase in 80% of cases and on 300°/s indicators increase in 25% of cases. The results obtained in the research prove that the 20 minute effect of cranial electrotherapy stimulation partly influenced by the maximum isometric muscle strength, angular velocity and peak torque. The study results could be partially useful to optimize the different modes of operation of sports.*

Keywords: *cranial electrical stimulation, dynamometer, electromyogram, isometric, isotonic, isokinetic.*

Ievads

Introduction

Nepārtraukta sporta rezultātu palielināšanas notiek paaugstinot treniņu slodzi un intensitātes apjomu, uzlabojoties treniņu materiālajam nodrošinājumam, kā arī pielietojot kompleksu zinātnisku pieeju treniņa procesā. Kopā ar psiholoģiskajiem, bioloģiskajiem un metodiskajiem faktoriem tas viss

liek meklēt jaunas rezerves sporta treniņu efektivitātes palielināšanai. Pamatīgi izstrādātas periodizācijas, metožu un līdzekļu dinamika, saskaņotie treniņu režīmi veido daudzveidības kategorijas līmeņus ar augstāko pakāpi. Tās ir sociāli-psiholoģiskās, lietišķi - enerģētiskās un kinemātiski - dinamiskās variācijas sportista organisma iedarbībai ar ārējo vidi vingrinājuma izpildes laikā. Sportista attīstība un pilnveidošana, organisma funkcionēšana ir mērķtiecīgs treniņa process dažādos vides apstākļos lai sasniegtu mērķi. Bioloģiskās sistēmas tiek uzskatītas, ka priekšnoteikums sistēmas darbībai, bet informācijas daudzums – kā attīstības tempa izmaiņas iemesls. Informācija starp organismu un ārējo vidi tiek pieņemts kā process ar dažādu saskaņotību laikā un telpā. Šāda procesa vadības efektivitāte atkarīga no tā, cik iekšēja, mērķtiecīga organisma daudzveidība pārspēj ārējo daudzveidību, cik vadošās sistēmas daudzveidība pārsniedz pakļautībā esošo sistēmu daudzveidību. Treniņu iedarbības saglabā kvalifikācijas kritērijus un galveno kustības programmu noved pie sekmīga kustību uzdevuma atrisinājuma dažādos ārējas vides apstākļos.

Treniņa diapazons un raksturs veido informācijas rezervi veiksmīgai darbībai nākotnē, nodrošinot tālākas iespējas mērķtiecīgai attīstībai. Ja iedarbības akcenti nesakrīt ar attīstības lietderīgu virzienu un kustību elementiem, struktūru, stāvokļiem, tad apgūstama informācija iegūst destruktīva faktora lomu, kurš sagraus dabisko attīstības algoritmu, kas ir harmoniskā saskaņa ar visu pārējo organisma sistēmu attīstību.

Daudzas profesionālo sportistu komandas, kā arī universitātes lieto Alpha-Stim (sk.1.att.) lai uzlabotu treniņu programmu rezultātus, kā arī ārstētu treniņu vai sacensību laikā gūtās sāpes, sastiepumus, mazinātu muskuļu pārslodzi. Profesionālie sportisti arī lieto kraniālo elektrostimulāciju, lai palielinātu koncentrēšanās spējas pirms gaidāmajām sacensībām.



1.att. **Kraniālās elektrostimulācijas ierīce Alpha-Stim** (Mellen & Maskey, 2009)
Fig.1 The device of cranial eletrostimulation therapy Alpha-Stim (Mellen & Maskey, 2009)

Ir pierādīti Alpha - Stim lietošanas pozitīvie rezultāti un nekaitīgums (Braverman et al., 1990; Gilula & Kirsch, 2004; Molotanovs, 2013). Līdz šim precīzs fizioloģiskais kraniālās elektrostimulācijas mehānisms vēl nav pilnībā izprasts, tas joprojām tiek intensīvi pētīts. Šajā jomā nepārtraukti tiek veikti arvien jauni zinātniskie eksperimenti. Patlaban zinātnieki pieturas pie hipotēzes, ka kraniālā elektrostimulācija netieši iedarbojas uz smadzeņu audiem, hipotalāmus apgabalā (augstākais veģetatīvo funkciju regulācijas, nervu un endokrīnās sistēmas koordinācijas centrs) tādā veidā pieradinot smadzenes ražot neurohormonus un neiromediatorus, līdz atjaunojas pareizs šo vielu līdzsvars smadzenēs.

Kraniālā elektrostimulācija aktivizē smadzeņu peptīdu sistēmu, galvenokārt β -endorfīnu (Kirsch & Smith, 2004; Brotman, 1989). Speciālisti atzīmē, ka kraniālā elektrostimulācija ir depresijas, nemiera un bezmiega nefarmakoloģisks ārstēšanas veids (Hefferman, 1996). Kraniālā elektrostimulācija normalizē psihofizisko stāvokli, kā rezultātā ir antistresa un antidepresijas efekts (McKenzie et al., 1976), paaugstina darbības, samazina nogurumu, uzlabo miega kvalitāti (Kirsch & Smith, 2004), uzlabo audu dzīšanas procesus un ir efektīvs pretsāpju līdzeklis (Kirsch, 2008; Gibson, & O'Hair, 1989). Kraniālā elektrostimulācija normalizē veģetatīvas nervu sistēmas darbību, asinsvadu tonusu, arteriālo spiedienu un stimulē imūnsistēmu (Tan & Jensen, 2007), ietekmē parasimpātisko nervu sistēmu, kā rezultātā samazinās asinsvadu tonuss, palielinās skābekļa daudzums asinīs un normalizējas sirds asinsvadu sistēmas darbība kopumā. Elektrostimuls ietekmē elpošanas ciklus, tie kļūst retāki un padziļinās elpošanas dziļums (Tan et al., 2006).

Mūsu darba mērķis bija noteikt kraniālās elektrostimulācijas ietekmi uz ceļa locītavas ekstensoru muskuļu maksimālo izometrisko spēku, spēka momentu izokinētiskajā darba režīmā un maksimālo leņķisko ātrumu izotoniskajā darba režīmā.

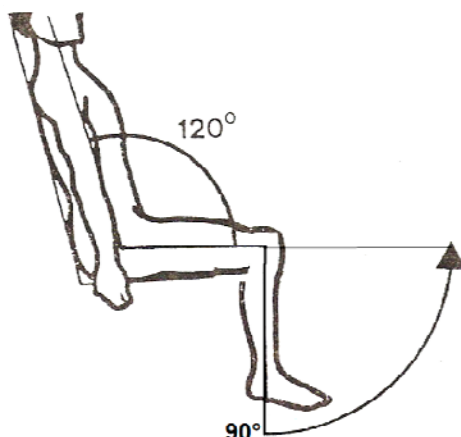
Metodika *Methods*

Ceļa locītavas ekstensoru muskuļu maksimālais izometriskais spēks tika pārbaudīts pielietojot dinamometru ierīci 'REV9000' (Technogym®, Itālija). Pētījumā piedalījās 20 atlēti, kas 3-4 gadus trenējās sporta fitnesā. Viņu vecums bija $21 \pm 1,5$ gadi, augums 177 ± 4 cm, ķermeņa masa 79 ± 11 kg. Visas ceļu locītavas bija veselas (nesāpīgas), netraumētas.

Pildot ceļa locītavas izometrisko ekstenziju atlēti atradās sēdus stāvoklī. Ceļa locītava bija saliekta 90° leņķī un fiksēta speciālajās ierīcēs, lai novērstu kustību.

Dinamometra sviras garums tika pielāgots atlēta apakšstilba garumam, piestiprinot fiksācijas manšeti katram atlētam vajadzīgajā fiksācijas vietā. Apakšstilba ekstensoru muskuļu grupu sasprindzināšanas un atslābināšanas

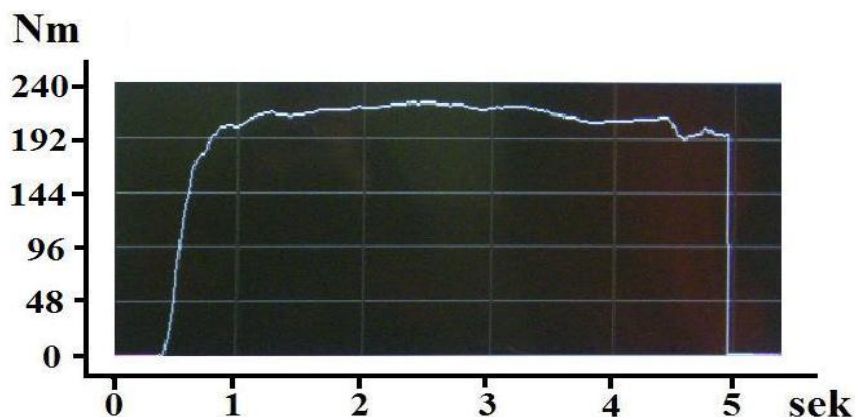
procesi tika mērīti izometriskos apstākļos. Leņķis starp rumpi un augšstilbu sēdus stāvoklī bija 120° (sk.2.att.).



2. att. Sportista stāvoklis apakšstilba spēka momenta procesa mērīšanas procedūras laikā (Catani, 1992)

Fig. 2 Athlete's position during torque measurement in knee joint (Catani, 1992)

Lai izvairītos no kustībām citās locītavās, krūškurvis un iegurnis tika fiksēti ar speciālām jostām. Katra testēšana tika koriģēta gravitācijas spēka ietekme. Testēšanas protokolā ietilpa piecu minūšu augšstilba muskuļu iestiepums, astoņu minūšu iesildīšanās ar brīvām kustībām, trīs minūšu speciālās iesildīšanās uz izokinētiskās ierīces REV-9000. Sekoja testēšana izometriskos apstākļos, ar diviem atkārtojumiem pa piecām sekundēm katra (sk.2. un 3.att.). Starp atkārtotiem testiem bija 20 sekundes pārtraukums. Aprēķinos tika ņemts vērā muskuļu attīstītais maksimālais izometriskais spēks labākajā atkārtojumā.



3. att. Sportistu dinamogramma izometriskajā muskuļu darba režīmā

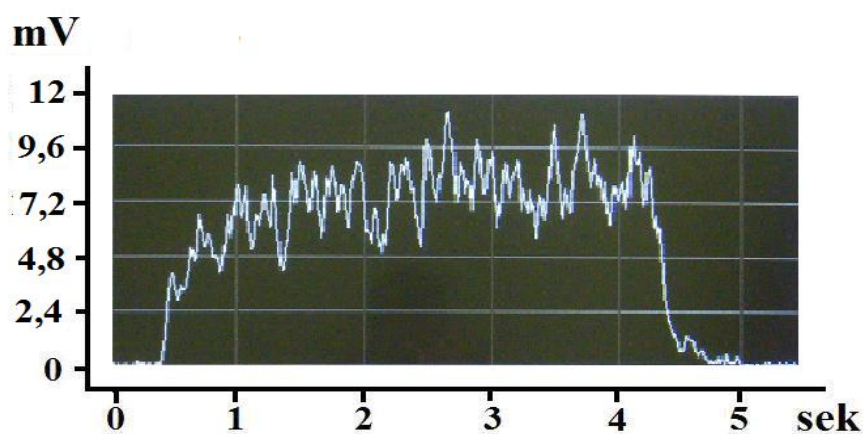
Fig. 3 Dynamogram of athletes muscles in isometric regimen

Uzreiz pēc testēšanas uz dinamometriskās ierīces REV-9000 katram atlētam tika veikta kraniālā elektroterapeitiskā stimulācija ar Alpha-stim® mikrostrāvu ierīci. Tika izmantota 20 minūšu ilga terapija. Kraniālā elektroterapeitiskā stimulācija tika veikta ar ausu elektrodu (klipšu) palīdzību. Atlētiem vispiemērotākais strāvas stiprums bija '2' (200 mikroampēri). Strāvas

padeves stiprums vienmēr tika palielināts lēni, bez strauja lēciena. Ja ierīces izmantošanas laikā parādījās reibonis, slikta dūša vai kāda cita diskomfortu izraisoša sajūta, nekavējoties tika samazināts strāvas padeves stiprums.

Pēc kraniālās elektrostimulācijas uzreiz tika veikti uz REV-9000 izometriska spēka mērījumi pirmajā sekundē, 20. sekundē un 10. minūtē. Tika noteikta maksimālā izometriska spēka dinamika pirms un pēc kraniālās elektrostimulācijas.

Elektromiogrāfiskai apstrādei izvēlējamies labāko atkārtojumu. Elektrodi tika novietoti uz ādas tā kā to rekomendē metodika, ievērojot muskuļu šķiedru gaitu (Basmajan & Blumenstein, 1980). Ar elektrodu palīdzību tika reģistrēti muskuļu biopotenciāli (sk.4.att.). Elektrodi bija tieši saslēgti un sinhronizēti ar elektromiogrāfu. Elektromiogrāfiskais signāls tika padots no subjekta uz elektromiogrāfu ar optisko šķiedru palīdzību. Signāls elektromiogrāfā tālāk bija desmitkārtīgi palielināts un novadīts caur augstās frekvences caurlaidīgu filtru (200Hz). Lai ierobežotu neprecizitātes, signāls bija iztaisnots (attīrīts) un integrēts (10ms). Izmantojamie bipolārie elektrodi bija 10mm diametrā ar fiksētu starp elektrodu attālumu 20mm. Elektromiogrāfiskais faktors tika apstrādāts, izmantojot iztaisnotā un integrētā signāla laukuma amplitūdu. Analīzei bija izmantoti absolūtie rezultāti (Mayer et al., 1985; Sondeberg & Cook, 1983).



4. att. Atlētu elektromiogrāfiskā aktivitāte izometriskajā muskuļu darba režīmā
Fig. 4 Electromyographic activity of athletes muscles in isometric regimen

Muskuļu grupu maksimālais spēka moments, locītavas pilnas kustību amplitūdas laikā, tika mērīts Ņutona-metros (Nm). Locītavas spēka moments izrēķināts kā spēka reizinājums, kuru veic muskulis un sviras garums no spēka pielikšanas vietas tā griezes centram, kuram teorētiski ir jāsakrīt ar testējamās ekstremitātes kustību ass griezes centru. Laiks līdz spēka momenta maksimuma sasniegšanai bija mērīts milisekundēs.

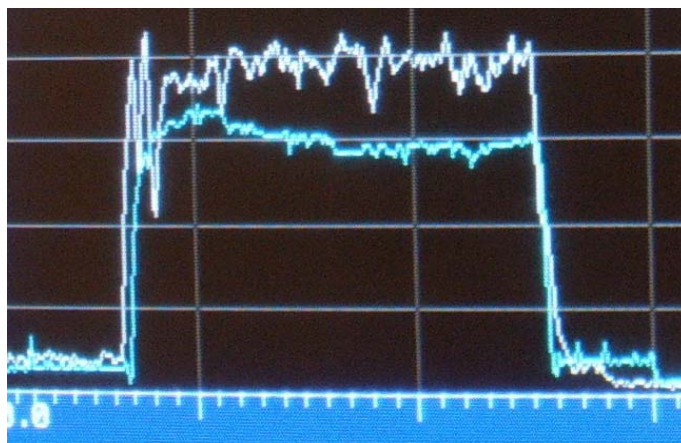
Otrā pētījuma posmā mēs noteicām kraniālās elektrostimulācijas iedarbības efektivitāti uz muskuļu kustību leņķisko ātrumu izotoniskajā darba režīmā ar slodzi 45Nm un uz muskuļu spēka momentiem pie dažādiem leņķiskie

ātrumiem (30°/s, 200°/s, 300°/s), sākot ar vismazāko un beidzot ar vislielāko ātrumu. Katrā leņķiskajā ātrumā tika izpildīti pieci pilni atkārtojumi, starp kuriem bija 2 minūtes atjaunošanas periods.

Pētījuma rezultātu apkopošana un apstrāde tika veikta ar MS Excel pievienojumprogrammu Statistika 3.1, kur tika noteikts Stjūdentā t-kritērijs saistītam kopām vai testa rezultātu izmaiņu ticamība.

Rezultāti *Results*

Var pieņemt, ka kraniālās elektrostimulācijas iedarbība uz muskuļu sasprindzināšanas un atslābināšanas procesiem dos iespēju kontrolēt nervu muskuļu aparāta funkcionālo stāvokli un noteikt pielietojamo elektronisko līdzekļu ietekmi uz biomotorām spējām (sk.5.att.).



5. att. Sportistu elektromiogrāfiskā aktivitāte un dinamogramma izometriskajā darba režīmā

Fig. 5 Electromyographic activity and dynamogram of athletes muscles in isometric regimen

Veicot testēšanas vingrinājumu izometriskajā režīmā, reģistrējot muskuļu sasprindzinājumu ar maksimālo spēku un maksimālo atslābināšanas ātrumu ir novērojami sekojoši analizējamo parametru rezultāti (skat.1.tab.).

Īpatnības, kas raksturo muskuļu sasprindzinājuma (kontrahēšanas) fāzi pirms kraniālās elektrostimulācijas akcentē uzmanību uz to, ka pēc bioelektriskās aktivitātes, ar aizkavēšanos uz elektromehāniskā pārnese laika $SP=0,04\pm 0,02ms$ (SP – slēptais periods), tiek novērots ceļa locītavas iztaisnotāj muskuļu spēka pieaugums viļņveidīgā veidā (Fp). Pēc kraniālās elektrostimulācijas elektromehāniskā pārnese laiks samazinājās ($SP=0,035\pm 0,01ms$, $\alpha < 0,05$). Ceļa locītavas iztaisnotāj muskuļu spēka viļņveidīgs pieaugums saglabājās. Pirms kraniālās elektrostimulācijas bioelektriskās aktivitātes viļņu sekošanās biežums uz EMG atbilst impulsiem uz DG (dinamogramma) un sastāda no 15 līdz 30 impulsiem vienā sekundē. Bet pēc kraniālās elektrostimulācijas viļņu sekošanās biežums sastāda no 20 līdz 40 impulsiem vienā sekundē.

Tabula 1

Muskuļu sasprindzināšanas un atslābināšanas parametri pirms un pēc kraniālās elektrostimulācijas pielietošanas (n=60) ($X_{vid} \pm S_x$)
Parameters of muscles before and after the application of the cranial electrostimulation (n=60) ($X_{vid} \pm S_x$)

Parametri	Augums cm	Ķermeņa masa/kg	LSL pēc EMG ms	LSL Pēc DG ms	SP ms	tp ms	Fp Nm	tFmax Nm	Fmax Nm	PDP ms	LAL ms	tatsl ms
Pirms $x \pm S_x$	177±7,5	79±11	0,19± 0,02	0,23± 0,03	0,04± 0,02	0,02± 0,03	74± 2,5	0,48± 0,08	252,08± 43,8	0,47± 0,01	0,38± 0,04	0,42± 0,03
Pēc $x \pm S_x$	177±7,5	79±11	0,19± 0,01	0,23± 0,04	0,035± 0,01	0,2± 0,02	76± 3,2	*0,46± 0,04	*259,73± 37,6	0,45± 0,02	0,38± 0,03	0,41± 0,02

* $\alpha < 0,05$

EMG – elektromiogramma;

DG – dinamogramma;

LSL – latentais sasprindzināšanas laiks;

SP – slēptais periods;

tp – pirmās dinamogrammas pīķa laiks;

Fp – pirmās dinamogrammas pīķa spēka moments;

Fmax – maksimālais izometriskais spēks;

PDP – pēcdarbības potenciāls;

LAL – latentais atslābināšanas laiks;

tatsl – atslābināšanas periods.

Pēc kraniālās elektrostimulācijas maksimālā izometriskā spēka pieauguma laikā izometriskajā režīmā ‘viļņu’ sekošanas biežums palielinās par 25%. Spēka pieauguma laikā pēc kraniālās elektrostimulācijas tika atzīmēta muskuļu bioelektriskās aktivitātes amplitūdas paaugstināšanos impulsos, un arī intervālos starp impulsiem tā kļuva augstāk. Tāpēc EMG sadalīšana ir maz izteikta.

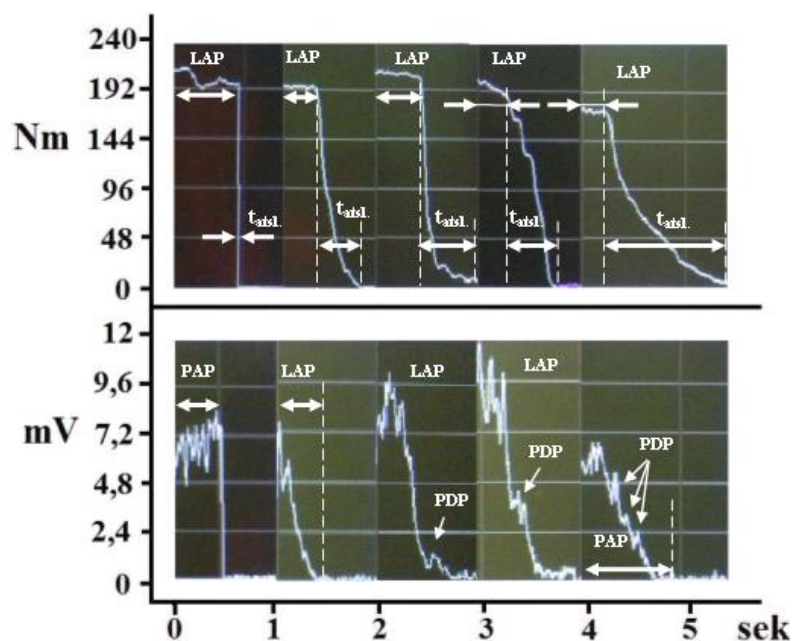
Nervu muskuļu aparāta atslābināšanās procesu raksturojam, izmantojot bioelektriskās aktivitātes parametrus (sk.1.tab.). Pēc kraniālās elektrostimulācijas uz elektromiogrammas novērojām strauju biopotenciālu amplitūdas samazināšanos un pilnu bioelektriskās aktivitātes pārtraukšanos ātrāk vidēji par 0,08±0,01ms nekā dinamogrammas parametru sākuma samazināšanās.

Latentais atslābināšanas periods atlētiem raksturīgs ar to, ka bioelektriskā aktivitāte samazinās pakāpeniski un pilnīgais impulsa zudums parādās spēka parametru sākuma samazināšanās, vidēji pēc 0,05±0,01ms. Tādu situāciju mēs novērojam 37% atlētiem, pēc kraniālās elektrostimulācijas. Citiem 65% biopotenciālu amplitūda arī pakāpeniski samazinājās, bet bioelektriskās aktivitātes impulsa zudums dinamogrammā notiek starp 4.un 5. sekundēm, vidēji pēc 0,22±0,01ms (sk.3.att.).

Pirms kraniālās elektrostimulācijas atlētiem uz atslābināšanās sākuma fona, pēc laika no 0,02 līdz 0,05 ± 0,01ms, parādās viens vai vairāki pēc

darbības potenciāli (PDP). Tāds zīmējuma raksturs bija novērots tiem atlētiem, kuriem izotoniskajā darba režīmā ar slodzi 45Nm locītavu kustību leņķiskais ātrums bija mazāks par 250°/s (sk.6.att.).

Tā kā pēc muskuļu bioelektriskās aktivitātes nevar precīzi noteikt latento atslābināšanas laiku (LAL), mēs izvēlējamies analizēt pilnu atslābināšanas periodu (PAP). Kraniālās elektrostimulācijas rezultātā atslābināšanas procesā pēc muskuļu bioelektriskās aktivitātes netika konstatēti pēcdarbības potenciāli (PDP). 57% atlētu pilns atslābināšanas periods (PAP) ir līdzīgs ātriem atslābināšanās periodiem (AAP) un lēniem atslābināšanas periodu (LAP). Tādiem atlētiem PAP ir līdzīgs laika periodam no audio signāla muskuļu atslābināšanai līdz muskuļu bioelektriskas aktivitātes pārtraukšanai.



6. att. **Muskuļu pēcdarbības potenciāli pirms kraniālās elektrostimulācijas**
Fig. 6 Muscle action potential after prior cranial electrtherapy stimulation

Pirms kraniālās elektrostimulācijas atlētiem raksturīgas kā viena impulsa tā arī daudz impulsu pēc darbības potenciāli uz muskuļu atslābināšanas fona. Pēc kraniālās elektrostimulācijas 45% atlētiem bija raksturīgi vienu potenciāli pēc muskuļu bioelektriskās aktivitātes samazināšanās, vidēji pēc $0,23 \pm 0,01$ ms, 35% sastādīja atlēti ar daudz impulsu pēc darbības potenciāliem, vidēji ar ilgumu $0,28 \pm 0,01$ ms. 20% atlētiem atslābināšanas process sastāv no viena LAP (latentais atslābināšanas periods) parametra. Šiem atlētiem maksimālais izometriskais spēks pēc kraniālās elektrostimulācijas palielinājās vidēji par $6,87 \pm 1,5$ Nm ($\alpha < 0,05$). Šiem atlētiem raksturīga ļoti aktīva muskuļu sasprindzinājuma iniciācijas fāze ar lielo 'viļņu' biežumu uz EMG. Pēc spēka līknes (dinamogrammas) atslābināšanas periods šiem atlētiem raksturojas ar latento atslābināšanas laiku (LAL = $0,259 \pm 0,01$ ms) un ar ļoti augstu atslābināšanas laika parametru (tatsl. = $0,19 \pm 0,01$ ms, $\alpha < 0,05$).

12 atlētiem pēc KES notika maksimāla izometriska spēka parametru kritums vidēji par $7,63 \pm 2,3 \text{ Nm}$. Šis grupas atlētiem raksturīga ilgstoša sasprindzinājuma iniciācijas fāze, maza biopotenciālu amplitūda. Atslābināšanas procesā tika novērota muskuļu bioelektriskās aktivitātes lēna samazināšanās ($LAP = 0,264 \pm 0,02 \text{ ms}$). Muskuļu pāreja no sasprindzināšanas procesa uz atslābināšanas procesu ilgst $0,215 \pm 0,02 \text{ ms}$.

2 atlētiem pēc KES spēka parametri saglabājas iepriekšējā pirms KES līmenī. Šiem atlētiem raksturīgas īpatnības, kas piemīt muskuļu kontrahēšanas fāžu periodiem (aktīva iniciācijas fāze un sasprindzinājuma pieaugšana, kā arī sasprindzinājuma saglabāšana).

Astoņiem eksperimenta dalībniekiem pēc KES pēc 20 sekundēm notika spēka pieaugums salīdzinājumā ar sākuma parametriem (pirms KES) vidēji par $8,52 \pm 1,25 \text{ Nm}$ ($\alpha < 0,05$). Šiem subjektiem spēka pieauguma laikā novērojama biopotenciālu amplitūdas paaugstināšanas impulsos, un arī intervālos starp impulsiem tā kļūst augstāk. Tāpēc EMG sadalīšana ir maz izteikta. Šai atlētu grupai atslābināšanas procesa laikā pēc EMG nav pēcdarbības potenciāli (PDP) un atslābināšanas periods ir vienāds ar ātro un lēno atslābināšanas periodiem.

12 atlētiem pēc KES pēc 20 sekundēm notika maksimāla izometriskā spēka parametru kritums. Šai grupai pēc pirmā impulsa biopotenciālu amplitūda samazinās, reizēm (15%) konstatēta pilnā īslaicīga bioelektriskās aktivitātes samazināšanās, novērojama muskuļu spēka samazināšanās. Novērojamai atlētu grupai atslābināšanas periods raksturīgs ar to, ka biopotenciāli samazinās pakāpeniski, bet bioelektriskās aktivitātes pilnīgais impulsu zudums parādās dinamogrammas parametru sākumā, samazināšanas vidēji pēc $0,04 \pm 0,005 \text{ ms}$.

Pēc 10 minūtēm KES rezultātā 8 atlētiem notika maksimālā izometriska spēka pieaugums. Atlētu grupai tiek novērots muskuļu spēka pieaugums viļņveidīgā veidā vidēji par $7,65 \pm 1,8 \text{ Nm}$ ($\alpha < 0,05$). ‘Viļņu’ sekošanas biežums uz dinamogrammas atbilst impulsiem uz EMG un sastāda no 10 līdz 15 impulsiem sekundē. Šai grupai raksturīga lēna muskuļu bioelektriska aktivitāšu samazināšana. Pēc dinamogrammas atslābināšanās sākas ātrāk, latentais atslābināšanas laiks ir $0,206 \pm 0,02 \text{ ms}$. Atslābināšanas procesa novērojams spēka izpausmju ‘vilnis’, kurš iz izsaukts ar pēcdarbības potenciāliem. Atslābināšanas laiks ir vēl lielāks nekā pēc KES pēc 20 sekundēm un ir vidēji $0,252 \pm 0,012 \text{ ms}$.

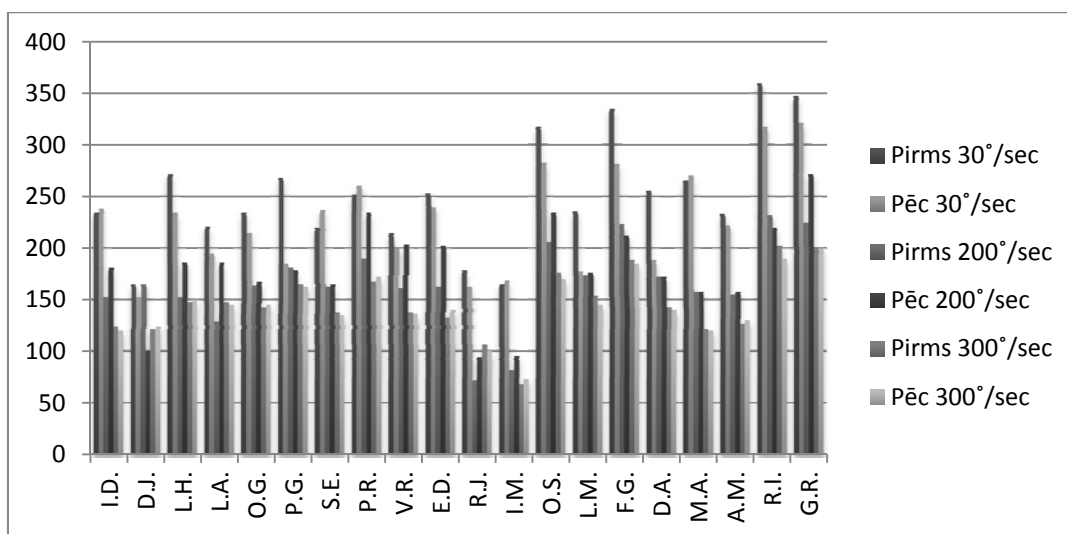
Atlētu grupai no 12 cilvēkiem pēc 10 min. KES rezultātā notika maksimālā spēka parametru samazināšanās vidēji par $4,04 \pm 1,01 \text{ Nm}$ ($\alpha < 0,05$). Spēka pieauguma laikā pēc maksimāliem radītājiem izometriskajā režīmā ‘viļņu’ sekošanās biežums samazinājās. Spēka pieauguma laikā novērojama biopotenciālu amplitūdas samazināšanas impulsos un arī intervālos starp impulsiem tā kļūst zemāk. Atslābināšanas process bija ļoti ilgstošs ($t_{atsl.} = 0,39 \pm 0,014 \text{ ms}$). Šai atslābināšanas formai ir raksturīga mazvoltīga EMG, kur arī eksistē pēcdarbības potenciāli ($PDP = 0,432 \pm 0,01 \text{ ms}$).

Skaitliskā materiālā analīze parādīja augstu maksimālā spēka, spēka momenta un leņķiska ātruma dažādību (sk.7.att.) Tā, eksperimenta laikā

izotoniskajā darba režīmā ar slodzi 45Nm 17 dalībniekiem bija locītavu leņķiska kustību ātruma izaugsme pēc KES iedarbības vidēji par $15,35 \pm 3,05^\circ/s$ ($\alpha < 0,05$) un 3 dalībniekiem tika konstatēta kustību leņķiska ātruma samazināšanās.

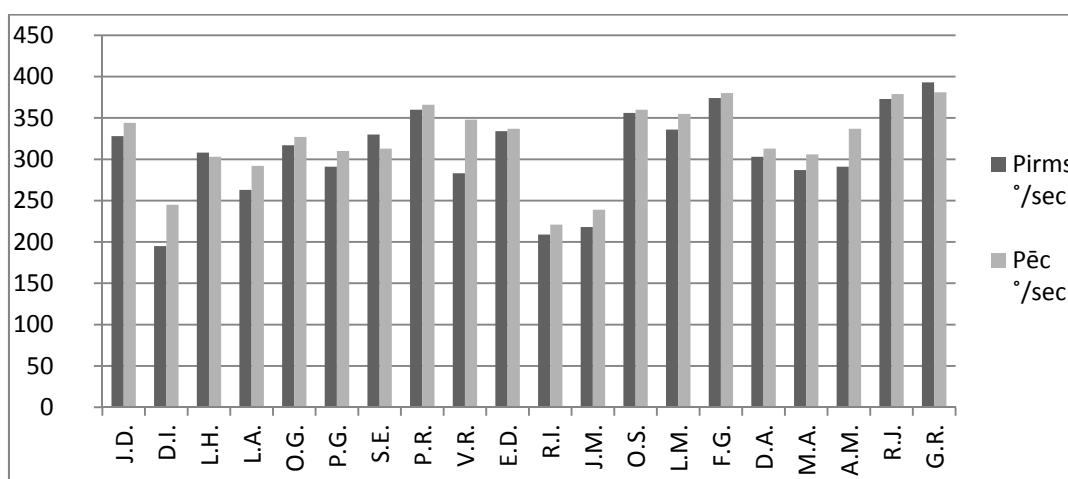
Eksperimentālai grupai pirms KES vidējais kustību leņķiskais ātrums sastādīja $311,14 \pm 11,03^\circ/s$. Pēc KES vidējais kustību leņķiskais ātrums sastādīja $322,8 \pm 28,09^\circ/s$.

Tāds locītavu kustību leņķiska ātruma rezultāts KES iedarbības rezultātā acīmredzot ir saistīts ar muskuļu spēju ātri pāriet no sasprindzināšanas uz atslābināšanas procesu un uz nākošo sasprindzinājumu. Iegūtos rezultātus var saistīt ar muskuļu funkcionālo stāvokli, kā arī ar komponentu variācijām.



7. att. Spēka parametru dinamika pie dažādiem leņķiskiem ātrumiem kranialās elektrostimulācijas iedarbības rezultātā

Fig. 7 Strenght parameters of the dynamics at different angular velocity cranial electrotherapy stimulation exposure



8. att. Leņķiskā ātruma dinamika izotoniskajā režīmā (45Nm) pēc kranialās elektrostimulācijas iedarbības

Fig. 8 Angular velocity Dynamics isotonic mode (45Nm) after cranial electrotherapy stimulation effects

Kontrolējot muskuļu spēka momenta izaugsmes aktivitāti pie dažādiem leņķiskiem ātrumiem (30°/s, 200°/s, 300°/s) izokinetiskajā režīmā pirms un pēc KES, mēs noteicām katra dalībnieka un visas grupas spēka momenta dinamiku (sk.7., 8. att.).

Pie 30°/s vidējais spēka moments grupā pēc KES samazinājās no 250,4±21,5Nm līdz 227,5±19,17Nm. Tika konstatēts, ka eksperimenta dalībniekiem pie šī leņķiskā ātruma muskuļu spēka pieaugums bija viļņveidīgā veidā gan pirms KES, gan pēc. Bet pēc KES muskuļu sasprindzinājuma fāzēm (iniciācijas fāze, spēka pieauguma fāze, spēka noturēšanas fāze) tika noteikti mazāki spēka parametri, vidēji par 23,1±3,2Nm.

Testēšana 200°/s parādīja pozitīvu spēka momenta dinamiku visā eksperimentālajā grupā pēc KES (sk.7.att.) – pirms 161,15±17,12Nm, pēc 179,75±14,07Nm.

Tik dažāds spēka rezultāts, kā arī dažāds izpildījuma laiks maksimālā spēka momenta sasniegšanai acīmredzot ir saistīts ar nevienādo spēju ātri pāriet no sasprindzināšanas uz atslābināšanas procesu un uz nākošo sasprindzinājumu.

Testēšana 300°/s tika fiksēta neliela spēka momenta parametru samazināšanās pēc KES – pirms 145,35±9,17Nm, pēc 144,15±8,07Nm. Sasprindzināšanas un atslābināšanas procesu līmenis neļauj atlētiem pie ātruma 300°/s vienlaicīgi rekrutēt ievērojamu kustību vienību daudzumu un tāpat ātri un dziļi tās atslābināt.

Secinājumi **Conclusions**

Izveidojot muskuļu sasprindzināšanas un atslābināšanas procesu izometrisko un dinamisko (izotonisko, izokinētisko) raksturojumu dinamiku trijos leņķiskajos ātrumos pēc KES, ieguvām dažādus muskuļu darbības variantus:

- Atlēti, kuriem muskuļi lēni sasprindzinās un lēni atslābinās;
- Atlēti, kuriem muskuļi lēni sasprindzinās un ātri atslābinās;
- Atlēti, kuriem muskuļi ātri sasprindzinās un lēni atslābinās.

Pētījumā iegūtie rezultāti liecina, ka kraniālās elektrostimulācijas 20 minūšu iedarbība daļēji ietekmē muskuļu maksimālo izometrisko spēku, kustību leņķisko ātrumu, maksimālo spēka momentu, kas varētu būt noderīgs atlētu pirmsacensību stāvokļa optimizēšanai.

Nemot vērā, ka kraniālā elektrostimulācija mūsu eksperimentā neietekmē visu eksperimenta dalībnieku muskuļu spēka radītājus (sasprindzināšanas un atslābināšanas procesi), locītavu kustību leņķiska ātruma radītājus (45Nm) un spēka momentus pie dažādiem leņķiskiem ātrumiem (30°/s, 200°/s, 300°/s) var secināt, ka, lai panāktu ticamāku kraniālās elektrostimulācijas iedarbības efektivitāti, ir nepieciešami veikt ilgstošāku pētījumu.

Summary

Fitness is characterized by high competition among athletes, where the results are distinguished by each athlete's individual mastery. Athletes' functional condition changes every day. Cranial electrostimulation (CES) in the sport science is not fully understood and explored. CES effect on the athletes' muscle functional condition is not well known. The aim of the present study was to analyze the effect of cranial electrotherapy stimulation on muscle function analysis indicators. Instrumental assessment of muscle function (on a REV9000, Technogym, Italy) was performed before and after cranial electrotherapy stimulation. Subjects of our study were twenty healthy athletes of sport fitness. 1 minute after the cranial electrotherapy application the indicators of the analysis in 80% of cases are lower than before the cranial electrotherapy. After the application of the cranial electrotherapy the inhibition phase. 10 minutes after the cranial electrotherapy application the activation phase begins. During this phase the indicators of the maximum voluntary isometric contraction increase in 41% of cases, the indicators of angle velocity with load 45Nm in isotonic contraction increase in 78% of cases and maximum pick torque indicators in isotonic contraction on 30°/s increase in 25% of cases, on 200°/s increase in 80% of cases and on 30°/s indicators increase in 25% of cases. The results obtained in the research prove that the 20 minute effect of cranial electrotherapy stimulation partly influenced by the maximum isometric muscle strength, angular velocity and peak torque.

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PROFESIONĀLISMA NOVĒRTĒŠANAS PROBLĒMAS UN IZAICINĀJUMI NEATLIEKAMĀS MEDICĪNISKĀS PALĪDZĪBAS PERSONĀLAM

The Assessment of Professionalism for Ambulance Personnel – Problems and Challenges

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Abstract. *The purpose of this paper is to clarify whether annual knowledge testing at a work place promotes Ambulance professionals for personnel development, and if it provides the possibility to assess personnel's competence and professionalism. The results of 1693 ambulance personnel's annual knowledge testing in years 2011, 2012, 2013 are analysed in the research. The results obtained reflect that in all stages knowledge improves, but there are not possibility to assess personnel's competence and professionalism for building personnel development programs in the future.*

Keywords: *ambulance personnel, assessment, competence, knowledge testing, performance, professionalism*

Ievads **Introduction**

Personālvadības pēdējo gadu aktualitātes ir vērstas uz personāla darba snieguma novērtēšanu ar mērķi veicināt tā attīstību. Kā redzams no iepriekšējiem pētījumiem (Dambe, 2012, 2013^{a,b}, Dambe, Atstāja, 2013^{a,b}), Neatliekamās medicīniskās palīdzības dienestā (NMPD), kur gandrīz diviem tūkstošiem Latvijā strādājošajiem ātrās palīdzības mediķiem tiek reizi gadā obligāti noteiktas zināšanu pārbaudes un ikgadējā darba snieguma novērtēšana, ir izveidojusies salīdzinoši negatīva attieksme pret šiem procesiem. Raksta mērķis ir izpētīt, vai darba devēja organizētās zināšanu pārbaudes veicina personāla attīstību un nodrošina iespēju novērtēt personāla kompetenci un profesionālismu.

Neatliekamā medicīna kā zinātne strauji attīstās, mainās rīcības algoritmi, pielietojamā medicīniskā aparatūra, pieejas un metodes palīdzības sniegšanā pacientiem, cilvēkresursu attīstības vadītājiem jo īpaši nozīmīgs ir jautājums par personāla kvalifikācijas uzturēšanu, kas prasa nodrošināt nepārtrauktu mūžizglītību un profesionālo attīstību ārstniecības personālam. Vestvūds ārstniecības personu novērtēšanu uzskata par nepārtrauktu procesu, kas notiek visu profesionālās karjeras laiku (Westwood, Griffin, Hay, 2013), raksturojot to kā kvalifikācijas izmaiņas no „dzīves” skatījuma. Novērtējums ļauj darba devējam pieņemt lēmumu par darbinieka spējām un pašreizējo zināšanu līmeni, prasmēm vai uzvedību. Medicīnā ārstniecības personāla novērtēšanai tiek

lietotas dažādas metodes, un katrs novērtēšanas veids var izvērsti izpētīt specifisku īpašību līmeni, zināšanas, prasmes, uzvedību, profesionālo attieksmi. Izmantojot novērtēšanas metodes, ir iespēja iegūt daudzveidīgu un pilnīgāku ieskatu par katra indivīda sniegumu. Novērtēšana ne tikai apstiprina indivīda gatavību darbam, bet arī atspoguļo tā zināšanas. Tādejādi novērtēšana var tikt lietota, lai motivētu darbiniekus mācīties, nodrošinātu tiem atgriezenisko saiti par viņu sniegumu un progresu (Westwood, Griffin, Hay, 2013). Vēsturiski medicīnā ir tendence dot priekšroku zināšanu un prasmju novērtēšanai, bet pēdējos gados tiek veicināta profesionālisma novērtēšanas attīstība. Līdz šim personāla vadības teorijās ārstniecības personāla novērtēšanā jēdziens „profesionālisms” nav pieminēts. Kā norāda ASV ārsts Džils (Gill, 2013), profesionālisms ir jēdziens, kam nav vienas universālas definīcijas. Ikviens var uzskatīt, ka viņš zina, vai kolēģis ir vai nav profesionāls, bet definēt to ir sarežģīti.

Pētījuma jautājums: vai pašreizējā ātrās palīdzības personāla zināšanu novērtēšanas sistēma ļauj novērtēt ārstniecības personāla profesionalitāti?

Materiāls un metodika *Materials and Methods*

Pētījuma objekts ir NMPD ātrās palīdzības ārstniecības personāls – ārsti, ārsta palīgi un māsas. Pavisam NMPD nodarbinātas 1860 ārstniecības personas, pētāmajā grupā pēc 2013. gadā zināšanu pārbaūžu rezultātiem izlasē iekļautas 1693 personas, no kurām 1442 (85,2%) bija sievietes un 251 (14,8%) vīrieši. Profesionālais sadalījums pētāmajai grupai: 1323 (78,1%) ārsta palīgu, 311 (18,4%) ārstu un 59 (3,5%) medmāsas. Pētāmais ārstniecības personāls pārstāv visus Latvijas reģionus: 706 dalībnieki (41,7%) no Rīgas; 300 dalībnieki no Latgales (17,7%); 275 no Vidzemes (16,2%); 217 dalībnieki no Kurzemes (12,8%) un 195 no Zemgales (11,5%). Dalībnieku vidējais vecums ir 42,7 gadi (no 20 līdz 76 gadiem, standartnovirze (SN) 11,9). 2011., 2012. un 2013. gadā veiktas zināšanu pārbaudes trīs posmos. Pirmajā posmā ir praktisko zināšanu pārbaude, kuras laikā ārstniecības personas risina uzdevumu komandā, izmantojot mācību manekenu un medicīnisko aprīkojumu. Par katru uzdevuma risināšanas gaitā pieļauto nepilnību vai neprecizitāti vērtējums tiek samazināts par vienu balli. Pirmais posms ir veikts sekmīgi, ja vērtējums ir 6 balles un vairāk. Maksimālais punktu skaits pirmajā posmā ir 13 balles. Otrais posms – sirds ritma, sirds vadīšanas traucējumu atpazīšana un elektrokardiogrammas (EKG) interpretācija. Ārstniecības personai jāizvērtē un jādefinē atbilstoši nosaukumam un pazīmēm trīs sirds ritmi vai sirds vadīšanas traucējumi kardiomonitorā un mutiski jāsniedz skaidrojumi par divām EKG. Otrā posma vērtējums ir pozitīvs, ja par katru jautājumu saņemta viena balle vai vairāk. Divas balles tiek iegūtas par pareizu EKG interpretāciju, 1 balle, ja EKG tiek interpretēta nepilnīgi, 0 balles, ja EKG tiek interpretēta nepareizi. Trešais posms – katra ārstniecības persona sniedz rakstiskas atbildes uz 60 testa

jautājumiem par NMP nodrošināšanu pacientiem dzīvībai un veselībai kritiskās situācijās. Trešais posms ilgst 60 minūtes un ir sekmīgi nokārtots, ja ir iegūtas 6 balles un vairāk, tas nozīmē, ka nav pieļautas vairāk kā 12 kļūdas. Maksimālais punktu skaits šajā posmā ir 10 balles. Ja ārstniecības persona kādu posmu nenokārto, tad ieskaiti veic atkārtoti, kārtojot tikai to posmu/-us, kurā rezultāts bija nesekmīgs. Šādas atkārtotas zināšanu pārbaudes var veikt ne vairāk kā divas reizes. Lai konstatētu izmaiņas personāla zināšanu pārbaudes rezultātos, rezultāti, apstrādāti ar IBM SPSS Statistics 20, Vilkoksona testu izmantojot neparametriskās statistikas metodes. Nevienam no sešu atzīmju mainīgajiem nav normāls sadalījums (pārbaudīts ar aprakstošo statistiku *Descriptive Statistics Explore*). Salīdzinātas atzīmes pa posmiem 2011., 2012. un 2013.gados: 1.posma atzīmes savā starpā; 2.posma atzīmes savā starpā un 3. posma atzīmes savā starpā. Vērtējums, sākot ar 6 ballēm un augstāks tika uzskatīts par apmierinošu. Vērtējumu statistika atspoguļota 1.tabulā.

1.tabula

Vērtējumu statistika: atbildējušo skaits, zemākais un augstākais vērtējumi; vidējie rādītāji, standartnovirze un neapmierinošos vērtējumu skaits un procents
Statistics of rating: the number of respondents, the lowest and highest ratings, average ratings, standard deviation and the amount and percentage of unsatisfactory ratings

Posmi, pa gadiem	Atbildējušo skaits	Min	Maks	Vidējais aritmētiskais	Standart novirze	Neapmierinošs vērtējums skaits (%)
1 posms 2011	1392	0	13	8,1	1,6	7 (0,5)
2 posms 2011	1392	1	11	8,7	1,8	90 (6,5)
3 posms 2011	1391	3	10	7,3	1,2	23 (1,7)
1 posms 2012	1422	0	13	8,4	1,7	3 (0,2)
2 posms 2012	1426	3	13	10,9	1,8	15 (1,1)
3 posms 2012	1425	4	11	8,3	1,2	14 (1,0)
1 posms 2013	1397	0	13	8,4	1,9	17 (1,2)
2 posms 2013	1407	0	13	11,3	1,8	14 (1,0)
3 posms 2013	1411	2	10	8,4	1,2	20 (1,4)

Visos trijos posmos atzīmes ir atšķirīgas (salīdzinājums pēc gadiem, - 1.posms 2011.gadā, 2012. gadā un 2013.gadā; - 2. posms 2011.gadā, 2012. gadā un 2013.gadā; - 3. posms 2011.gadā, 2012. gadā un 2013.gadā), $p < 0,05$ visos trijos gadījumos. Arī atzīmes uzlabojušās, visos trijos gadījumos PositiveRanks> par NegativeRanks). Analogiski pārbaūžu rezultāti salīdzināti arī pa amatu grupām, ārstiem, ārsta palīgiem un māsām, salīdzinot atzīmes pa posmiem 2013., 2012. un 2011.gadā, izmantojot Mann-Vitneja U testu. Lai noskaidrotu korelāciju starp darba intensitāti un uzrādītajām zināšanām, tika izmantota Spīrmena korelācijas analīze. Izmantojot 2012.gada oktobrī veiktās aptaujas datus (Dambe, 2012), lai novērtētu, vai ir novērojama atšķirība vērtējumu uzlabojumā personālam ar pozitīvu attieksmi pret zināšanu pārbaudēm salīdzinājumā ar personālu ar negatīvu vai neitrālu attieksmi, tika veikts atzīmju

uzlabojuma salīdzinājums pēc ātrās palīdzības personāla attieksmes vērtējumiem, izmantojot Mann-Vitneja U testu. Aptauja veikta 2012.gada oktobrī, izmantojot nevarbūtīgās izlases ērtuma metodi (Geske, Grīnfelds, 2006). Aptaujā piedalījās 224 respondenti vecuma grupā no 20 līdz virs 50 gadiem, no tiem 178 ārsta palīgi, 38 ārsti un 8 māsas. Respondenti aptver visas struktūrvienības un visas ārstniecības personu amatu grupas, 12% no ārstniecības personu skaita. Uzskatāms, ka aptaujas rezultātus var analizēt. Dati apstrādāti Webropol programmā izmantojot SPSS.

Rezultāti

Results

Analizējot rezultātus, par apmierinošu tika uzskatīts vērtējums sākot ar 6 ballēm un augstāks. Sākumā tika salīdzināti katra posma vērtējumi 2011. gadā ar attiecīgo posma vērtējumu 2012. gadā. Visos posmos tika novērots statistiski ticams uzlabojums (1. posmā $Z=-3,11$; $p<0,05$; 2. posmā $Z=-27,5$; $p<0,001$; 3. posmā $Z=-20,5$; $p<0,001$). Tika aprēķināti un salīdzināti arī vidējie vērtējumi katrā gadā un salīdzināti savā starpā. Tika konstatēts, rādītāji būtiski uzlabojušies ($Z=-27,6$; $p<0,001$). Salīdzinot katra posma vērtējumu 2012. gadā ar attiecīgo posma vērtējumu 2013. gadā. Visos posmos tika novērots statistiski ticams uzlabojums (1. posmā $Z=-2,61$; $p<0,05$; 2. posmā $Z=-7,39$; $p<0,001$; 3. posmā $Z=-3,52$; $p<0,001$). Tika aprēķināti un salīdzināti arī vidējie vērtējumi katrā gadā un salīdzināti savā starpā. Arī šie rādītāji būtiski uzlabojušies ($Z=-7,66$; $p<0,001$).

Salīdzinot vērtējumu pēc reģiona, tika konstatēts, ka nav statistiski ticamas pārmaiņas jautājumu atbilžu vērtējumā Kurzemē; Latgalē, Rīgā un Zemgalē 1. posma jautājumiem un 3. posma jautājumus salīdzinot Vidzemē. Latgalē 3.posma jautājumu vērtēšanā vērojams statistiski ticams pasliktinājums, tomēr vidējās atzīmes novērtējumā ir būtisks uzlabojums. Pārējos posmos pēc reģioniem arī vērojams statistiski ticams uzlabojums.

Vērtējumi tika analizēti atsevišķi pēc amatu grupām. Vērtējumu rezultātu uzlabojumi ir statistiski ticami visiem amatiem visos vērtējuma posmos, izņemot medmāsu grupā salīdzinot 1. posma jautājumus pa gadiem ($p=0,908$). Var uzskatīt, ka medmāsu grupa ir par mazu (59), lai to statistiski analizētu. Lai varētu salīdzināt, vai dažādu amatu pārstāvētās grupās ir atšķirīgi vērtējumu uzlabojumi, kopš 2012. gada tika aprēķināta vērtējumu starpība ballēs. Tika salīdzināti savā starpā rezultāti dažādās amatu grupās. Salīdzinot ārstu palīgus ar ārstiem, netika konstatēta būtiska atšķirība vērtējumu uzlabojumos 1.posma vērtēšanā ($p=0,673$); 2.posma vērtēšanā ($p=0,849$) un vidējā vērtējuma uzlabojumā ($p=0,339$), savukārt 3.posma jautājumos ārsti 2013.gadā atbildējuši būtiski labāk (vidējie rangi 664,3 ārstiem, 605,7 ārstu palīgiem; $p<0,05$). Salīdzinot ārstu palīgus ar medmāsām, netika konstatēta būtiska atšķirība vērtējumu uzlabojumos 1.posma vērtēšanā ($p=0,687$); 3.posma vērtēšanā ($p=0,059$) un vidējā vērtējuma uzlabojumā ($p=0,099$), savukārt

2.posma jautājumos medmāsas 2013.gadā atbildējušas būtiski labāk (vidējie rangi 630,3 medmāsām, 530,0 ārstu palīgiem; $p < 0,05$).

Salīdzinot ārstus ar medmāsām, nav konstatēta būtiska atšķirība vērtējumu uzlabojumos 1.posma vērtēšanā ($p = 0,556$); 2.posma vērtēšanā ($p = 0,425$) un vidējā vērtējuma uzlabojumā ($p = 0,255$), savukārt 2.posma jautājumos medmāsas 2013.gadā atbildējuši būtiski labāk (vidējie rangi 138,7 medmāsām, 107,8 ārstiem; $p < 0,05$).

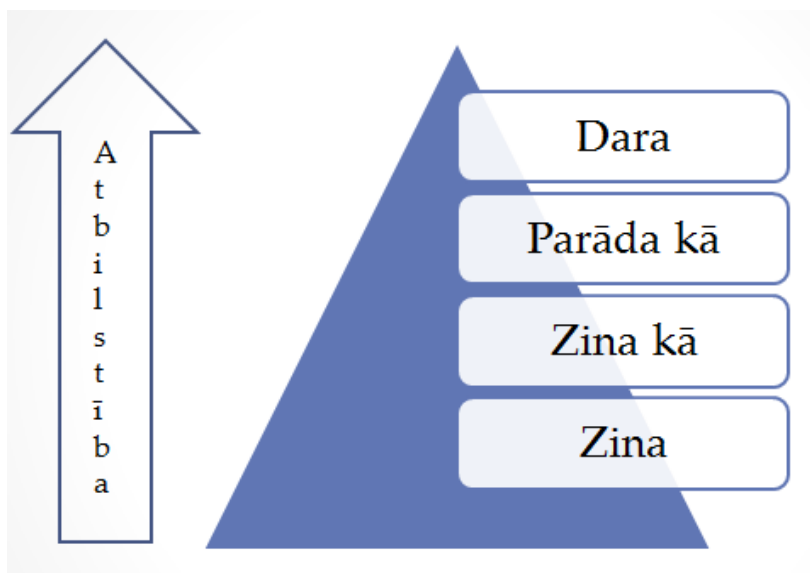
ASV ārsts Rodžers uzsver, ka neatliekamajā medicīnā ļoti svarīga ir darba pieredze, kas palīdz mācīties, un attīstīt nepieciešamās prasmes (Roger, 2009). Tika pieņemts, ka personālam ar augstāku darba intensitāti, t.i. lielāku izsaukumu skaitu dežūras laikā, būs lielāka pieredze un labāki testa rezultāti. Darbinieki tika sagrupēti pēc darba intensitātes koeficienta, pieņemot, ka 25 ir augsts, 15 vidējs, un 5 zems. Lai noskaidrotu vērtēšanas rezultātu sakarību ar darba intensitāti, tika izmantota Spīrmena korelācijas analīze. Tika novērota statistiski ticama ļoti vāja korelācija starp darba intensitāti un 3. posma, t.i. teorētisko jautājumu uzlabojumu ($\rho = 0,130$; $p < 0,001$). Korelācijas koeficients zem 0,2 ir uzskatāms par ļoti vāju, var uzskatīt, ka intensitātei nav nekādas sakarības ar vērtējumiem. Iespējams, ka to var izskaidrot ar pieņēmumu, ka lielākā darba intensitāte ir Rīgas reģionā, kas apkalpo vairāk nekā pusi Latvijas NMP izsaukumus diennaktī, un ātrās palīdzības personālam ikgadējas zināšanu pārbaudes ir vēsturiski noteiktas jau ilgāku laiku, tādējādi personāls, izmantojot zināšanas un pieredzi, tām īpaši vairs negatavojas.

Lai analizētu personāla aptaujā iegūtos datus, aptaujas atbildes tika kodētas un saģenerētas pēc pazīmēm ar pārbaudžu rezultātiem. Tika izvirzīta hipotēze, ka ārstniecības personai ar negatīvu attieksmi pret zināšanu pārbaudēm, būs sliktāki pārbaudžu rezultāti. Atbildes uz jautājumu „Vai Jūs uzskatāt, ka darbiniekam ir jākārt zināšanu pārbaudes?” tika kodētas, atkarībā no atbildes satura kā pozitīva vai negatīva attieksme. Analizējot datus ar *Mann Vitneja U testu* netika novērotas statistiski ticamas atšķirības vērtējumu uzlabojumos starp tiem, kuriem attieksme pret zināšanu pārbaudēm bija negatīva un tiem, kam attieksme bija pozitīva.

Tika salīdzināti arī katra posma vērtējumi 2011. gadā ar attiecīgo posma vērtējumu 2013. gadā. Arī te visos posmos tika novērots statistiski ticams uzlabojums (1. posmā $Z = -6,22$; $p < 0,001$; 2. posmā $Z = -27,34$; $p < 0,001$; 3. posmā $Z = -21,59$; $p < 0,001$). Tika aprēķināti un salīdzināti arī vidējie vērtējumi katrā gadā un salīdzināti savā starpā. Arī šie rādītāji būtiski uzlabojusies ($Z = -27,16$; $p < 0,001$). Visos posmos, kā arī vidējos rādītājos augstāku uzlabojumu uzrāda ārsta palīgi, salīdzinājumā ar ārstiem. Visos posmos, izņemot pirmo, ($p = 0,679$) ārstiem un medmāsām uzlabojums 2011 -2013.gadā būtiski atšķiras, medmāsām tas ir lielāks.

Diskusija *Discussion*

Latvijā cilvēkresursu vadības un attīstības elementi veselības aprūpes iestādēs aktualitāti iegūst tikai pēdējos gados, kad darba devēji sāk pievērst arvien lielāku uzmanību personālvadības procesiem. Cilvēkresursu attīstības teorijās runā par trīs mācību ieguldījumu veidiem, lai attīstītu: prasmes, attieksmes un zināšanas (Monappa, Saiyadain, 1996). Attīstot personāla novērtēšanas sistēmu ātrās palīdzības personālam, jāsaprot, kas īsti ir tas, ko vēlamies novērtēt: zināšanas, prasmes, iemaņas, attieksme, kompetence, vai varbūt profesionālisms? ASV un Lielbritānijā, attīstoties augstajām tehnoloģijām, aizvien vairāk tiek izstrādātas vadlīnijas un metodika ārstniecības personāla novērtēšanai, vērtējot zināšanas, prasmes, darba sniegumu, kompetenci un profesionālismu, izmantojot novērtēšanā testus, simulētās situācijas un manekenus, īpašu uzmanību veltot ārstniecības personas pašvērtējumam un atgriezeniskajai saitei (Westwood, Griffin, Hay, 2013). Pamatojoties uz Blūma taksonomiju, izveidota t.s. Millera piramība, skat.1.attēlu, kas raksturo kompetences un darba snieguma novērtēšanas līmeņus. Bursikots kompetenci raksturo ar to, ko indivīds spēj izdarīt savā praktiskajā darbā, kamēr darba sniegumam vajadzētu atspoguļot, ko viņš patiesībā dara klīniskajā praksē (Boursicot, 2011). Lai novērtētu ārstniecības personāla darba sniegumu, jāvērtē gan komunikāciju prasmes, zināšanas, klīniskās prasmes, profesionālisms un attieksme, gan spējas vadīt un strādāt komandā (Westwood, Griffin, Hay, 2013).



1.attēls. **Kompetences un darba snieguma novērtēšana, pamatojoties uz Millera klīniskās kompetences piramīdu** (Vestvūds, Grifins, 2013)

Figure 1 Assessment of competence and performance, based on Miller (Westwood, Griffin, 2013)

Zināšanu pārbaudei, līmenī „zina” un „zina kā” visbiežāk mēdz izmantot zināšanu pārbaudes testus, izmantojot gan īso atbilžu jautājumus, esejas, vairāku atbilžu izvēles testus, vai vienas pareizās atbildes testus. Kompetences līmeni „parāda kā” novērtē ar situāciju stimulācijām vai izspēlētajām situācijām, risinot klīnisko situāciju uzdevumus, izmantojot simulētās situācijas vai manekenus, kā arī zināšanu pārbaudes – testus. Līmenī „dara” ārstniecības persona demonstrē sniegumu, zina, pieņem lēmumu un atbilstoši darbojas. Vestvūds, atsaucoties uz Džilu (Gill, 2013) norāda, ka profesionālisms ir kļuvis par galveno jēdzienu medicīnā, kas vārdos neizteikts, virza uz izaicinājumiem un pārmaiņām, ārstniecības personu attiecībās ar sabiedrību (Westwood, Griffin, Hay, 2013). Profesionālisma novērtēšana raksturota Millera piramīdas daļā „dara” (Millers 1990), skat.1.attēlu. Šeit būtiska nozīme pašvērtējumam, pacientu, kolēģu novērtējumam un citiem būtiskiem profesionālas rīcības rādītājiem. Sistemātisks profesionālisma novērtēšanas pieeju apskats medicīnā ir adaptēts no Vilkinsona (Wilkinson, 2006), kas atklāja, ka izmantojot novērtēšanā kolēģu novērtējumu, pacientu aptaujas, mediķa rīcību sarežģītos un kritiskos gadījumos, sadarbības izpausmes veidus kā ieguldījumu komandas darbā, pētījumus un mācību aktivitātes, slepeno simulēto pacientu, pašnovērtējumu, klīnisko situāciju uzdevumus, novērošanu procedūru veikšanas laikā, intervijas un simulāciju pārbaudi, rakstisku izvērtējumu, situācijas izpratnes pārbaudes testus, scenārijus, uz gadījumu veidotas diskusijas, un citus pārbaudes veidus, iespējams novērtēt profesionālismu (Gill, 2013).

Pedagoga-praktiķa novērtējums: *invitro* pārbaude ietver vairākas metodes, kas pārbauda „rāda kā”. Šo pārbaudi NMP dienesta ātrās palīdzības personālam veic pārbaudes 1.posmā, uzdodot reālu „dzīves” situāciju simulāciju, tomēr, kā norāda Vestvūds, jāatceras, ka šī pārbaude drīzāk atspoguļos indivīda zināšanas par to, kas viņam būtu jādara, ja viņš novērotu šādu situāciju. Tas nenodrošinās ieskatu par to, ko indivīds var reāli izdarīt ikdienas praksē. *In vivo* profesionālisma novērtēšana, iespējams, ir visautentiskākā pārbaudē šajā prakses jomā. *In vivo* pārbaudes mērķis ir panākt „dara” līmeni novērtēšanā, vērtējot kā indivīds rīkojas, ja netiek tieši novērots. Madens iesaka profesionālisma novērtēšanā izmantot „simulētā klienta metodi”, norādot, ka šī metode nodrošina unikālu ieskatu darbinieku uzvedībā (Madden, Quick, Ross-Degman, Kafle, 2009). Tomēr, pamatojoties uz ASV pētījumiem, uzsvērts, šo metodi var izmantot kā papildus līdzekli profesionālisma novērtēšanai citām metodēm.

Kā uzsver Vestvūds, veicot zināšanu pārbaudi testa veidā, var novērtēt mediķa zināšanas par sagaidāmo profesionālo uzvedību, profesionālajām vadlīnijām, u.c., taču tādejādi nevar pārbaudīt, ko indivīds dara praksē (Westwood, Griffin, Hay, 2013). Kā rāda iepriekšējie pētījumi, (Dambe, 2013^{a,b}, Dambe, Atstāja, 2013^{a,b}) tieši teorētiskās zināšanu pārbaudes testa veidā ātrās palīdzības mediķiem rada vislielāko rezistenci pret zināšanu pārbaudēm. Vlodkovskis (Wlodkowski, 2008) personāla zināšanu pārbaudes darba vietā salīdzina ar burkāna – pātagas efektu personāla motivācijai mācīties. Kā rāda

pētījuma rezultāti, zināšanas trīs gadu periodā visos zināšanu pārbaužu posmos visām profesionālajām grupām uzlabojas, kas nešaubīgi ir darba devēja mērķis – veicināt personāla profesionālo attīstību. Mankins savukārt uzskata, ka organizācijās personāla attīstību visbiežāk plāno cilvēkresursu vadītāji, kuru mērķis ir organizācijas tūlītēja attīstība, bieži nesaistot to ar indivīdu attīstību ilgtermiņā (Mankin, 2009). Medicīnā profesionāļu attīstību iespējams plānot un organizēt cilvēkresursu vadītājiem, taču tiešā sadarbībā ar nozares ekspertiem un pedagogiem.

Vestvūds uzskata, pacientu aptaujas sniedz noderīgu informāciju par veselības aprūpes pakalpojuma kvalitāti tādām mazāk taustāmām jomām kā komunikācija, empātija, lēmumu pieņemšanas prasme, un tām var būt jēgpilns ieguldījums profesionālisma novērtēšanā (Westwood, Griffin, Hay, 2013).

Kolēģu novērtējumam profesionālajā jomā ir būtiska nozīme, visbiežāk tiek izmantota 360 grādu aptauja. Līdzīgi pakalpojuma lietotāju novērtēšanai, kolēģi norādīs ikdienas darbā novērotās stiprās puses un vājumu, taču, iespējams, būs nežēlīgi godīgi. Pretēji pakalpojuma lietotājiem, tas tiek bieži izmantots, lai jautātu kolēģiem ierosinājumus uzlabojumiem, un vairāku kolēģu vērtējums var būt iedarbīgs veidojošs novērtēšanas līdzeklis. Vislabāk to ir izmantot saistībā ar pašnovērtējumu, izdiskutējot ar vērtētāju, lai veidotu snieguma uzlabojumu aktivitāšu plānu (Cushing et al., 2011). Pašnovērtējums varbūt teicams profesionālisma izvērtējums, ja tajā ietilpst prasības salīdzinājumam ar kolēģiem, un lietojot kombinācijā ar kolēģu atgriezenisko saiti. Bažas nereti izraisa tas, ka indivīds var pārvērtēt savu sniegumu, vai novērtēt par zemu.

Uzvedības novērtēšana ir pastarpināta novērtēšana, kas var būt atbalsts citas novērtēšanas pierādījumiem, īpaši ja tai ir norāde uz profesionālās uzvedības paradumu kopumu. Pētījumi rāda, ka šis pieņēmums ne vienmēr ir pamatots. Šī iemesla dēļ, tikai uzvedības dokumentēšana, var būt nepietiekama, lai uztvertu kopējo profesionālisma uzbūvi, kas arī iekļauj zināšanas, vērtības, attieksmes un spēju lietot profesionālu uzvedību reālā prakses vidē.

Uzvedības novērtēšanā jāizmanto uzticamas metodes – kvantitatīvos un kvalitatīvos pētījumus, lai tās var pamatot ar ticamiem secinājumiem (Hodges, B.D., Ginsburg, S., Cruess, R., et al. 2011).

Ierobežojumi *Limitations*

No NMPD strādājošajiem 1860 ātrās palīdzības darbiniekiem ikgadējo zināšanu pārbaužu rezultātu datus un to uzlabojumu varēja analizēt 1693. Izvēlēti tika tikai tie darbinieki, kuri bija zināšanu pārbaudes veikuši 2011., 2012. un 2013. gadā, un kuru sniegumu varēja salīdzināt. Analizējot Vestvūda pieeju ārstniecības personu profesionālisma novērtēšanai, konstatējams, ka esošās zināšanu pārbaudes ļauj novērtēt zināšanu, prasmju un kompetences

līmeni, atstājot novārtā tādus profesionālismu raksturojošus faktoros kā attieksme, uzvedība, komandas darbs, lēmumu pieņemšana, u.c.

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Secinājumi *Conclusions*

Pētījuma rezultāti ļauj secināt, ka ārstniecības personāla ikgadējo zināšanu pārbažu rezultāti uzlabojas, tādejādi uzlabojot personāla zināšanu, prasmju un kompetences līmeni. Tajā pašā laikā rezultāti rāda, ka personāls ar lielāku darba intensitāti, neuzrāda labākus zināšanu rezultātus, tāpat personāls, kas aptaujās izrādījis negatīvu attieksmi pret zināšanu pārbaudēm, neuzrāda sliktākus rezultātus par kolēģiem ar pozitīvu attieksmi. Taču zināšanu pārbaudes nenodrošina iespēju veikt personāla profesionālisma novērtējumu, kas ļautu noteikt pilnveidojamās prasmes un nepieciešamības gadījumā izveidot individuālu attīstības plānu. Pašreizējā personāla novērtēšana nenodrošina tādu jomu atbilstības novērtēšanu kā komandas darbs, vadība, attieksme, empātija, lēmumu pieņemšana un rīcība kritiskā situācijā, kas ir būtiski faktori ikdienas darbā. Kā norāda veselības aprūpes pētnieki, termins „profesionālisms” kļūst par centrālo jēdzienu mūsdienu veselības aprūpē un medicīnas izglītībā. Iespējams, sasniedzot pozitīvus zināšanu pārbažu rezultātus līmenī „zina”, „zina kā” un „parāda kā”, varam atteikties no šo zināšanu un prasmju ikgadējas testēšanas, to atstājot tikai jaunajiem darbiniekiem darba pieredzes sākumā. Pieredzējušajiem un sevi ikdienas darbā apliecinājušajiem, organizējot uz kompetenču pieeju balstītu profesionālisma novērtēšanu, izmantojot indivīda pašvērtējumu, 360 grādu aptaujas, kolēģu novērtējumu, pacientu atsauksmes, situāciju analīzes, un citas iepriekš apskatītās pētnieku ieteiktās metodes.

Summary

The purpose of this paper is to clarify whether annual knowledge testing at a work place promotes Ambulance professionals for personnel development, and if it provides the possibility to assess personnel's competence and professionalism. The results of 1693 ambulance professionals annual knowledge testing in years 2011, 2012, 2013 are analysed in the research. The results obtained reflect that in all stages their knowledge improves, but there is no possibility to assess personnel's competence and professionalism for building personnel development programs in the future. It is clear, that a range of assessment methods should be used in the assessment of professionalismsuch us: teachers-practitioners, peers, service users, self- assessment and proxy markers, to provide the best multi-dimensional assessment of

professionalism. To ensure effective programs for personnel development it is necessary to design the system for assessing professionalism on the basis of competence models, professional's self-assessment, and feedback from peers, service users and teachers. As a result, recommendations for enhancing future performance and development will be considered and suggested to a professional.

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THE ATTITUDE OF LITHUANIAN SCHOOL STUDENTS (YOUNG BOYS AND TEENAGERS) TOWARDS PHYSICAL ACTIVITY AS A VALUE TO STAY HEALTHY

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Abstract. *Goal of the study: identifying the attitude of students (young boys and teenagers) towards physical activity as a value to stay healthy, based on their age and place of residence. The scope of the study consisted of 99 seventh-grade students (45 of them originating from rural areas, 54 from towns and cities) and 96 tenth-grade students (44 of them originating from rural areas, 52 from towns and cities), a total of 195 school students, all of them young boys and teenagers from county N. The survey was conducted using a questionnaire constructed on a basis of questionnaire forms by I.J.Zuoziene (1998) and O.Batutis (2003). Conclusion. Regardless of their age and place of residence, Lithuanian school students (boys and teenagers) consider physical activity a value to stay healthy.*

Keywords: *attitude, healthy, physical activity, school students (boys and teenagers).*

Introduction

Lithuania's accession to the European Union has opened up new opportunities for a lively dialogue with the Western European culture, which rests on a bedrock of humanistic values and embodies the educational focus of its countries. Therefore, it is not by some incident that the curricula and educational plans of comprehensive schools accentuate that, whilst Lithuania is pursuing integration into the rapidly shifting global community, is bringing educational content up to speed, and is improving its quality, educating self-sufficient, constructively-minded individuals and imbuing them with value-based attitudes is of vital importance.

During school years, the value system of a person takes shape, and skills acquired in that period are retained for life. It was at that time that a person delves into a search for the meaning of life, engages in independent assessment of moral, political, aesthetical ideals, and builds their system of values. A young personality simply must go through the stage of value identification and construction (Sukys and Kardelis, 2001; Blauzdys and Vilkas, 2007; Sukys and Jankauskiene, 2008). A lot of scholars, educators, and physicians highlight health as a key value (Adaskeviciene, 2003; Cavill, et al. 2006; Volbekiene, Griuciute and Gaizauskiene, 2007; Emeljanovas, et al. 2010; Zaborskis and

Raskilas, 2011). Analysis of school students' attitude towards physical activity as a value to stay healthy is driven by the following reasons:

- ✓ decreasing levels of physical activity in children;
- ✓ children's deteriorating health;
- ✓ spread of unacceptable behaviour patterns in schools.

Encouragement of physical activity, ongoing exercise, physical culture, improving fitness, good cheer and the formation of all-round positive emotions, bolstering the capacities for mental and physical work, absence of diseases are all very important in order to develop a full-on personality that is spiritually enhanced, morally mature, and physically strong (Sukys and Kardelis, 2001; Jankauskiene, et al., 2011; Zaborskis and Raskilas, 2011).

Formation of healthy lifestyle attitudes is one of the underlying goals of educating students. It implies encouragement, development of healthy lifestyle habits and skills, and fortification of health (Vizbaraitė and Petronyte, 2005; Petronyte and Zaborskis, 2008). Research in the area of physical culture in schools is more focused on developing physical abilities in children rather than constructing children's focus on values, developing a positive approach to physical culture and healthy lifestyle (Adaskeviciene, 2003), and promoting motivation for physical activity (Sit and Lindner, 2005; Petronyte and Zaborskis, 2008). It is a known fact that the levels of physical activity of students diminish with age in many countries (Baubinas and Vainauskas, 1998; Zuoziene, 1998; Kardelis et al., 2001; Currie et al., 2004; Zaborskis and Raskilas, 2011).

For the subject of our study, we chose middle- and high-school age boys and teenagers, because their attitudes have been covered by research to a lesser extent.

Subject of the study: school students' (young boys' and teenagers') attitudes towards physical activity. **Hypothesis:** students display a positive attitude towards physical activity, perceiving it as a value to stay healthy. **Goal of the study:** identifying the attitude of students (young boys and teenagers) towards physical activity as a value to stay healthy, based on their age and place of residence.

Organisation of the study

Methods of the study: analysis of literary resources, survey, mathematical statistics.

The scope of the study consisted of 99 seventh-grade students (45 of them originating from rural areas, 54 from towns and cities) and 96 tenth-grade students (44 of them originating from rural areas, 52 from towns and cities), a total of 195 school students, all of them young boys and teenagers from county N. The survey was conducted using a questionnaire constructed on a basis of questionnaire forms by I.J. Zuoziene (1998) and O. Batutis (2003). The internal consistency of the questionnaire was determined using Cronbach's alpha coefficient (0.86).

The survey of the students was conducted with consent from school management and the students' parents. The anonymous survey took place during class hours in 2008. Every student polled participated in the survey on voluntary basis. The statistical analysis of the data was carried out using the SPSS 13.0 statistical data processing package, with χ^2 (chi-squared criterion) applied to compare the results across groups. A difference was considered to have statistical relevance when $p < 0.05$.

The results

The analysis of the attitude of the school students involved in the study towards the importance of physical culture and sports to a person's health has revealed it to be positive. More than 90 per cent of seventh-grade students from rural areas and towns, and tenth-grade students from towns and cities believe that physical culture and sports help one fortify their health, boost physical powers and ability to work.

The respondents' opinions on the frequency of doing sports and exercising to improve one's health varied, albeit with minor disparities (Fig. 1).

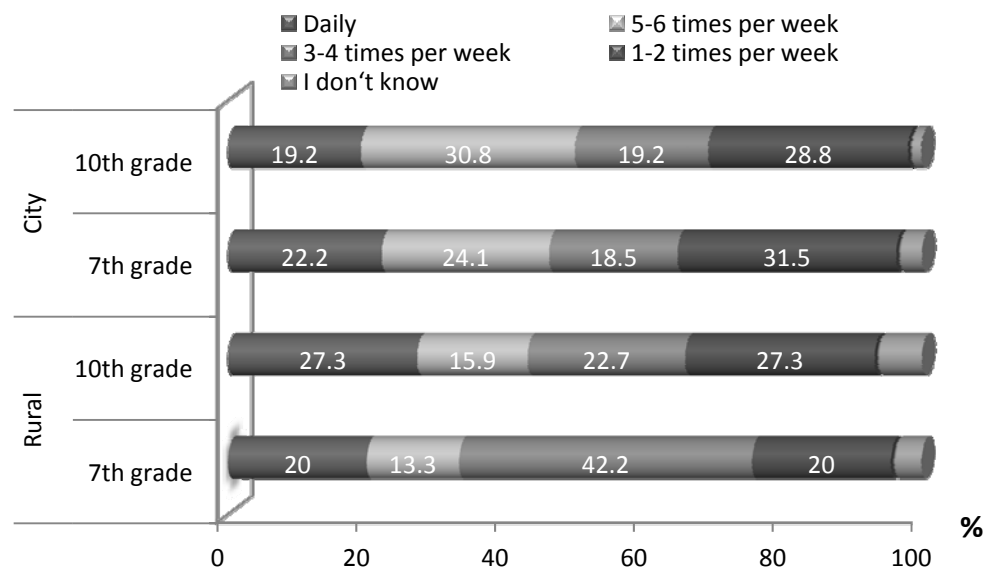


Fig. 1 Breakdown of answers to question “How many times weekly should one exercise to be able to see an improvement in health condition?” ($p > 0.05$)

Seventh-grade rural students believe that a person should exercise 3 to 4 times per week (42.2%), while their peers from towns and cities think that the optimum amount of exercise is 1 to 2 times per week (31.5%). 27.3% of tenth-grade students from rural areas think that exercise is a thing to be done daily; the same corpus of rural students believe that exercise should be taken 1–2 times per week. However, 30.8% of their city peers think that exercise has to be done 5–6 times per week.

Most students recognise the beneficial effect that physical activity has on health, admitting that they like physical culture classes, because these are good for their health. That was the opinion of 86.7% and 85.2% of seventh-grade students in rural and city schools, respectively, and 61.4% and 82.7% of tenth-grade students in rural areas and towns and cities, respectively (Fig. 2). The opinions of tenth-grade students residing in different areas diverged with a certain degree of reliability ($p < 0.05$; $\chi^2(3) = 11.97$): in rural areas, students enjoy their physical education classes for the chance of fun-filled activity that they afford.

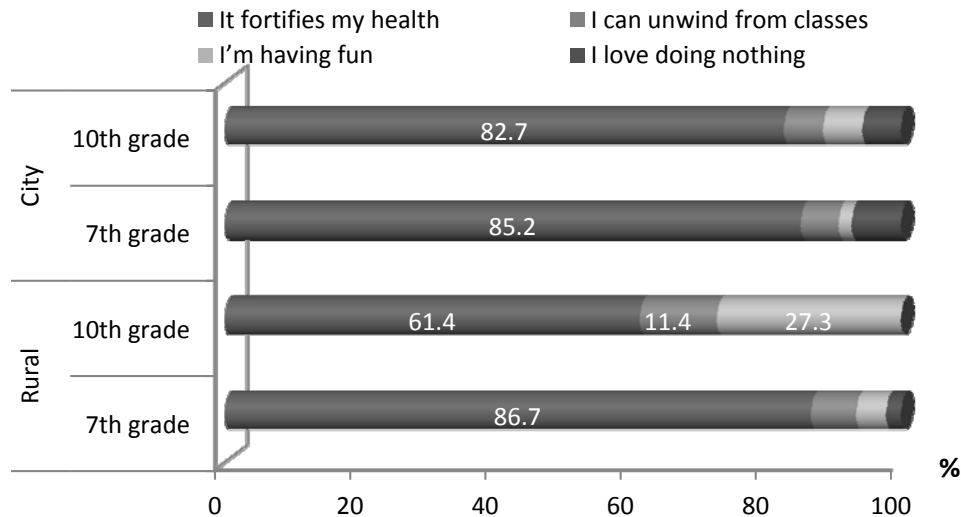


Fig. 2 Breakdown of answers to question “What do you like about physical culture classes the most?”

Note: $p < 0.05$ ($\chi^2(3) = 11.97$) for tenth-grade students’ answers compared.

There were no statistically significant differences in the opinions of seventh-grade rural and city students in terms of the core values in a person’s life (Fig. 3). Speaking of which, students in rural areas identified health (17.8%), recognition and people’s respect (17.8%), and being useful to the society (17.8%). City dwellers highlighted education and self-improvement (25.9%), health (18.5%), recognition and people’s respect (11.4%) as essential values.

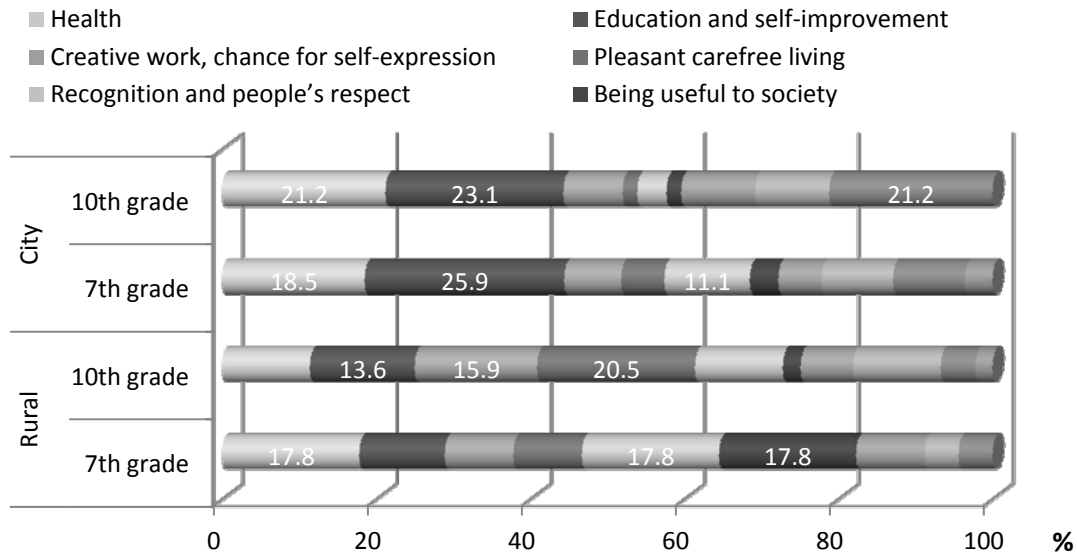


Fig. 3 Breakdown of answers to question “What values are the most important in a person’s life?”

Note: $p < 0.05$ ($\chi^2(9) = 19.96$) for tenth-grade rural and city students’ answers compared

Young people living in rural areas and in towns and cities demonstrated significantly different opinions on the key values in a person’s life ($\chi^2(9) = 19.96$; $p < 0.05$). City residents identified education and self-improvement (23.1%), health (21.2%), and money and material well-being (21.2%) as core. Those living in rural areas think that the values that matter the most are pleasant carefree living (20.5%), creative work and possibility of self-expression (15.9%), education and self-improvement (13.6%).

Analysis of the respondents’ answers to questions about the traits of personality that physical culture and sports helped develop did not disclose any material differences ($p > 0.05$) both with regard to age and place of residence (Fig. 4).

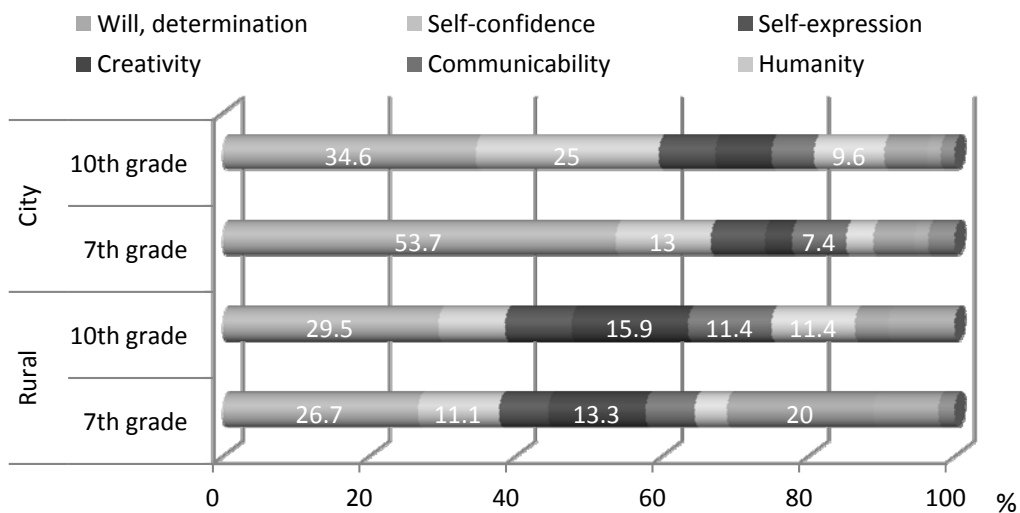


Fig. 4 Breakdown of answers to question “What positive traits of personality does physical culture and sports help develop?” ($p > 0.05$)

Notably, the predominant answer was that physical culture and sports help nurture will and determination, as specified by 26.7–53.7% of the students. One-fifth (20%) younger rural students also pointed that said pastime was good for one's self-esteem, and one-fourth (25%) city teenagers believed it bolstered one's self-confidence.

Discussion

Physical activity is one of the critical health-fortifying elements. The results of the study have showed that Lithuanian school students (young boys and teenagers) shared a positive attitude towards physical activity, with most of the respondents understanding that physical culture and sports help fortify one's health, boost physical powers and ability to work. This supports data from previous studies (Zuoziene, 1998; Sit et al., 2005; Vizbaraite and Petronyte, 2005; Petronyte and Zaborskis, 2008).

However, the students polled are not fully aware as to how many times sports-related activities should be pursued and exercise taken in a week to be able to see an improvement in health condition, with students both from rural areas and towns and cities providing variegated answers. No significant differences were identified in the opinions from rural and city students, which prompts that physical education teachers employed at rural and urban schools alike have not made substantial efforts to explain it to their students how much athletic activity and exercise it takes to stay healthy, and to become healthier still. Quite a few researchers (Zuoziene, 1998; Blauzdys and Jasiunas, 2000; Adaskeviciene, 2003; Bagdoniene and Blauzdys, 2005; Balevičiute and Poteliūnienė, 2006; Blauzdys and Vilkas, 2007) have identified a gap in students' knowledge of the effects of physical activity on health.

Another finding that the study has produced was that one-third (31.5%) younger students in towns and cities believe that pursuing sports during physical culture classes alone is enough to maintain or achieve a healthy physical condition. Whereas as many as 44.2% of their peers from rural areas think that compulsory physical culture classes at school are not enough and that one should do sports and exercise 3–4 times per week. The opinions of teenagers paint quite the opposite picture: 30.8% of city dwellers said that it takes 5–6 times to do sports and exercise weekly to stay healthy and fortify one's health, whilst only 15.9% of their peers from rural areas shared this view.

In conclusion, it can be said that with age, students in urban schools tend to be more aware of the importance of physical activity to health, while students in rural areas display a contrary trend.

Most of the students polled enjoy their physical culture classes because of their health-fortifying effect. This supports the results obtained by other researchers (Baubinas and Vainauskas, 1998; Zuoziene, 1998; Kardelis et al., 2001; Sit et al., 2005; Vizbaraite and Petronyte, 2005; Petronyte and Zaborskis, 2008). The students identified different positive traits of personality that physical culture

and sports help develop. All of the groups surveyed pointed that this type of activity helped build one's will, determination, self-confidence, and self-esteem. A lot of scholars (Sukys and Kardelis, 2001; Sniras and Malinauskas, 2006; Blauzdys and Vilkas, 2007; Sukys and Jankauskiene, 2008; Tilindiene et al., 2010) have admitted that involvement in athletic pastime positively affects self-esteem, self-respect, character, creativity, value system, helps a person shake bad habits and integrate into the society.

High levels of physical activity pursued at leisure are usually driven by focus on values that students prioritise on (Малозёмов, 2005; Mota, Santos and Ribeiro, 2008). In our study, education and self-improvement, health, and material well-being is considered by students the core values in a person's life.

This means that the students did not identify health as value number one. This supports the data from a study by K. Kardelis et al. (2001), in which physical education teachers polled said that as many as 17.6% boys and 10.6% girls were completely disinterested in matters pertaining to healthy living. Moreover, the number of students who are unable to attend physical culture classes for health-related issues is growing (Kardelis et al., 2001).

The hypothesis that was raised in the study – that students possess a positive attitude towards physical activity and perceive physical activity as a value to stay healthy – checked out. However, what became evident was that depending on age and location, Lithuanian boys and teenagers do not see health as the most important value. One way to explain it could be that children generally feel well, or rather well in their teens (Zuoziene, 1998; Kardelis et al., 2001; Sit et al., 2005; Petronyte and Zaborskis, 2008), and therefore do not tend to consider good health as the ultimate value, rather thinking about their plans for the foreseeable future. Another reason could be the absence of an adult role model in their immediate surroundings, for how many teachers and parents are physically active enough?

It is a known fact that one of the key elements that affect the development of a personality is the school, where the student is ready to absorb a variety of information. Yet the high hopes that are connected to school which has the task of preparing a new member of the society for life, developing him to be a citizen of his own country, complete with an adequate view of life and values, health being one of them, sometimes tend to fall short. The school gives young people knowledge, but does not develop real-life social skills or build a solid attitude to values. So far, Lithuanian authorities have not reached any kind of agreement either on a common educational health-related methodology or the bodies that will bring it to fruition. Integrated delivery of theoretical knowledge and formation of hands-on skills, close cooperation between teachers, physicians, psychologists, and parents would improve students' self-awareness of physical activity as a value to stay in good health.

Conclusion

Regardless of their age and place of residence, Lithuanian school students (boys and teenagers) consider physical activity a value to stay healthy.

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LEARNING OUTCOMES APPROACH IMPLEMENTATION: FUTURE PHYSICAL EDUCATION TEACHERS' DIDACTIC COMPETENCE ASSESSMENT

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Abstract. *Education process in Latvian Academy of Sport Education (LASE) is directed to provide all education level physical education (PE) teacher adequate preparation. Everyone in any country has the right to a quality education, which is determined by the contribution in student preparation, teacher qualification, learning environment organization, investment in education, and the planned outcomes. Contextual approach to quality is not determined; it depends on the creativity and continuous development. Learning outcomes assessment approach is the basis for an objective study achievement assessment. In the result of the research are obtained assessments of future PE teacher's ability to develop lessons, choose their content, conduct them using holistic approach, critically analyze their performance and make decisions for the improvement of their qualification. Education leaders will use the obtained results in long-term program changes.*

Keywords: *physical education teacher qualification, learning outcomes approach, study programs.*

Introduction

All members of the educational process should be aware of assessment goals and accordingly developed assessment criteria. Education International (2011) accepts the role of the professional management in securing quality education. In education process it is essential to enhance current and future teacher autonomy and professional development. It requires a high degree of qualification, based on scientific and empirical research.

The **aim** of the research: the evaluation of future physical education teacher learning outcomes assessment procedures in the context of the acquisition of basic qualification.

The **research methods:** content analysis, expert assessment and descriptive statistic.

The methodological background of the research

Comprehension of “learning outcomes approach” and “learning outcomes” categories is based on the ideas of education researchers: learning outcomes approach to education can be defined as meaningful (Entwistle, 2005, Nygaard, Holtham, & Courtney, 2009). Learning outcomes are vital to provide clarity of who, how, what and when teaches, learns, and assesses and raises the fundamental question of approaches to education and of emphasis to student-centred approach (Nygaard, Højlt, & Hermansen, 2008).

Theoretical basis for the formulation of the criteria for learning outcomes was determined, considering the indicators, developed by educational research scientist professor A.Rauhvargers (2010).

- learning outcomes are formulated so that they are controllable and measurable;
- learning outcomes are not confused with the aims of the particular study course;
learning outcomes are determined so that they do not reflect the outlay of the content of the study courses;
- each and every learning outcome results from common aims of the study programme.

Learning outcomes assessment approach is the basis for an objective study achievement assessment. In the result of the research will be obtained assessments of future physical education teachers' ability to develop lessons, choose their content, conduct them using holistic approach, critically analyze their performance and make decisions for the improvement of their qualification. Education leaders will use the obtained results in long-term program changes.

Expressed in measurable units learning outcomes serve as a tool or instrument that clarifies the outcomes of the educational programme for the learner. It also helps the teacher and school to identify the overlaps between subjects in curriculum and assessment be objective rather than comparative (Adam, 2004). Learning outcomes are statements about what LASE Bachelor Programme in Sport Science students know, can do and what competences have developed, upon graduation from LASE. The conducted research is an attempt to include competencies in measurable outcomes and specific descriptors.

What will be the benefits? The assessment learning outcomes will develop a deeper understanding about how to benefit the pupils, prospective sport professionals, employers and Latvian society as a whole. In LASE the evaluation will serve as the basis for the adjustment of study programs, because learning outcomes and their achievement show the quality of study programs. The analysis of the situation in sport education in 30 European countries, summarized in European Commission, Eurydice report, indicates the topicality of the problem.

Physical education at schools not only contributes to pupils' immediate fitness and good health, but also helps young people to perform and understand physical activity better with positive lifelong repercussions. Moreover, physical education at schools brings about transferable knowledge and skills, such as teamwork and fair play, cultivates respect, body and social awareness and provides a general understanding of the 'rules of the game', which students can readily make use of in other school subjects or life situations (European Commission/EACEA/Eurydice, 2013).

This is European Commission's attempt to identify the main problems of

implementing physical education at schools, so prospective specialist qualification evaluation will help to long-term improvement of study process in LASE.

Creating Bachelor's Program in Sports Science in qualification "Physical educations Teacher“, were defined learning outcomes, emphasized the importance of teacher didactic competence. Didactic competence is an ability to choose the correct solution in the variety of situations in the general system of differentiated and integrated solutions (Cartelli, 2006). Didactically competent teachers will carefully consider and substantiate the choice of the contents, methods and study literature. Pušnik and Zorman (2004) indicate eight main teacher competences (1) knowledge about study program, (2) knowledge about the branch of study subject, (3) planning, (4) resourcefulness in class organization, (5) student progress monitoring, (6) assessment, (7) personal professional development and (8) the use of information technologies. For the assessment of acquiring qualification were selected the following descriptors:

1. Can plan physical education lesson according to student age group.
2. Can form physical education lesson environment and organize students for activities.
Can practically apply pedagogically psychological knowledge in physical education lesson.
3. Is able to combine and apply in physical education lesson various physical exercises and drills.
4. Can plan, modify and combine games and movement games in different parts of
5. Can integrate in teacher role basic professional skills acquired during studies.
6. Is able to change and creatively modify exercises and drills.
7. Can structure in logical sequence didactic principles and use them in physical education lesson.
8. Is able to discuss physical education lesson educational, developmental and socializing capacity.

State final exam lesson was chosen as integrative indicator for the evaluation of achieved learning outcomes. Within the selected descriptors were determined the evaluation criteria, which were shown in the Table 1.

Table 1

Evaluation criteria of achieved learning outcomes

Number of descriptor/ maximum points	Evaluation criteria	
	Points	Description of the evaluation criteria
1. / 5	2	The Choice of lesson tasks, content and methods meets the age of the students, their physical preparedness and the requirements of the Standard.
	3	Methodological elaboration of learning tasks, including the phase of movement acquisition.
2. / 5	1	Lesson environment is prepared in accordance with lesson tasks.
	1	Versatile equipment rationally planned the use of the gym.
	1	Efficient choice of teacher location and ways of student rearrangement.
	2	Planning lesson organization, have been taken into account safety regulations
3. / 10	2	Teacher motivates students to work in a precise and interesting way (especially at primary school).
	2	Workload increases gradually. In the lesson are included exercises for developing attention, improving breathing and posture.
	2	In the complex of condition exercises is used equipment or one of lesson conducting methods, considering student age peculiarities.
	2	Exercises are connected with the contents of the main part of the lesson.
	2	Efficient rearrangement for work in the main part of the lesson.
4. / 12	4	Appropriate content and methods are chosen for performing learning and improvement (indicated the difficulties) tasks (two different study contents).
	2	For performing the tasks, concerning the improvement of bio-motoric abilities, is chosen appropriate contents, amount and intensity.
	2	Student activity is organized in subgroups (except Grades 1 and 3).
	2	Student manages the class and can work with all the subgroups.
	2	Games, relays and movement games are conducted without mistakes.
5. / 4	2	The content and load dosage in the final part of the lesson are connected with the main part of the lesson.
	2	Games and movement games are of low intensity, they are conducted without mistakes.
	2	Resume is upbrining and stimulating.
6. / 1	1	Teacher professional language, posture and lesson conducting style is professional.
7. / 1	1	Efficient timing of the physical education lesson. In the physical education lesson is used musical accompaniment.
8. / 1	1	Lesson conducting methodology corresponds to primary, basic and secondary school.
9. / 1	1	Tasks of the lesson are performed partly.
	3	Tasks of the lesson are performed thoroughly.

Results

Physical education lessons conduction in primary, elementary and secondary school were evaluated by 10 experts. Evaluating 55 LASE state final exam lessons, conducted in study year 2012/2013, according to set study descriptors and the corresponding criteria we obtained the following outcomes:

1. Can plan physical education lesson according to student age group

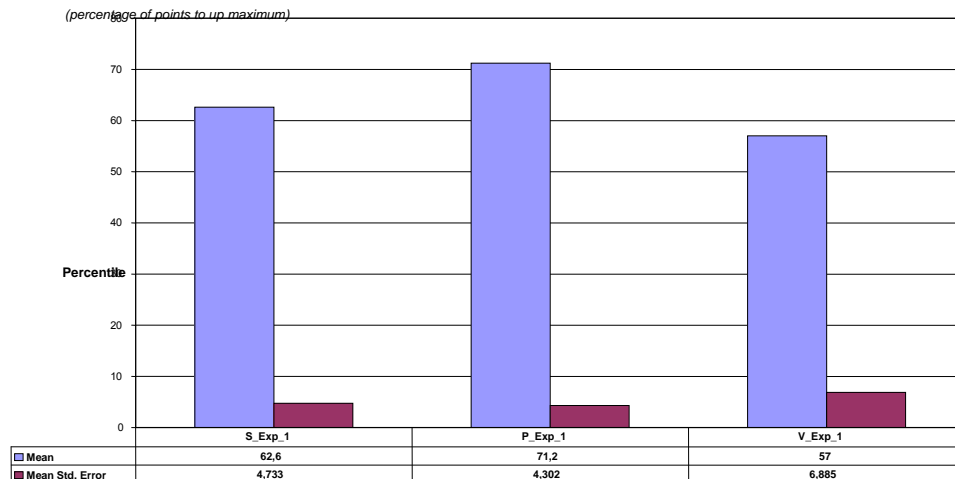


Figure 1 Expert evaluation of descriptor number 1 (S – primary school; P – elementary school; V – secondary school)

Student ability to plan lesson we evaluate as satisfactory (57 – 71.2% to up maximum points). High variance (185 – 474) shows very different student readiness for professional activity (see Fig.1).

Can form physical education lesson environment and organize students for activities

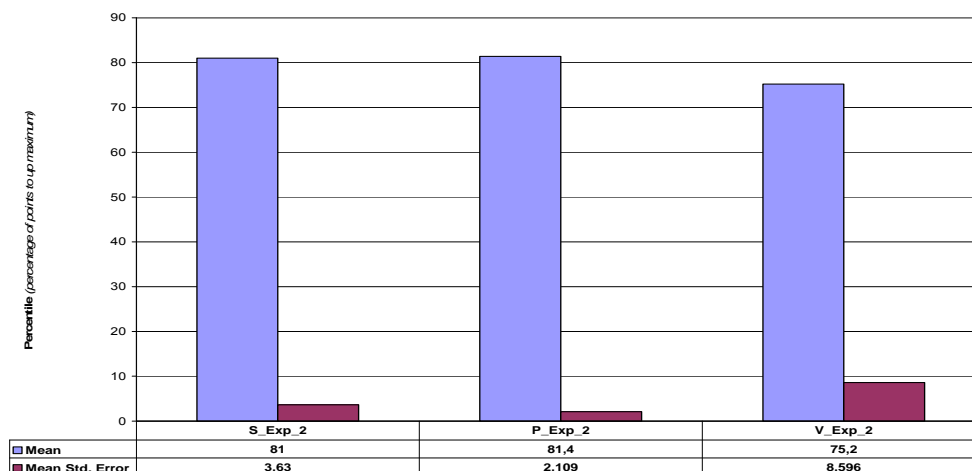


Figure 2 Expert evaluation of descriptor number 2 (S – primary school; P – elementary school; V – secondary school)

Student ability to organize lesson environment and student activities in expert view us satisfactory high (75.2 – 81.4% to up maximum points), also variance in this descriptor are much more less in elementary school (see Fig.2).

Can practically apply pedagogically psychological knowledge in physical education lesson

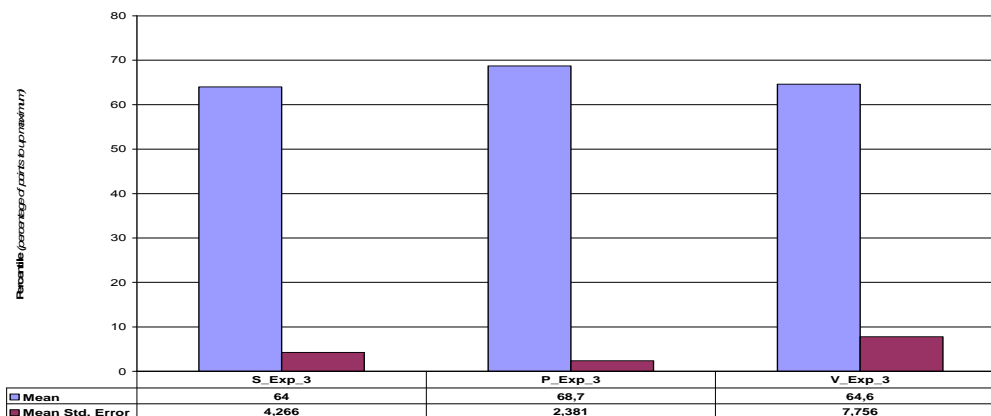


Figure 3 Expert evaluation of descriptor number 3 (S – primary school; P – elementary school; V – secondary school)

Student ability practically applies pedagogically psychological knowledge in physical education lesson we evaluate as satisfactory (64 – 68.7% to up maximum points). High variance (601.6) in secondary school shows very different student readiness for professional activity (see Fig.3). In forming the content of lessons students lack the variety of exercises, knowledge and their application, confirmation is found also in statistics.

Is able to combine and use in physical education lesson various physical educations exercises and drills

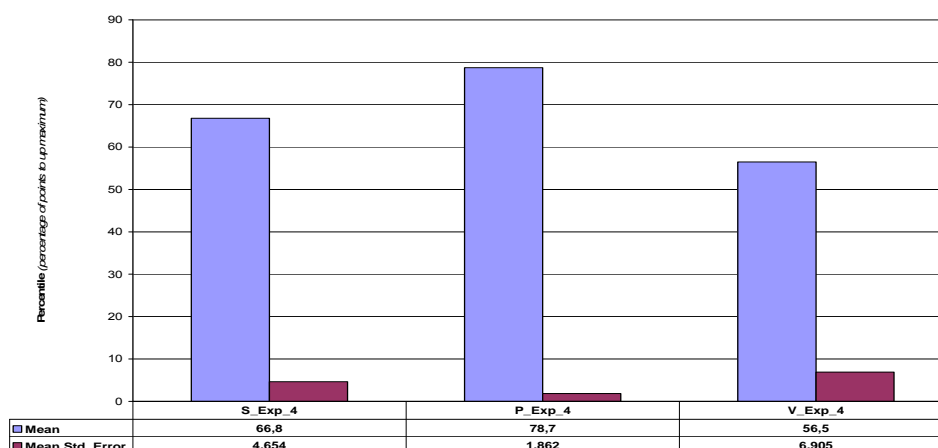


Figure 4 Expert evaluation of descriptor number 4 (S – primary school; P – elementary school; V – secondary school)

Students ability to combine and use in physical education lesson various physical educations exercises and drills (see Fig.4) we evaluate as satisfactory

(56.5 – 78.7% to up maximum points). Similar results characterize also the skills to choose exercises in different sports in accordance with the requirements of the Standard.

Can plan, modify and combine games and movement games in different parts of the lesson

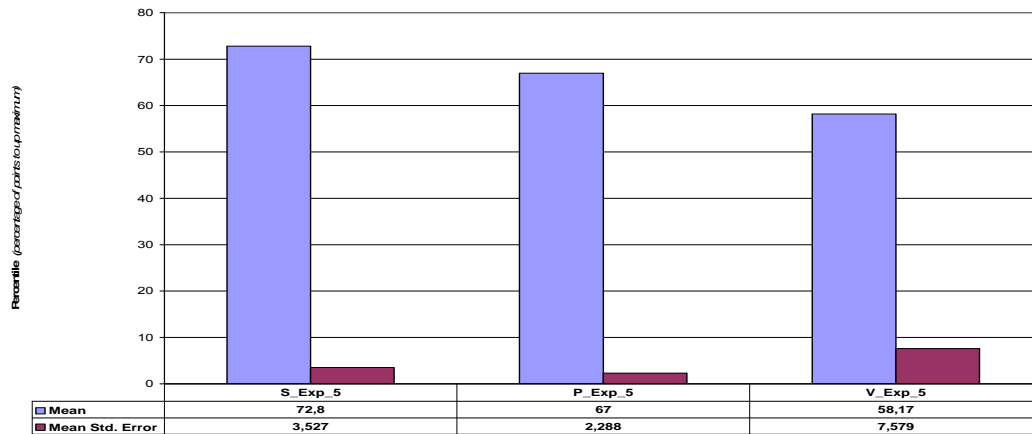


Figure 5. Expert evaluation of descriptor number 5 (S – primary school; P – elementary school; V – secondary school)

Student skills and knowledge, necessary for the introduction of movement games and other games in lesson, is satisfactory (58.2 – 72.8% to up maximum points), also variance in this indicator are the lowest in the elementary school (see Fig.5), comparing with other descriptors (52.3).

Can integrate in teacher role basic professional skills acquired during studies

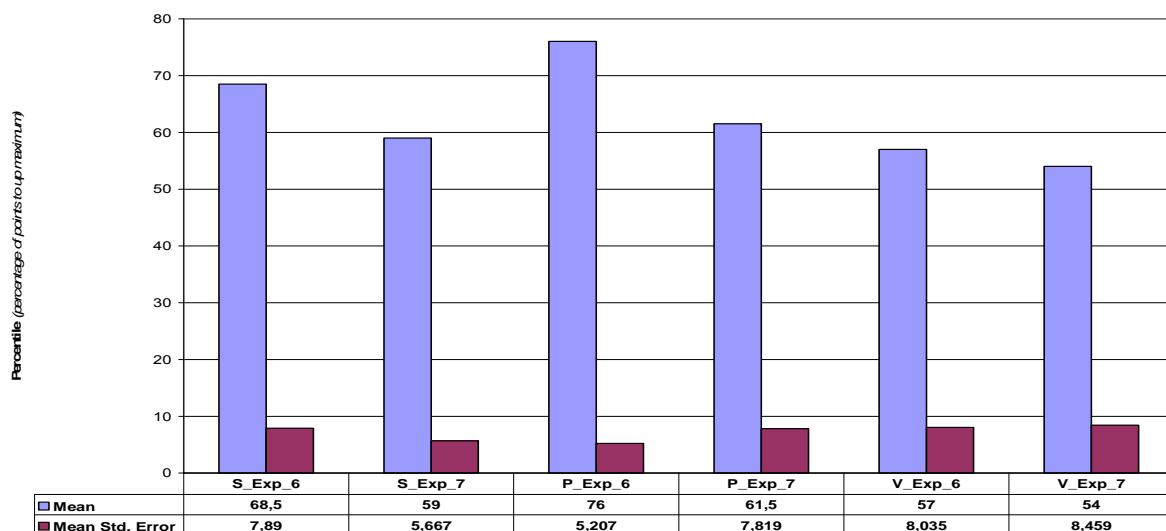


Figure 6 Expert evaluation of descriptor number 6 and 7 (S – primary school; P – elementary school; V – secondary school)

Students ability to integrate in teacher role basic professional skills acquired during studies we evaluate as satisfactory (57 – 76 % to up maximum points).

The results, summarized in figure 6, confirm high variation (271.1 - 645.5) in student total professional readiness.

Is able to change and creatively modify exercises and drills

Similar results (see Fig. 6) characterize student creative expressions. Students ability to change and creatively modify exercises and drills we evaluate as satisfactory (54 – 61.5 % to up maximum points). The results confirm high variation (321.1 - 715.5) in student creative expressions.

Can structure in logical sequence didactic principles and use them in physical education lesson

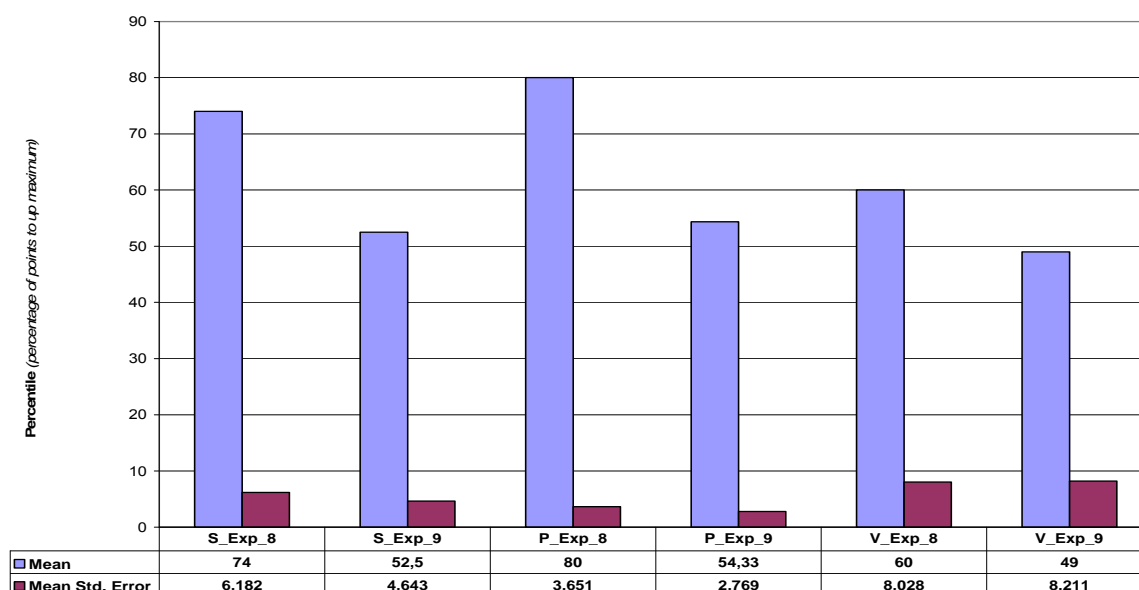


Figure 7 Expert evaluation of descriptor number 8 and 9 (S – primary school; P – elementary school; V – secondary school)

Results confirm high variation (133.3 – 644.4) in the application of didactic skills - in some cases is high, in other: low (see Fig.7). Students ability to structure in logical sequence didactic principles and use them in physical education lesson we evaluate as satisfactory (60 – 80 % to up maximum points).

Is able to discuss physical education lesson educational, developmental and socializing capacity

Student ability to discuss physical education lesson educational, developmental and socializing capacity (see Fig.7) is less satisfactory (49 – 54.3% to up maximum points), also variance in this indicator are the lowest in the elementary school (76.7), comparing with other descriptors. Less than a half of the students can evaluate physical education lesson educational value and socialization capacity.

Discussion

The research results show that in LASE are provided the conditions for the transition from teacher-centered education to student active learning. At the basis of study outcome evaluation is competence based approach, built on academic and professional knowledge and skills, applicable in practice.

The results of LASE final examinations show that at present student ability to apply the acquired knowledge and skills in a real pedagogic process – lesson conducting - are mostly moderate. The research included the following descriptors:

- Sports lesson is health promoting;
- Sports lesson is meaningful and inspiring;
- Sports lesson motivates physical activity execution;
- Sports lesson tasks correspond to the requirements of Standard in Sports;
- Physical abilities are developed in accordance with the sensitive periods;
- In lessons are achieved the planned outcomes.

The research shows that students are not always able to evaluate pedagogical situations and to find an adequate solution.

LASE lecturers should improve the description of learning outcomes to be achieved with proper and specific descriptors, thereby contributing to an increase in pedagogical competence.

The formulation of learning outcomes for the whole Program or the evaluation of study achievement with specified descriptors is provided also in the European standards and guidelines for quality assurance in higher education and its increasing.

Conclusions

If the dispersion around the arithmetic mean is smaller, then the results are denser, if it is larger, the coefficient of variation is higher. Our research shows moderate student professional preparedness and expert heterogeneous ability to evaluate skills, using the set criteria. The resulting statistics shows that the coefficient of variation is high enough.

The results show what learning outcomes we have achieved in 2012/2013 academic year in LASE, regarding Year 4 students, aiming to obtain the qualification of „physical education teacher“. Most of the students' results are moderate, although the requirements are devised so that for average student in systematic study process their implementation is applicable and measurable. Evaluation of study results is the basis for the adjustment of study program, which was also the aim of our research.

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VIZUĀLI PLASTISKĀS MĀKSLAS TERAPIJA TRAUKSMES MAZINĀŠANĀ HRONISKU MUGURAS LEJASDAĻAS SĀPJU PACIENTIEM

Visually Plastic Art Therapy in Reducing Anxiety of Chronic Low Back Pain Patients

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Abstract. The aim of the research is to check if Art therapy reduces anxiety and pain symptoms for chronic low back pain patients. The selection of the research members was made by using structured interview. For the selection of anxiety research – C.D. Spielberg anxiety position-feature self-assessment (STAI from Y-1). For the selection of pain symptom detection was used numerical analog (ranking) scale (NRS). There were patients from 30 to 60 years old, who made the selection, all with M47.2 diagnosis and anxiety pain symptoms. The capacity of the selection in the end of the research was 54 patients (26 in the research group and 28 in the control group). Research group took part in art therapy (8 sessions). There were used descriptive and conclusive statistics for data analysis. There are several conclusion verdicts. Art therapy reduces anxiety and pain symptoms in chronic low back pain patients.

Keywords: art therapy, anxiety, pain, chronic low back pain patients.

Ievads *Introduction*

Sāpes ir nopietna veselības aizsardzības un sociāli ekonomiska problēma Eiropā un pasaulē. Viena no lielākajām pacientu grupām sāpju terapijā ir pacienti ar muguras sāpēm (angl. - *back pain*). 80 - 90% iedzīvotāju vismaz 1 reizi mūžā sastopas ar akūtām muguras sāpēm, 70% gadījumu tās atkārtojas, 30% gadījumu sāpes pāriet hroniskā formā, kas kopā ar darba nespēju pasliktina indivīda dzīves kvalitāti (Gatchel, 2005; Šmite, 2011).

Hronisku sāpju un trauksmes mijiedarbība joprojām ir maz pētīta (Gordon et al., 2009). No ASV veiktā pētījumā iesaistītiem 90 hronisku muguras lejasdaļas sāpju pacientiem, 23% trauksmes simptomi tika novēroti pirms muguras sāpēm, bet 53,3% trauksme tika novērota pēc muguras sāpju parādīšanās (Kinney et al., 1993).

Trauksmei kā psihiķes veidojumam raksturīga cēloņu- sekas daba. Trauksme var būt, gan kā slimības simptoms, gan riska faktors kāda medicīniska stāvokļa patoģenēzē (Turk et al., 2002).

Lai palīdzētu pacientiem, kuri cieš no hroniskām sāpēm un trauksmes, simptomu mazināšanā var tikt izmantota mākslas terapija (Malchiodi, 1999). Latvijā līdz šim nav pētīts, vai vizuāli plastiskās mākslas terapija grupā ietekmē trauksmes un sāpju simptomu mazināšanos hronisku muguras lejasdaļas sāpju pacientiem.

Pētījuma mērķis: izpētīt, vai mākslas terapija grupā mazina trauksmes un sāpju simptomu rādītājus hronisku muguras lejasdaļas sāpju pacientiem.

Pētījuma instrumentārijs:

1. Trauksmes stāvokļa – iezīmes pašvērtējuma anketa STAI-Y (State-Trait anxiety Inventory, FormY); Self-Evaluation Questionnaires, (C.D.Spielberger, R.L.Gorsuch, R.Lushene, P.R.Vagg, and G.A.Jacobs, 1983). Adaptēts Latvijā: D. Škuškovnika (2004).
2. Strukturēta intervija izlases sociāldemogrāfisko datu iegūšanai.
3. Numeriskā analoģu (reitinga) skala (NRS) www.vmnvd.gov.lv/.../sapju-kliniska-pamata-izmeklesana-un-novertesana.

Hronisku muguras lejasdaļas sāpju vispārīgs raksturojums *Chronic low back pain general characteristic*

Par muguras lejasdaļas sāpēm jeb jostas un krustu daļas sāpēm (lumbalģija) sauc sāpes, kas izpaužas apvidū starp ribu loka apakšmalu un gluteālām krokām (Logina, 2006).

Muguras sāpes, it īpaši hroniskas un deģeneratīvu pārmaiņu izraisītas, ir komplekss biopsihosociāls fenomens, jo bioloģiskās somatiskās pārmaiņas izraisa sociālas, psiholoģiskas un psihogēnas sekas, savukārt psihosomatiskie un sociālie faktori ietekmē sāpju uztveri, somatiskās patoloģijas izpausmi, slimības gaitu un smagumu.

Muguras sāpju attīstība var būt saistīta ar pārāk lielu slodzi, gan fizisku (neatbilstība starp mugurkaula saišu, muskuļu sistēmas stāvokli un slodzi ilgstoši nepareizi sēžot, strādājot), gan psihisku (stresi, trauksme, depresija, atpūtas trūkums), kas izraisa muskuļu sasprindzinājumu un izmaiņas organismā, kā arī biomehāniskie aspekti - gravitācijas lauka ietekme uz ķermeņa vertikālo balstu - muguru (Iļķēns, 2003; Logina, 2006).

Pēc attīstības mehānisma un patoģenēzes muguras lejasdaļas sāpju pacientiem izšķir nociceptīvas, neiro-pātiskas un idiopātiskas sāpes (Logina, 2006).

Pazemināts sāpju panesamības sliekšnis ir psihoemocionālo traucējumu rezultātā, kuru veidošanos ietekmē psihosociālie faktori - pacienta dzīves uztvere, rīcības stratēģijas un prasmes tikt galā ar konfliktiem, stresa situācijām. Stress bloķē enerģijas cirkulāciju visā ķermenī, arī muskuļos, un, ja tas notiek ilgstoši, sākas saslimšana (Iļķēns, 1999).

Pēc attīstības rakstura muguras lejasdaļas sāpju pacientiem rodas izmaiņas:

- emocionālajā sfērā - *trauksme*, bailes, nedrošība, bezcerība, dusmas;
- kognitīvajā sfērā - *pārlielas prasības pret sevi*, ārstēšanās nepieciešamības ignorēšana;
- uzvedības sfērā - pārliela kustību daudzuma palielināšana, neskatoties uz sāpēm, vai „pretēji, pārlieku kustību ierobežošana, kas veicina citu muskuļu pārslodzi un iesaistīšanos sāpju procesā. Šie procesi vienmēr ir savstarpēji saistīti (Iļķēns G., 1999).

Ja pacients sāpes turpina izjust vairāk kā 3 mēnešus - notiek akūtu sāpju pāreja hroniskās jeb notiek sāpju hronizācija (Gatchel,2005; Šmite, 2011).

Kā faktori, kas veicina sāpju hronizēšanos tiek minēti: mainīta sāpju uztvere (bezpalīdzība un bezcerība), emocijas un noskaņojums, sāpju pārvarēšanas un izturēšanās maiņa (Logina,2006).

Muguras lejasdaļas sāpju hronizācija neatkarīgi no to sākotnējā cēloņa, ir kā atbildes reakcija uz ilstošu centrālās un perifērās nervu sistēmas sāpīgu kairinājumu, kuram attīstoties notiek izmaiņas, kas rezultātā pakāpeniski iegūst tipiska patoloģiska procesa raksturu (Coole et al., 2010).

Sāpēm hronizējoties, arvien lielāku nozīmi sāpju pastāvēšanā sāk ieņemt psiholoģiskie traucējumi, ja tie jau sākotnēji nav bijuši galvenais sāpju cēlonis, un tradicionālā paradigma, kad simptoms liecina par audu bojājumu un, ārstējot to, sāpes pazūd, nedarbojas. Sāpes rada sekundāras bioloģiskas, sociālas un ekonomiskas sekas, jo ir *fizisku, emocionālu un uzvedības izmaiņu apkopojums*, kuru dēļ pacientam pasliktinās dzīves kvalitāte (Gatchel, 2005).

Pētījumi pierāda emocionālā distresa un sāpju sindroma mijiedarbību. Lielākajai daļai (ap 80%) hronisko muguras lejasdaļas sāpju pacientu ir izteikti paaugstināts *emocionālā distresa- trauksmes, baiļu, dusmu un depresijas līmenis*, kas negatīvi ietekmē atveseļošanās procesu. Savukārt, arī pašas *sāpes pacientos izraisa trauksmi, bailes, dusmas, nogurumu, vilšanos, uzbudināmību un bezmiegu, kas rada muskuļu sasprindzinājumu, vēl vairāk pastiprinot sāpju sajūtu un trauksmi* (Gatchel, 2005; Turk et al., 2002).

Palielinoties stresam, ko rada hroniskas sāpes, personības traucējumi var izpausties uztverē, attiecībās, impulsu kontrolē, afektos u.c.(Kinney et al., 1993).

Č.Spīlbergers apgalvo, ka pie emocionālā distresa attīstības noved personības trauksmainība mijiedarbojoties ar paaugstinātu situatīvo trauksmainību, ko izraisa dažādi stresori un rezultātā veicina dažādu psihosomatisku saslimšanu attīstību (Спилбергер, 1983).

Ja sāpes un trauksme pastāv ilgāku laiku, tās rada komplikācijas. Klīniski labi pazīstams un zinātniski pamatots ir trauksmes un sāpju *apburtais loks*. Trauksmes mazināšana ir viens no akūtu sāpju ārstēšanas pamatprincipiem, bet hronisku sāpju gadījumā paaugstinātais trauksmes līmenis nereti vairs nav tik viegli pamanāms, jo sāpju un trauksmes simptomātika pārklājas (Linton, 2005; Šmite ,2011).

Darbā ar hronisko sāpju pacientiem jāņem vērā, ka daudzos gadījumos sāpes iespējams tikai mazināt, jo pamatslimība ir neizārstējami hroniska vai arī sāpju percepcijas sistēma bojāta neatgriezeniski. Pacientiem, veidojot savu sāpju profilus, tiek sekmēta patstāvīgas sāpju kontroles apgūšana, kam ir psiholoģisks efekts (Cinciripini & Floreen, 1982).

Trauksmes vispārīgs raksturojums *General anxiety characteristic*

Zinātniskie pētījumi apstiprina hronisku muguras lejasdaļas sāpju saistību ar trauksmi, depresiju, somatoformiem traucējumiem u.c. problēmām (Šmite, 2011).

Kā sāpes, tā trauksme ir organisma aizsargreakcija, kas sākotnēji ziņo par briesmām (Gatchel, 2005).

Ja sāpes un trauksme pastāv ilgāku laiku, tās nodara kaitējumu organismam, palēninot atveseļošanās procesu un radot dažādas komplikācijas (Iļķēns G., 2003).

Č.D.Spīlbergers (*C.D.Spielberger*) trauksmi raksturo kā pēctecīgas kognitīvas, afektīvas un biheiviorālas reakcijas, un pieļauj apgalvojumu par to, ka paaugstināta trauksme cilvēkiem rodas un realizējas daudzu dažādu stresoru kompleksās ietekmes rezultātā (Спилбергер, 1983).

Č.D.Spīlbergers izdala trauksmes stāvokli jeb situatīvo trauksmi un trauksmainību kā personības iezīmi.

Trauksmes stāvoklis (T-stāvoklis; *state anxiety*) jeb situatīvā trauksme tiek izprasts kā nepatīkams emocionāls stāvoklis, kura laikā indivīds subjektīvi izjūt spriedzi, satraukumu, drūmas priekšnojautas, notiek autonomās nervu sistēmas aktivizācija. Tā ir maināms lielums, atkarīga no pārdzīvojumiem. Problēmsituācijās tā ir augstāka nekā ikdienā. Īpaši izteikta tā ir situācijās, kas apdraud cilvēka pašvērtējumu.

Situatīvā trauksme kaut kādā mērā raksturīga visiem cilvēkiem. Tā ir normāla, bieži adekvāta reakcija uz notiekošo, kas pārsvarā palīdz cilvēkiem sasniegt vēlamu, aizsargāties, vai stresa situācijās mobilizē izdarīt nepieciešamo (Спилбергер, 1983).

Trauksmainība kā personības iezīme (T-iezīme; *trait anxiety*) nozīmē motīvu vai iegūtu uzvedības dispozīciju, kas rosina indivīdu uztvert plašu, objektīvi drošu objektu loku kā draudus saturošu, rosina reaģēt uz tiem ar T-stāvokli, kura intensitāte neatbilst objektīvām briesmām. Trauksmainība kā personības īpašība saistīta ar smadzeņu darbības ģenētiski determinētām īpatnībām, ko rada paaugstināts emocionālā uzbudinājuma līmenis. Trauksmainība tiek raksturota kā patstāvīga kategorija un to nosaka augstākās nervu darbības tips, temperaments, raksturs, audzināšana un reaģēšanas stratēģijas uz ārējās vides faktoriem. Trauksmainība ir stabilāka (Спилбергер, 1983).

Vizuāli plastiskā mākslas terapija hronisku muguras lejasdaļas sāpju pacienti

Visual plastic art therapy in use with chronical lower part back pain patients

Pamatojoties teorētiskajās nostādnēs un pētījumos (Braun, 2008; Nainis et al., 2006), par vizuāli plastiskās mākslas terapijas (turpmāk mākslas terapijas jeb MT) izmantošanu, strādājot komandā, trauksmes un sāpju simptomu mazināšanā dažādām pacientu grupām, savā pētījumā izvēlējies integratīvi eklektisko pieeju, kas Latvijā mākslas terapijā ir izmantojama strādājot veselības aprūpes vidē.

Zinātnieki pierādīts, ka terapijas procesā pacientiem ar trauksmi un sāpēm caur mākslas ekspresiju var panākt fiziskā un emocionālā stāvokļa uzlabošanu, jo radošās iztēles un dažādu mākslas ekspresijas paņēmienu izmantošana dod iespēju izpausties dažādos līmeņos, ne tikai domāšanas, jūtu un uzvedības, bet arī uztveres, sajūtu un simbolu līmenī (Lusebrink, 2004).

Mākslas terapijas programma tika sastādīta ņemot vērā

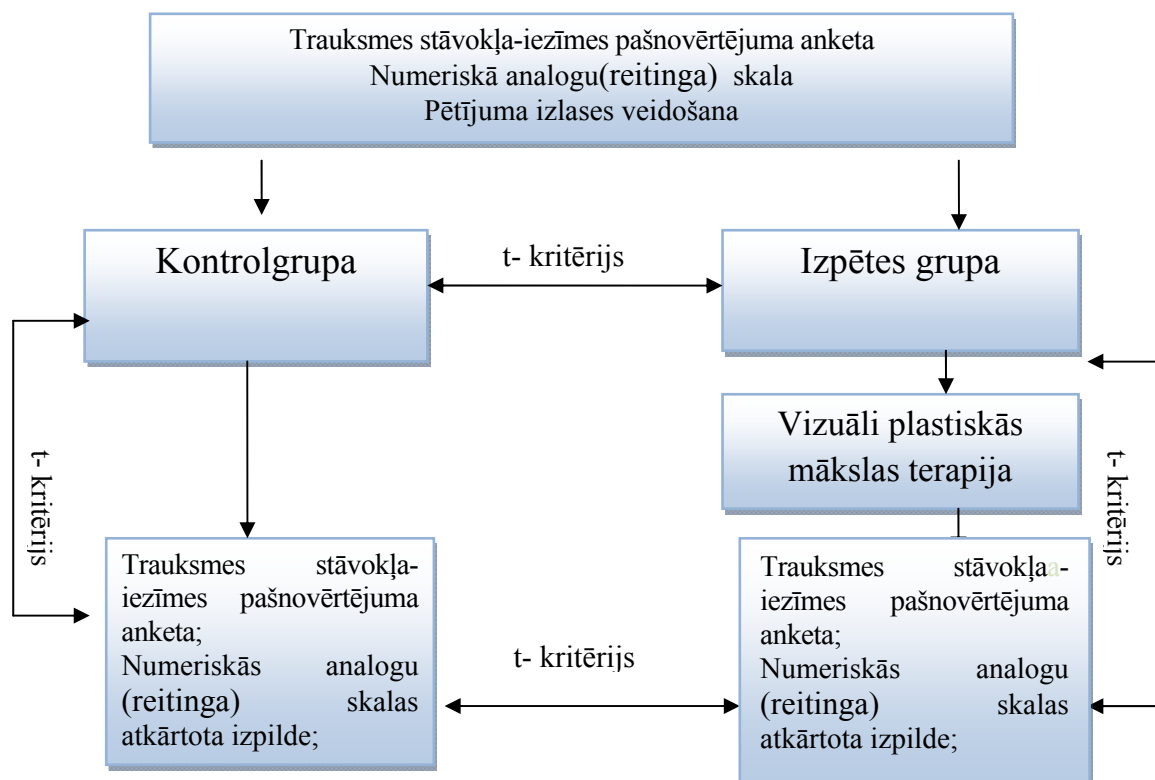
- pētījuma izlases specifiku - hroniskas muguras lejasdaļas sāpju pacienti ar trauksmes un sāpju simptomiem,
- laika ierobežojumu - pacientu uzturēšanās laiks stacionārā rehabilitācijas centrā 10 dienas.

Atbilstoši integratīvi eklektiskajai pieejai mākslas terapijā, darbā ar hronisku muguras lejasdaļas sāpju pacientiem, pamatā izmantota kognitīvi biheiviorālā pieeja, integrējot psihodinamiskās un humānistiskās pieejas, ar mērķi samazināt simptomus, mainot trauksmes un sāpju uztveri un sniedzot klientam instrumentus bezsimptomu stāvokļa saglabāšanai (Monti et al., 2006; Nainis et al., 2006).

Mākslas radīšanas procesā, caur vizuāliem tēliem tika eksternalizēta pieredze, domas un emocijas, kas saistās ar slimību. Negatīvo automātisko domu noskaidrošanai, atpazīšanai un mainīšanai, kā arī to saiknes apzināšanai ar emocijām un fizioloģiskiem procesiem, tika izmantoti uzdevumi: „Mans stress” (Buchalter, 2009), „Problēma”, ”Sāpes” „,Pagātne, tagadne un nākotne” (Копитин, 2001), u.c.. Analizējot grūtību cēloņsakarības, tika veicināta kļūdainās domāšanas maiņa un jaunu uzvedības stratēģiju stresa situācijās apgūšana, kā arī pakāpeniska pāreja uz pozitīvāku sevis uztveri.

Pētījuma procedūra un rezultāti ***Procedure of research and results***

Uzsākot pētījumu, pētījuma dalībnieku izlase tika veidota pēc daudzpakāpju izlases kopu veidošanas principiem, izlasē iekļaujot indivīdus, kuri atlasīti pēc noteiktiem kritērijiem un neiekļaujot tos, kuri šiem kritērijiem neatbilst (Raščevska, Kristapone, 2000). Pētījuma dalībnieki hronisku muguras lejasdaļas sāpju pacienti ar sāpju un trauksmes simptomiem - izpētes grupā I2 (n= 26), kontrolgrupā K2 (n= 28). Procedūras shematiskais attēlojums redzams 1. attēlā.



1.att. Procedūras shematisks attēlojums

Figure 1 Schematic view of procedure

Tika pārbaudīts, vai pētāmo pazīmju empīriskais sadalījums atbilst normālam sadalījumam (skat.1.tabulu).

1.tabula

Izpētes un kontrolgrupas pētāmo pazīmju empīriskais sadalījums
Experimental distribution of research in Research and control group

	T- stāvoklis		T- iezīmes		NRS sāpju simptomu rādītāji	
	M	p	M	p	M	p
I1(n=26)	2,12	0,568	2,46	0,094	6,08	0,606
K1(n=28)	2,15	0,568	2,38	0,094	6,29	0,602

$p > 0,05$ nav statistiski nozīmīgu atšķirību starp izlašu vidējiem rādītājiem

Mērījuma rezultātā (sk.1.tabulu) var secināt, ka izpētes grupa un kontrolgrupa neuzrādīja statistiski nozīmīgas atšķirības nevienā no skalām, jo $p > 0,05$. Tātad vidējās vērtības T- stāvokļa un T- iezīmes skalā kā arī NRS sāpju simptomu rādītāji ir līdzīgi.

Izpētes grupas dalībnieki randomizēti tika iedalīti vienā no četrām apakšgrupām (atkarībā no tā, kad pacienti uzsāka desmit dienu rehabilitācijas kursu Rāznas rehabilitācijas centrā). Grupas slēgtas. Katrai grupai 10 dienu laikā notika 8 mākslas terapijas sesijas, kas novadītas atbilstoši MT mērķiem un

plānam. Vienas sesijas ilgums 1,5 stundas. Grupas darba valoda- latviešu, bet refleksijas par radīto mākslas darbu grupā iespēja izteikt dzimtajā valodā.

Lai atbildētu uz pētījuma jautājumu, vai pēc mākslas terapijas statistiski nozīmīgi mazinās hronisku muguras lejasdaļas sāpju pacientu trauksmes un sāpju simptomu rādītāji, tika salīdzināti vidējie rādītāji T- stāvokļa un T- iezīmes skalās un NRS sāpju simptomu rādītāji, aprēķinot t- kritēriju atkarīgajām izlasēm: izpētes un kontrolgrupai pirms un pēc mākslas terapijas (sk. 2. tabulu).

2.tabula

Trauksmes un sāpju simptomu vidējo rādītāju salīdzinājums izpētes un kontrolgrupai pirms un pēc mākslas terapijas
Anxiety and pain symptom average scores comparison in research and control groups before and after art therapy

Izlasēs	T- stāvoklis		T- iezīmes		NRS sāpju simptomu rādītāji	
	M	p	M	p	M	p
I1	2,10	0,000	2,43	0,000	6,08	0,000
I2	1,73		2,28		4,46	
K1	2,19	0,000	2,40	0,276	6,29	0,000
K2	1,98		2,44		5,18	

Rezultātu analīze liecina, ka starp izpētes grupas pirmo un otro mērījumu visu skalu: T- stāvokļa, T- iezīmes un NRS sāpju simptomu rādītājos pastāv statistiski nozīmīgas atšķirības, jo t- kritērija p lielumi ir zemāki par 0,05 ($p = 0,000$) (sk.2. tabulu). Var secināt, ka visu skalu rādītājos izpētes grupā mākslas terapijas intervences un rehabilitācijas rezultātā ir notikušas pozitīvas pārmaiņas.

Salīdzinot aprēķinātos kontrolgrupas pirmo un otro mērījumu rādītājus, statistiski būtiskas vidējo vērtību atšķirības pastāv T-stāvokļa skalas un NRS sāpju simptomu rādītājos, jo t- kritērija p lielumi ir zemāki par 0,05 ($p = 0,000$). T- iezīmes skalas rādītājos kontrolgrupai starp mainīgajiem nepastāv statistiski nozīmīgas atšķirības, jo $p=0,276$ (sk. 2. tabulu).

Pētījumā iegūtie rezultāti parāda, ka gan izpētes grupā pēc MT un rehabilitācijas, gan kontrolgrupā rehabilitācijas rezultātā hronisku muguras lejasdaļas sāpju pacientiem ir notikušas statistiski nozīmīgas izmaiņas sāpju simptomu aritmētiskajos vidējos rādītājos.

Apkopojot iegūtos rezultātus var secināt, *ka mākslas terapijai, kas veikta kompleksas rehabilitācijas ietveros, ir pozitīva ietekme uz trauksmes un sāpju simptomu rādītājiem hronisku muguras lejasdaļas sāpju pacientiem.*

Summary

Looking at patient pain problem from bio-psycho-social perspective, most effective is multidimensional approach for patients with chronic back pain, where all factor analysis allow select interference emergence main driving mechanism and promotes interdisciplinary approach in chronic back pain patients health care.

The main research question was: Is it true that after art therapy statistically important decreases chronic back pain lower parts patient anxiety and pain symptom indicators, to

answer this question it was analysed research group results before and after therapy, and control group results before and after art therapy research group.

Results of the research showed that there is statistical important differences in research group results before and after art therapy and in control group results before and after art therapy compared to research group. There was found confirmation of research theoretical substantiation and scientific literature written that chronic lower part pain patient symptom reduction most effective is multidisciplinary approach (Gatchel, 2005), it is combined therapy that includes medical, physical-therapy and psychological interventions (Logina, 2006). In center of rehabilitation it is implemented multiprofessional team of specialists. During research there was consolidated traditional rehabilitation course and art therapy, in result there was statistically important changes alarm (T-position) and NRS pain symptom average indicators in research and controlgroup. Both groups (T-position) and pain symptom average indicators is lower than before.

As a reference to the researches that chronic pain and anxiety symptoms mutually interact narrowing when emotional anxiety narrows that foster pain intensity narrowing and vice versa (Gordon, Asmundson, Katz, 2009) Average arithmetic calculations shows, that research group anxiety (T-position) and pain symptom indicators is lower that control-group indicators, which as referred to researches about cognitive-behaviour therapy effectiveness (Asmundson, 2002), that refers to with cognitive-behaviour therapy based art therapy positive influence on symptom reduction.

Creating art through visual images there was externalised experience, thoughts and emotions, that binds with disease. To help patients find out, recognise and change their negative automatic thoughts and to be aware of the link with emotional and physiologically processes. There was used exercises „problem”, „past, present and future” (Konumuh, 2001), „my stress”, (Buchalter, 2009) and others. During trouble analysis there was promoted change of flawed thinking and new behaviour strategy in stress situation mastering as well as the gradually transition to positive self perception.

After research group participation in art therapy, there is statistically important differences between research group and controlgroup anxiety symptom (T-position) indicators. Research group average indicators is decreased. Control group, that did not participate in art therapy and did not received support anxiety (T-position) average indicators comparing first and second measurement has not statistically importantly changed.

As for conclusion it can be concluded, that art therapy that was realised by multiprofessional rehabilitation specialist team has positively affected research group participants, to whom during 8 sessions was therapeutic support to help recognise emotions, promoting interface emotions, promoting contact in group and helping to grow self confidence. As a result there was essential changed anxiety and pain symptoms. Conclusion is associated with theoretical part analysed scientific literature about psychoemotional support necessity for chronic lower part back pain patients.

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FIZISKO AKTIVITĀŠU VĒRTĒJUMS JAUNIEŠU SKATĪJUMĀ

Young People's View on Physical Activity

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Abstract. *The habits of life obtained in period of youth may significantly affect health, development and quality of life in the future. The purpose of this qualitative study was to find out the thoughts and experience of physical activity in youth population. 30 young people aged 18 to 25 years of various activity levels provided semi-structured interviews with regard to personal experiences, barriers, and motives for physical activities. The sport trainings (team games, work out in the gym etc.) are more common associations for physical activity description than daily activities. The positive previous experience, the support from partner or friends and physical appearance are the most important factors for participation in sport activities. The most common barriers are time constraints and laziness.*

Keywords: *barriers, experience, health, motivation, physical activity, youth.*

Ievads

Introduction

Regulāras ikdienas fiziskās aktivitātes ir būtisks veselības veicināšanas un saglabāšanas faktors. Fiziskā aktivitāte veicina gan balsta - kustību sistēmas funkciju nostiprināšanu, gan mazina sirds un asinsvadu slimību, artrīta un ļaundabīgo audzēju risku, gan pozitīvi ietekmē garīgo un sociālo veselību (Pate, 1995).

Piedalīšanās sportiskajās aktivitātēs ietekmē gan fizisko veselību, gan sociālo labklājību, jo, kā uzsvērts Eiropas Savienības Padomes ziņojumā, iesaistoties sportā, jaunieši iegūst konkrētas individuālās un profesionālās iemaņas un kompetences, kas uzlabo viņu nodarbinātību. Starp tām ir mācīšanās mācīties, sociālās un pilsoniskās prasmes, vadītāja prasmes, saziņas prasmes, darbs komandā, disciplīna, radošums, uzņēmīgums. Sports arī sniedz profesionālas zināšanas un iemaņas tādās jomās kā mārketinga, vadība, sabiedrības drošība un drošums. Visas minētās prasmes un kompetences aktīvi sekmē jauniešu iesaisti, attīstību un virzību izglītībā, apmācībā un nodarbinātībā – veidos, kas ir atbilstoši un piemēroti darba tirgum un ko novērtē un meklē darba devēji. Tas rada bažas, ka nepietiekama fiziskā aktivitāte varētu mazināt arī jauniešu līdzdalību un mobilitāti mūsdienu mainīgajā pasaulē (Eiropas Savienības Oficiālais Vēstnesis, 2014).

Nemot vērā fizisko aktivitāšu nozīmīguma atziņas, tika izvirzīts pētījuma mērķis, noskaidrot jauniešu sportisko pieredzi, izmantojot kvalitatīvās pētniecības metodes.

Situācijas raksturojums *Description of the situation*

Ikdienas ieradumi, kas veidojas bērnu un jauniešu vecumā, lielā mērā nosaka cilvēka veselības stāvokli turpmākajā dzīvē. Slimības un veselības traucējumi sabiedrībā galvenokārt asociējas ar vecāka gadu gājuma cilvēku problēmām, tomēr kā rāda jaunākie pētījumi arī jauniešu vecumposmā veselības saglabāšana ir aktuāls jautājums. Kopš 1998.gada tiek veikts veselību ietekmējošo paradumu monitorings FINBALT Baltijas valstīs (Latvija, Lietuva, Igaunija, Somija). 2012.gada pētījumā tika noteikts, ka gan vīrieši, gan sievietes vecuma grupā no 15 līdz 24 gadiem slimības dēļ nevarēja veikt ierastos pienākumus biežāk, nekā cilvēki vecuma grupā no 55 līdz 64 gadiem. Vecuma grupā 15-24 gadi 16.5% norādīja, ka slimības dēļ nepildīja savus parastos pienākumus 1-10 dienas, bet vecāka gadu gājuma grupā tie bija 11.2%. Sievietēm šī atšķirība bija vēl būtiskāka, attiecīgi 24% un 9.7%. Ir jāatzīmē arī tendence, ka jauniešu veselības pašvērtējums, salīdzinot ar 2010.gada pētījumu, ir pasliktinājies. 2012.gada pētījumā tika noteikts, ka tikai 84% vīriešu un 76% sieviešu savu veselības stāvokli uzskata par labu vai diezgan labu. 2010.gadā tas bija attiecīgi 86 un 77 procenti (Pudule et al., 2013). Veselības traucējumu problēmu jauniešu vidū pētīja arī J.Porozovs ar kolēģiem, veicot 120 studentu un 136 skolēnu anketēšanu (Porozovs et al., 2012). Pētījumā 42% studentu norādīja, ka viņiem ir nelielas un 7% ir nozīmīgas veselības problēmas, tas nozīmē, ka tikai pusei no respondentiem nav sūdzību par veselību. Skolēnu vidū veselības problēmas tika konstatētas mazākā apjomā, ko raksta autori pamato ar studentu nepietiekamo fizisko aktivitāti un lielāku psiholoģisko spriedzi. Fiziskā veselība lielā mērā atkarīga no cilvēka dzīvesveida un fiziskās aktivitātes ikdienā. Kā norāda pētījumu atziņas (Brownson et al.; 2000, Kasmel et al., 2004) fiziskās aktivitātes un sports ir viens no galvenajiem profilakses un veselības uzlabošanas līdzekļiem visās vecuma grupās. Tomēr, kā norādīts Eurydice ziņojumā “Sporta izglītība un fiziskās aktivitātes Eiropas skolās” (2013), gandrīz ES 80% skolas vecuma bērnu ar fiziskajām aktivitātēm nodarbojas tikai skolā, bet mērenas intensitātes fiziskās aktivitātes viņiem būtu jāveic vismaz vienu stundu dienā. Latvijā vēl aizvien, neskatoties uz visiem zināmiem un sabiedrībā plaši popularizētiem veselības ieguvumiem, ko sniedz regulāras fiziskās aktivitātes, ir liels jauniešu skaits, kam ir mazkustīgs dzīves veids. Kā redzams 1.tabulā, tikai viena ceturdaļa no jauniešiem un 17% jaunietais veic ikdienā fiziskās aktivitātes pietiekamā apjomā, kas atbilstoši rekomendācijām (Physical Activity Guidelines Advisory Committee, 2008) ir 30 minūtes vismaz piecas dienas nedēļā.

Respondentu īpatsvars, kuri veic vismaz 30 minūšu ilgas brīvā laika fiziskās aktivitātes
Proportion of respondents who having leisure-time physical activity lasting at least half an hour

	Vīrieši %	Sievietes%
katru dienu	14.4	10.8
4-6 reizes nedēļā	10.8	6.4
2-3 reizes nedēļā	24.9	21.8
1 reizi nedēļā	14.6	14.3
2-3 reizes mēnesī	10.7	10.3
dažas reizes gadā	23.7	35.2
nevaru slimības dēļ	1	1.7

Latvijas bērnu un jauniešu nepietiekamo aktivitāti apliecina arī citu veikto pētījumu rezultāti. Latvijas skolēnu veselības paradumu pētījumā tika noskaidrots, ka pietiekama fiziskā aktivitāte (katru dienu vismaz 60 minūtes) ir tikai 24.4% zēniem un 16% meitenēm (Pudule et al., 2012). Ir jāņem vērā, ka 2005./2006. mācību gada aptaujā pusaudžu skaits ar pietiekamu fizisko aktivitāti bija lielāks, t.i. 46.3% (Gobiņa et al., 2007). Porozova un kolēģu pētījumā tika konstatēts, ka 40% studentu nenodarbojas ar sportu, 42% to dara neregulāri (t.i. mazāk par 2 stundām nedēļā) un tikai 18% to dara regulāri (Porozovs et al., 2012).

Lielā mērā fiziskās aktivitātes līmeni ietekmē arī valsts sporta politikas nostādnes. Kā tiek minēts A.Fernātes un kolēģu pētījumā (Fernāte et al., 2011), lai gan politiskajos dokumentos sporta attīstības virzieni ir definēti, tomēr lielāka uzmanība ir jāvelta gan pedagogu profesionālās pilnveides jomā, gan jauniešu motivācijas veicināšanā. Gan valsts, gan privātā sektora kopīgs darbs sekmētu efektīvāku darbību, un tādējādi attīstītu veselīgu un ilgtspējīgu dzīvesveidu. Pateicoties kopīgam darbam, labumu gūst visas ieinteresētās puses. Bieži vien sabiedrībā jēdzienu „sports” un „fiziskā aktivitāte” izpratne ir atšķirīga. Eiropas Sporta hartā ietvertā termina „sports” skaidrojums apzīmē visu veidu fiziskās aktivitātes, kuras caur nejaušu vai organizētu piedalīšanos vērstas uz fiziskās un garīgās labsajūtas izteikšanu vai uzlabošanu, sociālo attiecību veidošanu vai rezultātu sasniegšanu jebkura līmeņa sacensībās (Eiropas Sporta Harta, 1996). Latvijas likumdošanā jēdziens „sports” tiek definēts, kā visu veidu individuālas vai organizētas aktivitātes fiziskās un garīgās veselības saglabāšanai un uzlabošanai, kā arī panākumu gūšanai sporta sacensībās (Sporta Likums, 2002). Tādēļ viens no pētījuma jautājumiem ir noskaidrot jauniešu izpratni par sporta un fizisko aktivitāšu aspektiem.

Analizējot zinātnisko literatūru, secināts, ka fiziskās aktivitātes noteikšanai galvenokārt tiek izmantotas kvantitatīvās metodes. Tomēr, kā norāda zinātniskā prakse (Creswell, 2009; Flick, 2007; Kroplis & Raščevska, 2004), kvalitatīvo pētījumu dati spēj atklāt jaunus pētāmās problēmas aspektus, kuru

izvērtēšanā tiek ņemta vērā respondentu tiešā pieredze. Tādēļ tika izvirzīts pētījuma jautājums: kāda ir jauniešu fiziskās aktivitātes pieredze.

Pētījuma organizācija un metodes *Research design and methods*

Viens no kvalitatīvās pētniecības veidiem ir iegūto datu interpretējošais pētījums. Interpretējošā pētījuma metode balstās uz atziņu, ka mūsu zināšanas par realitāti, tajā skaitā cilvēku rīcību modeļu veidošanās, ir individuāla un mainīga sociāla konstrukcija. Tādējādi pētnieks nevar definēt un attēlot objektīvo realitāti, jo informācija tiek interpretēta, balstoties uz iepriekšējo pieredzi, kas ir pretstatā pozitīvisma atziņām zinātnē (Walsham, 1993).

Daļēji strukturētā intervija ir viena no kvalitatīvo datu vākšanas metodēm, kuras mērķis ir atklāt definētās problēmas cēloņus, veicot informācijas iegūvi nepastarpināti no izpētes objekta dabiskajā vidē. Kā norāda metodes nosaukums, daļēji strukturētā intervija paredz pamatjautājumus, ar kuru palīdzību cenšas atklāt izpētes problēmas būtību un mainīgos papildus jautājumus atklāto nianšu detalizētai izpētei. Intervijas laikā tika uzdoti sekojoši pamatjautājumi:

- kādas darbības vai aktivitātes tiek veiktas ikdienā;
- kā respondents izprot jēdzienu fiziskā aktivitāte;
- kāda ir respondenta fizisko aktivitāšu pieredze;
- ko sniedz fiziskā aktivitāte;
- kādi faktori veicina vai traucē būt fiziski aktīvam.

Pētījuma mērķis ir noskaidrot, kā respondenti izprot pētāmo problēmu un, izmantojot viņu viedokļus un uzskatus par kā instrumentu, indukcijas ceļā aprakstīt rezultātus. Iegūstot kvalitatīvā pētījuma datus, problēmjaudājums tiek analizēts no dalībnieku perspektīvas, ņemot vērā viņu pieredzi, attieksmi un viedokļus, kas sniedz tiešu un nepastarpinātu informāciju (Merriam, 2002).

Pētījuma gaitā tika intervēti 30 jaunieši vecumā no 18-25 gadiem (18 sievietes un 12 vīrieši). Pētījumā tika izmantota nevarbūtiska respondentu izlases metode, pielietojot ērtuma paņēmieni (Creswell, 1998). Daļēji strukturētās intervijas (Geske & Grīnfelds, 2006) veica seši Rēzeknes Augstskolas studenti, katrs iesaistot pētījumā piecus jauniešus, kas piekrita atbildēt uz intervijas jautājumiem. Intervijas struktūra visiem dalībniekiem bija vienāda, atbildes tika ierakstītas audio formātā un vēlāk veikta to transkripcija. Raksta autori veica turpmāko interviju kvalitatīvo kontentanalīzi.

Ar mērķi iegūt plašāku problēmjaudājuma izvērtējumu, tika veikta arī nepastarpinātā informācijas iegūšana. Rēzeknes Augstskolas studentiem tika piedāvāts uzrakstīt eseju par savu fizisko aktivitāšu pieredzi. Pētījuma jautājuma turpmākai analīzei tika izmantotas astoņas esejas, kurām tika veikta teksta kontentanalīze. Datu apstrādei, par pamatu ņemot interviju kontentanalīzē identificētos jēdzienus un kategorijas, tika veidoti fiziskās aktivitātes raksturojošie metakodi un tos raksturojošie multiplie kodī. Esejas tika apstrādātās AQUAD 7 vidē.

Rezultāti Results

Kontentanalīzes rezultātā tika identificēti galvenie jēdzieni un tos raksturojošās kategorijas, kas kopā ar spilgtākajām satura vienībām redzamas 2.tabulā.

2.tabula

Interviju kontentanalīzē identificētie jēdzieni un kategorijas *The concepts and categories identified in content analysis of the interviews*

<i>Jēdziens „fiziskā aktivitāte”</i>	
Kategorijas: 1) sports; 2) jebkura fiziska darbība	Piemēri: <i>...basketbols, volejbols, skriešana, daudziem cilvēkiem patīk skriet no rītiem, tāpat arī var staigāt uz trenāžieru zāli; ...nodarbošanās ar sportu, dažādi vingrinājumi; ...kad cilvēki nodarbojas ar kādu sporta veidu; ...jebkura veida darbība, kas noslogo vai, nu ja, kas noslogo jebkādu ķermeņa daļu un ķermeņa muskuļus; ...uz muskuļiem tiek likta piepūle. Tad, kad izdalās sviedri.</i>
<i>Jēdziens „zināšanas”</i>	
Kategorijas: 1) par ietekmi uz veselību; 2) par ietekmi uz izskatu	Piemēri: <i>..veselības uzlabošanai būtu nepieciešams atrast sev piemērotu sporta veidu, kaut vai riteņbraukšanu vai nūjošanu...; ..tas ir nepieciešams manai veselībai; ..var uzlabot savu fizisko formu...</i>
<i>Jēdziens „aktivitāšu intensitāte”</i>	
Kategorijas: 1) pasīvitate; 2) vidēja intensitāte; 3) stabila aktivitāte	Piemēri: <i>..lielāko daļu dienas pavadu pie datora; Vakarā ar kājām eju uz mājām; ..varu aiziet uz stadionu noskriet kādus dažus kilometrus vai arī aiziet uz kādu trenāžieru zāli; 2 reizes nedēļā deju tautu dejas un katru rītu vingroju; ...katru dienu tāda garāka pastaiga. Bet tāda lielāka slodze apmēram divreiz trīsreiz nedēļā, pusstundas garumā; Divas reizes nedēļā eju uz sporta zāli – spēju basketbolu, divas reizes galda tenisu un brīvdienās nodarbojos ar aktīvu atpūtu – tā ir skriešana svaigā gaisā, vingrošana, slēpošana ziemā...</i>
<i>Jēdziens „aktivitātes veids”</i>	
Kategorijas: 1) sporta veids; 2) regulāra vingrošana; 3) aktīvā atpūta;	Piemēri: <i>..papildus treniņā; kas man ir volejbols; 3 reizes nedēļā apmeklēju treniņus svarcelšanā; Veicu vingrinājumus ķermeņa uzturēšanai formā (piepumpēšanās, preses ving.); 2 reizes nedēļā deju tautu dejas; ..patīk lielus attālumus veikt ātrā solī...; ..nedēļā (..) trīs reizes, dažreiz četras reizes uz stadionu un noskrienu vienkārši kādus dažus kilometrus...</i>

4) fiziskais darbs	<i>..darbi savā lauku mājā...</i>
Jēdziens „ietekmējošie faktori”	
Kategorijas:	Piemēri:
1) noslogotība;	<i>..pārāk sasteigta ikdiena; ..brīvā laika trūkuma dēļ;</i>
2) slinkums;	<i>..varētu būt slinkums, jo es pati nevēlos nekādas papildus aktivitātes...; Nav vēlēšanās mainīt dienas kārtību;</i>
3) emocijas	<i>..atjaunojas optimisms, kļūst vieglāk elpot.. ..Atbrīvo no stresa un dusmām, veicina domāšanu, atslābina no liekā bezjēdzīgi tērētā laika; No sākuma nogurums, pēc tam ir tāds vieglums.</i>

Viens no kvalitatīvo datu iegūšanas pamatjautājumiem bija noteikt, kā šajā vecumposmā jaunieši izprot jēdzienu „fiziskā aktivitāte” un kādas aktivitātes tiek veiktas ikdienā. Kontentanalīzes rezultātā var secināt, ka daļa respondentu šo jēdzienu definē līdzīgi kā tas ir pieņemts zinātniskajā literatūrā, t.i., jebkura organisma kustība, kas tiek veikta ar muskuļu palīdzību un patērē enerģiju” (Caspersen et al., 1985). Tomēr kontentanalīzē ir vērojama tendence, ka jaunieši fizisko aktivitāti galvenokārt uztver kā sportiskās nodarbības ar jūtamu fizisku slodzi. To raksturo fragmenti no intervijas ar Arni (22 gadi) un Natāliju (24gadi).

Kā Jūs saprotat jēdzienu „fiziskā aktivitāte”

Arnis: *„Cilvēka darbība, kas saistīta ar rosību, kustībām, enerģijas patēriņu.”*

Natālija: *„Nu tā ir tāda aktīva ķermeņa izkustēšana, kad pieliek lielākas pūles, lai nostiprinātu fizisko veselību.”*

Kas pirmais nāk prātā dzirdot šis jēdziens?

Arnis: *„Spēkavīri, muskuļi un treniņi.”*

Natālija: *„Skriešana, joga, sporta spēles, piemēram, basketbols un futbols, gara pastaiga ātrā solī.”*

Analizējot iegūtos rezultātus par jauniešu zināšanām, var secināt, ka viņi ir pietiekami labi informēti par fizisko aktivitāšu nozīmi gan veselības saglabāšanā, gan ārējā izskata uzlabošanai. Jaunieši arī zina par ieteicamo fiziskās aktivitātes apjomu ikdienā. Lai gan nosauktais laiks variē no 3 stundas dienā līdz mazākajam 20 minūtes dienā, tomēr tendence ir saskatāma, ka optimālais ir 30-60 minūtes katru dienu. Bet, analizējot viņu atbildes par laiku, ko viņi patērē aktivitātēm, kas manāmi paātrina elpošanu, iegūtie dati apstiprina nepietiekamo slodzes apjomu. Ir konstatēta tendence, ka vīriešiem ir lielāka fiziskā aktivitāte, ko viņi realizē gan darbā, gan papildus sportisko aktivitāšu laikā. Piemēram Jānis (25 gadi): *„Darbā nēsāju smagus priekšmetus, katru otrdienu un ceturtdienu staigāju uz sporta nodarbībām”*. To apstiprina arī kvantitatīvo aptauju dati, kas bija veikti dažādās valstīs, un tika noteikts, ka vīriešiem ikdienas fiziskā aktivitāte ir ievērojami lielāka (Egli et al., 2011; Jurakic et al., 2009).

Analizējot jauniešu ikdienas fizisko aktivitāti var izdalīt trīs kategorijas (skat. 2.tabulu). Ir jaunieši, kuriem ir izteikti pasīvs dzīves veids, lielākai daļai mērenas fiziskās aktivitātes ir ikdienas pienākumu sastāvdaļa un daļa jauniešu veic regulārus sporta treniņus. Tomēr kopumā jauniešu ikdienu raksturo šādi fragmenti no intervijām: „...*es pieceļos, eju uz skolu, mācos, daru kādus darbus mājās un ja ir laiks nodarbojos ar kādām fiziskām aktivitātēm (Andris 18 gadi)*” vai „...*ar fizisko aktivitāti mana ikdiena nav saistīta, tik daudz kā brīvdienās pastaigājos svaigā gaisā ar bērnu, jo ir arī darbs (Jana 23 gadi)*”. „*Mājās, īpaši ziemā, labprāt savu laiku pavadu pie datora. Laiks paskrien nemanāmi (Irīna 21)*”.

Realizēto fizisko aktivitāšu veidus var sagrupēt 4 kategorijās: sporta treniņi, patstāvīga vingrināšanās, aktīva atpūta un fizisks darbs.

Kā biežāk minētie fizisko aktivitāti ierobežojošie faktori tiek nosaukti laika trūkums un slinkums. Liela nozīme ir arī personības iekšējiem faktoriem, tika konstatēta nevēlēšanās mainīt ierasto ikdienu. To apliecina Aina (24 gadi): „*Nav vēlēšanās mainīt dienas kārtību, jo mājas darbi, bērni, ģimene piepilda visu manu brīvo laiku*”. Vērtējot atbildes uz jautājumu „Kādas sajūtas vai emocijas Jums ir pēc fiziskās slodzes”, ir vērojama tendence, ka galvenokārt tās ir pozitīvas, jaunieši jūt patīkamu nogurumu un apmierinājumu par padarīto darbu. Tomēr ir jāņem vērā arī šādi izteicieni: „*Negatīvas, jo tad es esmu nosvīdusi un nākas iet uz dušu, esmu piekususi (Antra 19)*” vai „*nogurums, vēlme atpūsties, atslābināties un uzsmēķēt (Natalija 21)*”. Analizējot interviju datus, nākas secināt, ka fiziski neaktīvi un pasīvi ir tie respondenti, kuriem izveidojies stereotips, ka fiziskās aktivitātes un sports, trenēšanās ir sinonīmi jēdzieni. Savukārt smags fizisks darbs rada pārpūlēšanos – nogurumu, kas bieži vien saistās ar nepatīkamām izjūtām, tāpēc šie jaunieši nevēlas iesaistīties nekādās papildus aktivitātēs.

Lai pārlicinātos par interviju kontentanalīzē iegūto datu validumu, tie tika salīdzināti ar jauniešu rakstīto eseju analīzes AQUAD 7 vidē rezultātiem. Datu analīze liecina, ka zināšanas par fizisko aktivitāšu ietekmi uz cilvēku organismu (veselības stāvokli, pašsajūtu, izskatu) apzīmējošais metakods „zpt” esejās minēts 89 reizes. Tāpat kā interviju, arī eseju saturs liecina par autoru izpratni par jēdziena “fiziskās aktivitātes” būtību un ietekmi uz cilvēka organismu. Piemēram: „...*Vasarai tuvojoties, man parādās vēlme aktīvi darboties, sportot un dejot, vienkārši uzturēt sevi labā formā. Esmu pamanījusi, ka tas uzlabo pašsajūtu un garastāvokli.*”; “*Fiziskā aktivitāte nodrošina normālu organisma attīstību, pasargā organismu no daudzām slimībām un priekšlaicīgas novecošanās ...*”; “*Galvenokārt tās (aut. – fiziskās aktivitātes) man palīdz uzturēt labāku formu, kā arī uzlabo veselības stāvokli.*”. Tiek pausta atziņa par sporta un fizisko aktivitāšu saistību ar veselīgu dzīvesveidu un mērķtiecību: “...*ir kā narkotika, jo ķermenis izjūt enerģijas pieplūdi organismā un arī tieksme pēc labākiem sporta rezultātiem mudina ar to nodarboties vēl un vēl.(...) Kaut vai pamodināt savu ķermeni un garu ar rīta rosmi ik rītu, vai ik*

vakaru iziet enerģiskā pastaigā.” Diemžēl zināšanas ne vienmēr ir motivācija darboties. „Es saprotu, ka mazkustīgs dzīves veids slikti ietekmē veselības stāvokli, bet (..)iespējams, kad sāks sāpēt kaut kas, tad arī sāksu veikt dažādas fiziskās aktivitātes. (..) jūtamas jau tagad sekas, jo sāku pieņemt svarā, kas man agrāk bija neraksturīgi (Jana19)”.

Jauniešu izpratne par fizisko aktivitāšu ietekmi uz veselību, izskatu un pašizjūtu ietekmē savu fizisko aktivitāšu intensitātes pašnovērtējumu. Par to liecina multiplo kodu lietošanas biežums. Rezultāti liecina, ka novērtējot savas fiziskās aktivitātes, respondentu pašnovērtējums ir diezgan augsts un vienlaikus paškritisks, jo visbiežāk (32 reizes) minēts izteiktu aktivitāti apzīmējošais kods „aktīv”, savukārt pasivitāti apzīmējošais kods „pasīv” minēts 23 reizes. To apliecina arī FINBALT monitoringa dati, jo savu fizisko formu respondenti vecumā no 15 līdz 24 gadiem, kā ļoti labu un labu novērtēja 74.9% vīriešu un 68.3% sieviešu (Pudule et al., 2013).

Fizisko aktivitāti ietekmējošais faktoru apzīmējošais metakods “fakt” minēts 48 reizes, bet no tā raksturojošajiem multiplajiem kodiem visbiežāk - 18 reizes – minēts pozitīvu pieredzi skolas laikā apzīmējošais multiplais kods “pozp”, kas ļauj secināt, ka skolas gados gūtā pieredze veicina jauniešu fizisko aktivitāti arī vēlākajos vecuma posmos. *„Bērnībā biju ļoti aktīvs bērns, es ne tikai apmeklēju sporta nodarbības un veiksmīgi piedalījos tajās, bet mēdzu gan iet tālās pastaigās ar draugiem, gan caurām dienām vizināties uz velosipēdu, vasaras sezonā ļoti aktīvi nodarbojos ar peldēšanu un (..)man patika (..)kur bija daudz jākustas...”*. Pozitīvā fiziskā aktivitāte bērnībā, kā viens no noteicošajiem faktoriem intereses saglabāšanai, tika minēta arī apjomīgajā pētījumā, ko veica Sallis ar kolēģiem. Izvērtējot 108 zinātniskos rakstus par fizisko aktivitāti ietekmējošajiem faktoriem bērniem un pusaudžiem, tika konstatēts, ka iepriekšējā pieredze līdz ar vecāku atbalstu, veselīgas ēšanas paradumu ievērošanu ir viens no noteicošajiem faktoriem fiziskās aktivitātes saglabāšanai vēlākos vecuma posmos (Sallis et al., 2000).

Tiek minēti arī fiziskās aktivitātes ierobežojošie faktori: noslogotību darbā vai mācībās apzīmējošais multiplais kods “nosl” (minēts 7 reizes) un slinkumu apzīmējošais multiplais kods „slink” (minēts 4 reizes). Iegūtie dati sasauca ar intervijās iegūtajiem rezultātiem par jauniešu noslogotību ikdienā un, iespējams, slinkuma izpausme ir organisma aizsargreakcija uz pārgurumu.

Artis (21 gads): *„...laikam tas lielākais iemesls varētu būt slinkums kā arī nespēja sevi piespiest, kā arī ierobežotais laiks protams.”*

Dagnija (18 gadi): *„Es arī gribētu uzsākt veikt dažādus vingrojumus, bet slinkums pārņem virsroku. Es saprotu, ka mazkustīgs dzīves veids slikti ietekmē veselības stāvokli, bet kamēr jauns, cilvēks par to nedomā. Iespējams, kad sāks sāpēt kaut kas, tad arī sāksu veikt dažādas fiziskās aktivitātes.”*

Šī aspekta turpmākā izpēte, potenciāli varētu atklāt jaunas atziņas par psihotropo vielu lietošanu jauniešu vidū. Jo smēķēšana, alkohola un narkotisko vielu lietošana, bieži vien jauniešiem asociējas ar stresa mazināšanas iespēju,

kas ir patīkamāks veids novērst sasprindzinājumu, salīdzinot ar fizisku slodzi. Par problēmas aktualitāti norāda arī iepriekšminētā FINBALT monitoringa dati. Atbildot uz jautājumu: „Vai Jūs esat izjutis (-usi) sasprindzinājumu, stresu un nomāktību pēdējā mēneša laikā?”, mazāk kā puse (40.6%) jauniešu vecumā no 15-24 gadiem atbildēja noraidoši, bet gandrīz katra desmitā uzrādīja augstu trauksmes līmeni (6.2%- jā - biežāk nekā pārējie un 2.3% -jā - mana dzīve ir neciešama). Vīriešiem ir konstatēts zemāks trauksmainības līmenis, tomēr tikai 55.3% norādīja, ka nav nekādu psiholoģiskā rakstura diskomforta (Pudule et al., 2013).

Dažādu fizisko aktivitāšu veidu apzīmējošais metakods “veids” minēts 186 reizes. Metakodu raksturojošo multiplo kodu vidū dominē nodarbošanos ar konkrētu sporta veidu apzīmējošais multiplais kods “sports” (minēts 38 reizes), ilgstošas pastaigas apzīmējošais multiplais kods “past” (minēts 37 reizes) un fiziskā darba veikšanu apzīmējošais multiplais kods “darbs” (minēts 27 reizes). Tas ļauj secināt, ka sportiskās aktivitātes un pastaigas ir galvenie fiziskās aktivitātes realizēšanas veidi.

Gan intervijās, gan esejās iezīmējas fizisko aktivitāšu neregularitāte un sezonālais raksturs (“*Visaktīvākā, protams, ir vasara, tad fizisko aktivitāšu man ir daudz, tā pati pastaigāšanās, skriešana, piemēram, volejbola spēlēšana, peldēšana un tā tālāk*”; “*Ziemā manas fiziskās aktivitātes ir zemā līmenī. Vienīgā aktīvā lieta ko es daru ziemā ir slēpošana*”; “*vismazkustīgākais mēnesis ir Decembris. Ziemā nekur negribas iet, gribas sēdēt mājās, dzert tējas, skatīties filmas un izbaudīt mājas dzīvi ar mīkstajām segām un daudzajiem tējas aromātiem*”).

Datu analīze liecina, ka starp darbības intensitāti apzīmējošajiem kodiem un metakodiem pastāv mījsakarības:

- starp izteiktu aktivitāti apzīmējošo kodu „aktiv” un zināšanas par fizisko aktivitāšu ietekmi uz cilvēku organismu apzīmējošo metakodu „zpt” konstatētas 16 mījsakarības, kas ļauj prognozēt, ka par fizisko aktivitāšu ietekmi uz veselību, ārējo izskatu un emocionālo sfēru ziņošs indivīds vairāk uzmanības veltīs savas aktivitātes uzturēšanai;
- starp izteiktu aktivitāti apzīmējošo kodu „aktiv” un dažādu fizisko aktivitāšu veidu apzīmējošo metakodu “veids” konstatētas 43 mījsakarības.

Lai iegūtos kvalitatīvās analīzes rezultātus AQUAD 7 vidē varētu vispārināt, tie tika apstrādāti programmā SPSS 17.0.

Rezultāti liecina, ka pastāv korelācija starp dzimumu un fizisko aktivitāšu intensitāti ($r=0,525$, $p=0,014$) un starp intensitāti un aktivitāšu veidu ($r=0,505$, $p=0,020$). Turklāt konstatētas būtiskas atšķirības ($p=0,014$) intensitātei atkarībā no dzimuma (Mean sievietēm 1,67, vīriešiem – 3,00). Konkrētā brīža aktivitātē vērojamas būtiskas atšķirības ($p=0,018$) atkarīgā no iepriekšējos gados gūtās pieredzes – ja skolas gados sporta stundās un ģimenē bija gūta pozitīva pieredze, tad arī vēlākos gados vērojama lielāka fiziskā aktivitāte.

Secinājumi **Conclusions**

Lai gan veiktajam pētījumam ir vairāki limitējošie faktori (ierobežota respondentu atlase, datu ieguvī un apstrādi veica vairākas personas u.c.) un iegūtos datus nevar vispārināt Latvijas kontekstā, tomēr ir vērojamas kopīgās tendences, kas sasaucas ar citu zinātnieku pētījumu rezultātiem.

Apkopojot iegūtos datus, var secināt, ka jauniešiem ir izpratne un zināšanas par fizisko aktivitāšu nozīmi veselības veicināšanā un nepieciešamo ikdienas slodzi, tomēr kopumā tā netiek realizēta pietiekamā līmenī. To apliecina gan citu pētījumu kvantitatīvie anketēšanas rezultāti, gan realizētā darba kvalitatīvie dati. Jauniešiem fiziskā aktivitāte galvenokārt asociējas ar sportiskajām nodarbībām, kas tiek realizētas ar lielu intensitāti, tādēļ daļai jauniešu tās šķiet pārāk nogurdinošas. Kā visbiežāk minētie faktori nepietiekamai fiziskajai aktivitātei tiek minēti slinkums un laika trūkums. Iespējams, popularizējot ikdienas mērenas intensitātes aktivitātes (iešana kājām, riteņbraukšana, dejas u.c.), būtu iespējams palielināt kopējo fizisko aktivitāšu apjomu.

Ir jāņem vērā, ka pozitīvā iepriekšējā pieredze ir viens no noteicošajiem faktoriem fiziskās aktivitātes saglabāšanai arī vēlākajos dzīves posmos. Kā viens no fizisko aktivitāti veicinošajiem faktoriem intervijās tika minēts citu paraugs. Visbiežāk tiek minēti draugi vai partners, kas varētu motivēt biežākām nodarbībām, kā arī vecāku uzvedības paraugs ir nozīmīgs faktors. Fiziskā veselība intervijās tika minēta, gan kā ierobežojošais faktors (veselības stāvoklis neļauj nodarboties), gan kā stimulējošais (pasliktinoties stāvoklim, palielinās fizisko aktivitāti).

Turpmākajos pētījumos būtu nepieciešams pievērst uzmanību jauniešu trauksmainības izplatības un tās līmeņa un fiziskās aktivitātes mīļakarību noteikšanai.

Summary

Physical activity is one of the most important health related behaviour factors that influence person's well-being. Physical activity both reduces diseases risk and enhances person's social quality of life. The habits of life obtained in period of youth may significantly affect health, development and quality of life in the future. Young people are considered to be healthiest population, but, as shows recent FINBALT studies, youth's health is at risk. Dynamic changes in the society influence also the values and daily habits. Modern technologies more and more facilitate human lives, but it also reduces the physical activity. Sufficient physical activity is an essential prerequisite for health maintenance and improvement. The study aim was to found out the experience and the main barriers and motives of engaging in regular physical activities of young people. A semi-structured interview using a topic guide was carried out. Semi-structured interview is flexible allowing new questions to be brought up during the interview as a result of what the interviewee says. However, the specific questions guide the interview for revealing of participant experience. It was used following main questions:

- what kind of activities are carried out on a daily basis;

- how the respondent comprehends the term “physical activity”;
- what is the experience of physical activities;
- what kind of benefits provide physical activity;
- which factors motivate or impede to be more active.

The random samples are not imperative for basic interpretive research where the goal is to obtain rich description, of unique human experience from any accessible informants. Randomly selected 30 young people (eighteen were females and twelve men) aged 18 to 25 years of various activity levels provided semi-structured interviews. The first step in the analysis was open coding. Researchers read the transcriptions several times to explore any emerging themes. In the second phase of coding, categories and subcategories of physical activity and factors that influence it were defined and integrated according to their relationships. A coding manual was made the list of codes and processed by AQUAD 7 programmes. The main themes were defined that characterize the motives and perceived barriers for engaging in physical activity.

Summing up the gained data from the interview can be concluded that young people are aware about benefits of physical activity but they are not enough active in daily basis. The sport trainings (team games, work out in the gym etc.) are more common associations for physical activity description than daily activities. This can explain that for many young people physical activity associate with exhausting trainings that reduce their motivation for participation.

The positive previous physical activity experience in family or school sport lessons and trainings is one of the most important factor that promote activity in later years. Also the emotional support from partner or friends encourages participation. Physical appearance and health benefits are one of preconditions for participation in sport activities. The most often reported factor that obstructs the participation in regular physical activities is internal limits. Many young people due the interview frequently used the word “laziness” as a personal internal factor that led to lack of motivation. Also the time constraint was mentioned as barrier for participation in sport activities. This could be associated with everyday stress at school or work that result of fatigue, tiredness, or a general sense of physical and emotional inertia. The relationship between anxiety and physical activity of youth should be stressed out in further researches.

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ВЛИЯНИЕ ОЗДОРОВИТЕЛЬНОГО ФИТНЕСА НА МАССУ ТЕЛА ЖЕНЩИН СРЕДНЕГО ВОЗРАСТА

Impact Health Fitness on Weight Body of Middle-aged Women

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Abstract. *The paper is devoted to studies the dynamics of indicators of morphological parameters of middle-aged women when doing wellness fitness. It is shown that under the influence of exercise training programs, aqua aerobics and shaping anthropometric status of women is significantly improved, as evidenced by their significant reduction.*

Keywords: *exercise, fitness, water aerobics, shaping, anthropometric measures, kaliperometriya, body mass index.*

Введение *Introduction*

В последние два десятилетия человечество столкнулось с тенденцией роста избыточного веса и ожирения среди популяции населения мира. Всемирная организация здравоохранения (ВОЗ) признала ожирение глобальной эпидемией цивилизации XXI века. По последним оценкам ВОЗ более миллиарда человек на планете имеют избыточный вес. Это связано в большей степени с недостаточным уровнем двигательной активности и нарушением пищевого поведения современного человека. Число людей с избыточным весом постоянно растет и по прогнозам ВОЗ, к 2015 году примерно 2,3 миллиарда человек будет иметь избыточный вес и более 700 миллионов - ожирение (Бессесен, 2004). В Украине по статистике более 30 % жителей страдают ожирением, а 64 % имеют избыточный вес. Причем у женщин ожирение встречается в 2-3 раза чаще, чем у мужчин. Женщины среднего возраста более склонны к избыточному весу и ожирению из-за периодических гормональных изменений, особенностей строения тела, количества подкожной и висцеральной жировой клетчатки и других факторов. Именно в этом возрасте в индивидуальной жизни женщин значительно сокращается двигательный режим в силу особенностей трудовой, семейной жизни и начинают протекать наиболее выражено инволюционные процессы организма (Бессесен, 2004; Шибалкина, 1997). При недостаточном объеме движений внешние формы женщины меняются за счет отложения подкожного жира. Висцеральный жир, который локализуется в брюшной полости, при большом количестве обволакивает внутренние органы, создает излишнее напряжение на органы и тем самым нарушает их функции. Даже незначительная избыточная масса тела приводит к угнетению функциональных возможностей сердечно-

сосудистой, дыхательной и других систем организма, увеличивает риск заболеваемости и смертности, влияет на фертильность (Бессесен, 2004; Шибалкина, 1997). Совершенно очевидно, что для решения актуальной проблемы избыточного веса, профилактики естественного повышения массы тела, укрепления здоровья, предупреждения инволюционных изменений у женщин среднего возраста, необходимо рекомендовать регулярные занятия физическими упражнениями, которые направлены на поддержание оптимального веса, начиная с 25 лет.

В настоящее время большой популярностью среди женщин пользуются различные тренировочные и оздоровительные программы фитнеса: оздоровительная аэробика, аквааэробика, шейпинг, атлетическая гимнастика и т.д., направленных на коррекцию массы тела и уменьшение жировой прослойки. Регулярные энергичные упражнения в сочетании с правильным питанием могут поддержать необходимый баланс гормонов, сохранить мышечную ткань и улучшить кровообращение, то есть создать условия, препятствующие накоплению лишнего жира. В последнее время появилось много направлений фитнеса, один из самых востребованных - аквааэробика. Она признана эффективным видом фитнеса для людей с избыточной массой тела, так как вода обладает высокой теплопроводностью (в 30 раз больше воздуха) и это требует от организма повышенных затрат энергии при выполнении нагрузок даже невысокой интенсивности. Так, пребывание в воде температурой 24-25° С в течение 3-4 мин. сопровождается увеличением обмена веществ на 50-70%. Энергозатраты при выполнении физических упражнений в воде превышают более чем в 2 раза энергозатраты при выполнении таких же упражнений на воздухе. Кроме того, важное значение для полных людей, которые стесняются выполнять упражнения в зале, имеет то, что в воде, когда их тело скрыто от посторонних глаз, они чувствуют себя более раскованно (Давыдов, 2005; Лисицкая, 1994; Лоуренс, 2000; Шибалкина, 1997; Яных, 2006). Авторы отмечают, что занятия аквааэробикой способствуют гармоничному развитию организма, сохранению здоровья, повышению работоспособности, позволяют уменьшить жировую прослойку, придают легкость и красоту походки, гордость осанки.

Еще одним из популярных видов массовой физкультуры среди контингента женщин является шейпинг. Особенности методики проведения таких занятий, как правило, предъявляют повышенные требования к организму, в частности сердечно-сосудистой системе. Шейпинг имеет цель добиться эталонной фигуры, но для достижения такой фигуры одной аэробной нагрузки мало. Кроме аэробной нужно и анаэробная, и смешанная (аэробно-анаэробная) нагрузки. Данный шейпинг-подход приводит не только к заметному улучшению фигуры любого практически здорового человека, но и к комплексному оздоровительному воздействию на весь организм. Оздоровительный

эффект шейпинга связан с повышением аэробных возможностей организма, уровня общей выносливости и физической работоспособности. Повышение физической работоспособности сопровождается профилактическим эффектом в отношении факторов риска сердечно-сосудистых заболеваний: снижением веса тела и жировой массы, содержания холестерина и триглицеридов в крови, снижением артериального давления и частоты сердечных сокращений. Кроме того, регулярная физическая тренировка позволяет в значительной степени затормозить развитие возрастных инволюционных изменений физиологических функций, а также дегенеративных изменений различных органов и систем (Линец, 2005; Лисицкая, 1994; Чебураев, 2002).

Итак, вопросу влияния физической нагрузки во время занятий различными видами фитнеса на морфофункциональные показатели женщины посвящено большое количество специальных исследований. Однако в основном в них обобщается информация об эффективности оздоровительных занятий и влияние на функциональное состояние организма женщин в широком возрастном диапазоне. Кроме того, почти отсутствуют научные данные сравнительной характеристики динамики этих показателей у женщин среднего возраста на занятиях аквааэробикой и шейпингом. Таким образом, в доступной литературе обнаружено недостаточное количество научных исследований в данной области, что и послужило причиной для разработки указанной проблемы.

Цель работы - исследовать и сравнить степень изменений антропометрических показателей женщин в процессе занятий аквааэробикой и шейпингом.

Задачи работы:

1. Сформировать две однородные группы женщин по исходным показателям морфофункциональных параметров физического развития и возрасту.
2. Разработать оздоровительные программы аквааэробики и шейпинга согласно функционального состояния женщин двух групп.
3. Исследовать динамику изменений антропометрических показателей женщин в течение трех месяцев и установить эффективность воздействия различных видов физической нагрузки на морфологические параметры организма женщины.

Организация и методы исследования. Исследование проводилось на базе спортивного фитнес-клуба г. Херсона. Для определения уровня физического развития женщин среднего возраста и формирования однородных групп мы использовали методы антропометрии и калиперометрии (Дубровский, 2002). Также по динамике изменений антропометрических показателей оценивали эффективность влияния занятий аквааэробикой и шейпингом на организм женщин.

Антропометрические измерения включали следующие показатели: рост стоя, вес тела, окружность талии, окружность бедер, толщина кожно-жировых складок. Из полученных показателей высчитывали весоростовой индекс (индекс массы тела) и коэффициент висцерального жира. Индекс массы тела (ИМТ) у большинства взрослых людей тесно коррелирует с содержанием жировой ткани (Ефимов, 2007). Этот показатель рассчитывается как отношение веса в килограммах, поделенному на квадрат роста в метрах. Оценка ИМТ: менее 18,5 - недостаточный вес; 18,5-24,99 - нормальный вес; 25-29,99 - избыточный вес (предожирение); 30-34,99 - ожирение I степени; 35-40 - ожирение II степени; более 40 - ожирение III степени.

Измерения объемных замеров осуществляли сантиметровой лентой. Окружность талии измеряли горизонтально на уровне пупка. При измерении окружности бедер ленту накладывали в самом широком их месте. По отношению окружности талии к окружности бедер (ОТ/ОБ) судили о коэффициенте висцерального жира. Оценку коэффициента висцерального жира женщины проводили в соответствии со следующими критериями (Ефимов, 2007): норма - менее 0,80; тенденция к абдоминальному ожирению - от 0,80 до 0,82; абдоминальное ожирение - более 0,82.

Толщину кожно-жировых складок (КЖС) измеряли с помощью калипера. Измеряли следующие кожно-жировые складки: на спине под нижним углом лопатки, на животе на уровне пупка справа от него на расстоянии 5 см, на передней поверхности правого плеча в области двуглавой мышцы, на передней поверхности правого бедра в верхней части параллельно паховой складке.

Все измерения проводились в день утренней тренировки натошак.

Исследование антропометрических параметров для оценки их динамики проводили в три этапа: первичное измерения (до начала занятий), что отражало исходный уровень физического развития женщин, и измерения через 1 месяц, 2 месяца и через 3 месяца занятий фитнесом.

Обследовано всего 33 женщины в возрасте 25-35 лет (средний возраст $29,9 \pm 3,5$), из которых 14 женщин занимались аквааэробикой и 19 женщин, которые посещали занятия по шейпингу. Весь полученный материал обрабатывали методами математической статистики с помощью компьютерной программы EXCEL 2007. Вычисляли следующие показатели: M - среднее математическое, $\pm m$ - ошибка среднего математического. Достоверность различий определяли по одновыборочному критерию Стьюдента.

В ходе исследования женщины первой и второй группы занимались оздоровительным фитнесом 3 раза в неделю. Занятия проводились в понедельник, среду и пятницу в 08.00 и 18.00. Каждое занятие длилось 45 минут и состояло из трех частей: подготовительная часть (разминка) - 10

мин.; основная часть - 30-35 мин.; заключительная часть (заминка) - 2-3 мин. Упражнения выполнялись под музыку и включали в себя общеразвивающие упражнения, элементы гимнастики, танцев, стретчинга, силовых упражнений, упражнения для восстановления дыхания и другие. В основной части широко использовалось вспомогательное оборудование.

Занятия по аквааэробике проводились в бассейне глубиной 140 см, что позволяло находиться в состоянии гидроневетомости и максимально разгрузить опорно-двигательный аппарат и проработать все группы мышц при температуре воды 28-29° С, которая наиболее приемлема для тела и предотвращает переохлаждение при длительном пребывании в воде. Температура воздуха была чуть выше. Занятия по шейпингу проводились в зале. Во время тренировки прорабатывались все мышечные группы туловища и конечностей. Выбранная для коррекции группа мышц отрабатывалась многократным повторением (не менее 100 раз) упражнения до утомления. Темп выполнения упражнений умеренный. В процессе занятий необходимо следить за дыханием, которое должно быть равномерным. При напряжении мышц делается вдох, во время расслабления - выдох.

Результаты исследования и их обсуждение *Results and discussion*

Исходный уровень антропометрических показателей женщин, занимавшихся в течение 3-х месяцев аквааэробикой, и их динамика представлены в таблице 1.

Таблица 1

Динамика антропометрических показателей ($M \pm m$) женщин под влиянием занятий аквааэробикой *Dynamics of anthropometric parameters ($M \pm m$) of women under the influence of water aerobics classes*

Показатели Параметры	Исходные	Через 1 месяц	Через 2 месяца	Через 3 месяца
ИМТ ($\text{кг}/\text{м}^2$)	24,3±2,7	23,3±2,9*	23,0±3,1	22,6±2,8
ОТ/ОБ (усл.ед.)	0,7±0,08	0,68±0,09**	0,68±0,06	0,67±0,09 [□]
Объем талии (см)	73,8±4,1	69,5±3,4**	67,8±4,2 [#]	66,5±3,8
Объем бедер (см)	105,5±4,2	100,8±5,0**	99,5±5,0	98,8±4,6
КЖС (спина) (мм)	21,7±3,1	18,5±2,9***	17,8±3,2	17,3±3,0
КЖС (плечо) (мм)	15,4±1,1	14,7±0,9	13,9±1,4	12,1±2,1
КЖС (бедро) (мм)	31,6±6,5	28,9±5,8**	28,1±6,2	27,2±4,2
КЖС (живот) (мм)	35,5±4,5	32,8±3,7**	31,9±3,3	30,3±2,4 [□]

Примечания: 1. * - $p < 0,05$; ** - $p < 0,01$; *** - $p < 0,001$ - достоверность различий между средними показателями исходных антропометрических параметров и исследованных через 1 месяц; 2. **# - $P < 0,05$ - достоверность различий между средними показателями антропометрических параметров исследованных через 1 месяц и 2 месяца; 3. ***□ - $p < 0,05$ - достоверность различий между средними показателями антропометрических параметров исследованных через 2 месяца и 3 месяца.

За все время исследования в этой группе достоверно изменились все измеряемые антропометрические показатели. Объем талии уменьшился на 9,9 %; бедер - на 6,3 %; ОТ/ОБ - на 4,3 %; ИМТ - на 6,9 %, толщина КЖС на спине - 20,3 %, толщина КЖС на плече - на 21,4 %, толщина КЖС на бедре - на 13,9 % и толщина КЖС на животе - на 14,6 %.

Динамика морфологических показателей женщин, посещавших занятия по шейпингу в течение трех месяцев тоже оказалась достоверной почти по всем исследуемым параметрам и представлена в таблице 2.

Таблица 2

Динамика антропометрических показателей ($M \pm m$) женщин под влиянием занятий шейпингом
Dynamics of anthropometric parameters ($M \pm m$) under the influence of women in shaping employment

Показатели Параметры	Исходные	Через 1 месяц	Через 2 месяца	Через 3 месяца
ИМТ (кг/м ²)	23,7±2,8	23,4±2,9	23,1±3,2	22,5±3,8
ОТ/ОБ (усл.ед.)	0,7±0,09	0,7±0,08	0,71±0,09	0,71±0,09
Объем талии (см)	70,1±2,6	69,5±2,7	68,9±3,0	68,2±3,9
Объем бедер (см)	100,1±4,3	98,6±3,9*	96,2±3,7 [#]	95,8±4,1
КЖС (спина) (мм)	19,8±2,9	17,1±1,9**	15,2±2,2 [#]	14,9±2,8
КЖС (плечо) (мм)	13,8±2,9	12,1±3,4*	11,5±2,3	10,2±2,9
КЖС (бедро) (мм)	28,9±4,1	26,8±4,6*	25,7±3,6	25,0±4,9
КЖС (живот) (мм)	32,6±3,8	30,7±4,1*	29,2±4,0	28,7±3,8

Примечания: 1. * - $p < 0,05$; ** - $p < 0,01$ - достоверность различий между средними показателями исходных антропометрических параметров и исследованных через 1 месяц; 2. ** - $P < 0,05$ - достоверность различий между средними показателями антропометрических параметров исследованных через 1 месяц и 2 месяца.

В течение трех месяцев женщины второй группы достигли следующих результатов. Объем талии уменьшился на 2,7 %, объем бедер - на 4,3 %, коэффициент висцерального жира вырос на 1,4 %; ИМТ уменьшился на 5,0 %, толщина КЖС на спине - 24,7 %; толщина КЖС на плече - на 26,0 %, толщина КЖС на бедре - на 13,5 % и толщина КЖС на животе - на 11,9 %.

Если проанализировать динамику изменений антропометрических показателей женщин первой и второй группы, то можно обнаружить, что женщины, которые занимались аквааэробикой быстрее достигли положительных результатов по измененным показателям всех исследованных параметров уже через месяц тренировок в отличие от женщин второй группы, где статистически достоверными изменениями оказалось уменьшение кожно-жировых складок всех четырех зон, но вес тела в течение первого месяца изменился статистически незначимо.

В течение второго месяца тренировок мы наблюдали дальнейшее уменьшение абсолютных значений морфологических показателей в обеих группах женщин, но статистически достоверными по сравнению с

результатами измерения в конце первого месяца они оказались для объема талии женщин, занимавшихся аквааэробикой и объема бедер и толщины кожно-жировой складки на спине женщин, занимавшихся шейпингом. Во второй группе женщин абсолютное значение коэффициента висцерального жира возросло на 1,42 %, что может быть вызвано непропорциональным уменьшением объемов талии и бедер и наращиванием мышечной массы в области брюшного пресса. Это объясняется целеустремленностью тренировочного процесса и использованием физических упражнений на основные мышечные группы в программе шейпинга.

В конце третьего месяца занятий фитнесом в обеих группах женщин было отмечено уменьшение всех антропометрических показателей по сравнению их с показателями второго месяца занятий. Но женщины, посещавшие занятия по шейпингу достигли меньших результатов, о чем свидетельствует более низкий уровень достоверности сниженных показателей. У женщин аквааэробичной группы достоверным изменениям подверглись коэффициент висцерального жира и толщина кожно-жировой складки на животе. Замедление морфологических изменений в течение третьего месяца тренировок в обеих группах исследованных можно объяснить их адаптацией к нагрузкам. Снижение этих показателей возможно только при увеличении количества занятий и при условии регулирования рациона питания.

В целом, по итогам исследования в течение трех месяцев по сравнению с начальными показателями, женщины первой группы более стремительно меняли свои размеры в направлении их уменьшения и в конечном результате достигли большего эффекта в коррекции своей фигуры, чем женщины группы шейпинга.

Такие изменения можно объяснить тем, что аэробная нагрузка упражнениями аквааэробики дала больший результат для улучшения фигуры, чем силовые упражнения программы шейпинга, которые носили анаэробный характер. Это связано с тем, что при аэробной нагрузке происходит больше поступление кислорода, который сжигает жиры и уменьшает объемы тела, в отличие от анаэробных тренировок, сжигающих сравнительно меньше калорий. Однако, они более эффективны для укрепления и наращивания мышц, а также влияют на улучшение работы легких и сердца. В конечном счете, увеличенная мышечная масса требует больше калорий, что помогает похудеть и избавиться от лишнего жира (Дубровский, 2002; Линец, 2005; Чебураев, 2002; Яных, 2006). Кроме того, совершая движения в воде, человек тратит больше энергии, чем на суше, так как сопротивление воды в двенадцать раз больше сопротивления воздуха. Это способствует более интенсивному сжиганию калорий и снижению веса. Потере калорий способствует также то, что вода имеет температуру ниже температуры тела, и калории будут идти еще и на то, чтобы согреть его (Лоуренс, 2000; Шибалкина, 1997; Яных, 2006).

Summary

1. The work contains the analysis of the problem of overweight and obesity in middle-aged women. Stated that the main cause of obesity is lack of motion.
2. The article describes the advantages of the different areas of fitness. Emphasis is placed on the effectiveness of training of shaping and aqua aerobics. Describes the mechanisms of morphological and functional changes in women's bodies under the influence of physical activity.
3. Aim was to study and comparison of anthropometric parameters of women in shaping and water aerobics classes. To do this formed two homogeneous groups of women who are engaged in different areas of fitness.
4. Recreational and training programs of shaping and aqua aerobics proved effective for weight loss and body shaping women, as evidenced by the significant decrease in performance of all investigated parameters.
5. Analysis of the results showed a great performance aqua aerobics as a means of physical recreation and normalization of body weight, which was manifested in a more accurate dynamic anthropometric parameters of the first group of women as compared with the women involved in shaping. Such changes can be explained by the fact that aerobic exercise when doing water aerobics is more effective in improving the figures than strength training program shaping who wore the anaerobic nature. This is due to the fact that the aerobic activity occurs more oxygen intake, which burns and reduces the volume of fat body, unlike the anaerobic training, rather than burning of calories. However, they are more effective for strength and muscle building, as well as affect the improvement of the heart and lungs. In addition, making movement in the water, a person spends more energy than on land because water resistance is twelve times more air resistance. This leads to more intensive burning calories and weight loss.

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VECĀKU VAJADZĪBAS BĒRNA HOSPITALIZĀCIJAS LAIKĀ *Parent's Needs During Their Child Hospitalization*

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Abstract

The child's hospitalization is always associated with distress to child and his parents, because of unfamiliar environment. Although the child is in the center of the care, parents are encouraged to stay with their child at hospital. To achieve successful co-operation between parents and health care practitioners it is necessary to identify child's and also their parent's needs. Parental satisfaction with provided care depends on the quality of cooperation, which is an important indicator of the quality of the care. Aim of the study was to determine parental needs and level of their satisfaction during child hospitalization in one of the inpatient health care institutions in Latvia. Research results showed most important and less important parental needs and their level of satisfaction as well as implications were developed for further research.

Keywords: *child, family, hospitalization, parents, needs.*

Ievads

Introduction

Pēdējos 50-60 gados ir krasi mainījies uzskats par bērna aprūpi un ārstēšanu stacionārā; aprūpes procesā iesaistītie vecāki tiek uzskatīti par vislabākajiem bērna aprūpētājiem un laikā, kad bērns ir slims, viņi līdzdarbojas ar citiem veselības aprūpes speciālistiem. Vecāki ir vienīgie cilvēki, kas vislabāk pazīst un jūt savu bērnu un spēj noteikt viņa vajadzības un līdz ar to stacionārā viņi darbojas kā „tilts” starp bērnu un aprūpes personālu (Shields, Kristensson-Hallström, 2003).

Bieži vien vecāki tiek iedrošināti atrasties kopā ar bērnu stacionārā, un tiek sagaidīts, ka viņi iesaistīsies bērna aprūpē. Vecāku iesaistīšanās māsām visbiežāk nozīmē, ka viņi nodrošinās bērna fizioloģisko vajadzību apmierināšanu (barošanu, vannašanu u.c.), ļaujot māsām veikt vairāk tehniska rakstura aprūpi. Tomēr, šāda aprūpes personāla uzskata dēļ bieži vien vecāki neizprot savu lomu stacionārā, jo šis sadarbības modelis atspoguļo nevis vecāku nozīmes uzsvērumu, bet gan fizioloģisko aprūpes aspektu (Langa, 2004).

Veiksmīgai sadarbībai starp bērnu vecākiem un aprūpes personālu ir nepieciešams noteikt ne tikai bērnu, bet arī vecāku vajadzības, jo no tā atkarīga vecāku apmierinātība ar bērnam sniegto aprūpi stacionārā, kas ir viens no kvalitatīvas aprūpes rādītājiem.

Laika posmā no 2014. līdz 2016. gadam, doktorantūras studiju ietvaros, plānots veikt pētījumu Latvijas mērogā par vecāku vajadzībām bērna hospitalizācijas laikā. Plānotā pētījuma pamats ir 2008. gadā veiktais pētījums par vecāku vajadzībām, to nozīmīgumu un apmierinātību bērna hospitalizācijas laikā vienā no daudzprofila bērnu veselības aprūpes iestādēm Latvijā.

Pētījuma mērķis: Noskaidrot vecāku vajadzību nozīmīgumu un to apmierinātības līmeni bērna hospitalizācijas laikā.

Lai mērķi realizētu, sākotnēji tika veikta literatūras analīze par:

- ģimeni kā sistēmu un tās lomu bērna biopsihosociālās attīstības nodrošināšanā;
- vecāku reakciju uz bērna hospitalizāciju un to ietekmējošiem faktoriem,
- vecāku vajadzībām bērna hospitalizācijas laikā.

Pētījuma hipotēze: Vecāku vajadzību nozīmīguma līmenis ietekmē vajadzību apmierinātību.

Dalībnieki: Pētījums tika veikts kādā no daudzprofila bērnu veselības aprūpes iestādēm Latvijā, laika posmā no 2008. gada 1. marta līdz 1. aprīlim.

Pētījumā tikai iesaistīti 100 vecāki, kuri atbilda izvirzītajiem respondentu atlases kritērijiem:

- bērns atrodas stacionārā vismaz 3 dienas,
- bērns ārstējas vispārējās pediatrijas un terapeitiska profila nodaļās,
- bērna vecums 0-17 gadi.

Pētījuma metode un struktūra: Kvantitatīva - neeksperimentāla metode.

Strukturēta anketa tika izstrādāta pamatojoties uz 2005. gadā Grieķijā veiktu pētījumu par vecāku vajadzībām bērna hospitalizācijas laikā, kas, savukārt, balstīts uz G. Kristjansdottir izstrādāto anketu 1995. gadā (Kristjansdóttir, 1995).

Piekrītot dalībai pētījumā, vecāki anketu aizpildīja bērna izrakstīšanās dienā, lai mazinātu vecākos šaubas par bērnam sniegtās aprūpes kvalitāti pēc negatīva viedokļa paušanas, tādejādi iegūstot pēc iespējas objektīvākus rezultātus.

Vecāku vajadzību nozīmīguma noteikšanai tika izstrādāta Likerta skala, sastāvoša no 5 ballēm (1 – nav svarīga, 2 – diezgan svarīga, 3 – svarīga, 4 – ļoti svarīga, 5 – vissvarīgākā).

Lai noteiktu vai, atrodoties stacionārā, šīs vajadzības tiek apmierinātas, kas augstāk minētajos pētījumos netika veikts, tika izstrādāta Likerta skala, sastāvoša no 4 ballēm (1 – noteikti nē, 2 – vairāk nē nekā jā, 3 – vairāk jā nekā nē, 4 – noteikti jā).

Rezultātu analīze tika balstīta uz vajadzību nozīmīguma un apmierinātības līmeņa savstarpēju salīdzinājumu, pārrēķinot iegūtos rezultātus procentuālā izteiksmē. Datu analīzei tika izmantotas tādas metodes, kā – divu neatkarīgu paraugkopu t-tests un ANOVA viena faktora analīze (ANOVA single factor analysis), lai noteiktu ticamības līmeni starp dažādiem novērojumiem. Analīzes

īstenošanai tika pielietota SPSS (Statistical Package for Social Sciences) un Microsoft Excel programmatūra.

Ģimene kā bērna biopsihosociālās attīstības pamats *Family as basis of child's biopsychosocial development*

Ģimeni var uzskatīt par vienotu veselumu, dinamisku sistēmu, kurā ikviena tās locekļa emocionālais stāvoklis un jūtas nosaka ģimenes gaisotni un ietekmē visu ģimenes grupu. Tās eksistēšanu nodrošina un koriģē apkārtējā vide. Ģimenes dzīvesveids, vecāku attiecības ar bērnu, savstarpējās attiecības, uzvedība ietekmē bērna attieksmes, uzvedību, zināšanas, prasmes, arī veselību. Ģimeni kā atvērtu sistēmu vislabāk raksturo ekoloģiskais modelis, jo tas norāda uz savstarpēju sakarību starp notikumiem un vidi. Ekoloģiskā perspektīva apraksta cilvēka attīstību vides kontekstā, uzsverot principu, ka augšana un attīstība ir saistīta ar attiecībām. Tādēļ, bērns ir jāaplūko ģimenes kā vides kontekstā, savukārt ģimene ir jāsaprot lielākas sabiedrības kontekstā (Zeitlin et al., 1995).

Ekoloģiskā modeļa centrā atrodas bērns, kura biopsihosociālo attīstību ietekmē un nosaka pārējo ekoloģiskā modeļa sastāvdaļu kvalitāte. Par būtiskāko modeļa sastāvdaļu tiek uzskatīta mikrosistēma, jo tā ir kā pamats bērna attīstībai un socializācijai. Tās līmenī ik dienas notiek ģimenes un citu institūciju savstarpējā mijiedarbība ar bērnu. Bērns apgūst nekavējošu saikni ar citiem cilvēkiem. Sākotnēji par bērna mikrosistēmu tiek uzskatīta ģimene, ietverot mijiedarbību tikai ar vienu vai diviem cilvēkiem, visbiežāk vecākiem. Bērnam pieaugot, mikrosistēma paplašinās un tajā iesaistīto cilvēku un institūciju skaits pieaug. Autors uzsver, ka bērna attīstību būtiski ietekmē to cilvēku skaits, kas šajā līmenī mijiedarbojas ar bērnu (Bronfenbrenner&Morris, 1998).

Mijiedarbojoties vairākām bērna mikrosistēmas sastāvdaļām, veidojas nākamais līmenis - mezosistēma. Tās līmenī notiek bērna mijiedarbība ne tikai ar ģimeni, bet arī ar kaimiņiem, radniekiem, kā arī citām institūcijām (brīvā laika pavadīšanas iestādes, veselības aprūpes iestādes, sociālie dienesti u.c.). Jo atšķirīgākas iesaistītās institūcijas, jo vairāk tiek veicināta bērna socializācijas iemaņu attīstība. Šādas mijiedarbības kvalitāte būs atkarīga no bērna iniciatīvas un vecāku līdzdalības, lai nodrošinātu efektīvu saikni starp institūciju un mājām.

Bērna attīstībā nozīmīgi ir arī tādi faktori, kas bērnu ietekmē netieši. Šo faktoru darbība ir vērsta uz bērnu vecākiem, kuri atrodas visciešākā kontaktā ar bērnu (vecāku darba vieta, skolas sapulces, sociālie dienesti, masu mediji u.c.). Šo faktoru kopumu dēvē par eksosistēmu.

Kā pēdējā ekoloģiskā modeļa sastāvdaļa ir makrosistēma (politiskais līmenis). Tās līmenī notiek dažādu sociālo faktoru iesaistīšanās cilvēka attīstības veicināšanā. Šie faktori nodrošina pamata ideoloģiskos un organizatoriskos paraugus, kuru robežās darbojas iepriekš minētie sistēmas līmeņi – mezosistēma un eksosistēma. Šo līmeņi var ietekmēt tādi faktori kā evolūcija, ekonomiskā lejupslīde, tehnoloģijas pārmaiņas u.c. faktori (Bronfenbrenner&Morris, 2006).

Visu iepriekš minēto sistēmas līmeņu funkcijas nodrošina un ietekmē - hronosistēma. Tā ietver laika un vides pārmaiņas sociālā un vēsturiskā kontekstā, tādejādi ietekmējot visu dzīves ciklu.

Vecāku reakcija uz bērna hospitalizāciju un to ietekmējošie faktori *Parental reaction to child's hospitalization and it's affecting factors*

Vecāku reakcijas uz bērna hospitalizāciju noteicošos faktoros var iedalīt trīs grupās. **Pirmā faktoru grupa** ir saistīta ar veselības aprūpes iestādi (iepriekšējā pieredze, nepieciešamās procedūras un ārstēšana). **Otrā grupa** ietver faktoros, kas saistīti ar bērna veselības stāvokli un saslimšanas nopietnību. Savukārt **trešā grupa** ietver ar ģimeni un plašāku sabiedrību saistītus faktoros (savstarpējs atbalsts, pielāgošanās spēja, kultūras uzskati, vērtības, tradīcijas) (Kai, 1996, Mazurek Melnyk, 2001, Rao, Pradhan, Shah, 2004).

Bērna saslimšana un hospitalizācija nopietni ietekmē vecāku spēju veikt ierastās darbības. Turklāt vecāki ir spiesti līdz šim veikto bērna aprūpes funkciju dalīt ar veselības aprūpes iestādes darbiniekiem, tādejādi zaudējot daļu no savas ietekmes un kontroles pār bērnu. Bērns jūt, ka vecāki nespēj viņu pasargāt no sliktā un šī apziņa vecākiem rada papildus psiholoģisku diskomfortu. Tādēļ liela loma ir aprūpes personāla saiknei ar bērna vecākiem, lai palīdzētu viņiem tikt galā ar radušos situāciju (Shields, Young, McCann, 2008).

Vecākiem ir būtiski apzināties, ka aprūpes personālam rūp gan viņi, gan bērns, nevis tikai bērna saslimšana. Pirmreizējas bērna stacionēšanas gadījumā vecākiem ir daudz grūtāk attīstīt uzticēšanos aprūpes personālam, nekā tiem vecākiem, kuru bērns stacionārā ārstēts jau vairākkārt. Neuzticības gadījumā vecāki nejūtas droši par bērnu un cenšas neatstāt viņu vienu. Tie vecāki, kuru bērns slimo ar hronisku saslimšanu izjūt lielāku drošības sajūtu par bērnu stacionārā, jo to lielā mērā nosaka viņu līdzšinējā pieredze (Halström&Elander 2007).

Vecāku iesaistīšanās bērna veselības aprūpē veicina bērna emocionālo labsajūtu, bet tai pat laikā vecāki izjūt divkāršu pieredzi: no vienas puses viņi vēlas atbalstīt bērnu, bet no otras puses viņi neizprot savu lomu šajā procesā. Vecāki, protams, izvēlas iesaistīties, bet paralēli tam izjūt informācijas trūkumu, neizpratni par lomu sadali, uztraukumu, vientulību u.c. izpausmes (Shields, Kristensson-Halström, O'Callaghan, 2003).

Vecāki bieži stacionārā sevi uztver kā neapmācītus aprūpes sniedzējus, kuru uzdevums ir veikt tās darbības, ko māsas laika trūkuma dēļ nespēj veikt pašas. Vecāki visbiežāk pieņem pasīvu lomu, jo aprūpes personālu uzskata par ietekmīgāku nekā sevi (Shields, Hunter, Hall, 2004).

Veidojot un uzturot patiesu sadarbību starp vecākiem un veselības aprūpes speciālistiem, nepieciešama uzmanība un uzticība. Sadarbības centrā ir ikdienišķa mijiedarbība un komunikācija. Šo sadarbību raksturo savstarpēja cieņa un uzticēšanās, savstarpēja empātija, „atvērta” abpusēja mijiedarbība,

kopēji mērķi, kas ir skaidri un sasniedzami, komandas darbs un kopēja lēmumu pieņemšana (Childcare and Children's Health, 2005).

Tikai tad, ja tiek nodrošināta šī savstarpējā sadarbība starp aprūpes personālu un vecākiem, var runāt par kvalitatīvu bērnu aprūpi stacionārā.

Vecāku vajadzību bērna hospitalizācijas laikā iedalījums un izvērtējums *Classification and assessment of parental needs during child's hospitalization*

Vecāku un bērna rīcību stacionārā un ārpus tā vada noteiktas vajadzības. Vecāku vajadzības bērna hospitalizācijas laikā ļoti ietekmē ar bērnu un veselības aprūpes iestādi saistītie faktori, kā arī pašu vecāku raksturs un ierastā reakcija (Halström, Elander, Runesson, 2002).

1986. gadā G. Kristjansdóttir veica pētījumu par vecāku vajadzībām bērna hospitalizācijas laikā. Viņa izstrādāja 43 vecāku vajadzību apgalvojumus, kuri ietvēra fizioloģiskās vajadzības, psiholoģiskās vajadzības pēc atbalsta, kā arī vajadzības vērstas uz bērna veselības stāvokli un pārējiem ģimenes locekļiem. 1991. gadā viņa turpināja uzsāktu un izstrādāja atbilstošu anketu, kas tika izmantota 1995. gadā veiktajā pētījumā, kurā tika iesaistīti bērnu vecāki Islandē un Amerikā (Kristjansdóttir, 1991, 1995).

Pēc 1995. gada pētījuma autore izdalīja 6 bērnu vecāku vajadzību grupas - uzticēšanās aprūpes personālam, vajadzības pēc uzticības no aprūpes personāla puses, vajadzības pēc informācijas, vajadzības pēc atbalsta un ieteikumiem, vajadzības saistītas ar fizioloģiskajiem un cilvēciskajiem procesiem un vajadzības saistītas ar slimo bērnu un pārējiem ģimenes locekļiem.

Kā pirmo un otro vajadzību grupu autore min uzticēšanos aprūpes personālam un uzticību no aprūpes personāla puses. Būtiskākās šīs grupas vajadzības ir saistītas ar drošības sajūtu, ka bērns saņems kvalitatīvu izmeklēšanu un aprūpi vecāku prombūtnes laikā, nepieciešamību justies nodrošinātam stacionārā un tikt informētam par bērna veselības stāvokli.

Būtiskākie trešās vajadzību grupas - vajadzības pēc informācijas apgalvojumi ietver vēlmi saņemt pamatotu informāciju par stacionēšanas laikā veiktajiem izmeklējumiem un ārstēšanu, bērna veselības stāvokli, turpmāk nepieciešamajiem ārstniecības pasākumiem un prognozi.

Būtiskākie ceturtais vajadzību grupas - vajadzības pēc atbalsta un ieteikumiem apgalvojumi ietver vēlmi saņemt norādījumus par turpmāko bērna aprūpi pēc izrakstīšanās, atbalstu savu vajadzību noteikšanā, iespēju sazināties un konsultēties ar ārstējošo ārstu, māsām pēc bērna izrakstīšanas no stacionāra.

Būtiskākie piektās vajadzību grupas - vajadzības saistītas ar cilvēciskajiem un fizioloģiskajiem procesiem apgalvojumi ietver vēlmi justies nozīmīgam sava bērna labsajūtas veicināšanā, atrasties ar bērnu kopējā telpā, nepieciešamību, lai aprūpes personāls atpazītu un zinātu vecāku sajūtas.

Būtiskākie sestās vajadzību grupas - vajadzības saistītas ar slimo bērnu un pārējiem ģimenes locekļiem apgalvojumi ietver iespēju atrasties kopā ar bērnu stacionārā 24 stundas diennaktī, piedalīties bērna ārstēšanas procesā, veikt bērna

aprūpi stacionārā, nepieciešamību rast laiku, lai pabūtu kopā ar pārējiem ģimenes locekļiem ārpus stacionāra.

Pētījuma rezultāti ***Results***

Pētījuma piedalījās 100 vecāki (83 sievietes, 17 vīrieši), to vidējais vecums $M=31$ ($SD = 6,37$), minimālais vecums 19 gadi, bet maksimālais vecums 52 gadi, vecuma amplitūda 33 gadi.

Visbiežāk pētījumā iesaistītie vecāki atradās stacionārā kopā ar bērnu vecumā no 1-3 gadiem, jo bērni šajā vecumā neizprot saslimšanu un tās nopietnību (39 respondenti). 8 vecāki atradās kopā ar bērnu vecumā no 13 līdz 17 gadiem, lai gan tikai 2 no tiem vecāku klātbūtnes nepieciešamību noteica medicīniskās indikācijas, par ko liecina hroniskas saslimšanas klātbūtne un stacionārā pavadīto dienu skaits (28 un 30 dienas).

Pētījumā iesaistīto respondentu vidējais stacionārā pavadīto dienu skaits bija robežās no 1 dienas līdz 1,5 mēnešiem. Gandrīz puse (45 respondenti) no aptaujā iesaistītajiem vecākiem norādīja, ka ir iepriekš jau atradušies stacionārā.

Kā būtiskākās vajadzību grupas respondenti izdala - uzticēšanos aprūpes personālam, vajadzības pēc informācijas, vajadzības pēc uzticības no aprūpes personāla puses un vajadzības saistītas ar slimo bērnu un pārējiem ģimenes locekļiem. Šie pētījuma rezultāti precīzi sakrīt ar Anglijā un Islandē veiktā pētījuma rezultātiem (Shields, Hunter, Hall, 2004, Kristjānsdóttir, 1995), bet daļēji sakrīt ar Grieķijā veiktā pētījuma rezultātiem (Kyritsi et al., 2005), kas pamatojas ar vajadzību grupu vietu sadalījuma izmaiņām. Iegūtie rezultāti norāda, ka vecāki vēlas justies droši par savu bērnu. Radot drošības sajūtu ne tikai bērniem, bet arī viņu vecākiem, var tikt panākta vecāku apmierinātība par bērnam sniegto aprūpi un ārstēšanu.

Kā visnenožīmīgākā vajadzību grupa tika atzīmēta - vajadzības saistītas ar fizioloģiskajiem un cilvēciskajiem procesiem. Vecākiem, atrodoties stacionārā kopā ar bērnu, savu vajadzību apmierināšana nav prioritāra, jo vecāku uzmanības centrā atrodas bērns ar savām vajadzībām. Iegūtie rezultāti nesakrīt ar Islandes, Anglijas un Grieķijas pētījumiem, jo šajos pētījumos kā visnenožīmīgākā vajadzību grupa tiek izdalīta - vajadzības pēc atbalsta un ieteikumiem.

Kristjānsdóttir 1995. gadā veiktajā pētījumā atklājās, ka vecāki nebija apmierināti ar iespēju iesaistīties lēmumu pieņemšanas procesā, kā arī vēlējās no aprūpes personāla saņemt detalizētāku informāciju par bērna saslimšanu, veselības stāvokli un ārstēšanas gaitu (Kristjansdóttir, 1995, Shields & Kristensson-Hallström, 2003, Kyritsi et al., 2005). Šie rezultāti liek secināt, ka arī šajā pētījumā vajadzības pēc informācijas vecākiem bija kā viena no būtiskākajām vajadzību grupām, kas sakrīt gan ar Latvijas pētījumu, gan Anglijas un Grieķijas pētījumu.

Turpmāk iegūtie rezultāti tiek aprakstīti, balstoties uz pētījuma hipotēzi, ka vajadzību nozīmīguma līmenis ietekmē vajadzību apmierinātību. Pēc iegūtajiem rezultātiem tiek izvirzītas 2 sakarības.

Pirmā sakarība norāda, ka no 14 vajadzībām ar visaugstākajiem nozīmīguma līmeņa rādītājiem 10 vajadzībām piemīt arī visaugstākie apmierinātības līmeņa rādītāji, ko pierāda 1. tabulā apkopotā informācija.

1.tabula

Vajadzības ar visaugstāko nozīmīgumu un apmierinātību (%)
Needs with the highest level of importance and satisfaction (%)

Grupa	Vajadzība	Nozīmīgums (1-5 balles) (%)	Apmierinātība (1-4 balles) (%)
5.	Atrasties ar bērnu kopējā telpā	92.20	91.25
3.	Saņemt precīzu informāciju par bērna veselības stāvokli	92.00	85.50
2.	Tikt informētam par bērna veselības stāvokli	91.60	86.25
6.	Atrasties kopā ar bērnu stacionārā 24 h diennaktī	90.00	91.50
3.	Saņemt informāciju par bērnam turpmāk nepieciešamajiem ārstniecības pasākumiem	87.40	86.50
3.	Uzzināt iespējamo prognozi saistībā ar bērna veselības stāvokli	86.80	82.25
3.	Vēlme saņemt informāciju par stacionēšanas laikā veiktajiem izmeklējumiem un ārstēšanu	85.80	84.75
6.	Iespēja veikt bērna aprūpi stacionārā - mazgāšana, barošana u.c.	85.40	87.25
2.	Uzticēšanās par bērnam sniegto aprūpi no aprūpes personāla puses	84.80	82.25
4.	Saņemt norādījumus par turpmāko bērna aprūpi pēc izrakstīšanās, lai noteiktu bērna vajadzības	84.40	85.50

Izvērtējot augstāk minētos procentuālos rādītājus var secināt, ka statistiski ticama atšķirība starp abu skalu rādītājiem nepastāv ($t=1,24$; $p=0.22$), kas norāda, ka lielākā daļa respondentu nozīmīgākās vajadzības tiek apmierinātas atbilstošā līmenī, kas ir viens no kvalitatīvas aprūpes rādītājiem.

2.tabulā apkopota informācija par vissvarīgākajām vajadzībām vecāku skatījumā. Pēc iegūtiem rezultātiem var secināt, ka pastāv statistiski ticama atšķirība starp abu skalu rādītājiem ($t=7,44$, $p=0.0003$), kas norāda, ka šīs vajadzības netiek apmierinātas pietiekamā līmenī, atbilstoši pieprasījumam.

2.tabula

Vajadzības ar visaugstāko nozīmīgumu un atšķirīgo apmierinātību (%)
The most important needs with diverse satisfaction (%)

Grupa	Vajadzība	Nozīmīgums (1-5 balles) %	Apmierinātība (1-4 balles) %
1.	Drošības sajūta, ka bērns saņems kvalitatīvu izmeklēšanu manā prombūtnes laikā	93.40	79.75
1.	Drošības sajūta, ka bērns saņems kvalitatīvu aprūpi manā prombūtnes laikā	92.20	77.00
3.	Informācija par to, kā bērna saslimšana un ārstēšana ietekmēs viņa turpmāko attīstību	89.60	76.75
3.	Pēc iespējas ātrāk tikt informētam par bērnam veikto analīžu rezultātiem	86.80	79.25

Otra sakarība tiek izvirzīta starp apgalvojumu, ka vajadzībām ar viszemāko nozīmīguma līmeni piemīt arī viszemākais apmierinājuma līmenis, ko apstiprina 3. tabulā norādītā informācija.

3.tabula

Vajadzības ar viszemāko nozīmīgumu un apmierinātību (%)
Needs with the lowest importance and satisfaction (%)

Grupa	Vajadzība	Nozīmīgums (1-5 balles) (%)	Apmierinātība (1-4 balles) (%)
5.	Rast vietu slimnīcā, kur izgulēties	59.80	74.00
5.	Nepieciešamība pēc noteiktas telpas nodaļā, kur iespējams rast mieru	55.80	60.50
4.	Nepieciešamība pēc noteiktas personas nodaļā, kura būtu atbildīga par vecāku vajadzībām	54.00	54.00
4.	Nepieciešamība pēc māsas atbalsta, lai es noteiktu savas vajadzības (pēc miega u.c.)	53.40	63.50
4.	Iespēja tikties ar citiem cilvēkiem, kuru bērns slimo ar līdzīgu saslimšanu	51.60	66.00
5.	Nepieciešamība pēc atbalsta manu vajadzību apzināšanā – nemiers, nogurums u.c.	49.00	64.75
5.	Nepieciešamība pēc iespējas saņemt privātu sarunu ar ārstu un māsu par to, kā es jūtos	47.60	59.00

Izvērtējot 3. tabulā norādīto informāciju, var secināt, ka pastāv statistiski ticama atšķirība starp abu skalū rādītājiem ($t = -3.59$, $p = 0.004$), kas norāda, ka šo vajadzību apmierinātības līmenis pārsniedz nozīmīguma līmeni.

Izvērtējot vajadzību nozīmīguma rezultātus pēc demogrāfiskajiem rādītājiem - dzimuma, vecuma, ģimenes stāvokļa, bērna vecuma, bērna saslimšanas rakstura (akūta, hroniska) un bērna stacionēšanas rakstura (pirmreizēja vai atkārtota), var secināt, ka saglabājas tendence, kā nozīmīgāko

vajadzību grupu norādot uzticēšanos aprūpes personālam. Visas iepriekš minētās respondentu grupas kā vajadzību grupas, kas tikušas apmierinātas vislabāk norāda - vajadzības saistības ar slimo bērnu un pārējiem ģimenes locekļiem un vajadzības pēc uzticības no aprūpes personāla puses. Tika novērotas dažas viedokļu nesakritības respondentu grupu ietvaros, bez statistiski ticamas atšķirības, kas neietekmēja kopējos rezultātus.

Vīriešu dzimuma pārstāvjiem apmierinātības vērtējumi bija zemāki nekā sievietēm visās vajadzību grupās, izņemot vajadzības pēc uzticības no aprūpes personāla puses.

Vecāki, kuru bērns bija vecumā no 0-1 gadam pirmās 3 vajadzību grupas vērtēja ar augstāku apmierinātības līmeni, nekā pārējie vecāki, savukārt vecāki, kuru bērns tika stacionēts plānoti, visas vajadzību grupas vērtēja ar augstāku apmierinātības līmeni.

Secinājumi **Conclusions**

- 1) Iegūtie rezultāti norāda, ka vecāku vajadzības bērna hospitalizācijas laikā lielākoties tiek apmierinātas atbilstoši pieprasītajam vai pārsniedz pieprasīto.
- 2) Kā nozīmīgākās vajadzību grupas tiek izvirzītas – uzticēšanās aprūpes personālam, vajadzības pēc uzticības no aprūpes personāla puses, kā arī vajadzības pēc informācijas.
- 3) Vismazāk nozīmīgākās un vismazāk apmierinātākās vajadzību grupas tiek atzīmētas – vajadzības pēc atbalsta un ieteikumiem, kā arī vajadzības saistītas ar fizioloģiskajiem un cilvēciskajiem procesiem.
- 4) 10 vajadzībām no 14 ar visaugstāko nozīmīguma līmeni piemīt arī visaugstākais apmierinātības līmenis.
- 5) Tomēr, 4 vajadzībām ar visaugstāko nozīmīgumu, apmierinātības līmenis, lai arī pozitīvs, tomēr nesasniedz pieprasīto, kas norāda, ka personālam būtu jāpievērš lielāka uzmanība tieši šīm vajadzībām.
- 6) Visām vajadzībām ar viszemāko nozīmīguma līmeni piemīt arī viszemākais apmierinātības līmenis.

Ieteikums **Recommendation**

Tā kā šāda veida pētījums sniedz noderīgu informāciju, plānots pētījumu atkārtot Latvijas mērogā, iesaistot tajā ne tikai vecākus, bet arī aprūpes personālu, tādējādi nodrošinot viedokļu salīdzināšanu.

Summary

The study showed that the most important parental needs are associated with trust and confidence to health care professionals, as well as the needs for information. In the process of

data analysis, dividing respondents in to groups accordingly to various demographic data, the results about the most important parental needs stayed similar.

Comparing the results of the research studies carried out in other countries, it was concluded that the results of the most important needs of groups are exactly the same as shown in results from studies carried out in England and Iceland, and partly overlap with the results of studies carried out in Greece, where the most important needs of the group matches, but have a different distribution of needs in priority listings. The results of the least significant group needs do not coincide with the researches of other countries, however, there was a coincidence of other national studies that identified the need for support and advice as to most insignificant one. In this study, as the most insignificant group of needs was identified - needs associated with physiological and human processes.

During the study bilateral hypothesis was nominated. The hypothesis was proved in both directions, because of two-way link among significance and satisfaction scales.

The results can be rated as positive, because important and most important parental needs mostly were satisfied. As only to 4 most important parental needs this coherence can't be applied, and furthermore statistically significant difference was only between satisfaction scale parameters, this statement is considered to be valid.

The results also showed relationship, that parental needs with the lowest level of importance has the lowest level of satisfaction, which is also approved in the literature about certain groups of needs.

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ANALYSIS OF PROFESSIONAL CONTINUING EDUCATION OPPORTUNITIES IN HEALTH CARE

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Abstract. *Any health care specialist – physician, physician’s assistant, nurse, nurse’s aid, midwife and other professionals of this field have to improve their professional skills, therefore it is important to go on learning to acquire the latest medical ideas and topicalities in the speciality, to get new knowledge, skills and competences. Professional growth and compliance with the respective field are assessed by a certification commission of any association and a certificate awarded which allows to do work in a health care field. The awarded certificate to a health care specialist serves as acknowledgement to one’s knowledge, skills and competences.*

In order to ease the ways for a specialist to improve knowledge, skills and competences, various courses, seminars and conferences are organized. By participation in these events specialists are awarded continuing education points, which have to be summed up thus giving an opportunity to prolong the the term for the acquired certificate.

Themes for continuing education programme are offered specifying particular fields of health care .It allows a specialist to choose those programmes which give a chance to ease the solution of the most topical problems in practice.

Keywords: *health care, professional continuing education*

Introduction

By means of co-financing by European Social Fund (ESF) many health care specialists are offered a chance to improve their knowledge, skills and competences in a particular professional field within the project activity programme „Human resources and employment” addendum 1.3.2.3. activities „Increase of level of skills and competences of the institutional staff involved in health care and health promotion process”. On May 19, 2008, the Cabinet of Ministers Regulations Nr.353 were adopted „Human resources and employment” addendum 1.3.2.3. activity „Increase of level of skills and competences of the institutional staff involved in health care and health promotion process”. The Cabinet of Ministers Regulations entered into force on May 28, 2008.

The project offers opportunities to improve one’s knowledge, skills and competences in 82 physician programmes, in 73 physician’s assistant programmes, in 74 nurses programmes, in 24 nurse’s aid programmes, in 30 midwife programmes and in 28 programmes for other specialists of the field. The project goal was – to ensure rendering of qualitative health care service and effective administration of the field, educating human resources in health care field and attracting them to the labour market, being in line with the national policy for sustained development of health care.

ESF co-financed project is the largest continuing education project implemented in Latvia for health care staff – being large as to the number of the trainees, as well as to the invested finances.

The project envisages free continuing education opportunities for more than 25 thousand Latvian health care workers in the whole of Latvia – physicians, physician's assistants, nurses, midwives and other specialists of the field.

The project is to be implemented within 72 months, i.e. from October 1, 2008 till December 31, 2014.

Several educational establishments are taking part in the project implementation – Latvian University, Rīga Stradiņš University and its substructures, as well as public organizations – Latvian Physicians' Association. Within the framework of the project implementation, there are envisaged theoretical classes, practical lessons and individual work lessons.

The aim of the study – to clarify the motivation and gains of health care specialists by participating in the continuing education programmes.

The study was carried out by the author within ESF project programme, doing the listeners' survey.

Review of continuing education programmes included in study

1. Informal continuing education programme for midwives in improving professional skills „Independent management of normal pregnancy”. Length of the programme – 28 hours, from which 10 hours are devoted to theory, 16 hours for doing practical work and 2 hours for individual work.

Theory included the lectures on the following themes – diagnostics of pregnancy and changes in a woman's body during pregnancy; chief principles of perinatal care, examination methods, maternity (prenatal) leave and timing of labor; fetal development, assessment methods of fetus position at different gestation periods; normal pregnancy management in practice; diagnostics of pathologic pregnancy in practice – bleeding during pregnancy, hypertension during pregnancy, preeclampsia, eclampsia, HELLP syndrome; pre-term labour, premature fetus, fetal hypotrophy; prolonged gestation; pregnancy and extragenital diseases.

Practical lessons were realized under supervision of a doctor-gynaecologist at a specialist's place of practice. During lessons the midwife had to do an individual assessment of normal pregnancy, as well as its analysis lasting for several weeks, not over-exceeding the number of hours envisaged in the project. Individual work involved the study of legislative acts. The main task was to analyze the Cabinet of Ministers Regulations Nr.611, which determines the algorithm of pregnancy assessment in Latvia.

200 midwives, practicing in the territory of Latvia, got involved in the study.

2. Continuing education programme for nurses and physician's assistants „Training of nurses and physician's assistants involved in family doctor's practice in health promotion and public health issues”. The author participated in

the cycle of the programme – implementation of solution of health issues of the young people, women and men. In this cycle 5 hours were devoted to the theory and 5 hours to practical training.

Theory included the lectures on the following themes – the basic counseling principles for the young people, women and men addressing family planning issues in a family doctor's practice; risk factors affecting reproductive health at different age groups; family planning, types of contraception, basic principles in hormonal contraception choice, side effects, effect on the human body; counseling on reproductive health issues in various age groups; a woman's consultation as to the choice of contraception method.

During practical lessons the audience was divided into small groups (5 individuals) to solve practical tasks, which were presented at the end of the lesson. Themes of these lessons were equated to the theoretical part, thus giving a chance to go deeper into the problem.

480 nurses and physician's assistants practicing in family doctor's practices in Latvia were involved in the programme of the project.

3. Continuing education programme for family doctors, nurses and physician's assistants „Topicalities-news in children and adolescents' health care". The author participated in the cycle of the programme – topicalities of children and adolescent (girls) reproductive organ system problems. In this cycle 6 hours were devoted to theory and 2 hours to practical training.

Theory included the lectures on the following themes – physiological specificities of genital organs in girls at different ages; diseases of external and internal genital organs of girls (causes, manifestations, diagnostics, available treatment); disorders of ovarian-menstrual cycle (causes, manifestations, diagnostics, available treatment) in girls at childhood, teenage and adolescent age; developmental anomalies of reproductive organ system in girls; sexuality of youngsters (first visit to a gynaecologist, hygienic problems for girls, pregnancy and its interruption); violence against girls; examination methods of reproductive organ system of girls.

During practical lessons the audience was divided into small groups (5 individuals) to solve practical tasks which were presented at the end of the lesson. During the lessons family doctors and nurses and physician's assistants working in family doctor's practices were analyzing their action on suspicions about and the already-diagnosed reproductive organ system diseases in girls at childhood, teenage and adolescent age.

240 trainees got involved in the programme of the project – family doctors practicing in Latvia and nurses and physician's assistants working at family doctor's practices.

4. Continuing education for doctors-gynaecologists, family doctors, midwives, nurses and physician's assistants „Menopause: health disorders related to it and maintenance of female life quality". The author participated in the cycle of the

programme – menopause period in view of a gynaecologist. In this cycle 4 hours were devoted to theory and 1,5 hours to practical training.

Theory included the lectures on the following themes – clinical manifestations of menopause period; female sexual functions in menopause; use of hormone-substitution therapy for women in menopause.

During practical lessons the audience was divided into small groups (5 individuals) to solve practical tasks which were presented at the end of the lesson. The themes were equated to theoretical part, thus giving a chance to go deeper into the problem.

240 trainees got involved in the programme of the project – gynaecologists practicing in Latvia, family doctors, nurses and physician's assistants.

5. Continuing programme for emergency medicine staff „Topicalities-news in ensurance of emergency medical aid”. The author participated in the cycle of the programme – emergency cases in obstetrics. In this cycle 2 hours were devoted to theory and 2 hours to practical training.

Theoretical material included critical situation analysis in obstetrics, its diagnostics and operating principles in emergency situations.

In practical training lessons the audience was divided into 2 groups (10 individuals) to assess critical cases, to solve practical tasks and to take practical action in childbirth on dummies.

In the programme of the project were involved 800 practicing specialists working in emergency medicine service in Latvia.

Analysis of motivating factors in life-long learning

Life-long learning is characterized from different points of view. One of the explanations of this concept is based on voluntary, motivated and long-lasting professional education, (DES, 2000) which not only improves one's social integration in the society life, but active, independent and personality development for a competitive professional environment (CEC, 2006).

Leslie Watkin and professor *Clint Taylor* (CSULA) in 1993, Temple City Unified School District, describe the life-long learning as learning, that takes place not in a classroom in one's childhood, but is going on all life long in different life situations. During last fifty years, the constant innovation changes in science and technology have influenced the needs for learning and the learning style. Learning, in the context of life-long learning, cannot be divided into time and space, where knowledge is acquired (school) and where it is used (place of work). (Fischer, 2000) Nowadays, life-long learning can be considered as regular acquisition of knowledge, skills and competences in daily interaction with the world around us.

Self-targeted life-long learning in health care field is an indispensable component in the improvement of patients' health care process. By learning and acquiring the latest opportunities in the disease diagnostics and treatment, there increases a chance to prevent them timely, thus not allowing the patient to

change his/her life and work quality. Any health care specialist, by getting involved in the life-long learning process, can independently evaluate and ground his/her professional work.

Quite commonly the health care specialists make use of the aphorism – to excel in one's professional field, you have to keep learning from the cradle to the grave. Medical schools cannot teach all that is needed for further professional work, therefore learning has to be continued also after its completion in the professional environment. If a person does not go on learning, a health care professional gets into routine, becomes dissatisfied with everything and quickly burns out.

Within the framework of the study, prior to discussion of themes included into the programme, each participant was handed a questionnaire to mark those factors, suggested by the author, which seemed to be the decisive ones for the participants to attend these courses.

The offered motivating factors for continuing education were as follows:

- Necessity to get credit points for recertification;
- To refresh one's knowledge;
- To get new knowledge;
- To acquire new practical skills;
- An interesting theme offered;
- Free of charge benefits to get new ideas useful in professional work.

The respondents of the study – participants of continuing education courses could point to several significant factors.

The obtained results show:

1. Response frequency of doctors was graded as follows – necessity to get credit points for recertification 240 (100%), refresh one's knowledge 198 (82,5%), acquire new practical skills 104 (43,3%), an interesting theme offered 98 (40,8%), free of charge benefits to get new ideas useful in professional work 84 (35%), get new knowledge 81 (33,8%).
2. Physician's assistants graded their responses as follows – necessity to get credit points for recertification 387 (96,8%), refresh one's knowledge 349 (87,3%), free of charge benefits to get new ideas useful in professional work 286 (71,5%), acquire new practical skills 267 (66,8%), get new knowledge 259 (64,8%), an interesting theme offered 195 (48,8%).
3. Nurses graded their responses as follows – necessity to get credit points for recertification 317 (99,1%), free of charge benefits to get new ideas useful in professional work 302 (94,4%), refresh one's knowledge 276 (86,3%), acquire new practical skills 245 (76,6%), get new knowledge 239 (74,7%), an interesting theme offered 209 (65,3%).
4. Midwives graded their responses as follows – refresh one's knowledge 235 (97,9%), necessity to get credit points for recertification 201 (83,8%), free of charge benefits to get new ideas useful in professional work 198 (82,5%),

an interesting theme offered 192 (80,0%), get new knowledge 189 (78,8%), acquire new practical skills 184 (76,7%).

5. Emergency medicine service staff graded their responses as follows – get new knowledge 783 (97,9%), acquire new practical skills 781 (97,6%), necessity to get credit points for recertification 776 (97,0%), refresh one's knowledge 769 (96,1%), free of charge benefits to get new ideas useful in professional work 763 (95,4%), an interesting theme offered 743 (92,9%).

According to the obtained results, health care specialists (physicians, physician's assistants, nurses), who are mainly doing ambulatory duties, are attending continuing education courses due to the necessity to get credit points, while specialists (midwives, emergency medicine staff), who are mainly engaged in professional work, are interested to get new knowledge or to refresh the existing one. For consolidation of new knowledge, skills and competences, it is important that a specialist has an issued methodological material, which could be used to search for the answers, in case there arises an urgent problem concerning a patient in the health care process.

Methodological materials in continuing education programmes

Within ESF co-financed project, each programme was developed by introducing methodological material, which after completion of courses could be used by health care specialists in solution of practical cases. Knowledge, skills and competences in professional activities can be improved by getting the necessary information in a certain field of work. At present it is eased by the development of information technologies and specialists' skills to use them for acquiring the necessary information.

In the development of methodological material there are set specific requirements that the number of pages cannot exceed the amount of hours devoted to learning of theoretical knowledge. As a result, the authors of this methodological material are limited in the description of theory, which might be of importance to professionals who are doing their practical work. Methodological material looks more like the chief guidance material in solution of problems discussed in the courses. For any producer of a certain programme, it is important to understand that his/her material covered would reach the target audience – health care specialists in those cases if a patient is referring to him with a problem discussed in the courses. Since the methodical material is of enduring value, those who produce it bear responsibility to develop it in a concise manner and it should be understood by a particular professional. Producers of methodological material always refer to the latest literature, which deals more in detail with these problems.

During the study the satisfaction of the audience with the methodological material was analyzed. In the questionnaire, the respondents were asked to evaluate its quality – by marking in Likert scale the evaluation from 1 to 5,

where 1 – very poor, 2 – poor, 3 – good, 4 – very good, 5 – excellent. The most common evaluation among respondents was 4 – 1279 (65,3%).

After discussion of theoretical material and practical training lessons, during which the participants could use the methodological material, the discussion started on the significance of these courses in their practical work. It urged the authors to analyze the ideas which the participants considered as their gains at the end of these courses.

Benefits of health care specialists from continuing education programmes offered

Any health care field specialist would be able to estimate the acquired knowledge, skills and competences in continuing education programmes only after some time, when they come across the problem in their practical work. In order health care specialists could more successfully apply the acquired knowledge, skills and competences in their practical work, one should consider certain principles which are defined for health care specialists. These principles should be taken in account also for the society in total. Self-targeted life-long learning is an indispensable component for any specialist working in health care field (Brennan et al., 2002; Blank et al., 2003). Significance of life-long learning in specialists' practice is described in physicians' chart, signed by more than 120 countries and international organizations (Brennan, Blank, et al., 2002). The necessity for life-long learning is determined by regular specialists' certification. The acquired certificate, allowing to practice in one's speciality after finishing the residency, has to be regularly prolonged. It has to be done in a certain period of time (5 years), collecting a set number of continuing education points. Such activities promote the wish for self-education and inclusion in life-long learning. The ones, employed in health care field, have difficulties with self-assessment because there exist limited abilities to evaluate oneself precisely (Davis, 2006). Participants of continuing education programmes were offered at the end of the day to write their individual benefits in a certain cycle. Since they were given the task to answer on the benefits of this cycle in a written form, the results were analyzed by using the content analysis (see Table 1) looking for finding essential assumptions, identification of general theoretical categories, to form more comprehensive explanatory concepts (Kroplijs, Raščevska, 2004). Since the qualitative research is targeted at the study (Heron, 1992) of respondents' answers (n=1960) as to the acquired knowledge based on experience or work placement and the benefits gained in a specific course, the author wanted to specify, what categories and notions the respondents are using in order to structure their knowledge and skills acquired. The information obtained revealed the respondents' subjectively generalized understanding on the benefits experienced. Analyzing the written responses, not every word was interpreted but a statement was identified, which expressed the most essential thought in reference to the study context. The results of the analysis process was

directed from a specific statement of a particular respondent, to a more general or more abstract scientific statement, which can overlap many cases.

Table 1

Analysis of benefits of health care specialists

<i>Content units</i>	<i>Category</i>	<i>Notion</i>
<p>I repeated already known things</p> <p>I saw the known from a different aspect</p> <p>Teacher explained the forgotten things very skilfully</p>	Positive feedback	Social relationship
<p>Acquired knowledge and skills will allow to do work better</p> <p>Acquired knowledge and skills will reduce the stress communicating with a patient</p> <p>I will more often dare to consult the patient on my own, rather than refer him/her to a specialist</p> <p>After the lessons many unclear things got more understandable</p>	Orientation to success at work	Stress due to work
<p>An opportunity was given to learn the known things more in-depth, which has to be favoured</p> <p>I would wish to have a discussion about very painful problems at work more often</p> <p>Acquired knowledge and skills remind on significance of life-long learning</p>	Wish for self-education and openness to the new	Motivation

Conclusions

Continuing education programme gives a chance to health care field specialists acquire new knowledge, skills and competences and to refresh the existing professionals skills. By learning and acquiring the latest disease diagnostic and treatment possibilities, the patient's health care process is going to improve.

Health care specialists' motivation to attend continuing education programmes unfortunately most commonly deals with the possibility to get points for recertification, rather than acquire new knowledge, skills and competences. Motivation to attend continuing education programmes differ between

professionals - those who spend their work in ambulatory institutions, from specialists who spend their daily work actively in in-patient institution.

Methodical material is concentrated on description of a certain theme, which eases a specialist, in case of need, to get involved and solve the problem. Methodical material summarizes the latest medical concepts and reveals new opportunities in solution of topical problems in the process of patient care.

The benefit of continuing education programmes for health care field specialists is the opportunity to look at habitual things from a different point of view. By talking about the experience of other countries and discussing the significance of patient education, it is easier to understand the benefits in a particular situation. Regularly implementing one's own self-education, any health care field specialist acquires new knowledge, skills and competences for professional activities.

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PODOLOGA KARJERAS VADĪBAS PRASMJU VEIDOŠANĀS STUDIJU PROCESĀ

Development of Podiatrists Career Management Skills in Studying Process

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Abstract. *In podiatrists, same as any other specialists, development career management have significant meaning.*

Article analyzes podiatrists career management skills, which are included in different theoretical sources and documents. In result of this analyze there are selected eight essential podiatrists career management skills. Article have researched skill development in study process in specific study courses emphasizing their meaning in further podiatrists career management.

Keywords: *career management skills, podiatrists career management skills, study process*

Ievads *Introduction*

Podologs (angļu val. – *Podiatry*; vācu val. – *Podologe*) ir salīdzinoši jauna profesija Latvijas ārstniecībā, kas ienākusi medicīnas praksē tikai līdz ar neatkarības gadiem. Tādēļ aktuāla ir podologa profesionālās karjeras veidošanās, tās vadības prasmju apguve jau studiju procesā. Podologs ir nemitīgā saskarsmē ar pacientu, līdz ar to svarīga ir arī viņa kā sabiedrības izglītotāja veselības nozarē, personīgā izaugsme. Podologa profesionālā karjera sākas ar studijām profesionālās izglītības programmās. To saturs un kvalitāte nodrošina speciālistu profesionalitātes veidošanos un personīgo izaugsmi. Ne velti viena no Eiropas Savienības izglītības politikas prioritātēm ir profesionālās izglītības kvalitātes un pievilcības uzlabošana, kā rezultātā pieaug prasības veselības aprūpes nozares speciālistu izglītošanā, pievēršot lielāku uzmanību speciālistu profesionālai attīstībai, tādējādi nodrošinot iespēju mainīties veselības aprūpei kopumā (Cedefop, 2014).

Par pacientu veselības saglabāšanu, veicināšanu, rehabilitāciju, ārstēšanas norisi, aprūpes veikšanu, kā arī izglītošanu ir atbildīga ne tikai ārstniecības persona, podologs, bet arī pats patients, tāpēc veselības aprūpes nozares speciālistu profesionālā kompetence ietver dinamisku zināšanu, prasmju, attieksmju, spēju, vērtību un personības īpašību kombināciju profesionālās darbības īstenošanai. Pie tam, podologu profesionālā izglītība ietver sevī pedagoģiskās kompetences satura pamata komponentus – zināšanas, prasmes un attieksmi, kas palīdz nodrošināt pacientu veselības aprūpi, ir saistīta ar veselības problēmu risināšanu, ievērojot savā darbā vispārpieņemtās ētikas normas (Podologa profesijas standarts, 2012; Podologu ētikas kodekss, 2011). Podologa

profesionālā izglītība Latvijā šobrīd tiek īstenota kā 1.līmeņa profesionālā augstākā izglītība un tā balstās uz zināšanu ieguvī, prasmju attīstīšanu un attieksmes veidošanu ārstniecības, pedagoģijas, psiholoģijas, socioloģijas, biotehnoloģijas, vides zinību, informācijas tehnoloģijas u.c. zinātņu nozarēs (LU PSK, 2011).

Viens no augstas kvalifikācijas profesionāļu veidošanās būtiskiem nosacījumiem ir apzināta profesionālās karjeras vadība. Tai nepieciešamo prasmju apguvei, kā piemēram, karjeras plānošana, lēmumu pieņemšana un pašizglītošanās, jau studiju procesā ir jāpievērš mērķtiecīga uzmanība. Karjeras vadības prasmju attīstība mūžizglītības kontekstā ir nozīmīga jebkurā profesijā, jo īpaši tādā, kur ir nemitīga saskarsme un sadarbība ar citiem cilvēkiem tos aprūpējot un izglītojot, kā tas ir podologa profesijā.

Raksta mērķis ir atspoguļot un raksturot podologa karjeras vadības prasmju un to veidošanās iespēju studiju procesā teorētiskās analīzes rezultātus.

Karjeras vadības prasmju jēdziens *Concept of career management skills*

Karjeras vadība biežāk analizēta ekonomisko, uzņēmējdarbības, politisko, socioloģisko u.c. zinātņu aspektā (Jaunzeme, 2011; Oganisjana, 2010; Krūmiņš, 2007; Bikse, 2004). Karjeras vadības prasmju apguve ir atzīmēta kā svarīgs jautājums vairākās aktuālās Eiropas Savienības izglītības, nodarbinātības un sociālās iekļaušanas politikas pamatnostādnēs (Cedefop, 2011; IZM, 2013; Cedefop, 2014). Ir veikti pētījumi par karjeras vadības prasmju politiku Eiropas Savienībā (Gravina, Lovšins, 2013). Karjeras vadības prasmju veidošanās ir arī cieši saistīta ar sabiedrības ilgspējīgu attīstību, jo katram tās loceklim jāspēj veicināt savu profesionālo izaugsmi.

Divdesmitā gadsimta beigās, pirmo reizi, karjeras vadībā (Feller, Walz, 1996) tiek lietots jēdziens „pamatprasmju komplekts”, tajā iekļauta:

- elastība,
- gatavība ilgstošām mācībām un izaugsmei,
- spēja sadarboties un strādāt komandā,
- prasme efektīvi izmantot tehnoloģijas,
- gatavība uzņemties iespējamo risku un mācīties no kļūdām.

Tālākā karjeras vadības prasmju izpētē (Patton, McMahon, 2006) „pamatprasmju komplektu” papildina:

- spēja vadīt pārmaiņu procesus,
- izpratne par biznesa dinamiku,
- karjeras pašvadīšanas prasmes.

Laikmetā, kad karjera tiek konceptualizēta kā indivīda attīstības process mācību, darba un dzīves laikā (Collin, Watts, 1996), jēdzieni par karjeras attīstību un mūžilgu mācīšanos kļūst nedalāmi, un pieaug zināšanu par karjeras pašvadīšanas prasmēm nozīme.

Analizējot karjeras vadības prasmju teorētiskos avotus (Patton, McMahon, 2006; ELGPN, 2010; VIAA, 2012) var secināt, ka tiek lietoti jēdzieni karjeras attīstība, karjeras vadība un karjeras vadības prasmes. Šie jēdzieni ir skaidroti dažādi:

Karjeras attīstība (*career development*):

- „*ekonomisku, socioloģisku, psiholoģisku, fizisku, izglītības un nejaušības faktoru kopums, kas veido indivīda karjeru*” (Sears, 1982);
- „*indivīda personīgās dzīves, mācību un darba vadības process mūža garumā. Tas ir nepārtraukts process, kura gaitā cilvēks izmanto informāciju par sevi un apkārtējo pasauli, analizē un pielieto to, lai izvēlētos savu nodarbošanās jomu un pēc tam jau konkrētu profesiju*” (VIAA, Karjeras izglītība skolā, 2009);
- „*mūžilgs mācību, darba, brīvā laika un karjeras maiņas organizēšanas process, lai virzītos uz attīstībā esošiem personīgajiem nākotnes mērķiem*” (ELGPN, EMKAPT karjeras atbalsta glosārijs, 2013).

Karjeras vadība (*career management*):

- „*pastāvīga karjeras plānu sagatavošana, īstenošana un uzraudzīšana*” (ELGPN, EMKAPT karjeras atbalsta glosārijs, 2013).

Karjeras vadības prasmes (*career management skills*):

- „*karjeras vadības prasmes ir individuālās prasmes, kas palīdz plānot, organizēt, vadīt un kontrolēt savu resursu efektīvu izmantošanu dzīves mērķu sasniegšanai, palīdz uzņemties atbildību par izglītību mūža garumā*” (VIAA, 2009);
- „*dzīves, mācību, apmācības un darba prasmes, kas cilvēkiem ir jāattīsta, lai varētu efektīvi veidot savu karjeru*” (ELGPN, 2010);
- „*prasmju kopums, kas indivīdiem (un grupām) nodrošina strukturētus veidus, kā apkopot, analizēt, sintezēt un organizēt ar sevi, ar izglītību un ar nodarbinātību saistīto informāciju, kā arī attīsta prasmes pieņemt un īstenot lēmumus un karjeras maiņu*” (ELGPN, EMKAPT karjeras atbalsta glosārijs, 2013).

Podologa karjeras vadības prasmju raksturojums ***Description of podiatrist's career management skills***

Starptautiskajā karjeras izvēles tīklā Careerplaner (Careerplanner.com, 2013) ir iespējams iepazīties ar pusotra tūkstoša profesiju nosaukumiem un tām nepieciešamajām zināšanām, prasmēm un īpašībām. Latvijā, šobrīd, netiek definēts konkrētu profesiju, tai skaitā podologu, karjeras vadības prasmju kopums. Problēmas izpētē un analizē iespējams balstīties uz karjeras attīstības vadībā un pētniecībā pieredzējušu valstu pieredzi. Piemēram, Vācijā karjeras vadības prasmju veidošanas īstenošana profesionālajā izglītībā notiek, turpinot vispārējā izglītības posmā aizsākto, darba mapes „Karjeras izvēles pase” (*Berufswahlpass*) izmantošanu, ar kuru palīdzību tiek izvērtētas iegūtās prasmes

un spējas, veicināta karjeras vadības prasmju apguve un pilnveide, veikta pašvērtējuma analīze, nosakot savas stiprās puses, prasmes un intereses, un izvirzīti mērķi (Gravina, Lovšins, 2013). Papildus tiek apgūtas prasmes, kas saistītas ar izvēlētajā profesijā nepieciešamajām prasmēm. Savukārt, atšķirīga pieredze ir Maltā, kur karjeras vadības prasmes ir integrētas profesionālās izglītības mācību saturā un tiek saistītas ar pamata prasmēm, un profesionālajiem studiju priekšmetiem, bet nodarbinātībai nepieciešamās sociālās prasmes tiek apgūtas personiskās izaugsmes nodarbībās.

Podologam jāattīsta valodas prasme - efektīvi saņemt un nodot informāciju, medicīnas pamata prasmes (anatomija/fizioloģija, patoloģija, bioķīmija, farmakoloģija, utt.), saskarsmes un stresa vadīšanas prasmes (Berufenet, 2014).

Podologs sniedz kvalitatīvus ārstnieciskos pēdu aprūpes pakalpojumus un piedalās kāju veselības veicināšanā dažādu vecuma grupu cilvēkiem. Izpilda ārsta norādījumus un patstāvīgi veido pacientu aprūpes plānošanu (Podologa profesijas standarts, 2012). Lai uzlabotu veselības aprūpes pakalpojumu kvalitāti podologam nepieciešamas pamata un specifiskās prasmes nozarē, ko nosaka profesijas standarts.

Careerplaner karjeras izvēles tīklā (Careerplanner.com, 2013) podologam atzīmētas deviņpadsmit profesionālajā attīstībā nepieciešamās prasmes (skat. 1.tabulu).

1.tabula

Podologam nepieciešamās zināšanas, prasmes un īpašības (adaptēts pēc Careerplanner.com/ Podiatrist)

Podiatrist necessary knowledge, skills (adapted by Careerplanner.com / Podiatrist)

N.p. k.	Podologam nepieciešamās prasmes	Prasmju apraksts
1.	Ieklausīšanās	Prast vēltīt nedalītu uzmanību, uzklautīt un izjautāt
2.	Kritiskā domāšana	Prast veidot alternatīvu pieeju problēmu risināšanā
3.	Lasīšanas prasme	Rakstisku dokumentu izpratne
4.	Runāšanas prasme	Spēt efektīvi sniegt informāciju
5.	Spriedumu un lēmumu pieņemšana	Prast pieņemt sev piemērotāko lēmumu
6.	Aktīva mācīšanās	Spēt uztvert jaunu informāciju
7.	Tehnoloģijas izvēle	Prast izvēlēties darbam nepieciešamo aprīkojumu un instrumentus
8.	Nestandarta problēmu risināšana	Prast novērtēt un risināt sarežģītas situācijas
9.	Pašvērtēšanas prasme	Prast vērtēt un salīdzināt sevi, veikt uzlabojumus
10.	Darbības novērtēšana	Prast salīdzināt un uzlabot darbības izpildi
11.	Rakstīšanas prasme	Prast uzrunāt auditoriju rakstiskā veidā
12.	Vides analīze	Prast noteikt apstākļu maiņu, darba vides ietekmi
13.	Tehnoloģiju dizains	Spēja apgūt tehnoloģijas, aprīkojumu un pielāgot darbam

14.	Laika plānošana	Prast plānot savu un citu cilvēku laiku
15.	Inovatīvās prasmes	Prast izmantot zinātniskos sasniegumus un metodes, pielietot problēmu risināšanā
16.	Sociālā sapratne	Apzināties un saprast cilvēku reakciju un rīcību
17.	Orientēšanās pakalpojumu klāstā	Prast meklēt veidus, kā palīdzēt cilvēkiem
18.	Mācību stratēģijas	Atbilstoši situācijai izvēlēties mācību metodes, pacientu apmācības laikā
19.	Kvalitātes kontroles analīze	Prast novērtēt produktu un pakalpojumu kvalitāti

Analizējot podologa profesijā nepieciešamās pamata, specifiskās un vispārējās prasmes, kas noteiktas teorētiskajā literatūrā, starptautiskajā Karjeras plānošanas un izvēles tīklā, podologa profesijas standartā Latvijā, var secināt, ka profesionālās karjeras vadībā ir nepieciešamas šādas prasmes:

- saskarsmes un komunikācijas prasme,
- prasme pieņemt lēmumus,
- prasme rīkoties nestandarta situācijās,
- prasme darboties multidisciplinārā komandā,
- plānošanas prasme,
- pašvērtēšanas prasme,
- inovatīvās prasmes,
- uzņēmējdarbības prasmes.

Studiju process podologa karjeras veidošanā *Studying process in podiatrist's career*

Podologa profesionālā izglītība ir saistīta ar speciālu zināšanu, prasmju un iemaņu attīstību, kas atspoguļojas studiju programmā. Izstrādātā programma ir orientēta uz studentu, nodrošinot profesionālo izaugsmi, sekmējot studenta spēju adaptēties un integrēties mainīgajā darba vidē, pilnveidojot studenta attieksmju un vērtību kritērijus (LUPSK, 2008).

Latvijas Universitātes pētījumā (Krūmiņš, 2007) par augstāko un profesionālo mācību iestāžu absolventu profesionālo darbību pēc mācību beigšanas secināts, ka augstskolu un profesionālo mācību iestāžu absolventu iekļaušanos darba tirgū, atbilstoši iegūtajai specialitātei, ietekmē vairāki faktori, gan objektīvie (speciālistu pieprasījums darba tirgū, studiju laikā apgūtās prasmes, piedāvātais atalgojums u.c.), gan subjektīvie (neapmierinātība ar izvēlēto profesiju un nevēlēšanās tajā strādāt, prasības pret darbu kopumā u.tml.). Šai kontekstā tika izvērtētas podologa karjeras vadības prasmju attīstības iespējas studiju procesā. Karjeras vadības prasmju veidošanās izglītības procesā apkopota tabulā (skat. 2.tabulu).

Karjeras vadības prasmju veidošanās izglītības procesā
CMS formation of the educational process

Karjeras vadības prasme	Prasmju veidošanās studiju procesā (studiju kursi)	Nozīme karjeras vadībā
Saskarsmes un komunikācijas prasme	Psiholoģijas un androgoģijas pamati; Svešvaloda; Ievads profesionālajās tudijās un ētiskie principi; Latīņu medicīniskā terminoloģija	Palīdz veidot pozitīvu saskarsmi ar pacientiem, ievērojot vecuma un kultūras atšķirības
Prasme rīkoties sarežģītās situācijās	Psiholoģijas un androgoģijas pamati; Ievads profesionālajās tudijās un ētiskie principi; Neatliekamā palīdzība; Praktiskā darba iemaņas podoloģijā II	Palīdz izvērtēt, risināt un novērst sarežģītas problēmas profesionālajā jomā un ikdienā
Prasme pieņemt lēmumus	Neatliekamā palīdzība; Praktiskā darba iemaņas podoloģijā II; Nagu korekcijas metodes; Diabētiskās pēdas aprūpe	Attīsta spēju pieņemt pamatotus, izsvērtus un ātrus lēmumus pacientu aprūpē un ikdienā
Prasme darboties multidisciplinārā komandā	Vispārīgā medicīna I,II; Ķirurģija; Endokrinoloģija; Dermatoloģija; Neatliekamā palīdzība; Ortopēdija, Fizioterapija un ergonomija; Vides zinātnes; Farmakoloģija	Īpaši nozīmīga podologa profesionālajā darbībā, jo podologi strādā multidisciplinārā pacientu aprūpes komandā
Plānošanas prasme	Aprūpes process podoloģijā; Ārstnieciskā pēdas aprūpe; Praktiskā darba iemaņas podoloģijā I, II	Attīsta spēju efektīvi plānot darbu ar pacientiem, mērķtiecīgi pašizglītoties, plānot un vadīt personisko izaugsmi
Pašvērtēšanas prasme	Visi 29 studiju kursi	Attīsta spēju izvērtēt savu darbību, tās kvalitāti un izvirzīt mērķus profesionālai pilnveidei
Inovātīvās prasmes	Lietišķā informātika medicīnā; Pētniecība I, II; Praktiskā darba iemaņas podoloģijā II; Nagu korekcijas metodes; Diabētiskās pēdas aprūpe	Attīsta spēju mērķtiecīgi pašizglītoties un izmantot jaunās atziņas, zinātnes sasniegumus pacientu aprūpē, veiksmīgi risināt problēmsituācijas
Uzņēmējdarbības prasmes	Uzņēmējdarbības profesionālo kompetenču veidošana; Aprūpes process podoloģijā	Sagatavo jauno speciālistu patstāvīgas darbības uzsākšanai, privātprakses veidošanai un mērķu sasniegšanai

Studiju programmas realizācija notiek ar dažādu studiju formu un mācību metožu palīdzību, kas ietver lekcijas, seminārus, praktisko darbu, gan individuāli, gan grupās, kā arī praktisku problēmu un situāciju analīzi, lai izglītības procesa gaitā topošais podologijas speciālists apgūtu standartā noteiktās kopīgās prasmes nozarē, specifiskās prasmes profesijā un attīstītu savas individuālās vispārējās prasmes un spējas, kas sekmētu prasmi adaptēties un integrēties mainīgajā darba vidē, attīstot savu profesionālo karjeru.

Nozīmīga loma ir tām interaktīvām studiju metodēm, kas balstās uz savstarpējo docētāja un studējošā mijiedarbību, tāpēc izglītības programmas apgūvē tiek izmantotas diskusijas, problēmsituāciju risināšana, lomu spēles, grupu darba projekti. Problēmsituāciju metode tiek pielietota tajos studijuursos, kuros studējošiem jāveido izpratne par reālām situācijām veselības aprūpē, kas sastopamas profesionālajā darbībā.

Mācību praksēs, kas tiek realizētas gan medicīnas koledžas pirmsklīnikas kabinetos, gan veselības aprūpes institūcijās, docētājs strādā ar studējošo grupām (6-8 studenti). Mācību praksēs studējošie nostiprina prasmes un iemaņas docētāja vadībā, strādājot ar dažādām pacientu grupām.

Karjeras vadības aspekts tiek integrēts izglītības saturā netiešā veidā, gan saistībā ar vispārējām prasmēm, gan ar profesionālo prasmju veidošanu.

Secinājumi

Conclusions

1. Karjeras vadības prasmes var definēt kā individuālu vispārējo un specifisko profesionālo prasmju kopumu, kas palīdz plānot, organizēt, vadīt un kontrolēt savu personīgo un profesionālo izaugsmi, un uzņemties atbildību par izglītību mūža garumā.
2. Podologam profesionālās karjeras vadībā ir svarīgas šādas prasmes: saskarsmes un komunikācijas prasme, prasme pieņemt lēmumus, prasme rīkoties nestandarta situācijās, prasme darboties multidisciplinārā komandā, plānošanas prasme, pašvērtēšanas prasme, kā arī inovatīvās un uzņēmējdarbības prasmes.
3. Karjeras vadības prasmju veidošanās ir iekļauta medicīnas koledžas podologa studiju programmas divdesmit deviņos vispārizglītojošos nozares un profesijas studijuursos, saistībā ar vispārējo un profesionālo prasmju apguvi.
4. Karjeras vadības prasmes tālākajā podologa profesionālajā izaugsmē sniedz iespēju efektīvi plānot darbu ar pacientiem, mērķtiecīgi pašizglītoties, izmantot jaunākās atziņas un zinātnes sasniegumus pacientu aprūpē, izvērtēt savu darbības kvalitāti un izvirzīt mērķus tālākai profesionālai pilnveidei.

Summary

Career management skills have become the main factor in development of professional career. In growth of podology, as specialist in new field in medicine, actual is successful professional career development, acquiring its management skills in study process which is supported by quality and content of study course.

Article provides explanation of career management skills concept, reflects podology career management skills description and their development possibilities in study process. Article gathers nineteen reviews of necessary skills in podology professional development, identified eight necessary skills in podology professional career management and evaluated study process possibilities in development of career management skills.

Novelty of article is determined by selection of necessary skills in podology professional career management made by authors:

Communication skill, decision making skill, skill to handle and act in different situations, skill to work in multidisciplinary team, skill of planning, self-evaluation skill, innovative and business skills.

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APSKATI

Owerviews

INTERNET-BASED LEARNING APPROACH FOR ENGLISH LANGUAGE ACQUISITION

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Abstract. *This article explores teachers' and students' benefits of using Internet-based Language Learning (IBLL) which includes teaching the English Language. This paper reports on the advantages and disadvantages of using internet resources and computers to learn and teach the English language. Until quite recently, Internet-based Language Learning (IBLL) was a topic of relevance mostly to those with a special interest in that area. Recently, though, the internet has become so widespread in educational institutions and homes and its uses have expanded so dramatically that the majority of the English language teachers have started the implications of the Internet for language learning. This article provides brief overview of how internet resources can be used for language teaching. It focuses not on a technical description of software, but rather on the pedagogical questions that teachers should consider in using internet resources.*

Keywords: *Internet resources, online quizzes, language learning and teaching approach*

Introduction

Nowadays Internet-based Language Learning (IBLL) is becoming the most innovative area in the practice of the English language teaching and learning (Agarwal, 2008). Keeping students interested and engaged in the current topic or activity is a daily challenge for teachers in the classroom. IBLL provides new possibilities for assisting teachers to successfully meet this challenge.

In the last few years the number of teachers using IBLL has increased significantly. Although the potential of the internet resources for educational use has not been fully explored, yet and many educational institutions still make limited use of computers and internet resources, it is obvious that we have entered a new information age in which teaching and learning of English as a Foreign Language completely based on information technologies. The development of the Internet brought about a revolution in the teachers' perspective, as the teaching tools and resources offered by the Internet are more reliable and authentic (Agarwal, 2009). Nowadays the Internet is gaining immense popularity in English language teaching and more and more educators and learners are embracing it to benefit from it.

Advantages and Disadvantages of IBLL

There are a lot of advantages and disadvantages of IBLL, but disadvantages are not as many as advantages. There are a lot of challenges faced by a teacher instructing class as it is difficult to keep good discipline going in class and

teachers have to provide for more students of different abilities who want to learn the language at different speeds and in different ways.

Advantages of IBLL

- There are a lot of advantages of Internet-based language learning:
- IBLL provides students with a lot of genuine educational materials, games, simulations, dictionaries, etc.
- IBLL can lead to autonomy, as learners exercise control over the learning process and are little dependent on the teacher (Agarwal, 2009).
- Computers present materials in various ways. Electronic things on the screen are perceived to be more attractive, and less indelible than traditional methods of learning languages (Agarwal, 2010).
- IBLL makes students use of an online reference allowing them to consult electronic resources beyond those of grammar-check, dictionary and thesaurus (Agarwal, 2011).
- Computers use various colors, types and sizes of letters.
- IBLL provides distance education (Agarwal, 2008).
- Computers free students from the limitations of traditional writing tools (Agarwal, 2011).
- Computers transform learning languages from a traditional passive exercise to an interactive experience of discovery and exploration (Agarwal, 2008).
- Computers are flexible and untiring (Agarwal, 2008).
- Computers help language learners create, analyze, and produce information and ideas more easily and efficiently (Agarwal, 2009).
- Computers rapidly and accurately check answers and give immediate feedback if they are programmed to do so. Computers confirm that an answer is correct, give the correct answer or a hint if the answer is incorrect, etc.
- Computers clock can be used to time the students' work, limit the amount of time allowed to read a passage or do an exercise or a set of exercises, etc.
- Language Learning can be individualized using computers. Students study materials related to their individual goals and what they need or are interested in, with the appropriate difficulty level and at their own pace (Agarwal, 2009).
- Teachers and students can learn English on the Internet wherever and whenever it is needed not only in class at the fixed time and place (Agarwal, 2010).
- Computers keep records accurately. Teachers can keep track of individual or class scores and times (Agarwal, 2010).
- Computers help students realize their full potential to collaborate as a team to accomplish tasks more effectively (Agarwal, 2009).

- Computers enable students to electronically monitor and control the language learning process.
- Computers enable teachers to quickly retrieve students' electronic writing for future analyses and grading.
- Computers calculate quickly and accurately. They help teachers get the total score, average, and standard deviation and statistically analyze individual student and class results(Agarwal, 2011).
- The internet gives an opportunity to shy students to express themselves and ask questions electronically(Agarwal, 2008).
- Using multi-media materials, computers display written text and use sounds, still pictures, and video, students feel things are more real and more easily understood.

Disadvantages of IBLL

Besides having a lot of advantages, there are several disadvantages of IBLL. IBLL is not applied everywhere successfully because there are several barriers that do not let it be applied in the educational programs. The barriers of IBLL can be classified in the following common categories:

- Both students and teachers must be computer-literate because using IBLL means being good at computers.
- Sometimes available internet resources are difficult to use despite providing a good manual. No matter how simple computers and the internet are, students still need to learn a great deal in order to use them properly (Agarwal, 2008).
- Internet resources have limitations on their memory, speed, methods of input and output, etc. Internet resources for language acquisition are still imperfect.
- Information is usually input by typing it in, so to use a computer efficiently, it is necessary to know how to type. Nowadays there are a few internet resources with voice recognition but they are not very popular for not being well-developed (Agarwal, 2009).
- In general all internet sites do what they are programmed to do. All internet resources have some limitations. For example, some language learning resources show the final score after taking a quiz without any further explanation of mistakes.
- Most internet resources cannot do exactly what a user wants them to do (Agarwal, 2008).
- Computers cannot handle user's unexpected requests and requirements as computers may perform the things they are designed to do (Agarwal, 2010).

- Computers and access to the internet are expensive. In addition, there is a great deal of additional equipment which is needed. Low budget schools and low-income students cannot usually afford it.
- A special classroom is also necessary, along with technicians to keep the computers and the network working properly (Agarwal, 2009).
- Computers break down, and they may have technical problems, which costs money.
- It is also necessary to train teachers in order to make them ready to explain the things better and use Information Technologies (Agarwal, 2011).

Research: Language learning approaches

There are three approaches to teach and learn languages (Figure 1):

1. Classical approach (Teacher + Students)
2. Modern approach (Computer + Students)
3. Ultramodern approach (Teacher + Computer + Students)

A research was carried out at Information Systems Management Institute (ISMA) to find out the best approach. The participants in this study were 15 non-native English speakers with the intermediate level of English language knowledge who were attending the second year of their bachelor degree program, where I was their ESL instructor. The participants, almost equally divided between male and female, ranged in ages from 20-25. The home country of the participants was Latvia. The participants were divided into three groups with five participants each. One English grammar topic (Present Perfect and Past Simple) was chosen to be explained.

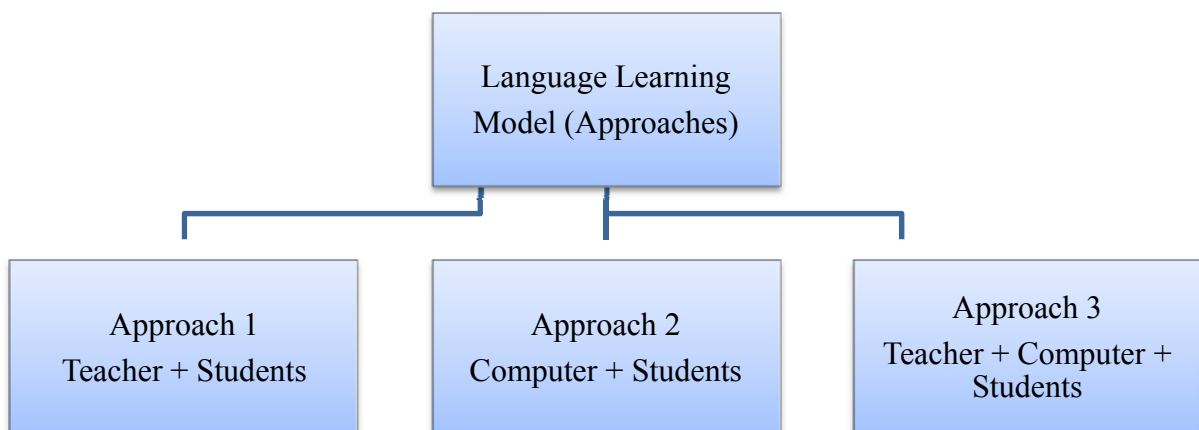


Figure 1 **Language learning approaches**

Approach 1 (Teacher + students): The teacher explained the topic and the students were asked to answer 50 questions. The Students' score is shown in figure 2.

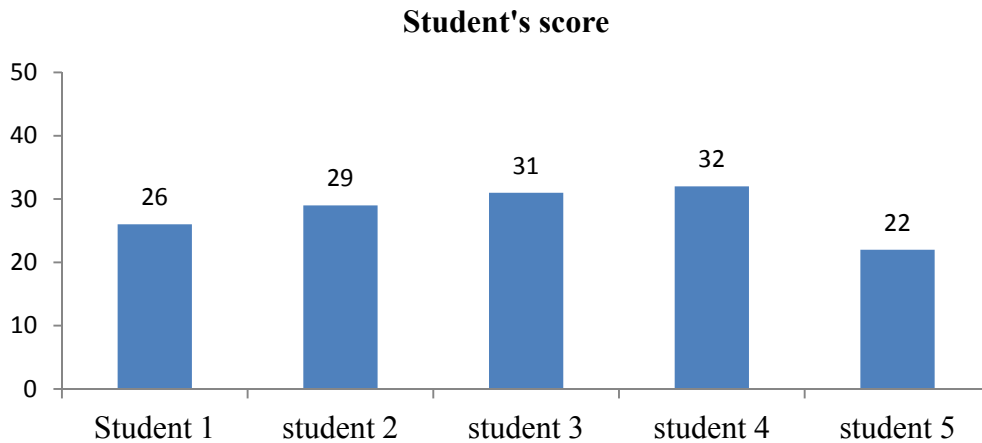


Figure 2 Students' score within approach 1

The graph shows the number of correct answers given by each student within approach 1. It can be clearly seen that the students did not do very well on the test and the maximum score does not exceed 64%.

Approach 2(Computer + students): Within this approach,the students were asked to learn and understand grammar explanation on the internet and asked to answer 50 online questions. Their score is shown in figure 3.

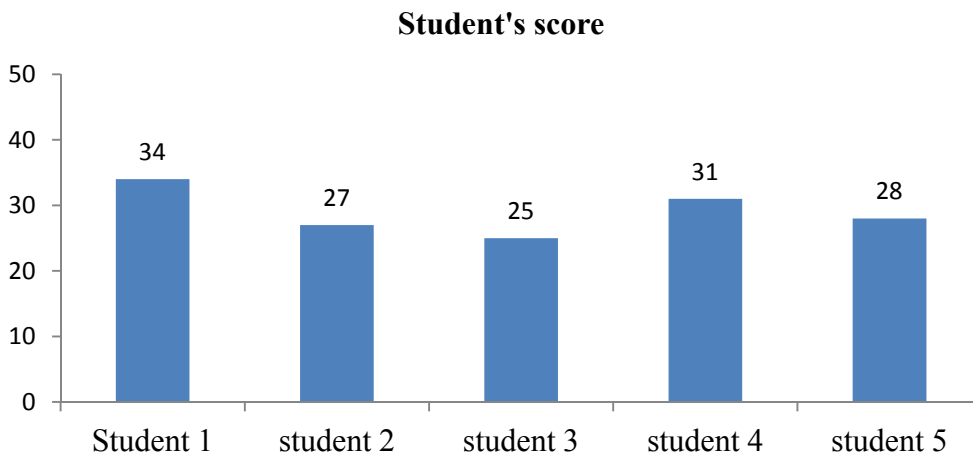


Figure 3 Students' score with approach 2

The graph shows the number of correct answers given by each student within approach 2. It can be clearly seen that the students did the test slightly better than in approach 1 and the maximum score is 68%.

Approach 3 (Teacher + students + computer): Within this approach, the topics were explained not only by the teacher but also by a computer and later they were asked to answer 50 questions.Their score is shown in table 3 and figure 4.

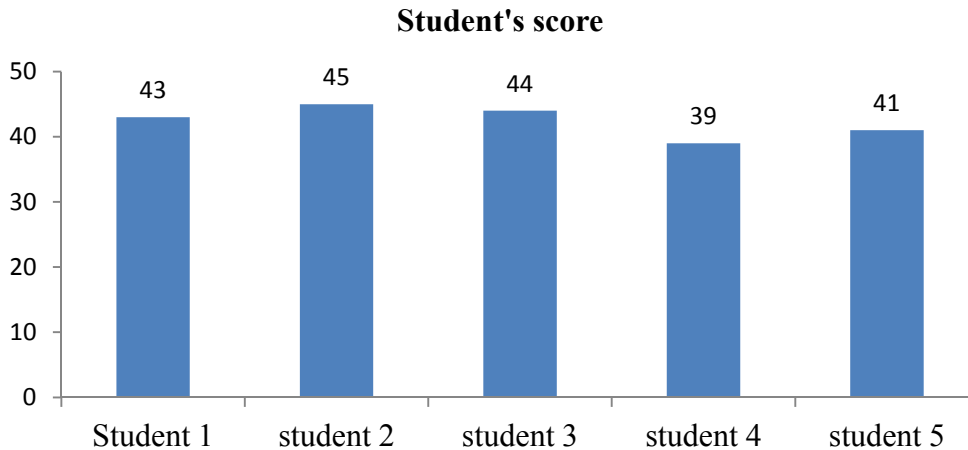


Figure 4 **Students' score with approach 3**

The graph shows the number of correct answers given by each student within approach 3. It can be clearly seen that the students did the test far better and the minimum score is higher than the maximum scores within approaches 1 and 2 (Figure 5).

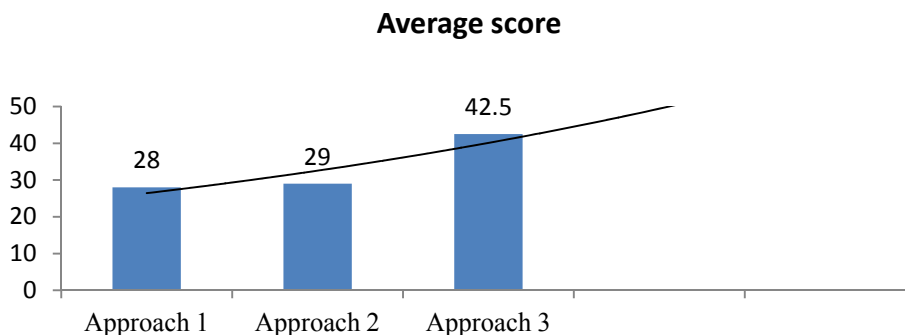


Figure 5 **Students' average score**

The graph shows the average number of correct answers given by the students within the three approaches. It can be clearly seen that the students did the test far better within approach 3. Having analyzed the scores obtained within the 3 approaches, it can be revealed that the best way of learning the English language is approach 3, where the topics were explained by a teacher and a computer in class. To sum up, the students learned faster and they scored better marks on the tests when they see the explanations not only on the board but also on their computer screen.

Internet resource

The following website www.englishtests.webs.com, which was created by me, was used to carry out the research. It gives the endless source of material for teaching and learning the English language and several hyperlinks to test the knowledge of the English language on various aspects.



A screenshot of my website <http://englishtests.webs.com/>

How to use a computer in class

Computers with internet resources can be used effectively in class if teachers follow the steps:

Select computer materials to be used i.e. a program or internet resources.

Plan the lesson. Teachers can decide on using internet resources to explain topics or taking online quizzes. The plan of the lesson also depends on the following: the size of class, intellectual maturity of students, student's motivation and course learning objectives (Agarwal, 2008).

Make the computer class ready before lessons. This means loading the computer with the chosen material ahead of time (Agarwal, 2010).

Divide class into several groups with at least one student who is good at computers and the language to be learned so that more experienced students can help the others.

Encourage students to use several online resources for the topic given and take online quizzes.

If online resources are not enough or do not make students understand the topic, a teacher should be always around to explain it using a classical approach (Agarwal, 2011).

Make students take as many quizzes on each language learning parts as possible. Ask students to submit their assignments electronically.

Need to use IBLL

Having carried out the above-mentioned research, we have come to the following conclusion:

- Within IBLL students work with great pleasure on the computers as the language is given in different and more interesting, attractive ways through games, animated graphics and problem-solving techniques(Agarwal, 2009).
- Students are well-disciplined as the use of technology inside or outside the classroom tends to make the class more interesting.
- Students feel empowered and less afraid to contact others to realize their full potential as a team to accomplish their language acquisition tasks more effectively.
- Students become a leader instead of a teacher in class
- Students receive feedback immediately and they benefit from it.
- Some online quizzes explain students' mistakes, which make students understand the topic faster(Agarwal, 2010).
- Students are highly-motivated to use IBLL because they associated it with fun and games or fashionable.
- Students have time flexibility as they can use various resources of authentic materials either at school or from their home.
- Students feel independence from a Single Source of Information as the internet provides them with thousands of information sources(Agarwal, 2011).
- Students get greater interaction.

Conclusions

There is no doubt that the availability of modern internet resources provides not only students but also teachers with exciting possibilities for innovative challenges in the teaching and learning of the English language. The conventional classroom-based instruction doesn't provide the students with versatile knowledge because of lack of authentic materials and time but at the same time IBLL can solve all these problems. My own experience shows that students work in the classroom better and more efficiently when there is something connected with the modern technologies. In order to make students understand their teachers and actively take part in class activities IBLL is vital. By the way, the internet with its unlimited resources, will never replace language teachers, but it can make the English language and teaching more interesting and fruitful for both teachers and students.

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VARDARBĪBAS PROBLĒMAS SKOLĒNU KOLEKTĪVOS *The Problem of Violence in Student Groups*

Rasa Eniņa – Briede
Lauku bērnu kultūras biedrība

Abstract. *The problem of violence student's collective concern to the community. Violence is out of control and almost every day we learn some new events that are painful for both children and their parents. In his article I was looking for opportunities to use art to solve the problem acute. As an artist myself and cultural history teacher I find this theme is very close and I am sure that every artistic genre emotionally beneficial effect on a child's character. Artistic impression of the child becomes positive, emotionally open is just to find the right approach for each individual child.*

Keywords: *pedagogy, student, aggression, violence, kindness, art.*

Ievads *Introduction*

Kā liecina autores profesionālā pieredze, mūsdienās ir aktuāla vardarbības skolēnu kolektīvos. Vardarbība skolēnu vidū kļuvusi par sociālu nelaimi mūsu sabiedrībā. Masu mediji pārāk bieži atnes ziņas par reāliem vardarbības notikumiem mūsu valsts skolās un aiz tās robežām. Mēs neviens nevaram pateikt, cik šādu gadījumu paliek sabiedrībai nezināmi. Pētījuma aktualitāte noteica mana raksta tematu - "Vardarbības problēmas skolēnu kolektīvos".

„Bez ideāliem, bez priekšstatiem par labo, skaisto, ļauno un zemisko, par svētumu, patiesību, par labestību un pašizliedzību patiesi cilvēciskā dzīves darbība nav domājama, jo ideālos un vērtību priekšstatos sakņojas cilvēku pārlicība, viņu rīcības motivācija un attieksme pret citiem cilvēkiem, pret lietu pasauli, dabu, kultūru” (Geidžs, Berliners, 1999).

Raksta mērķis – izpētīt vardarbības negatīvās ietekmes būtiskākos faktorus (apstākļus) un to ietekmes mazināšanas iespējas ar mūzikas starpniecību.

Prakse liecina, ka skolēniem ir sāpīgi, ja vardarbība notiek savu biedru vidū. Vardarbība pret bērnu, lai kāda arī tā nebūtu, ir graujoša bērnu raksturam, un tās ietekme paliek uz visu mūžu. Savā pedagoga darbā esmu saskārusies ar dažādiem vardarbības veidiem skolēnu kolektīvos. Vardarbība ir dažāda - sākot ar fizisko ietekmēšanu un emocionālo pāri darīšanu bērnu attiecībās.

Pētījums veikts, pamatojoties uz anonīmu aptauju trīs skolās: skolā, kur ir plaša kultūras programma, skolā ar reliģisku novirzi un skolā ar sporta prioritāti.

Vardarbības teorētiskā izpēte *Theoretical Study of Violence*

Sākumā apskatīsim, kas ir vardarbība, un tās dalījuma veidus. Kas īsti ir un kā izskaidrojama vardarbība, ir mēģinājuši definēt daudzi pētnieki. Vieni uzskata, ka tā ir aplūkojama kā uzvedības modelis, citi – ka galvenais ir tieši

emocijas. Vardarbības jēdzienu skaidro zinātnieks D. M. Buss (New York, 1993).

Vardarbība – tā ir jebkura uzvedības forma, kas vērsta uz aizvainojumu vai vēlmi nodarīt ļaunu citai dzīvai būtnei, kura nevēlas tāda veida attieksmi pret sevi. Vardarbība tiek skaidrota arī kā fiziska vai verbāla uzvedība, kas ir vērsta nodarīt ļaunu kādam citam.

Vardarbība pēc savas uzbūves nav viendabīga, tai ir dažādas formas, pēc kurām tā tiek iedalīta – fiziskā, psihiskā, sociālā, seksuālā.

Skolās visplašāk izplatītie vardarbības veidi ir fiziskā, psihiskā.

Fizisku vardarbību var definēt kā uzbrukumu, naidīgu darbību, kas vērsta pret kādu personu.

Psihiskā ir tāda vardarbības forma, kad upuris netiek iespaidots fiziski, bet kādā citā veidā viņam tiek darīts pāri, tas var būt, pazemojot, lamājot, graut viņa pašcieņu (Lee, 2006).

Saskaņā ar D.Olweus vardarbības parādību raksturo sekojošas trīs pazīmes:

- a) tā ir negatīva darbība,
- b) tā ir atkārtota un ilgstoša,
- c) tā parāda savstarpējās attiecības, kam raksturīga spēku nevienlīdzība (Olweus, 1993).

D. P. Farringtona vardarbības definīcija ir līdzīga. Viņš to apraksta ar šādām pazīmēm:

- 1) fizisks, vārdisks vai psiholoģisks uzbrukums vai aizvainojums,
- 2) nodoms radīt upurim bailes, bēdas vai sāpes,
- 3) spēku nevienlīdzība starp stiprāko bērnu, kurš varmācīgi izturas pret vājāko,
- 4) tie paši bērni to atkārtoti ilgākā laika periodā. (Farringtons, 1993).

Varmāka – cilvēks, kas izturas vardarbīgi. Upuris - cilvēks, pret kuru tiek vērsta vardarbība. Upuris bieži jūtas bezspēcīgs kaut ko mainīt. Klusējošais vairākums – cilvēki, kuri ir vardarbības liecinieki, bet neko nedara, lai to pārtrauktu. Bieži jaunieši baidās vērsties pret vardarbību, jo domā, ka sekos atriebība ("Vardarbība skolā"; URL:<http://www.sargi-sevi.lv/>).

Ja skolā notiek vardarbība, tā, iespējams, var ietekmēt visu skolas vidi un radīt bērnos baiļu sajūtu, ne tikai ietekmējot viņu sekmes, bet arī novedot pie citām antisociālām uzvedībām (Ericson, 2001).

Skolās pedagogi bieži vien pat nenojauš, kas notiek skolēnu starpā ārpus stundu laika. No pedagogiem vardarbība bieži vien tiek rūpīgi slēpta, jo neviens bērns negrib nonākt saucamajā „sūdzētāja lomā”. Fiziski parasti tiek pāri darīts fiziski vājākiem un mazākiem bērniem, kas nevar pretoties un paši sevi aizstāvēt. Šāds pāridarītājs, varonis pēdiņās, ir samērā bailīgs un nekad neaiztiks stiprāku pretinieku. Cits vardarbības veids ir psihiskā vardarbība, kas bērnus ietekmē reizēm pat sāpīgāk. Tiek izmantoti tādi paņēmieni, kas bērnam var būt ļoti sāpīgi un pat depresīvi. Kā piemēru varu minēt materiālo stāvokli ģimenē - dārgs apģērbs, ko ne katra bērna vecāki var atļauties, moderns telefons, naudas

trūkums, lai piedalītos kādā pasākumā vai klases ekskursijā. Visi šie nevienlīdzības elementi, citu bērnu apsmieti, bērnu dara emocionāli nervozu, un bērns reizēm pat ieslīgst depresijā. Kādreiz skolās klases biedru cieņu baudīja skolēni ar labākām sekmēm mācībās, tagad materiālais stāvoklis un reizēm arī vecāku ieņemamais amats ir noteicošais. Bieži vien arī tie bērni, kas ir kaut kādā ziņā talantīgi, klasē tiek apsaukti un fiziski iespaidoti.

Katrs bērns ir personība, un pāri darīts parasti tiek tiem, kas ir jūtīgāki, talantīgāki, bet nespējīgāki pretoties. Sacīt audzinātājiem ir iekšējs kauns, jo viņi nevēlas, lai kāds apsauktu par mīkstpēdiņu un sūdzētāju.

Kāpēc tas tā notiek, un kur ir šī ļaunuma sakne. Reizēm šāds pāri darītājs nāk no ļoti bagātas un prestižas ģimenes, kur ir ideāli dzīves apstākļi un bērnam nekā netrūkst. Šādās ģimenēs parasti bērnam trūkst vecāku uzmanības un intereses par bērna dienas gaitām.

Liela nozīme emocionālās labklājības atmosfēras radīšanā ir vecāku un bērnu savstarpējo attiecību kultūrai. Tā izpaužas cieņas pilnā prasīgumā vienam pret otru, uzmanībā, iejūtībā un rūpēs (Grigorjevs, 1979).

Vērojot mūsdienu skolēnus, liekas, ka skolēni dalās divās daļās. Vienai daļai, kas grib mācīties un kaut ko sasniegt savā dzīvē, ir dzīves mērķis, un viņi aktīvi piedalās dažādos procesos. Ir arī otra daļa, kurai nekas neinteresē, un zināmu apstākļu sakritība var novest, pie tā, ka bērni sāk pievērsties alkoholam un narkotikām.

Daudz tiek runāts par masu mēdiņu, it īpaši TV, negatīvo ietekmi, arī vardarbības jautājumu sakarā. TV ekrānos ne fiziskā, ne verbālā vardarbība nav retums. Šīs problēmas ir pētījuši zinātnieki Viljams, Zabrats, kas noskaidroja, ka lielākajā daļā populāru raidījumu katru stundu parāda vidēji 9 fiziskās un 8 verbālās vardarbības aktus. Piemēram, cilvēks, kurš dienā pie TV ekrāna pavada vidēji 2 stundas, redz apmēram 17 vardarbības aktu. Tas, kā TV pārraidītie akti ietekmē cilvēku, ir atkarīgs no tā, kā cilvēks reaģē uz redzēto, dzirdēto vai lasīto un kā tas tiek interpretēts.

Bērni, kuri daudz laika pavada pie TV, kļūst aizdomīgi, neuzticas jo uzskata, ka pasaulē pastāv viena vienīga vardarbība (United Nations document, 1993).

Tie ir bērni, kas nāk no nelabvēlīgām ģimenēm un vardarbību ir redzējuši mājās, kurās tēvs ir despots, sit mammu, brāļus un māsas. Un bērnam jau ir iesakņojusies doma, ka ar fizisku spēku var panākt visu, ko vēlas, bet viņš vēlas, lai visi no viņa baidītos. Jo tad viņš iegūs pārējo bērnu cieņu.

Metodes **Methods**

Pētījumā izmantota anonīmās anketēšanas metode, lai rezultāti būtu precīzāki. Netiek publiski izpausti aptaujāto skolu nosaukumi, lai neradītu labo un sliktu skolu tēlus. Tika aptaujāti 5. – 9. klases skolēni. Aptaujāto skolēnu skaits – 300 skolēnu (respondenti). Visi jautājumi redzami pievienotajā anketā.

Pētījuma gaitā noskaidroti jautājumi:

- 1) kāds ir respondentu hobijs brīvajā laikā;
- 2) vai klases, kurās mācās respondenti, ir draudzīgas?;
- 3) vai respondentiem ir draugi;
- 4) vai respondenti ir cietuši no fiziskās vardarbības;
- 5) vai respondenti paši pret kādu ir izmantojuši fizisko vardarbību;
- 6) vai respondenti ir cietuši no emocionālās vardarbības;
- 7) vai respondenti paši pret kādu ir izmantojuši emocionālo vardarbību;
- 8) vai respondentiem ir bijuši konflikti ar klasesbiedriem;
- 9) vai respondenti ir redzējis vardarbību pret kādu no saviem klasesbiedriem;
- 10) ja respondenti ir redzējuši vardarbību, vai viņi ir kaut ko darījuši lietas labā, lai novērstu vardarbību;
- 11) vai respondenti nodarbojas ar mākslu; ar kuru no mākslas veidiem;
- 12) vai respondenti nodarbojas ar sportu; ar kuru no sporta veidiem.

Pētījuma gaitā noskaidroti arī respondentu sociāli demogrāfiskie dati (vecums, klase, skola) ar mērķi salīdzināt šīs trīs neatkarīgās pētāmās grupas dažādos griezumos (šķērstabulu [angl. crosstabs] metode).

Pēc veiktajām aptaujām konstatēju, ka bērni, kas nodarbojas ar kādu no mākslas veidiem – dzied, dejo, nodarbojas ar vizuālo mākslu, ir citādi - atvērtāki, labestīgāki. Par to liecina atbildes uz visiem jautājumiem. Tālākajā izpētē pievērsos, tiem respondentiem, kas nodarbojas ar sportu. Sportistus var iedalīt divās grupās. Viens ir komandu, cīņas, spēka sporta veidi, otrs - individuālais sports. Cīņas, spēka un komandas sporta veidi bieži vien izraisa agresivitāti. Pētījumā pievērsu arī uzmanību tiem bērniem, kas brīvajā laikā nenodarbojas ne ar sportu, ne kādu no mākslas veidiem. Viņu galvenā nodarbe ir televīzijas skatīšanās un datorspēļu spēlēšana. Viņus ļoti ietekmē kriminālie raidījumi dažādas vardarbīgas filmas un pārcilvēka tēls kino pasaulē.

Lai iegūtu ticamu rezultātu, ir jāpārbauda daudzas izglītības iestādes Latvijā, un būtu vēlams arī izziņāt par vardarbības gadījumiem citu valstu izglītības iestādēs. Lai iegūtu ticamus rezultātus, ir jāveic anonīmā anketēšana. Jau pašreiz pēc pirmajiem iegūtajiem rezultātiem esmu pārliecināta, ka tie bērni, kas ir saistīti ar mākslu jebkurā mākslas žanrā, ir emocionāli jūtīgāki un vardarbības izpausmē pret saviem līdzbiedriem nepiedalās. Pēc aptaujas rezultātiem tikai 5% bērnu, kas nodarbojas ar jebkuru mākslas veidu, ir bijuši iesaistīti vardarbībā pret saviem biedriem. Lielākā daļa tā ir emocionālā jeb psihiskā vardarbība. No tiem bērniem, kas nodarbojas ar sportu, aptuveni 10 %, ir piedalījušies vardarbībā lai gan šeit ir vēl otrs dalījums – retāk vardarbībā iesaistās, tie kas nodarbojas ar mākslas sporta veidiem, kā slidošana, mākslas vingrošana un citiem sporta veidiem, kas saistīti ar prātu – šahs, dambrete. Bērniem vairāk sastopama psihiskā vardarbība. Fiziskā ietekmēšana vairāk ir saistīta ar dažādiem cīņas veidiem, kā karatē, bokss un pat hokejs.

Bērniem, kas brīvo laiku pavada pie datora vai televizora, galvenā interese ir filmas un datorspēles ar agresijas elementiem. Minētajā grupā katrs otrais, pēc ievāktajām anketām, ir kādreiz bijis saistīts ar vardarbību pret kādu no saviem biedriem.

Bērna raksturu veido bērna attieksme pret mākslu vispār. Izkopjot bērnā estētiskās izjūtas un viņu nodarbinot kādā no mākslas žanriem, bērnā rodas labestība, līdzietība un sapratne pret saviem vienaudžiem. Māksla, lai kāda arī tā būtu, vienmēr ir ietekmējusi cilvēka garīgo pasauli ar mērķi cilvēku veidot labestīgāku, līdzjūtīgāku, saprotošāku.

Liela ļaunumu bērniem nodara tās saucamās kriminālfilmās. Kā, piemēru varu minēt Krievijā ražoto filmu „Brigāde”, ko pārraidīja LTV 1. kanāls. Tās galvenais varonis ir īsts noziedznieks, bet daudzi zēni tieši vēlas līdzināties šim tēlam. Kādreiz skolās liela vērtība tika veltīta literatūrai, it sevišķi pozitīvajiem tēliem, kas ietekmēja audzēkņu raksturu, bet šodien skolas vecuma bērni – grāmatas tikpat kā nelasa. Samērā maza ietekme ir arī kristīgajām un svētdienas skolām, jo tās apmeklē maz bērnu, un pat šādos kolektīvos esmu novērojusi vardarbību bērnu starpā. Ja ne fizisko, tad psiholoģisko.

Bērniem jau pirmsskolas iestādē jārada interese par dažādiem mākslas pulciņiem un nodarbībām. Kad bērns atnāk uz skolu, jau ir mazliet par vēlu sākt to audzināt, to vajadzētu sākt jau pirmsskolas iestādē. Skolā nodarbības būtu jāturpina, lai bērniem iemācītu ne tikai praktiski darīt darbu, bet lai emocionāli bagātinātu viņu dvēseli. Uzskatu, ka vienīgā iespēja mazināt vardarbību skolās ir celt bērna garīgo līmeni, iesaistot viņus dažādos interešu izglītības pulciņos.

Lai noskaidrotu visus aspektus, kas bērnus veido agresīvus, ir jāveic plašs pētījums. Ir jāatrod un jāizstrādā bērnam vistuvākā nodarbe, kas visvairāk ietekmē bērnu iekšējo pasauli labestības virzienā.

Tā mēs celsim bērnu emocionālo līmeni, kas savukārt mazinās vardarbību un attīstīs iecietību bērnu savstarpējās attiecībās. Uzskatu, ka nav citas iespējas mazināt vardarbību bērnos kā ar mākslas starpniecību audzināt izpratni par labvēlību, par cieņu citam pret citu, jo ar aizliegumiem mēs neko nepanāksim.

Kļūdās tie vecāki, kas bērnu noper, uzzinot, ka viņš skolā pret kādu no biedriem bijis vardarbīgs. Bērnā iesakņojas izpratne, ka ar rupju, fizisku spēku var panākt sevis cienīšanu. Bērns, kas ir ietekmēts fiziski, kādreiz vēlāk tādā pašā veidā cenšas ietekmēt savus biedrus.

Mākslas nodarbības ietekmē labvēlīgi bērna garīgo izaugsmi, pat arī grūti audzināmos bērnus. Tikai jāatrod katram bērnam īstais nodarbības veids atbilstoši viņa talantam. Jo agrāk mēs to sāksim, jo labāk. Bērns pirmsskolā pieņem visu, ko māca audzinātāja, un audzinātājas ietekmē rodas līdzjūtība pret vājāko savas grupiņas biedru. Mākslas nodarbības bērnus vieno un izglīto tos garīgi. Kopējas intereses, radoša domāšana, prieks par skaisti paveiktu darbu un prieks par drauga darbu labvēlīgi ietekmē arī citus mācību procesus. Katrā bērnā ir kaut kāds talants. Atrodot un attīstot šo talantu, attīstās bērna garīgā pasaule, zūd agresivitāte, nepatika pret saviem grupas biedriem.

Maz tiek pievērsta uzmanība dažādiem kultūras un mākslas pulciņiem ārpusklases nodarbībās, bet pulciņos veidojas bērnu garīgā pasaule, attīstās viņu inteliģence. Eksaktās zinātnes, kā matemātika, fizika, ķīmija, veido cilvēku kā speciālistu, bet nerada cilvēka emocionālo pasauli. Tādējādi var izaugt gudrs speciālists, pat zinātnieks savā nozarē, bet dvēselē nejūtīgs, aprobežots cilvēks. Pēdējie notikumi pasaulē to pierāda, kā notikums Maskavas skolā, kur jaunieši pretendē uz zelta medaļu mācībās, bet izdara divkāršu slepkavību, apdraudot savus klasesbiedrus.

Vardarbības problēmas skolēnu vidū ir aktuālas visā pasaulē, šīs problēmas ir mēģinātas arī risināt ar dažādiem veidiem un paņēmieniem. Ir dibinātas speciālas skolas sevišķi agresīviem bērniem.

Agresivitāti ir pētījuši daudzi zinātnieki, jo ar agresivitāti parasti sākas vardarbība. Lai pārinodarījumu formulētu kā agresiju, nav obligāti jābūt nodarītiem miesas bojājumiem. Agresija ir, ja nodarījuma rezultātā rodas negatīvas sekas – publiska apsmiešana, apvainošana u.tml. (Berons Ričardsons, 1997).

Z. Freids agresivitātes jēdzienu definē kā reālu aktivizētu tendenci vai tendences kopumu, kas vērsta uz citu pazemošanu un iznīcināšanu (Freids, 1997).

Slēgtā režīma kolonijās ir piemēroti pat dažādi sodi gan bērniem, gan bērnu vecākiem. Tomēr gaidītā rezultāta nav, jo brīvāka, demokrātiskāka sistēma valstī, jo vairāk ir vardarbības gadījumu skolās.

Bērnam vispirms ir jāieaudzina labvēlība pret saviem biedriem, draugiem, skolotājiem, ko var izdarīt ar mākslas pieskārienu. Tie ir dažādi mākslas pulciņi, kas attīsta talantu un inteliģenci.

Mākslas pulciņi neaudzina māksliniekus, pedagogu uzdevums ir izaudzināt gudru, labestīgu, līdzjūtīgu jauniešu.

Audzinašanas procesā piedalās ne tikai pedagogi un vecāki, bet arī visa sabiedrība. Par pedagogiem ir sacīts: „Vispārības uzskats ir, ka skolotājam ir pamatīgi jāizglītojas un jāsaprotas: bet ļoti maz ir to, kas atzīst, kas šai sagatavošanā ir visnepieciešamākais. Kas pareizi novērtē atbildību, kas saistās ar jaunatnes audzināšanu, atzīst, ka nepietiek vienīgi izglītošanos zinātnes un literatūras nozarēs. Skolotāja izglītībai jābūt daudz plašākai par izglītību, ko var iegūt mācoties no grāmatām. Viņam vajadzīgs ne vien stiprs, bet arī attīstīts prāts, tam jābūt arī plaša vēriena cilvēkam: tam jānododas savam darbam nevien ar visu savu sirdi, bet tam jābūt arī atsaucīgam un augstsirdīgam.” (Uait Ellena G. 1940.)

Nobeigums ***Conclusion***

Lai mazinātu agresivitāti un vardarbību skolēnu vidū, nepieciešams pievērst lielāku uzmanību dažādiem mākslas pulciņiem. Tie var būt – dziedāšana, dejošana, vizuālā māksla. To pierāda arī mana aptauja skolās, kur ir radošā atmosfēra: bērni piedalās dziesmusvētkos, deju svētkos, ir mūzikas pulciņi vai vizuālās mākslas studija, vardarbība skolēnu vidū ir sastopama daudz retāk vai nav vispār. Mākslas pulciņi labvēlīgi ietekmē bērna raksturu, bērnā rodas līdzjūtība un labvēlība pret saviem biedriem un cieņa pret pedagogiem. Ievērojama loma bērna emocionālajā izaugsmē ir ģimenei - ja bērns aug labvēlīgā gaisotnē, mīlestībā un sapratnē arī skolā nebūs agresivitātes un vardarbības.

Pedagogu pienākums ir kopā ar ģimeni audzināt bērnus mākslas labvēlības gaisotnē. Mēs jau arī ikdienā, sastopoties ar citiem cilvēkiem, sakām „labdien vai labvakar”; tāpat mēs visiem vēlam labu.

Jautājumi diskusijai ***Issues for discussion***

Lai atvieglotu manu turpmāko pētījumu, es izvirzu šādus jautājumus diskusijai:

- Vai bērnu sociālais stāvoklis var būt par iemeslu psihiskajai vardarbībai skolās?
- Vai kristīgā mācība var būt vardarbības mazinātājs skolēnu vidū?
- Vai nesaskaņas ģimenē var bērnā radīt agresivitāti?

Summary

To instil positive character traits should be paid attention to art club activities. Art circles children cultivate spirituality, compassion and love for members, parents, teachers. Art is always an emotional impact on people studying because we teachers use art as a correctional factor in raising a child's spirituality.

The prohibitions and sanctions will not help to prevent child abuse is to create awareness not to another what you would not like if you. Schools relatively little attention paid to activities outside the classroom, although creative art classes raising a child friendly character, friendliness and helpfulness of teaching children between them. A study of the school, which is well organized amateur artists have different art studios. Aggression and violence are much less. Children have emerged, such qualities as compassion, friendliness, izpalīdzēšana. Pupils are interested in moral values. In classrooms, children are no longer divisible into the rich and not so rich is loss of aggressiveness, disputes are resolved in a friendly atmosphere.

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LIFELONG LEARNING AND ACTIVE CITIZENSHIP: THE CASE OF DIRECTING LIFE CHANGE PROJECT

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Abstract – *Learning is our vehicle for change. As a learning community project, we can engage mature people to learn, initially through reflection, that they are empowered to, and can still influence, the direction of their life path. Choices including creative entrepreneurship, active citizenship through volunteering and mentoring, taking up further learning and address the emerging key societal challenge of the need for citizens to be and remain proactive. The aim of this paper is to emphasis in this process and to show how, ‘Directing Life Change’¹¹ project empowers through direct participation, not only of other Learners, with whom relationships are fostered, but also with active participation of potential Life Change actors, locally and internationally. It also seeks to share innovation and experiences with a range of different audiences.*

List of keyword – *Citizenship, Grundtvig, Learning, Life Change, Project management.*

Introduction

It is clear from EU Commission and labour market forecasts that citizens can expect to change career direction 3 to 4 times during life. Despite being an opportunity at the macro-economic level, most individuals will view this as a threat. Therefore we need to empower individuals with life and career change competences, enabling transformation from threat to open opportunity. This project, with 2012 the EU Year of Active Ageing, will investigate and propose an optimum way to face the challenges presented by an ageing population within the new globalised economy, addressing two main priorities: Employment and Engagement in volunteering and membership.

As adult education professionals, we believe Lifelong Learning can and should be an enabler for employability, knowledge transfer, personal autonomy and active citizenship (Aldenmyr, Jepson Wigg, Olson, 2012). The choice of learning for adults must be fit for purpose; attractive for and accessible to adult learners (Brookfield, Holst, 2011); motivated by personal interest, work or enjoyment; encourage exploration and reflection. This will mean they can best contribute ‘social capital’ as well as ‘human capital’ through enhanced independence and well-being.

¹¹ Directing Life Change: 527315-LLP-1-2012-1-UK-GRUNDTVIG-GMP. This project is funded with support of the Lifelong Learning Programme of the European Union. http://eacea.ec.europa.eu/llp/funding/2012/selection/documents/sub_progr/grundtvig-list_of_successful_projects.pdf

This project targets men and women aged over 40 with broken career paths, a cohort projected to make up a third of the population in developed countries as the 60 plus age group by 2025 (OECD, 2010). This group has the potential to contribute to their respective economies, be significant consumers, service users and potential actors for change, participating in learning, for up to three further decades. Therefore, the support provided through this project will have an increasing resonance.

Life Change for the better must mean encouraging innovation, imagination and creativity, taking into account contemporary thinking on sustainable well-being, health and quality of life. With a shared need to address these challenges, we will collectively design, develop and disseminate a relevant and transferable andragogy for Life Change which integrates entrepreneurial spirit with learning and citizenship in later life.

We assume key priorities for our target groups to be:

- maintaining employability;
- learning which recognises and values ‘real skills’, prior experience and knowledge;
- finding meaning and purpose for Life Change;
- enriching social and intellectual lives

Informed choices about Life Change options might be:

- i) Non-formal and formal learning: realising potential and broadening the mind. To adapt to change, we should be empowered to learn at all stages in our lives. For some, second chance learning may lead to validation through access to formal opportunities, using flexible methods of recognising prior experience and learning.
- ii) Entrepreneurial / labour market activity: for which age should not be a barrier to making a positive contribution. We will work for a reflective dialogue about moving towards portfolio working, developing new forms of enterprise, renewing self-esteem and recognising experience as an achievement, with a transition made as easy as possible.
- iii) Mentoring and coaching: encouraging adults to help others, passing on practical experiences as an asset to those, perhaps younger. We will ensure insights into supporting others are explored.
- iv) Civic volunteering: a key component of active citizenship. ‘Experienced’ people can make a significant contribution to others in this way, as well as gaining self-esteem from fulfilling such a role (Zepke, N., 2013).

Underpinning all this is our modus operandi, drawing on five stages of reflection and development with the essential andragogical premise that learning must:

- be a process of active engagement with experience;
- be what people do when they want to make sense of the world;
- encompass skills, knowledge, understanding, values, ideas and feelings

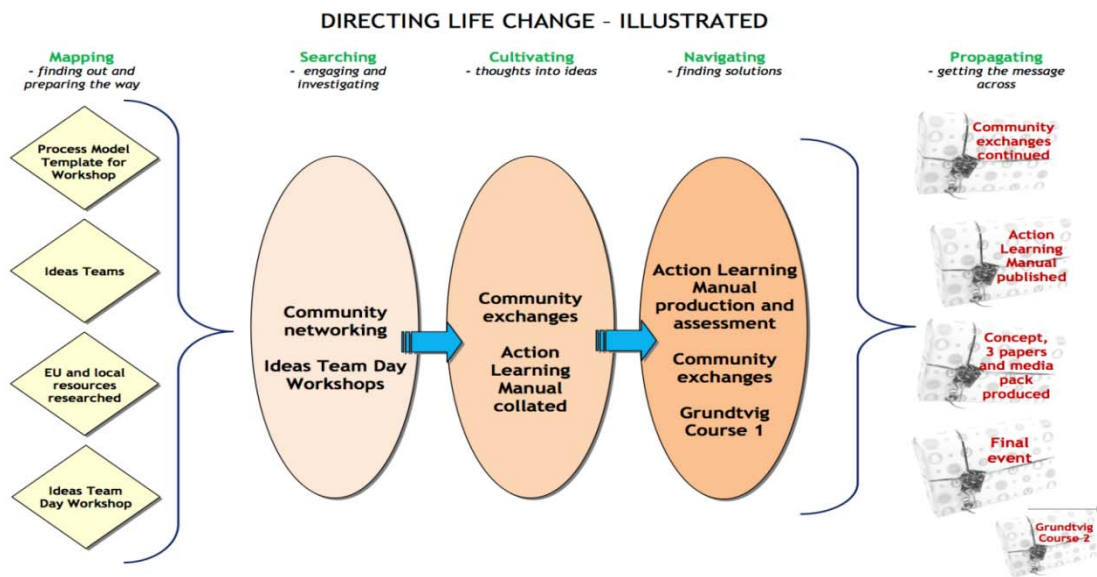


Figure 1 Project implementation

Regardless of national priorities, we share a common recognition of the diversity of approaches to Adult Learning and Education that promote social inclusion and cohesion (Forgeard, Jayawickreme, Kern, Seligman, 2011). Recent research suggests an opportunity for developing shared initiatives:

“In many countries, policy statements adopt a holistic approach to ALE, stressing both economic and non-economic outcomes. However, when it comes to implementation, there is evidence of tension between an emphasis on productivity and competitiveness through human resource development, and an emphasis on human potential development for social inclusion for individuals and social cohesion for societies.”

Keogh, H (2009) *The State and Development of Adult Learning and Education in Europe, North America and Israel*, UNESCO p.11

The Project Implementation seeks to capitalise upon the experience by developing a transnational methodology following research of EU and other agency provenance. By treating Partner institutions as co-learners with target adults, we are addressing a context, encapsulated by the following:

“There is a spectrum of government attitudes to non-formal ALE At one end of the spectrum, the intrinsic value of non-formal ALE is explicitly recognised by the state as a ‘public good’ as well as a ‘private good,’ with collective as well as individual benefits contributing to consensus-building and social cohesion. It plays a major role in the promotion of active citizenship and the maintenance of democratic institutions; and a strong role, reaching the individuals least likely to enrol in ALE.”

Keogh, H (2009) *The State and Development of Adult Learning and Education in Europe, North America and Israel*, UNESCO p.18

Our Consortium shares the common challenge of a greater proportion of older adults and restrictions brought about by economic downturn, especially the effect on working life. Adult's life choice is affected by this, and many are needing to create mid-life choices in addition to the traditional post-compulsory education ones made earlier in their lives:

“Many will also need good guidance later in working life, especially if the incidence of premature withdrawal from the workforce is to fall, reversing the recent trend of earlier retirement despite greater life expectancy.”

Hirsch, D (2005) Paying for ourselves as we get older: rethinking resource allocation Institute of Actuaries/Oxford Institute of Ageing Conference “Ageing Population”, 8 September 2005

The innovative character od DLC

We will seek to offer our target group of adults' solutions and approaches which focus on:

- the individual and personalised rather than a set solution;
- what they want and need not what others think is important;
- bringing support to a community location rather than it being disparate and detached;
- being the subject for rather than an object of change;
- Life Change and choice rather than only labour market routes;
- creating their own direction, rather than merely ‘using’ services;
- being part of an open community rather than a formal process;
- finding ‘emancipation’; rather than being offered a limited choice

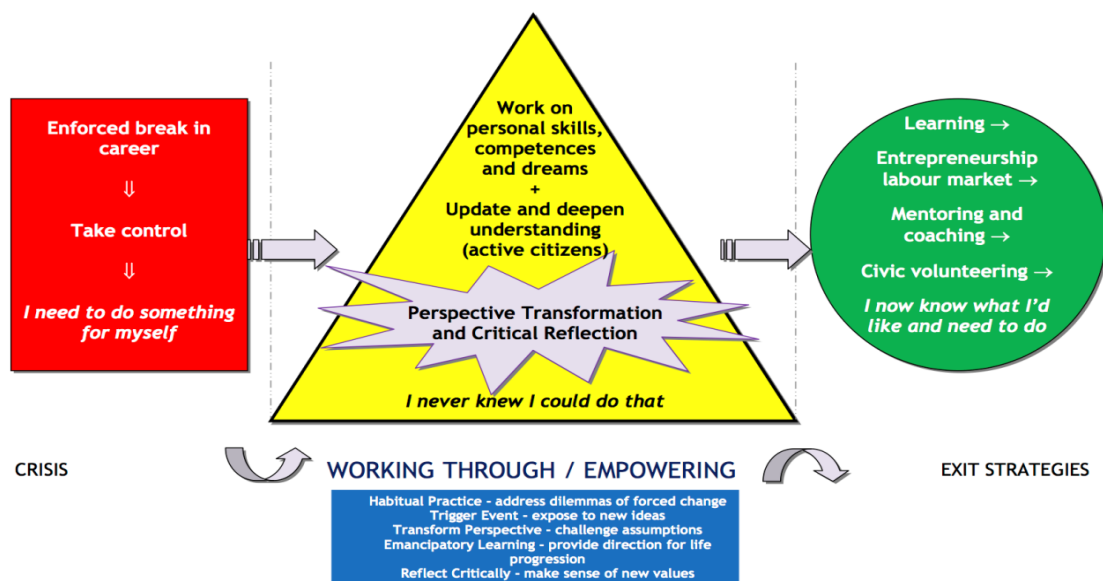


Figure 2 DLC process

Aims, objectives and aspirations

- To offer alternative learning approaches for adults post 40 so they are enabled to:
 - ‘take control’ after an enforced break in their career through being directed towards pathways that draw upon their experience, enhance and improve their existing situation: “I need to do something for myself.”
 - update and deepen their understanding to better enable them to re-integrate into society and enhance their status as active citizens: “I might be able to give something back.”
 - bring out their personal skills and competencies, dormant and perhaps unimagined until this point: “I never knew I could do that.”
 - engage and/or re-engage in personal development of their choice which might for example include:
 - non-formal and formal learning
 - entrepreneurial / labour market activity
 - mentoring and coaching
 - civic volunteering
- “I now know what I’d like and need to do.”

B) Develop an internationally relevant methodology by:

- 3) drawing upon the experience and expertise of a specially established Ideas Team, ensuring relevance and transferability
- 4) enable life-change to be directed appropriately to meet a range of contexts
- 5) encourage cooperation and knowledge-exchange between adult learning practitioners (Sandlin, J., Wright, R. and Clark, C., 2011).

provide a personal and professional learning manual for institutions across Europe to develop Pointing in Your Direction initiatives of their own

Our aspirations are to:

- shift the paradigm from negativity about the future towards finding emancipation by fresh thinking through reflection;
- create new practice by bespoke life-change opportunities for adults 40+;
- bring support to accessible, relevant community locations;
- emphasise individual, personalised solutions as the subject for, not the object of, change;
- provide both formal and informal learning;
- empower to create direction not just to use services

Project progression logic

To succeed, we need to engage with and learn directly from adults 40+, from existing actors and actions locally. Through reflective co-learning (McMillan, J., 2011), we will deliver a template with ‘real’ solutions, before sharing these, practically and flexibly, with those who can effect life change.

To achieve this, five development Phases drive our Methodology:

Milestones (by month) apply to all Partners unless stated.

DIRECTING LIFE CHANGE - PROGRESSION


Mapping - finding out and preparing the way	Searching - engaging and investigating	Cultivating - thoughts into ideas	Navigating - finding solutions	Propagating - getting the message across
OCT 12 - JAN 13 (4 months)	FEB 13 - MAY 13 (4 months)	JUN 13 - OCT 13 (5 months)	NOV 13 - MAY 14 (7 months)	JUN 14 - SEP 14 (4 months)
<p>Meeting 1: Kick-off UK</p> <p>Process Model Template for Workshop designed</p> <ul style="list-style-type: none"> - process of 'Perspective Transformation and Critical Reflection': - Habitual Practice - address dilemmas of forced change - Trigger Event - expose to new ideas - Transform Perspective - challenge assumptions - Emancipatory Learning - provide direction for life progression - Reflect Critically - make sense of new values <p>'Ideas Teams' set up by engaging local networks and agencies</p> <p>EU provenance and local resources researched and collated</p> <p>data search, collection and dialogue via networks</p> <p>Local Ideas Team Day Workshop 1 held to understand process, explore co-learning, determine support</p>	<p>Community Networking enacted</p> <p>dialogue with those to whom eventual signposting is to be made</p> <p>Meeting 2: Development held in Austria</p> <p>feedback to Partners</p> <p>Local Ideas Team Day Workshop 2 held</p> <p>co-learning action sets, collect ideas, individualised learning</p> <p>Local Ideas Team Day Workshop 3 held</p> <p>action sets, experiential learning, prepare for share Meeting 3</p>	<p>Meeting 3: Ideas Team 1st share held in Spain</p> <p>Ideas Team reps share ideas, pass on material and Project dialogue</p> <p>Community exchanges established</p> <p>open out to make wider engagement</p> <p>In-service Courses planned</p> <p>capturing 'live' activities for CPD funding application</p> <p>Action Learning Manual collated</p> <p>choice of best ideas for relevance and transferability</p> <p>Final Dissemination Event prepared</p> <p>anticipate, engage interest in on-going process across networks</p> <p>QA model implemented</p> <p>feedback on-going activities, set improvement parameters</p>	<p>Action Learning Manual: content assessed, 1st draft compiled, 2nd draft modified, final draft completed</p> <p>staged process using learning material from 'real-life' Ideas Teams</p> <p>QA model evaluated</p> <p>reflect on implementation, instigate changes</p> <p>Meeting 4: Ideas Team 2nd share held in Hungary</p> <p>share ALM draft and plan testing of exchanges</p> <p>Community exchanges in place and tested</p> <p>open collaborative environments, small group contextualisation of Life Change</p> <p>In-service Course held in Poland</p> <p>will showcase ALM principles to Life Change professionals</p> <p>European Report produced</p> <p>reflection on national challenges and possible solutions</p> 	<p>Community exchanges continuing</p> <p>on-going cooperation and knowledge-exchange</p> <p>Action Learning Manual Published</p> <p>available throughout networks</p> <p>Concept and 3 PDF Papers, Media Pack produced</p> <p>our transformative process exposed to different audiences</p> <p>Meeting: Final held in Italy</p> <p>wrap up all Project issues and requirements</p> <p>Final Event held in Italy</p> <p>Dissemination Report finalised (→)</p> <p>Final Report to EACEA submitted (→→)</p> <p>In-service Course held in Finland (→→)</p>

Figure 3 Project Milestones

1) Mapping

Months 1-4 - finding out and preparing the way

Guides produced (1) By Co-ordinator.

Meeting 1: Kick-off held in UK (1). To outline working practices.

QA model designed (2) By Co-ordinator with QA expert, then shared.

Process Model Template for Workshop designed (3) Process of 'Perspective Transformation and Critical Reflection':

- Habitual Practice: address dilemmas of forced change
- Trigger Event: expose to new ideas
- Transform Perspective: challenge assumptions
- Emancipatory Learning: provide direction for life progression.
- Reflect Critically: make sense of new values.

'Ideas Teams' set up (3) By engaging local networks and agencies.

EU provenance (3) and local resources (4) researched and collated. Data search, collection and dialogue via networks.

Local Ideas Team Day Workshop 1 held (4) To understand process, explore co-learning, determine support .

2) Searching

Months 5-8 - engaging and investigating.

Community networking enacted (5). Dialogue with those to whom eventual signposting is to be made.

Meeting 2: Development held in Austria (5). Feedback to Partners.

Local Ideas Team Day Workshop 2 held (6). Co-learning action sets, collect ideas, individualised learning.

Local Ideas Team Day Workshop 3 held (8). Action sets, experiential learning, prepare for share Meeting 3.

3) Cultivating

Months 9-13 - thoughts into ideas.

Meeting 3: Ideas Team 1st share held in Spain (9). Ideas Team reps share ideas, pass on material and Project dialogue.

Community exchanges established (10). Open out to make wider engagement

In-service Courses planned (10). Capturing 'live' activities for CPD funding application.

Action Learning Manual (ALM) collated (12). Choice of best ideas for relevance and transferability.

Final Dissemination Event prepared (12). Anticipate, engage interest in on-going process across networks

QA model implemented (12). Feedback on-going activities, set improvement parameters.

4) Navigating

Months 14-20 - finding solutions.

ALM: content assessed (14), 1st draft compiled (16), 2nd draft modified (17), final draft completed (19). Staged process using learning material from 'real-life' Ideas Teams.

QA model evaluated (15). Reflect on implementation, instigate changes.

Meeting 4: Ideas Team 2nd share held in Hungary (16). Share ALM draft and plan testing of exchanges.

Community exchanges in place (15) and tested (17). Open collaborative environments, small group contextualisation of Life Change.

In-service Course held in Poland (17). Will showcase ALM principles to Life Change professionals.

European Report produced (19). Reflection on national challenges and possible solutions.

5) Propagating

Months 21-24 - getting the message across.

Community exchanges continuing (20). On-going cooperation and knowledge-exchange.

ALM Published (23). Available throughout networks.

Concept and 3 PDF Papers, Media Pack produced (22). Our transformative process exposed to different audiences.

Meeting: Final held in Italy (22). Wrap up all Project issues and requirements

Final Event held in Italy (22).

Dissemination Report finalised (25).

Final Report to EACEA submitted (25).

In-service Course held in Finland (28).

Target groups

The target group will be involved in all 5 phases, their engagement taking the following forms:

Months 1 to 4 Mapping: Towards phase end, Ideas Teams will help to identify and appraise existing processes and structures.

A first local workshop will enable team members as co-learners to gain an understanding of the project's 'modus operandi' i.e. Perspective Transformation & Critical Reflection.

Months 5 to 8 Searching: Three local workshops in each partner locality will generate ideas and promote reflection on life paths, collated and fed back to Partners and peers through the communication platform. This determines required future support and ensures an individualised focus.

Months 9 to 13 Cultivating: Two members of each Ideas Team will participate in a Transnational Meeting in Spain (1st share), assisted in communication and language skills to optimise contribution.

Community exchanges open to each locale will be set up to enable further involvement of peers, facilitated by Ideas Team members for continual ideas generation and data capture. These will facilitate skills, mentoring and volunteering to be practiced and honed in real life situations.

Ideas from activities will be encapsulated in the first stage (collation) of the ALM.

Months 14 to 20 Navigating: Each Ideas Team will be expanded to include more peers. Testing of the Draft ALM will take place through trialling and feedback from this new cohort. Here, actively experiencing the self-assessment element will best test its application.

Two members of each team will participate in a Transnational Meeting in Hungary (2nd share) to best contrast and compare shared ideas.

At this stage, experiences and ideas of participants will contribute to the preparation of the Final Dissemination Event (FDE).

Months 21 to 24 Propagating: Alongside roles as mentors and volunteers within Community exchanges, participants will contribute advice and guidance to best define the audience for the final Draft ALM and on the optimum use of multi-media.

They will also contribute to the Transnational Launch and some will be invited to participate in the FDE in Italy.

Having undergone the transformational processes expounded by the project, participants are crucial to effective exploitation and will act as advisors and reference points beyond the life of the project.

Adults aged 40+ whose career path has been broken will remain the predominant beneficiaries from this project. The Perspective Transformation & Critical Reflection process is at the core of the ALM. Through this:

- Adult learners will remain economically, educationally and/or voluntarily active;
- One 'Directing Life Change' facility in each locality will have been established;
- Community exchanges will continue to provide focussed and individualised solutions.

The ALM will allow this process to be replicated for potentially significant further benefit beyond the duration of the project. Initially targeted by the in-service Grundtvig-funded courses for adult learning practitioners offered in Months 17 (during) and 28 (post-project). Also, the Final Dissemination Event and other work in both the Dissemination and Exploitation Work Packages aim to imbue and subsume the Methodology as part of good practice. In addition, we will all seek to get endorsement from respective local, regional and national agencies to take the initiative forward.

Target groups, accessed through the 8 Partners' increasingly broadening EU and wider networks are:

- Institutions and organisations wishing to direct professional and voluntary life change;
- Professionals with Life Change management roles;
- Affiliated bodies linked to peer networks

These Partner and additional Institutions will be enabled to:

- use the processes and materials for future initiatives;
- establish their own new international links within mutually supportive networks;
- engage with fresh cohorts of similar target learners across a broader tranche of European and Third Country Partners

After the project, Consortium Partners will be set to cascade information learned through their respective networks. Not only this, but we anticipate that the Project and its products will have served as a catalyst towards further activity in the areas of Active Ageing especially. The dialogue established, which, in our experience carries on long after any project has completed, can only be enhanced by the research element we have added to this proposal. Whilst trying to make practice in the future easier and more relevant for practitioners and facilitators, we also recognise the value of stimulating further questioning, debate and curiosity to drive our future engagement in the field (Jackson, 2012). The value of networks that are, and remain, relevant for both Target Learners and those concerned with their engagement is paramount to the continued efficacy of the reach of the DLC Project. Without a purpose that is meaningful for all concerned, we realise that there is a risk nothing will really happen.

Therefore, all Partners will be trying to ensure that the aftermath of this Project will contain a lasting legacy through:

- discussion and debate of the Methodology presented (aided by the Papers and other Research);
- adoption of similar andragogical approaches to enabling learners to develop learning for their peers;
- instigating future initiatives and linking them as consequential to the DLC Project

Partners

- University of Chester, UK
- Università delle LiberEtà del Fvg, Udine, Italy
- Associació Catalana de Formació Polivalent Aplicada, Baobab, Spain
- TREbAG Property and Project Management Ltd, Hungary
- Wyższa Szkoła Lingwistyczna, Poland
- Kärntner Volkshochschulen, Austria
- University of Helsinki Palmenia Centre for Continuing Education, Finland
- Multi-Disciplinary Centre, Modi'in Municipality, Israel

Conclusion

The main implementation process will be the work of a proactive Ideas Team in each of 8 countries sharing with international counterparts and national communities.

Partners will maximise networks and community links to locate participants to engage in the transformation and reflective process and thereby benefit from signposting and developing their own selves through the logic of the methodology.

Each team will commit to and be ambassadors for the entire project.

Representatives will be in the ratio of: 2 Partners, 3 to 8 Adults and 2 to 3 Communities. Some Adults will need to be able and willing to travel.

Creation of the Action Learning Manual (ALM) will be facilitated through the Ideas Teams. Ideas beyond this will continue as the focus of Community exchanges in each locality, facilitated by partners working with appropriate local expertise, designed to address specific local and actual issues efficiently and effectively.

Acknowledgement

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SOCIĀLO TĪKLU IZMANTOŠANA IZGLĪTĪBĀ *Social Networks in Education*

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Abstract. *Nowadays popularity of social networks (draugiem.lv, facebook etc.) is increasing, virtually every student has at least one account in one of the social networks. But the problem is that little is known about how to use social networking in Latvian education. The author of this paper will try to prevent it, to summarize available information on social networking in education.*

Keywords: *social network, education.*

Ievads *Introduction*

Informācijas tehnoloģijas strauji ienāk mūsu dzīvē. Centrālās statistikas pārvaldes 2013.gada apsekojuma par informācijas un komunikāciju tehnoloģiju lietošanu mājsaimniecībās galvenie rādītāji – datoru un interneta pieejamība – ik gadu arvien pieaug. Ja 2004.gadā tikai 26% mājsaimniecību bija dators, bet internets bija vien 15% mājsaimniecību, tad 2013.gadā pieejamība gan datoram, gan internetam ir sasniegusi 72%, tai skaitā pilsētās – 73%, bet lauku teritorijās – 65% (*Informācijas un komunikācijas tehnoloģiju lietošana mājsaimniecībās 2013.gadā.*).

Pie tam nepārtraukti pieaug iedzīvotāju skaits, kuri regulāri lieto internetu (% no iedzīvotāju kopskaita attiecīgajā grupā). Tā, piemēram, šis rādītājs potenciālo studentu vidū 2013.gadā attiecīgi sastādīja 98,1 % (līdz 24 gadiem), 96,4 % (25-34 gadu vecumā) (*Iedzīvotāju skaits, kuri regulāri lieto datoru/internetu, % no iedzīvotāju kopskaita attiecīgajā grupā*). Pārsvarā katram no viņiem ir viens vai vairāki konti sociālajos tīklos (facebook, draugiem.lv, twitter, odnoklassniki u.c.). Sakarā ar to, ka sociālo tīklu popularitāte pēdējos gados strauji pieaug, tad būtu vērts apsvērt iespēju izmantot sociālus tīklus izglītībā.

Šī referāta mērķis ir apkopot informāciju par sociālo tīklu izmantošanu izglītībā, izvērtēt ārzemju pieredzes pielietošanu Latvijā.

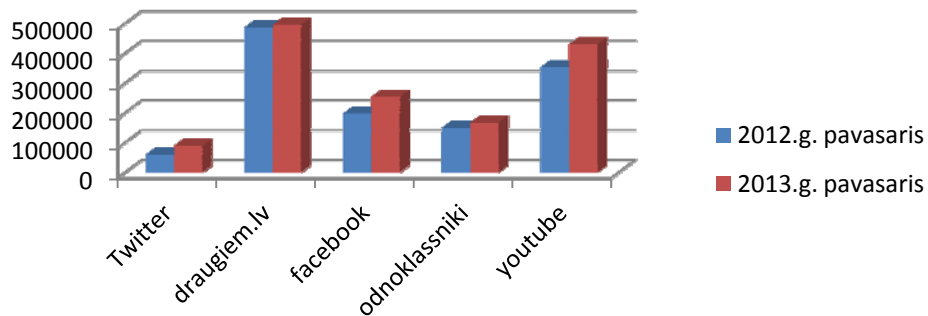
Referātā, galvenokārt, tiks izmantota salīdzinošā metode.

Sociālie tīkli izglītībā *Social networks in education*

Tiešsaites sociālais tīkls ir tīmekļa vietne, kurā, reģistrējoties un izveidojot individuālo profilu, ir iespējams kontaktēties un sazināties ar citiem lietotājiem (individuiem, grupām vai organizācijām) (*Tiešsaites sociālais tīkls*). Saziņa sociālajā tīklā notiek dažādos veidos: var paust savu viedokli dienasgrāmatās un forumos, var veidot interešu grupas, apmainīties ar fotogrāfijām, augšupielādēt audio un video failus, sūtīt vēstules u.tml. Lietotājus var vienot intereses, gaume

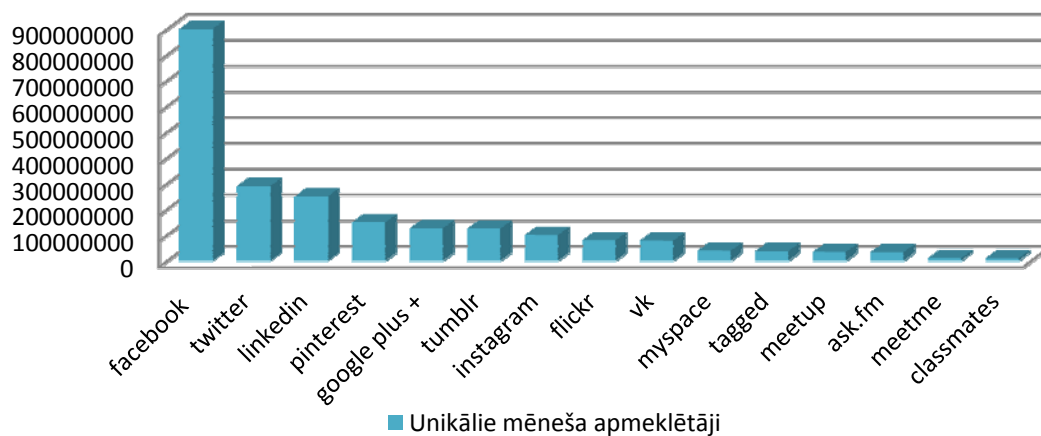
vai paziņas. Pēdējā laikā galvenais uzsvars tiek likts uz savas virtuālas identitātes veidošanu, izkopšanu un popularizēšanu, nevis, lai veidotu savstarpēju komunikāciju.

1.attēlā ir parādīta sociālo mediju statistika Latvijā. Kā ir redzams zemāk, vislielākais lietotāju skaits ir draugiem.lv- tas pieauga no 487000 lietotāju 2012.gada pavasarī līdz 496000 lietotājiem 2013.gada pavasarī. Otrajā vietā ir youtube ar 430000 lietotājiem 2013.gadā.



1.att. **Sociālo mediju statistika (visi Latvijas iedzīvotāji vecumā no 15 līdz 74 gadiem)**
Figure 1 Social media statistics (all Latvian residents aged from 15 to 74 years)
(Sociālo mediju statistika. Pieejams: <http://www.webradar.lv/socialo-mediju-statistika/>)

Savukārt, 2.attēlā ir redzami vispopulārākie sociālie tīkli pasaulē.



2.att. **15 vispopulārākie sociālie tīkli pasaulē (2014.g. februāris)**
Figure 2 Top 15 Most Popular Social Networking Sites (february 2014)
(Top 15 Most Popular Social Networking Sites. Pieejams: <http://www.ebizmba.com/articles/social-networking-websites>)

Kopumā vērtējot, situācijas sociālo tīklu jomā ir līdzīgas gan Latvijā, gan pasaulē. Vieni no populārākajiem ir facebook un twitter. Taču atšķirība ir tajā apstākļi, ka Latvijā popularitāti ieguva draugiem.lv (pirmajā vietā) un odnoklassniki (ceturtajā vietā).

Zināmā mērā draugiem.lv straujo izplatīšanos izmanto arī Latvijas augstskolas, izvietojot tajā savas oficiālās lapas - Banku Augstskola, Ekonomikas un kultūras augstskola u.c.



3.att. **Banku Augstskolas oficiālā lapa draugiem.lv**
Figure 3 Bank Higher school official draugiem.lv page
(Banku Augstskola. Pieejams: <http://www.draugiem.lv/bankuugstskola>)

Taču ir vērojama tendence Latvijas augstskolām izvietot savas oficiālās lapas ne tikai populārajā draugiem.lv, bet arī citos sociālajos tīklos (skat. 4.,5. attēlus).



4.att. **Daugavpils Universitātes oficiālā lapa twitterī**
Figure 4 Daugavpils University official twitter page
(Daugavpils University. Pieejams: http://twitter.com/du_lv)



5.att. Ventspils Augstskolas oficiālā lapa facebookā

Figure 5 Ventspils Higher school official facebook page

(Ventspils Augstskola. Pieejams: <http://lv-lv.facebook.com/VentspilsAugstskola>)

Skolotāji sociālo tīklu draugiem.lv dažreiz izmanto kā vietu, kurā var izpausties dienasgrāmatas veidolā, publicēt savas klases fotoattēlus no pasākumiem galerijās, komunicēt domubiedros un vēstulēs.

Bet pastāvošie tradicionālie sociālie tīkli ar visiem tiem piemītošiem sociāliem riskiem nav piemēroti izglītības mērķiem. Izglītībai nepieciešamas jaunas sociālo tīklu struktūras- izglītības sociālie tīkli, kas apvieno cilvēkus izglītības mērķiem.

Izglītības sociālais tīkls nav domāts tikai skolotājiem. Izglītības tīkls apvieno izglītības profesionāļus, skolniekus un viņu vecākus, dažādu nozaru speciālistus un izglītībā ieinteresētus cilvēkus, kuru mērķis ir izglītība (*Sociālie tīkli*).

Pieejams: http://api.ning.com/files/6vAY*6nizWRnIY6st53weyxoDcTz0udsSag53cjuGRYVSL3T8YwWW71y*xmtXgYvnb*jg2VE*vnzxR-nh-fID8mDHCerZXG3/Social-networks_lv.pdf). Tā ir galvenā ideja un tīkla priekšrocība.

Tagad populārākie izglītības sociālie tīklu tipi ir:

- „NING”(dibināts 2005.g.);
- „SocialGO” (dibināts 2007.g.).

„NING” tipa tīklu 2007. gadā izvēlējās Steve Hargadon, lai veidotu populāro ASV skolotāju sociālo tīklu Classroom 2.0 - izglītības sociālo tīklu, kurā šodien jau vairāk kā 30 000 skolotāju var diskutēt par dažādām ar izglītību saistītām tēmām un apvienoties interešu grupās.



6.att. Classroom 2.0

Figure 6 Classroom 2.0

(Classroom 2.0.Pieejams: <http://www.classroom20.com>)

Eiropā līdzīgs ir eTwinning tīkls (skat. 7.att.), kas apvienojis aptuveni 65 000 lietotāju, tomēr tam pietrūkst NING tīkla elastības un pielāgojamības.

eTwinning ir skolu kopiena Eiropā. Skolotāji no visām dalībvalstīm var reģistrēties un pielietot eTwinning tiešsaistes rīkus (portālu un darba virsmu), lai atrastu viens otru, satiktos virtuāli, apmainītos idejām un praktiskiem piemēriem, apvienotos grupās, kopīgi mācītos mācību notikumos un iesaistītos tiešsaistes bāzētos projektos.

eTwinning projektā skolas no vismaz divām skolām no vismaz divām dažādām valstīm izstrādā projektu un pielieto informācijas un komunikāciju tehnoloģijas, lai izpildītu savu darbu. Tā kā skolas sazinās un sastrādājas ar interneta starpniecību nepastāv nekādu dotāciju vai administratīvu nosacījumu, kas būtu saistīti ar shēmu, un nav nepieciešamas aci-pret-aci tikšanās.

Šajā sociālajā tīklā var izmantot jebkuru valodu, jo visa informācija tiek tulkota. Tomēr, kad nonāk līdz projekta idejai, tad nepieciešams izmantot kopīgi izmantojamo valodu (kas ir, angļu, franču, vācu) vai daudzas valodas.

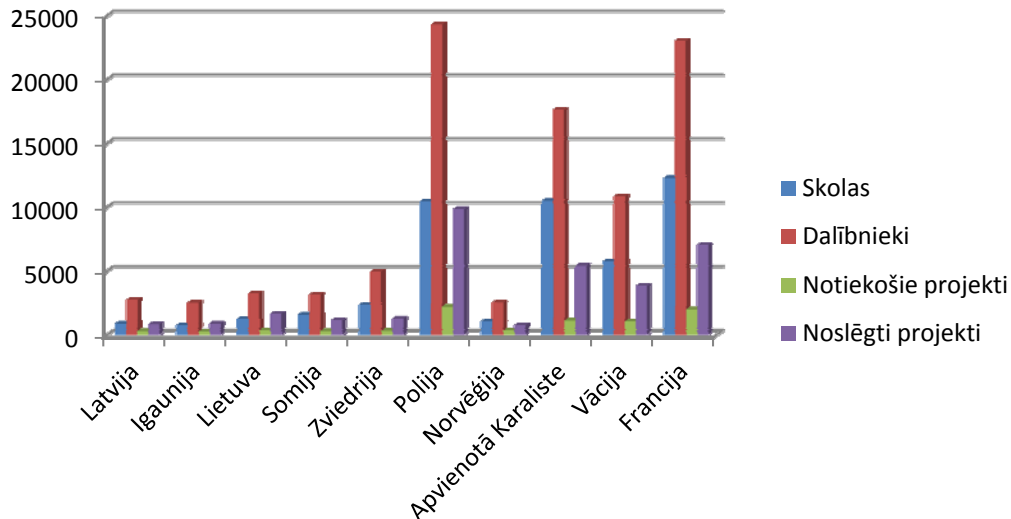


7.att. eTwinning

Figure 7 eTwinning

(eTwinning.Pieejams: http://www.etwinning.net/lv/pub/connect/browse_people_schools_and_pro/country.cfm?c=428#results)

eTwinning tīklā ir reģistrētas 882 Latvijas skolas, 2728 dalībnieki (tajā skaitā Rēzeknē-15, Daugavpilī-196, Viļakā- 2 utt.), 298 notiekošs projekts un noslēgti 817 projekti.

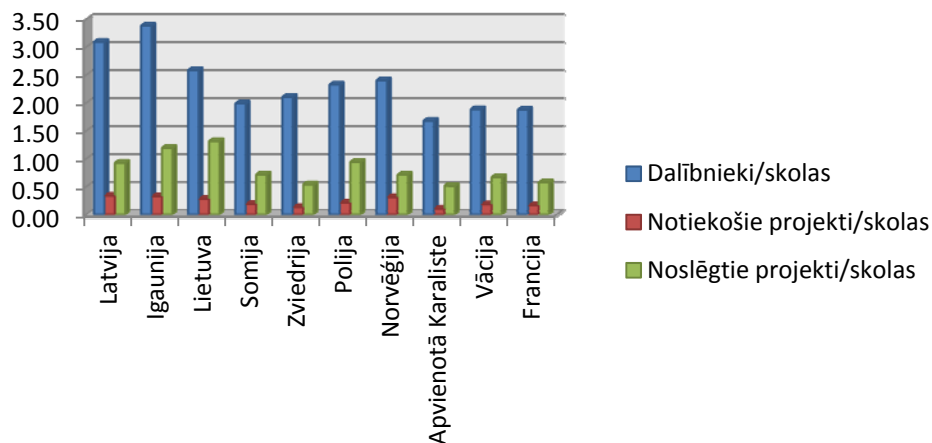


8.att. eTwinning tīkla statistika pa valstīm (izveidoja autors)

Figure 8 eTwinning network statistics by country (created by author)

Pēc 8.attēla var redzēt, ka eTwinning izglītības sociālais tīkls ir izplatīts Polijā, Francijā, Apvienotajā Karalistē un Vācijā. Tā Francijā ir vislielākais reģistrēto skolu skaits (12284). Neskatoties uz to, ka Polijā reģistrēto skolu skaits ir mazāks (10456), šajā valstī ir vislielākais reģistrēto dalībnieku skaits (24306), notiekošo projektu (2196) un noslēgto projektu (9860) skaits. Tas ir

statistika absolūtajos skaitļos. Taču lai būtu pilnīgāks priekšstats, autors izveidoja 9.attēlu, kurā aprēķināja dalībnieku, notiekošo un noslēgto projektu attiecību pret eTwinning reģistrēto skolu skaitu attiecīgajā valstī.



9.att. eTwinning tīkla statistika pa valstīm (izveidoja autors)

Figure 9 eTwinning network statistics by country (created by author)

9.attēlā ir redzams, ka Latvijai un Igaunijai ir vislabākie rādītāji, kas atspoguļo dalībnieku skaita attiecību pret skolu skaitu (Igaunijai- 3,38, Latvijai- 3,09, vidējais rādītājs-2,33). Kaut arī rādītājs notiekošie projekti/ skolas Latvijai ir visaugstākais (0,34), Igaunijai un Norvēģijai tas ir līdzīgā līmenī- attiecīgi 0,33 Igaunijai un 0,31 Norvēģijai. Savukārt attiecība noslēgtie projekti/ skolas Latvijai nav tik augstā līmenī (0,93), ir līdzīga Polijas attiecībai (0,94). Šis rādītājs ir visaugstākais Lietuvai (1,31) un Igaunijai (1,19).

Bez eTwinning ir vērts pievērst uzmanību l'Ecole Hors les Murs izglītības sociālajam tīklam.



10.att. l'Ecole Hors les Murs

Figure 10 l'Ecole Hors les Murs

(l'Ecole Hors les Murs.Pieejams: <http://horslesmurs.ning.com>)

L'Ecole Hors les Murs (skola bez sienām) ir sociālais tīkls, kas jau vairākus gadus darbojas izglītības vidē, eksperimentē un organizē jaunus tradicionālās un tālmācības pedagoģijas modeļus, veidojot pamatu un ideju bāzi skolotājiem, kas izvēlēšies sociālo tīklu izmantot mācību procesā. Tas ir NING platformas izglītības sociālais tīkls, kura pamatā izmantota Classroom 2.0 pozitīvā pieredze (Classroom 2.0 nav īpaši populārs Eiropā). L'Ecole Hors les Murs princips - es mācu savus skolniekus un mani skolnieki māca mani. Svarīgs elements ir sociālā tīkla daudzvalodība. Interfeisa valoda var būt franču, bet saturs citās valodās - latviešu, arābu, ebreju, ķīniešu, ... jebkurā valodā. Izglītības sociālais tīkls kā manifests kultūru un valodu dažādībai internetā. L'Ecole Hors les Murs sociālajā tīklā populāra ir e-studiju platforma Elluminate ar tās interaktīvajām iespējām - virtuālo tāfeli, video un teksta ziņojumiem, video ierakstiem. Valodu apmācībai izmanto atraktīvo "Vokis" un interaktīvo "VoiceThread" programmas. Taču neskatoties uz to visu L'Ecole Hors les Murs ir arī trūkums- mazs dalībnieku skaits (1941 dalībnieki) (*L'Ecole Hors les Murs*. Pieejams: <http://horslesmurs.ning.com>).

Kaut arī Ning un SocialGo ir ļoti līdzīgi, autors dotu priekšroku Ning izglītības sociālajam tīklam (cena, iespējas, kļūdu skaits). (*White-Label Community Platforms: Ning vs. SocialGo*. Pieejams: <http://sociotoco.com/blog/2010/1/4/white-label-community-platforms-ning-vs-socialgo.aspx>)

Secinājumi **Conclusions**

1. Vispopulārākie sociālie tīkli Latvijā ir draugiem.lv, facebook un odnoklassniki.
2. Kopumā vērtējot, situācijas sociālo tīklu jomā ir līdzīgas gan Latvijā, gan pasaulē. Vieni no populārākajiem ir facebook un twitter. Taču Latvijā popularitāti ieguva draugiem.lv un odnoklassniki.
3. Skolotāji sociālo tīklu draugiem.lv dažreiz izmanto kā vietu, kurā var izpausties dienasgrāmatas veidolā, publicēt savas klases fotoattēlus no pasākumiem galerijās, komunicēt domubiedros un vēstulēs.
4. Zināmā mērā sociālo tīklu straujo izplatīšanos izmanto arī Latvijas augstskolas, izvietojot tajā savas oficiālās lapas- Banku Augstskola, Ekonomikas un kultūras augstskola u.c.
5. Pastāvošie tradicionālie sociālie tīkli ar visiem tiem piemītošiem sociāliem riskiem nav piemēroti izglītības mērķiem. Izglītībai nepieciešamas jaunas sociālo tīklu struktūras- izglītības sociālie tīkli, kas apvieno cilvēkus izglītības mērķiem.
6. Autors iesaka vairāk izmantot Ning platformas Eiropas izglītības sociālo tīklu eTwinning, jo Classroom 2.0 un L'Ecole Hors les Murs nav piemēroti Latvijas vajadzībām.

7. Kaut arī Ning un SocialGo ir ļoti līdžīgi, autors dotu priekšroku Ning izglītības sociālajam tīklam (cena, iespējas, kļūdu skaits).

Summary

Information technology is rapidly entering our lives. The principal indicators of the survey by the Central Statistical Bureau on the information and communication technologies in households of 2013 – the accessibility of computers and the Internet - have been growing year by year. If only 26% of the households had a computer, and only 15% of the households had the Internet connection in 2004, the access to both computers and the Internet reached 72% in 2013 with 73% in urban areas and 65% in rural areas.

In addition, a steady increase in the number of people who regularly use the internet (% of the total population in that group) has been observed. For instance, this indicator among potential students in 2013, accounted for 98.1% (up to 24 years) and 96.4% (25-34 years) respectively. Most of them have one or several accounts in social networks (Facebook, draugiem.lv, twitter, odnoklassniki etc.). Due to the rapid growth in popularity of social networks in recent years, it would be worth considering the use of social networks for education.

This paper aims to gather information on the use of social networking in education and to evaluate the use of foreign experience in Latvia.

The comparative method will be predominantly used for the purposes of the present paper.

Main conclusions:

1. The most popular social networks in Latvia are draugiem.lv, facebook and odnoklassniki.
2. Overall, the situation of social networks is similar for both Latvia and the world. One of the most popular is facebook and twitter. But draugiem.lv and odnoklassniki gained popularity in Latvia.
3. Teachers social network draugiem.lv sometimes use as a place where they can take the form of a diary, post photo galleries of their class activities, communicate with people.
4. To some extent, the rapid spread of social networking is also used for Latvian universities, placing their official page there- Business Higher School, Economics and Culture Higher School, etc.
5. The existing traditional social networks with all the inherent social risks are not suitable for educational purposes. Education needs new social network structure-learning social network that brings together people for educational purposes.
6. The author recommends to use the Ning Platform educational social network eTwinning, because Classroom 2.0 and l'Ecole Hors les Murs are not suitable for Latvian needs.
7. While Ning and SocialGo are very similar, the author would prefer a Ning social learning network (price, features, number of errors).

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**ĀRZEMJU LATVIEŠU IEGULDĪJUMS MŪZIKAS
PEDAGOĢIJAS ATTĪSTĪBĀ LATVIJĀ**
*Investment in the Development of Latvian Music Pedagogy by
Latvians Living beyond Latvia*

Maruta Sīle

Rīgas Pedagoģijas un izglītības vadības akadēmija

Abstract. *History of music pedagogy is developed by great personalities. Wherever Latvia's musicians have been brought by their life routes – music has been above any difficulties encountered. The artist's education has to be represented in two directions – historical and systematic. Without a clear insight into one's own national history of art, no one can grow into a real artist. Explorations in history of music pedagogy can more objectively assess the present and prognosticate perspectives in the future. The more we learn about the Latvian by descent artists' creative activities, their working methods and results beyond Latvia, the greater is our desire to use their experiences in our own work, as the child development is always in the centre of researches. One of collaboration ways is the "International Latvian Young Musicians Camp" headed by the director – professor, Dr. paed. Ingrīda Gutberga, a Latvian living abroad, well-known as an organist, conductor, pianist, chair person of Boston Latvian Heritage foundation. The participants of the camp are young musicians from all over the world enjoying guidance of internationally renowned music pedagogues.*

Key words: music pedagogy, history of music pedagogy, music education process.

Ievads

Introduction

21.gadsimtu ANO pasludinājusi par dialogu gadsimtu, kad jāapzinās, ka atvērtības pamatā ir sevis paša izzināšana un pašizpratne, taču neaprobežojoties tikai un vienīgi ar iekšup vērsto tendenci savu identitāti fokusēt tikai uz sevi, bet gan papildinot to ar vēlmi iepazīt un cienīt dažādību. Attīstot zināšanas par vietējiem apstākļiem, tradīcijām, vērtībām un vēsturisko attīstību, paveras iespēja apzināt cilvēces kopīgās un atšķirīgās iezīmes, tādejādi stiprinot starptautisko sapratni un sadarbību, darot bagātāku daudzveidīgo pasaules kultūru (Koķe, 2001).

Pedagoģijas zinātniece Tatjana Koķe atzīst, ka pedagoģijas uzdevums – mācīt un veidot pieredzi kā pieņemt kultūru daudzveidību, prast valodas un tai pašā laikā attīstīt dziļu indivīda kultūras identitāti. Izpratne par kultūru vienlīdzību, toleranci, dažādības pieņemšana ir kopjama. To nodrošināt ir izglītības iestāžu uzdevums (Koķe, 2001). Šo uzdevumu var realizēt, izpētot mūzikas pedagoģijas attīstības vēsturi, kad, objektīvāk vērtējot tagadni, var prognozēt attīstības perspektīvas nākotnē. Mūzikas skolotāji visā pasaulē nevar radīt talantus, bet var radīt augsni, kur talantiem attīstīties. Un tā mūzikas pedagoģija, kā pedagoģijas zinātnes apakšnozare nevar attīstīties vienas valsts ietvaros.

Pētījuma objekts – mūzikas pedagoģijas attīstība Latvijā.

Pētījuma priekšmets – ārzemju latviešu ieguldījums mūzikas pedagoģijas attīstībā Latvijā.

Pētījuma mērķis – apzināt ārzemju latviešu ieguldījuma aspektus mūzikas pedagoģijas attīstībā Latvijā.

Par teorētisko pamatu izvēloties Marutas Sīles pētījumu par mūzikas pedagoģijas vēsturisko attīstību Latvijā (Sīle, 2003) un balstoties uz zinātnieces izstrādāto sistēmu, mūzikas pedagoģijas vēsturiskā attīstība var tikt analizēta un vērtēta, izmantojot vēsturiski salīdzinošo, retrospektīvo, strukturāli vēsturisko, pedagoģiski paradigmālo un sistēmiskās analīzes metodes.

Mūzikas pedagoģijas vēstures izpētē un tās attīstības dažādu posmu salīdzināšanā tiek ieteikta vēsturiski salīdzinošā pētījuma metode. Šī metode nodrošina vēsturiskā pētījumā sistēmas veidojošo komponentu atklāsmi, to izpaušmes veidu apzināšanu un pretrunas.

Retrospektīvā metode pētījumos var nodrošināt vēsturiski pedagoģiskā procesa izpēti, parādot to no sākotnējām mācīšanas formām līdz mūsdienām.

Vēsturiski strukturālā metode atklāj sistēmveidojošo komponentu rašanos un attīstību, komponentu mijšakarību dažādos vēsturiskos periodos. Atbilstoši šiem periodiem, tiek konstatētas personības attīstību sekmējošās mācību procesu veidojošo komponentu mijšakarības mūzikas pedagoģijā starp –

- kvantitāti un kvalitāti;
- formu un saturu;
- cēloni un sekām.

Saistot to ar izglītības paradigmu maiņu, mūzikas pedagoģijas pētījumos var izmantot pedagoģiski paradigmālo metodi. Ar tās palīdzību iespējams noteikt mijšakarības starp konkrētā vēsturiskā perioda teorētisko domu un praktisko pieredzi.

Atbilstoši pētījuma koncepcijai, ka pedagoģiskā sistēma ir veselums, neatdalot to veidojošos komponentus, pētniecībā var izmantot sistēmisko pētījuma metodi. Sistēmveidojošo komponentu dinamikas un mijiedarbības atklāšana pamato vēsturiskās attīstības multikulturālās tendences mūzikas pedagoģijā.

M.Sīle aprobējusi un uzskatījusi par lietderīgām personību ieguldījumu pētniecībā izmantot iepriekš uzskaitītās metodes, pamatojot tās pētījumā „Veseluma pieeja bērna attīstībā klavierspēles mācību procesā” (Sīle, 2000). Pētījums par „Ārzemju latviešu ieguldījumu mūzikas pedagoģijas attīstībā Latvijā” uzskatāms par turpinājumu monogrāfijai „Latvijas klavierspēles attīstība” (Sīle, 2003). Neeksperimentālais aprakstošais pētījums turpina fiksēt mūsdienu situāciju un notikumus.

Par teorētisko bāzi izvēloties M.Sīles pētījumus par mūzikas pedagoģijas vēsturisko attīstību Latvijā (Sīle, 2003) un, balstoties uz zinātnieces pierādījumiem, mūzikas pedagoģijas vēsturiskā attīstībā var izdalīt četrus posmus:

- no pirmsākumiem līdz 1919. gadam,

- no 1919. gada līdz 1940. gadam,
- no 1940. gada līdz 1990.gadam,
- no 1990. gada līdz mūsdienām (Sīle, 2003).

Atbilstoši šiem četriem vēsturiskajiem posmiem, mācību saturam raksturīga orientācija:

- uz vācu romantisma tradīcijām,
- uz tautiskuma izkopšanu,
- uz Padomju Savienības laika pedagoģijas sasniegumiem,
- uz mūzikas pedagoģijas atziņām pasaulē.

Konstatējam, ka katrā attīstības posmā dominē kāds noteikts multikulturālais aspekts, ko nosaka sabiedriski politiskā situācija valstī.

Situācija valstī ietekmējusi arī mācīšanas formām raksturīgo attīstību:

- no privātskolām, skolotāju semināriem līdz konservatorijas dibināšanai,
- ar konservatorijas nodibināšanu izveidojas jaunas mācību formas – Tautas konservatorijas, privātstudijas,
- pēckara periodā izveidotā mācību sistēma no bērnu mūzikas skolām līdz Mūzikas akadēmijai.

Tātad, tiek pārņemtas tās mācību formas, tā mūzikas izglītības iestāžu prakse, kas bija vadošā Eiropā / tai skaitā Vācijā/ un Krievijā. Vēlreiz tiek apstiprināts pieņēmums, ka mūzikas pedagoģijas attīstība nenotiek vienas valsts ietvaros. Tā ir multikulturāra pēc būtības.

19.gadsimta vidū, laiks kurā konstatējam mūzikas pedagoģijas vēsturiskās attīstības pirmsākumu, iezīmējas ar plašas amplitūdas ārzemju mūziķu darbību. Aktīva ir dažādu tautību pianistu, pedagoģu, komponistu, darbība, kuri vai nu bija dzimuši Latvijā un izglītojušies Eiropā, vai atbraukuši šurp meklēt darbu. Mūziķu migrācija Eiropā 19. gadsimtā bija gluži ikdienišķa parādība (kā īstenībā arī agrākos un vēlākos laikos). Būtisku ieguldījumu 19./20.gadsimta mijā mūzikas pedagoģijas attīstībā Latvijā devuši tieši vācbaltu pedagoģi:

- dibinot biedrības,
- atverot skolas,
- organizējot koncertus,
- sacerot pedagoģisko repertuāru iesācējiem,
- kā privātskolotāji (Sīle, 2003).

Tātad, pirmsākumā mūzikas pedagoģijas attīstību veicināja:

- tautas muzicēšanas tradīcijas,
- mūzikas dzīves orientācijas uz Eiropu,
- cittautību pedagoģu darbība,
- salonmuzicēšanas popularitāte,
- izcilu pasaules mūziķu koncertdarbība Rīgā (Sīle,2003).

Muzikālo darbību veselums– klausīšanās > dziedāšana > spēlēšana > kustības - tiek uzskatītas par stimulējošām darbības formām personību spēju attīstībai. Atzīta tiek muzikālo darbību pieredze kā ārējā iedarbība, kas ietekmē

personības iekšējo kvalitāšu attīstību (Zariņš, 2003). Mūsdienu pasaulē globalizācijas procesa otra puse ir lokālo tradīciju uzsvēršana - jo vairāk pasaule globalizējas, jo interesantākas ir lokālās izpausmes, arī tautas māksla (Koķe, 2001).

Interese par tautas mākslu ir nozīmīga ikkatras valsts veidošanās laikā. Vēsturiski no 19.gadsimta vidus varam konstatēt vācbaltu un latviešu dzimtu ieguldījumu Latvijas mūzikas pedagoģijas attīstībā. Viena no tādām - Gutbergu dzimta. Māte, Emīlija Gutberga (dz. Tosche) bija profesora Paula Šūberta audzēkne Latvijas konservatorijā un absolvēja Latvijas konservatorijas klavieru klasi kā eksterne 1934. gadā. Dedzīgi mācīja klavierspēli visu mūžu. Kā atzīst Aīda Krūze, ka "izcilu personību darbība un zinātniskās intereses bijušas un vēl joprojām ir tik daudzveidīgas, ka tās nevar attiecināt tikai uz vienu pedagoģijas jomu." (Krūze, 2013), tā I.Gutberga- ērģeliece, diriģente, pianiste, recenzente (recenzējusi vienīgo monogrāfiju mūzikas pedagoģijā Latvijā D.Zariņa Mūzikas pedagoģijas pamati), Latviskā mantojuma fonda dibinātāja Bostonā, Ērģeļdienu organizatore Bostonā, gan ārzemju, gan Latvijas latviešu komponistu skaņdarbu popularizētāja ārzemēs arī Padomju laikā. 2005.gadā Rīgas Pedagoģijas un izglītības akadēmija piešķīra Goda doktora titulu un 2006.gadā viņai par nopelniem Latvijas valsts labā piešķirts IV šķiras Triju Zvaigžņu ordenis (Mūzika-pirmais un pēdējais draugs. Par Ingrīdu Gutbergu.2008). Ar viņas vārdu saistās viena no ārzemju latviešu darbības jomām mūzikas pedagoģijas attīstībā - starptautiskie jauno latviešu mūziķu meistarkursi.

Pirmās Starptautiskās jauno latviešu mūziķu radošās nometnes notika Kanādā 1985., 1987. un 1990. gadā. Šo nometņu iniciatori un organizētāji bija Kanādas jaunatnes Dziesmu svētku Padomes priekšsēdētājs Mārtiņš Štauers, viņa dzīvesbiedre kultūras darbiniece Ilga Štauvere, muzikālā vadītāja bija viņu meita komponiste Dace Aperāne un Ingrīda Gutberga. Pēdējā Kanādas nometnē dalībnieki bija ne tikai latvieši no Ziemeļamerikas un Rietumeiropas, bet arī pirmo reizi septiņi dalībnieki un lektori no Latvijas, tai skaitā flautiste Dita Krenberga, diriģents Sigvards Kļava, komponists Arturs Maskats. Tad arī radās ideja, ka šādi meistarkursi varētu notikt Latvijā. 1993. gadās uz Latviju atbrauca Dace Aperāne, Ilga un Mārtiņš Štauveri, tika nolemts, ka nometne jāorganizē Latvijā 1994. gadā, bet bija jautājums - kas organizēs un kur tā varētu notikt. R.Pauls ieteica, ka Nometne varētu būt Gulbenē, jo tur ir ļoti spējīgs Gulbenes rajona Valsts kultūras inspektors Donāts Veikšāns un labi strādājoša Mūzikas skola ar lielisku direktori Austru Veikšāni.

Tā no 1994.gada ik pēc diviem gadiem Latvijā notiek Starptautiskie jauno latviešu mūziķu meistarkursi, kur izcilākie ārzemju latviešu mūziķi nodod savu pedagoģisko pieredzi Latvijas jaunajiem mūziķiem. Meistarkursu sponsori no Latvijas puses ir Jāzeps Vītola Latvijas Mūzikas Akadēmija, Rīgas Pedagoģijas un izglītības vadības akadēmija, Valsts Kultūrkapitāla fonds un citi. No ārzemju latviešu biedrībām – Pasaules Brīvo Latviešu Apvienība, Brigītas Grīnvudas /Brigitta Greenwo/ mantojums, "Amerikas Latviešu apvienība /ALA/,

Amerikas latviešu koru apvienība, "Daugavas vanagi ASV", "Daugavas vanadziesmes" Ņujorkā, Ģenerāļa Goppera fonds, Klīvlāndes Latviešu koncertu apvienība, Latviešu korporācija "Tēvijai fonds", Latviskā mantojuma fonds Bostonā, Latviešu mūziķu biedrības Kanādā, Minesotā, Losandželosā, Monreālā, Ņūdžersijā (Mūzika – pirmais un pēdējais draugs. Par Ingrīdu Gutbergu.2008).

X starptautisko latviešu jauno mūziķu meistarkursu vadītāji 2012.gadā bija latviešu izcelsmes mūzikas pedagogi no:

ASV (D.Aperāne, P.Berkolds, Ž.Bobaka, M.Bobaks, U.Grants, I.Gutberga, A.Kupriša, D., P.Perna, K.Skare), **Vācijas**, Štutgardes (A Dārziņa), L.Skrīde, **Austrālijas** (J.Laurs), **Meksikas** (R.Lielmane), **Grieķijas** (D.Marodinis), **Francijas** (N.Smīts), **Japānas** (A.E.Tsuri), **Lietuvas** (M.Vīlums).

Mūzikas pedagogi vadīja meistarklases, lasīja lekcijas un sagatavoja jauno mūziķu koncertus, kur katram no dalībniekiem bija iespēja demonstrēt savus sasniegumus. No 98 dalībniekiem 9 bija ārzemju jaunie latviešu mūziķi un 89 no Latvijas dažādām mūzikas izglītības iestādēm. Meistarkursu pamattēma bija "Jaunas dimensijas mūzikā", tādēļ īpaša uzmanība tika pievērsta vizuālās un skatuves mākslas, jaunu mūzikas tehnoloģiju, dažādu mūzikas un mākslas stilu mijiedarbības un citu ārpus muzikālu elementu meklējumiem mūzikā. Meistarkursu laikā ansamblis no ASV Vir2ual atskaņoja fragmentus no Džona Keidža Dziesmu grāmatu (Songbooks) cikla. Metropolitēna operas asistente Anna Etsuko Tsuri bija režisore Džona Keidža un citiem koncertuzvedumiem Siguldā un Rīgā. Meistarkursu dalībnieku koncertos bija iespēja noklausīties mūsdienu latviešu un citu komponistu skaņdarbus solistiem un dažādiem kameransambļiem, kā arī kamerorķestrim diriģenta Normunda Dreģa vadībā un kamerkorim diriģentu Jāņa Baltiņa un Anitas Kuprišas vadībā. Koncertos bija pirmatskaņojumi - Vestarda Šimkus „Melnais čarlstons”, Džona Keidža „Sonātes un interlūdijs preparētām klavierēm”, Filipa Glāsa skaņdarbi no opusa „Četras daļas divām klavierēm”. Iznāca arī tradicionālā meistarkursu avīze, kuras redaktors ir latviešu jauno mūziķu meistarkursu idejas autors Mārtiņš Štauers no Kanādas. Rakstos meistarkursu dalībnieki dalījās pieredzē par to nenovērtējamo ieguvumu, kad tiek dota iespēja desmit dienas dzīvot tikai mūzikā. Meistarkursus vadīja pianisti Vestards Šimkus, Uga Grants (ASV), Juris Žvikovs, Dzintars Beitāns, Juris Kalnciems un Ligita Zemberga; kontrabassists Einārs Upatnieks; flautistes Ilze Urbāne, Dace Bičkovska; klarnetists Mārcis Kūlis; obojists Egils Upatnieks; mežradznieks Artūrs Šults; saksofonists Oskars Petrauskis; sitaminstrumentālisti Rihards Zaļupe un Elīna Endzele; vokālisti Antra Jankava; vijolnieki Gunārs Larsens (Šveice), Rasma Lielmane (Meksika); altiste Andra Dārziņa (Vācija); čellisti Jānis Laurs (Austrālija) Naidžels Šmits (Francija) un Pauls Berkolds (ASV). Meistarklases kameransambļi vadīja Gunta Sprōģe, Pēteris Plakidis, Lauma Skride, Dace Bičkovska, Ventis Zilberts (klavierpavadījums). Normunds un Antra Vīksnes vadīja klavierduetu nodarbības. Džeza meistarklases noritēja Džanetas Lavsones

(ASV) un Ritvara Garozas (Latvija) vadībā. Kompozīcijā un muzikoloģijā zināšanas varēja papildināt pie Andra Dzenīša, Gundegas Šmites, Mārtiņa Viļuma, Sabīnes Ķezberes, Selgas Mencēs, Ērika Ešenvalda (Latvija), Dana Paula Pernas (ASV), Dimitrija Maronidis (Grieķija). Lektoru vidū bija Boriss Avramecs, Ināra Jakubone, Kaspars Putniņš, Rolands Kronlaks, Guntars Ķirsis, Gunda Vaivode un Edgars Raginskis (Latvija). Meistarkursos notika arī pedagoģiskās lekcijas, kuras koordinēja Gunta Melbārde un Aurika Gulbe. Lektori: Dace Aperāne, Gunārs Larsens, Jānis Laurs, Peteris Vasks, Kaspars Bikše, Laimrota Kriumane, Andra Dārziņa, Liene Circene, Ingrida Gutberga, Arturs Cingujevs, Valters Pūce, Diāna Zandberga, Guntars Zvejnieks un Pauls Berkolds.

Iepriekšējais uzskaitījums nepieciešams, lai konstatētu ārzemju latviešu mūzikas pedagogu ieguldījumu savstarpējā sadarbības procesā ar Latvijas izcilākajiem pedagogiem. Rezultātā Latvijas pedagogi guva iespēju papildināt savu pedagoģisko pieredzi ar novatoriem pedagoģiskajiem paņēmieniem, kas ir aktuāli saistībā ar katra instrumenta spēles apguvi. Dalībniekiem tika dota iespēja mācīties pēc parauga pie pasaules izcilajiem latviešu mūziķiem, kas ir nenovērtējams ieguvums dalībnieku profesionālai pilnveidei gan kā topošiem māksliniekiem, gan kā pedagogiem.

Piedaloties meistarklasēs un vērojot ārzemju mūzikas pedagogu darbību tika konstatēts, ka vēl joprojām aktuāla un meistarkursu vadītāju darbībā tiek realizēta multikulturālā pieeja, jo katrs ārzemju vieslektors centās nodot jaunajiem latviešu topošajiem mūziķiem to pieredzi, tās inovācijas mūzikas pedagoģijā, kas konkrētā momentā bija tās aktuālākās konkrētā valstī. Šāda pieredze, sadarbība, tik plašā amplitūdā no tik daudz valstu izciliem māksliniekiem un tik daudzās specialitātēs ļāva apzināt inovācijas mūzikas pedagoģijā:

- vizuālās un skatuves mākslas elementu atklājumos,
- jaunu mūzikas tehnoloģiju apguvē,
- dažādu mūzikas un mākslas stilu mijiedarbības iespējās,
- netradicionālu mūzikas elementu meklējumos skaņdarbu atskaņošanas procesā.

Secinājumi **Conclusion**

Ārzemju latviešu izcilo mūzikas pedagogu ieguldījums mūzikas pedagoģijas attīstībā Latvijā var tikt vērtēts, izmantojot ieteiktās vēsturisko pētījumu metodes, kuru rezultātā secinām, ka

- ārzemju latviešu mūzikas biedrības un asociācijas dažādos veidos atbalsta latviešu mūziķu centienus gan trimdas valstīs, gan Latvijā;
- viena no atbalsta formām ir Starptautiskās latviešu jauno mūziķu nometnes –meistarkursi;

- meistarkursus vada ārzemju izcilie mūzikas pedagogi, kuri nodod savu pieredzi gan pedagogiem, gan nometnes dalībniekiem.

Summary

Latvian outstanding foreign music educators' contribution in the development of Latvian music pedagogy can be evaluated by proposed historical research methods, as a result we can conclude that

- Latvian foreign musical unions and associations in different ways support the efforts of the Latvian musicians in exiled countries and Latvia;
- One of the forms of support is the International Latvian Young Musicians Camp – master classes;
- Master classes are managed by foreign music teachers who transfer their experience - both educators and members.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ МОДЕРНИЗАЦИИ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СПЕЦИАЛИСТОВ ФИЗИЧЕСКОЙ КУЛЬТУРЕ

The Innovation Technologies of Modernizing Professional Preparing of Specialists by Physical Training

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Abstract. The article expresses the opportunities of theoretical and practical-methodological teaching knowledge on the base of creating new technologies in the teaching project what is directed to the founding of general educational system at physical training lessons in universities and developing the process of pupils' self-study at physical training lessons. Also, the using methods of new innovation technologies have been given in the process of the professional-pedagogical preparing of the students in physical training branch.

Key words. Innovation, modernization, education, pedagogical technologies, self-study, self-perfection, physical culture, physical training.

Введение *Introduction*

Современная система образования находится непрерывном и постоянном процессе обновления, сопровождаемом всплесками инновационного движения и массовым включением педагогов-практиков в инновационную деятельность. Поэтому будущему педагогу уже на этапе базовой профессионально-педагогической подготовки необходимы целостная картина инновационных процессов в физическом воспитании, массовом спорте, спорте высших достижении; системное понимание источников, характера тенденций их развития; владение критериями и методами оценки их эффективности; понимание механизмов регулирования инноваций в педагогическом процессе; осмысление результатов конструирования новой образовательной практики.

Одним из методологических подходов, позволяющих переосмыслить современное состояние физкультурного образования в стране и наметить пути его модернизации, является инновационная деятельность. Среди основных инновационных технологий выделим спортивно ориентированное физическое воспитание, личностно ориентированное физическое воспитание, валеологическое воспитание, олимпийское образование, спортивно-патриотическое воспитание, мониторинг состояния физического здоровья, физического развития и физической подготовленности детей, подростков и молодежи и другие. Указанные технологии должны носить комплексный характер, что позволит говорить о воплощении нового знания в практическую деятельность и от чего

существенно зависит успех инновационного процесса и модернизации физкультурного образования в целом.

Современная система физического воспитания, детерминированная задачами двигательной подготовки в ущерб комплексному подходу к реализации всех ценностей физической культуры, не обеспечивает их использование для успешной адаптации человека к современным условиям профессиональной деятельности и жизнедеятельности в целом. Вместе с тем, общеизвестно, что уровень физической культуры человека определяется, прежде всего, степенью образованности в данной сфере и, сформированной на его основе, осознанной потребностью в использовании физических упражнений с целью укрепления своего здоровья и всестороннего физического самосовершенствования.

Результаты анализа проблемы, свидетельствуют, что реальный путь к решению этой действительно стратегической проблемы существует, и он давно известен – это вооружение учащихся и студентов необходимыми знаниями и способами их рационального использования в процессе знаний убеждений, мотивационно-ценностных ориентации, то есть подлинной физической культуры личности. Такой подход находится в полном соответствии не только с задачами образования в сфере физической культуры, но и системы общего образования, всей образовательно-воспитательной системы общества.

Из этого следует, что знания, практика- методические умения должны представлять собой ведущий компонент содержания общего образования в сфере физической культуры на всех его этапах. Без освоения теоретического материала невозможно решить задачу образования, составляющего сущность учебного предмета «Физическая культура».

Вместе с тем, специальные исследования показывают, что преподаванию теоретического и практико-методического разделов, их активному и целенаправленному освоению, в настоящее время ещё не активному и целенаправленному освоению, в настоящее время ещё не уделяется должного внимания. Одной из главных причин такого положения является недостаточное учебно-методическое обеспечение преподавания и усвоения его содержания.

Практика также показывает, что отсутствие теоретических знаний по физической культуре снижает эффективность обучения и воспитания, уменьшает интерес к занятиям физическими упражнениями, мешает привитию студентам положительного отношения и потребности в систематических самостоятельных занятиях физическими упражнениями, не способствует перерастанию учебного процесса в процесс самообразования и самосовершенствования.

В этой связи уровень актуальности приобретает проблема повышения образования в области физической культуры, как фактора, обуславливающего сознательное отношение к собственному здоровью,

физической подготовленности, формирование привычек здорового образа жизни, внедрения в повседневную жизнь людей систематических самостоятельных занятий физическими упражнениями. Решение этой проблемы должно быть актуализировано на всех возрастных этапах развития личности. Особое значение это приобретает в практике физического воспитания студенческой молодёжи, где её успешное решение должно рассматриваться в качестве важнейшего условия, обеспечивающего перерастание учебной работы по физической культуре в процесс самообразования и самосовершенствования в области физической культуры, то есть, достижения главной цели образования в области физической культуры.

Цель исследования разработать и обосновать педагогическую модель физического воспитания в вузе, обеспечивающую успешное перерастание учебного процесса по физической культуре в процесс самообразования и самосовершенствования в области физической культуры студенческой молодёжи.

Объект исследования - процесс физического воспитания студентов.

Предмет исследования – модель подготовки студентов к самообразованию и самосовершенствованию в области физической культуры.

Гипотеза исследования предполагалось, что реализация задач физического воспитания студентов будет происходить эффективно при применении модели физического воспитания: содержательная организационная практико-методическая и диагностируемая компоненты которой, реализуют цель подготовки занимающихся к самообразованию и самосовершенствованию в области физической культуры.

В соответствии с проблемой, объектом, предметом, целью и гипотезой исследования были поставлены следующие задачи:

1. Обосновать педагогические условия подготовки студентов к самообразованию и самосовершенствованию в области физической культуры.
2. Разработать содержательную, организационную практико-методическую и диагностическую составляющие модели подготовки студентов к самообразованию и самосовершенствованию в области физической культуры.
3. Провести анализ содержательных основ и организации физкультурного образования в условиях обучения в университетах с целью обоснования новых педагогических технологий для подготовки педагогических кадров в области физической культуры и спорта.
4. Организовать процесс подготовки будущих специалистов университетского профиля на основе освоения ими

инновационных технологий физического воспитания, массового спорта, спорта высших достижений;

5. Обосновать новую модель специалиста научно-педагогического профиля, прошедшего профессиональную подготовку в условиях университетского физкультурного образования;
6. Экспериментально обосновать эффективность модели подготовки студентов к самообразованию и самосовершенствованию в области физической культуры для реализации целей физического воспитания.

Решение поставленных задач определило выбор следующих методов исследования: теоретический анализ и обобщения специальной литературы, моделирование, педагогическое наблюдение, педагогический эксперимент, врачебно-педагогические обследования, педагогическое тестирование, социолого-педагогическое исследование, математические методы обработки статистической информации.

Опытно-экспериментальной базой исследования является Ургенчский государственный университет. В выборочную совокупность испытуемых для получения эмпирических данных вошло 426 студентов 1-4 курсов факультета физической культуры.

Научная новизна исследования заключается в том, что будет разработана эффективная модель подготовки студентов к самообразованию и самосовершенствованию в области физической культуры. Элементами научной новизны являются:

- обоснование содержательного, организационного, практико-методического и диагностического компонентов физического воспитания студентов;
- авторская программа физического воспитания студентов, направленная на подготовку к самообразованию и физическому самосовершенствованию;
- методика диагностирования и самодиагностирования компонентов личностной физической культуры студентов.

Практическая значимость исследования определяется тем, что содержащиеся в нём теоретические положения и выводы, дидактические единицы, практико-методический материал, организационно-педагогические и методические условия создают реальные возможности повышения уровня компетентности студентов в области физической культуры на основе внедрения самообразования.

Полученные результаты дадут возможность разрабатывать новые технологические подходы совершенствования системы общего образования в области физической культуры в высшей школе, на основе фундаментализации его содержания, повышения качества преподавания теоретического и практико-методического разделов учебной программы с

целевой установкой на стимулирование процессов самообразования и физического самосовершенствования учащейся молодёжи.

Положения, выносимые на защиту.

1. Модель подготовки студентов к самообразованию и самосовершенствованию в области физической культуры должна включать в диагностический блоки, в комплексе построенные для направленной реализации цели активизации двигательной деятельности.
2. Реализация модели образования в области физической культуры, направленного на формирование готовности занимающихся к самообразованию и самосовершенствованию, позволяет эффективно реализовывать задачи физического воспитания студентов.
3. Педагогическими условиями подготовки студентов к самообразованию и самосовершенствованию являются:
 - разработка содержания теоретического и практико-методического материала и методики их преподавания, направленного на активизацию самостоятельной деятельности;
 - создание условий, стимулирующих самопознание относительно уровня физической подготовленности, возможностей её повышения;
 - формирование у студентов навыков оперативного и текущего самоконтроля;
 - формирование у студентов методических знаний, навыков и умений по организации самостоятельных занятий физическими упражнениями.

Summary

1. Obtained results would give the opportunity to make out new technological approaches for general education system improvement in the sphere of physical culture at higher school, on the basis of its fundamental content, improvement the quality of theoretical and practical and methodological parts of education program teaching with the aim of self-education process stimulation and the youth physical self-perfection.
2. The realization of students' physical training would happen effectively by using the model of physical training: which substantial organizational practical and methodological and measured components implement the aim of training engaged in self-education and self-perfection in the sphere of physical culture.
3. There were made out the substantial organizational practical and methodological and measured components containing the models of students training to self-education and self-perfection in the sphere of physical culture.

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OTRĀ TIPĀ CUKURA DIABĒTA PACIENTU DIĒTA UN TĀS IEVĒROŠANAS PROBLĒMAS

Main Problems of Diabetes Mellitus Type 2 Patients in Keeping Diet

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Abstract. *A research has been carried out to assess the awareness of patients about the importance of diet, the availability of information and to make the diabetes patients with mellitus type 2 realize the urgency of dieting.*

The first part looks into theoretical sources and statistics about how widespread diabetes mellitus type 2 is and the importance of a healthy diet.

The practical part of the research consists of the survey results. The method of quantitative research was applied.

The conclusions and suggestions have been made based on the research results.

Key words: *Diabetes mellitus, type 2, diet, problem, information, non insulin-dependent*

Ievads

Introduction

Neskatoties uz to, ka otrā tipa cukura diabēts ir ārstējama slimība, tas ir reāls drauds veselībai un labklājībai ne tikai Latvijas, bet arī visas pasaules iedzīvotājiem. Kaut arī otrā tipa cukura diabēta cēloņi ir labi zināmi un ar mūsdienu ārstēšanas un profilakses metodēm to var sekmīgi apturēt, tomēr pacientu skaits nemazinās.

Pēc Starptautiskās diabēta asociācijas datiem no 2000 – 2008 gadam visā pasaulē ar cukura diabētu slimo 285 miljonu cilvēku, tikai ASV ar otrā tipa cukura diabētu slimo 26,9 miljoni cilvēku, tāpēc pētījumam tika izvēlēta tēma: „Otrā tipa cukura diabēta pacientu diēta un tās ievērošanas problēmas”.

Cukura diabēts ir hroniska vielmaiņas slimība, kurai ir raksturīgs paaugstināts glikozes līmenis asinīs un ar to saistītās izpausmes (Leja, 1994)

Slimība ir ne tikai fiziskas dabas problēma, kas aprobežojas ar vienu orgānu, tā ir visa organisma problēma, un jebkura cilvēka dzīves problēmu izpausme. Tieši cukura diabēta pacientiem, atšķirībā no daudzu citu slimību sirdzējiem, ir labi jāizprot slimības būtība, jāsaprot analīžu rezultāti, jāzina slimības pazīmes, jāsaprot, kā pašam rīkoties – vai drīkst pasīvi gaidīt uzlabošanos, vai steidzami jāmeklē ārsta palīdzība (Ārente, 2010). Efektīva veselības aprūpes sistēma ir tāda, kas spēj mainīties līdz ar jaunajām sabiedrības attīstības tendencēm. Tieši tāpēc diētas ievērošanai ir liela nozīme otrā tipa cukura diabēta pacientu atveseļošanās procesā. Otrā tipa cukura diabētu var veiksmīgi ārstēt, ja pacients saprot un piekrīt ievērot diētas prasības, pietiekoši daudz kustēties un lietot specifiskās zāles, atbilstoši viņa slimībai (Koževņikova, 2011).

Otrā tipa cukura diabēts ir ļoti svarīga problēma mūsdienu sabiedrībā tieši tāpēc, ka šī saslimšana var attīstīties slepeni un lielākā daļa otrā tipa cukura diabēta pacientu nezina par savu saslimšanu un nemaina savus dzīvesveida un ēšanas paradumus. Neskatoties uz to, ka pēdējos gados Latvijā ir daudz darīts, lai apturētu saslimšanu ar otrā tipa cukura diabētu, tendence uz pozitīvo pusi mainās ļoti lēni. Kas traucē ievērot diētu 2. tipa cukura diabēta pacientiem? Lai rastu atbildi uz šo jautājumu, nepieciešams tuvāk izpētīt situāciju ar 2. tipa cukura diabētu Latvijā (Volkova, 2010).

Katram cilvēkam asinīs jābūt noteiktam cukura līmenim. Vēlamais cukura līmenis asinīs ir no 3,5 līdz 5,5 mmol/l (Leja, 1994). Diabēta gadījumā cukura līmenis asinīs ir paaugstināts. Normālos apstākļos cukura svārstības notiek normas robežās, bet saslimšanas gadījumā, kad ir traucēta insulīna regulācija un aizkuņģa dziedzeris vairs neproducē nepieciešamo insulīna daudzumu, to papildina ar speciālajām zālēm otrā tipa cukura diabēta gadījumā, vai insulīnu, kad runa ir par pirmā tipa cukura diabētu. Glikoze ir galvenais enerģijas avots cilvēka organismā. Bet bez insulīna glikoze nevar iesūkties šūnās un paliek brīvā stāvoklī asinīs.

Ja pirmā tipa cukura diabēta pacienti stingri ievēro diētu, aktīvi kustas, saņem slimības pakāpei atbilstošu terapiju, slimība attīstās ļoti lēni un tai ir labvēlīga prognoze, savukārt, ja pacients pārkāpj ārsta norādījumus, var izveidoties hipoglikēmija (strauja glikozes līmeņa pazemināšanās asinīs, arī tad, ja diabēts ir labi kompensēts, pacientam var attīstīties hipoglikēmija). Otrā tipa cukura diabēts – slimības sākumā, ko varētu saukt par prediabētu, cilvēka organisms izstrādā ļoti daudz insulīna – daudz vairāk, nekā vajadzīgs. Iemesls tam ir iedzimts defekts, ko sauc par insulīna rezistenci (Ārente, 2010).

Galvenie otrā tipa diabēta cēloņi ir iedzimtība un liekais svars, lielākā daļa pacientu ir sievietes vecumā pēc 40 gadiem. Tas ir visbiežāk (90%) sastopamais cukura diabēta tips. Salīdzinot ar 1. tipa cukura diabētu, 2. tipa cukura diabēta attīstībā iedzimtībai ir vēl lielāka nozīme. Tomēr tikpat būtiska ir aptaukošanās (īpaši, ja taukaudi lokalizēti galvenokārt vēdera zemādā un ap iekšējiem orgāniem), mazkustība, hronisks stress (Konrāde, Krūmiņa, Ārente, 2003). Šie cēloņi kopumā nosaka audu mazjūtību pret insulīnu un nepietiekamu insulīna sekrēciju. Sākumā šie traucējumi izpaužas tikai ar nepietiekamu un novēlotu insulīna sekrēciju pēc ogļhidrātiem bagātas maltītes, radot dažādi izteiktu pēcmaltītes hiperglikēmiju (Ārente, 2010). Bet tukšā dūšā insulīna līmenis ir pat paaugstināts, tādējādi cenšoties pārvarēt audu insulīnrezistenci. Tādēļ otrā tipa cukura diabēts var ilgstoši noritēt bez simptomiem. Aprēķināts, ka vidēji no slimības sākuma līdz diagnozes noteikšanai paiet 5-7 gadi, reizēm to atklāj vienlaikus ar diabēta vēlīnām komplikācijām.

Otrā tipa cukura diabēta ārstēšanā vissvarīgākais ir ķermeņa masas samazināšana un fiziskās slodzes palielināšana, vēlāk ir jāpievieno arī tabletes glikozes līmeņa mazināšanai. (Helds, 2000.). Otrā tipa cukura diabētam pastāv sekojošie riska faktori: pārmērīga apetīte un sāta sajūtas trūkums, mazkustīgs

dzīvesveids, aptaukošanās, augsts asinsspiediens, vecums virs 45 gadiem, tuvāko radnieku aptaukošanās, paaugstināts asinsspiediens, sirds un asinsvadu slimības, paaugstināta kaloritāte ēdieniem, uzturs, kurš ir trekns un bagāts ar ogļhidrātiem, šķiedrvielu trūkums, alkohola lietošana t.s. alus, ķermeņa aptaukošanās īpaši augšdaļā (Балаболкин, 2000). Ilgstoši neārtstēts 2. tipa cukura diabēts noved pie nopietnām, pat nāvējošām komplikācijām (Ārente, 2010) – tās ir aklums, infarkts, insults, nieru mazspēja, kā arī kāju amputācija un impotence. Lai mazinātu insulīna rezistenci, pacientam jādara viss iespējamais tāpēc, ka savus gēnus viņš nevar izmainīt. Savukārt, sekmīga otrā tipa cukura diabēta ārstēšana aizkavē iespējamās diabēta komplikācijas.

Regulāra kontrole, rūpīgi apkopoti un analizēti rezultāti palīdz agrīni diagnosticēt diabēta sarežģījumus un laikus veikt ārstēšanu atbilstoši mūsdienu iespējām (Konrāde, Krūmiņa, Ārente, 2003). Otrā tipa cukura diabēta ārstēšanas galvenais mērķis pacientiem vidējā un pusmūža vecumā ir pavājināt slimības izpausmes, uzlabot blakusesošo slimību norisi tik, cik tas ir iespējams, lai sāktu profilaksi un uzlabotu pacienta kopējo stāvokli un dzīves kvalitāti. Tādiem pacientiem bieži nozīmē tablešu veida cukuru pazeminošos preparātus optimāli efektīvās devās (Īsumā par cukura diabētu, 2009.). Neapšaubāmi liela nozīme, šajā gadījumā pieder fizioloģiskai diētai, ķermeņa masas pazemināšanai. Jauniem pacientiem no saslīmšanas sākuma ar otrā tipa cukura diabētu līdz komplikāciju attīstībai vidēji var paiet 10-20 gadi. Jo stingrāka ir glikēmijas kontrole, jo vēlāk attīstās un progresē komplikācijas.

Diēta, kura ir vēlama cukura diabēta pacientiem, nav sarežģīta, un tās ievērošana nav neiespējama. Tā ir vienkārša un veselīga, un to var ieteikt arī visiem pārējiem ģimenes locekļiem. Uzturs ietekmē glikozes līmeni asinīs, tāpēc katram otrā tipa cukura diabēta pacientam jāzina, kuri produkti glikozes līmeni asinīs paaugstina un kuri tikai nedaudz paaugstina, ir arī tādi, kuri nepaaugstina vispār. Jo vairāk pacienti zina par uzturu, jo pareizāk viņi var izveidot savu ēdienkarti.

Pastāv daži ieteikumi, kā ievērot veselīga uztura nosacījumus (Īsumā par cukura diabētu, 2009.). Pacientiem jāievēro regulāras ēdienreizes! Tas palīdz otrā tipa cukura diabēta pacientiem līdzsvarot uzņemto uzturu ar ārstēšanas līdzekļu iedarbību (Volkova, 2010). Samazinot taukvielām bagātus produktus (tie ir saldējums, putukrējums, sviests, krējums, trekna gaļa, trekns piens) uzturā, otrā tipa cukura diabēta pacienti izvairās no paaugstināta holesterīna līmeņa asinīs un vieglāk atbrīvojas no aptaukošanās. Samazinot sāls daudzumu uzturā, pacienti noteikti samazina asinsspiedienu. Ja tas ir paaugstināts, vēlams nelietot sālītus ēdienus un našķus (čipsus, sālītu gaļu un mērces). Plānojot savu ikdienas uzturu, otrā tipa cukura diabēta pacientiem ir jāatceras, ka diabētiķiem domātie saldumi nesatur parasto cukuru, bet satur daudz tauku, ogļhidrātu un kaloriju.

Viens no galveniem otrā tipa cukura diabēta pacientu nosacījumiem ir sava svara kontrolēšana, tāpēc, ka lielākai daļai slimnieku ir liekais svars (Īsumā par

cukura diabētu, 2009). To pazeminot, uzlabojas diabēta kompensācija un parādās iespēja samazināt ārstēšanā nepieciešamo medikamentu devas.

Ieteikumi otrā tipa cukura diabēta pacientiem ir: dienā vajadzētu uzņemt aptuveni 1200 – 2500 kcal. Ar uzturu uzņemtais enerģijas daudzums jākontrolē, ņemot vērā cilvēka vecumu, augumu un svaru, ikdienas fiziskās aktivitātes. Jo vecāks ir cilvēks ar lielu ķermeņa svaru un mazkustīgu dzīvesveidu, jo mazākam jābūt uzņemtajam enerģijas (kcal) daudzumam.

Dienas laikā uzņemtais pārtikas daudzums otrā tipa cukura diabēta pacientiem ir atkarīgs no fiziskās slodzes un balstās uz principa saņemt tik daudz kaloriju, cik bija patērēts, bet ja pacientam ir novērots liekais svars, kaloritāti ir jāsamazina atbilstoši fiziskai slodzei. Vienmērīga ogļhidrātu sadale trijām maltītēm dienā parasti ir labākā, lai gan dažiem šķiet vieglāk regulēt glikozes līmeni asinīs, ja starp ēdienreizēm plānā tiek iekļauta ogļhidrātiem bagāta uzskoda. Ilgi starplaiki starp maltītēm un pārāk niecīgs ogļhidrātu apjoms tajās var izraisīt pazeminātu glikozes līmeni. Lai izvairītos no nevēlamām glikozes līmeņa svārstībām, ir svarīgi līdzsvarot uzņemto ogļhidrātu daudzumu. Diabēts neiespaido nepieciešamo enerģijas, ogļhidrātu, olbaltumvielu un tauku daudzumu. Tas ietekmē vienīgi maltīšu plānojumu un laiku, kad ieturēties. No otras puses, ēdienkartei un ēšanas režīmam jāskan ar ierasto dzīvesveidu. Vieglāk ir mainīt zāļu devu un to lietošanas laiku nekā ēšanas paradumus.

Pētījuma metodoloģija *Methodology of research*

Darbā tika izmantota kvantitatīva pētījuma metode, kuras gaitā veikta respondentu aptauja ar anketas palīdzību. Anketā iekļauti atklāta un slēgta tipa jautājumi. Anketas jautājumi tika sastādīti, balstoties uz pētījuma izvirzīto mērķi, kā arī pamatojoties uz teorētisko materiālu. Anketa, sastāvēja no trim daļām. Ievaddaļā respondenti tika iepazīstināti ar pētījuma mērķi un informēti par anonimitāti. Pirmajā daļā (demogrāfiskajā) ir pieci vispārēja tipa jautājumi, ar kuru palīdzību tika noskaidrots respondentu dzimums, vecums, izglītības līmenis, ģimenes un sociālais stāvoklis.

Pētījuma otrās daļas sestais un septītais jautājums tika uzdots, lai novērtētu respondentu tagadējo stāvokli. Astotais, devītais un desmitais jautājums tika uzdots, lai noskaidrotu avotus, no kuriem tika iegūta informācija par specifisko otrā tipa cukura diabēta diētu.

Pētījuma trešajā daļā bija uzdoti jautājumi, saistīti ar nepieciešamo palīdzību. Vienpadsmitais un divpadsmitais jautājums bija par pašreizējo fizisko aktivitāti.

Sākumā tika veikts pilotpētījums no 2011. gada 16. aprīļa līdz 20. aprīlim, kura laikā anketas bija izsniegtas desmit respondentiem.

Pilotpētījuma rezultāti liecināja, ka anketas jautājumi respondentiem ir saprotami un nerada grūtības.

Tad tika uzsākts pētījums.

Anketēšanas laikā atrados blakus respondentiem, lai nodrošinātu anonimitāti.

Vidējais anketēšanas ilgums: 15 minūtes.

Pētījums sākts: 2011.gada 18. maijā, pabeigts 2011.gada 8. jūnijā.

Iestāde, kurā tika veikts pētījums, netiek minēta ētisku apsvērumu dēļ.

Lai veiktu pētījumu, tika saņemta atļauja no iestādes priekšsēdētājas.

Respondenti bija izvēlēti atbilstoši saslīmšanai un vēlmei piedalīties aptaujā.

Kopumā anketa bija piedāvāta 75 respondentiem, anketēšanai piekrita 63 respondenti.

No saņemtajām anketām pilnīgi aizpildītas 58, un 5 anketas aizpildītas daļēji.

Kopumā, endokrinoloģisko kabinetu, kur tika veikts pētījums, katru dienu apmeklē dažādi endokrinoloģiskie pacienti, no tiem ar otrā tipa cukura diabētu apmēram 3 – 4 pacienti dienā. Respondentus izvēlējās pēc ārsta – endokrinologa māsas rekomendācijas, atbilstoši pacientu stāvoklim un vēlmei piedalīties anketēšanā. Respondentu attieksme pret anketēšanu bija atsaucīga. Respondenti netika sadalīti grupās, visi aptaujātie bija pacienti ar otrā tipa cukura diabētu, bet dažādu laika periodu slimojošie.

Pētījuma rezultāti ***Results of the research***

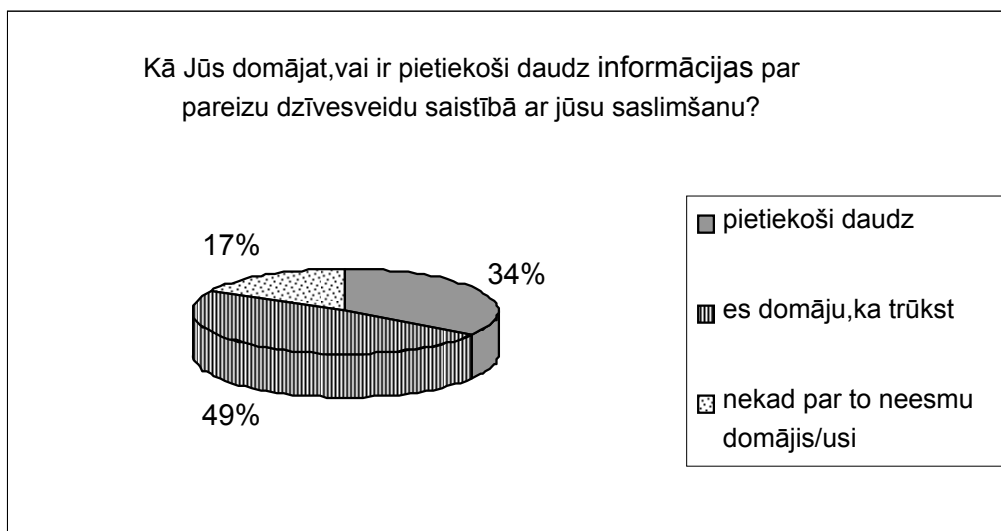
Apkopojot respondentu atbildes uz šo jautājumu var secināt, ka diētas ievērošanu otrā tipa cukura diabēta pacientiem veicina:

- 1) informācijas avotu plašums un iespēja izvēlēties sev pieņemamo, jeb pacientu zināšanas par saslīmšanu un ar to saistīto pareizo dzīvesveidu;
- 2) informatīvo avotu pieejamība un iespēja izmantot gūtās zināšanas;
- 3) respondentu, viņu tuvinieku un medicīnisko darbinieku atbildīgā attieksme pret otrā tipa cukura diabēta pacientiem.

Saņemtās atbildes liecina, ka galvenā loma otrā tipa cukura diabēta diētas ievērošanā pieder dažādiem informācijas ieguves veidiem un katra pacietā vēlmei paplašināt zināšanas atbilstoši viņa veselības stāvoklim.

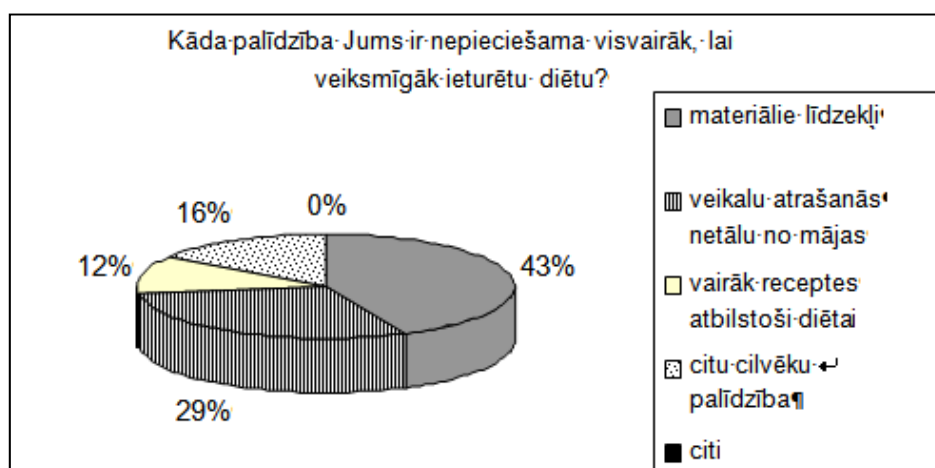
Atbilžu apkopojums uz otro jautājumu „Kāda palīdzība Jums ir nepieciešama visvairāk, lai veiksmīgāk ieturētu diētu?” ļauj apgalvot, ka galvenais šķērslis otrā tipa cukura diabēta pacientiem diētas ievērošanā ir materiālo līdzekļu trūkums. Tas gan nenozīmē, ka ievērot diētu nav iespējams, tāpēc, ka otrais šķērslis - veikalu atrašanās netālu no mājas, rāda, ka ir iespēja iziet pastaigā.

Vēl nenozīmīgāks šķērslis ir citu cilvēku palīdzība. Tas liecina, ka respondenti neprot paši kontrolēt savas rīcības un paradumus. Un vismazāk respondentus interesē receptes, atbilstoši viņu diētai.



1.att. Respondentu viedoklis par pareiza dzīvesveida informācijas esamību, atbilstoši viņu saslimšanai

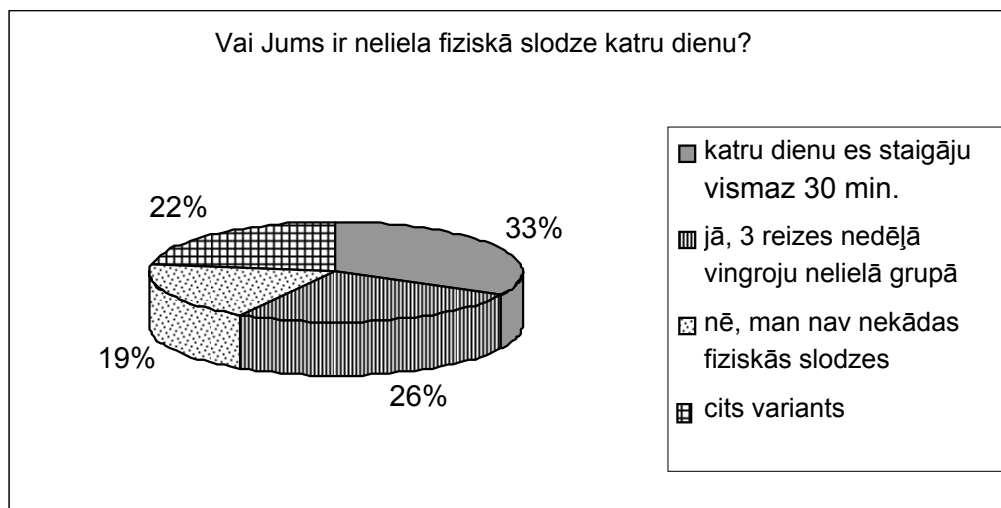
Figure 1 Opinion of respondents about sufficiency of information about healthy lifestyle according to their disease



2.att. Nepieciešamā palīdzība respondentiem, lai veiksmīgāk ievērotu diētu

Figure 2 Necessary aid for respondents to be on a diet successfully

Lielākā daļa respondentu jeb 19(33%) izvēlējās atbilžu variantu „katru dienu es staigāju vismaz 30 min.”, 15 (26%) respondenti atzīmēja variantu „jā, 3 reizes nedēļā vingroju nelielā grupā”, 13 (22%) respondenti izvēlējās atbildi „cits variants” un 11 (19%) respondenti godīgi atzīmēja atbildi „nē, man nav nekādas fiziskās slodzes”.



3.att. **Respondentu ikdienas fiziskās slodzes ilgums**
Figure 3 Physical activity of respondents during the day

No veiktā pētījuma seko, ka pacientiem ar otrā tipa cukura diabētu pastāv problēmas ar diētas ievērošanu un fizisko aktivitāti, kuras balstās, pirmkārt, uz informācijas trūkumu un, otrkārt, materiālo līdzekļu trūkumu. Vēl viens fakts, kas arī pievērta uzmanību, ir informācijas avoti, no kuriem otrā tipa cukura diabēta pacienti saņem informāciju par atbilstošu savai saslimšanai diētu no ārsta-endokrinologa māšas. Tādējādi var teikt, ka māšas loma ietver sevī pacientu izglītošanu un mācības par diētu un pareizo dzīvesveidu atbilstoši saslimšanai.

Secinājumi **Conclusions**

Pamatojoties uz speciālās literatūras avotu apskatu un analīzi, kā arī uz veikto pētījumu, var secināt, ka sākumā izvirzītā hipotēze, ka otrā tipa cukura diabēta pacientu zināšanas par pareizu uzturu ir nepietiekošas, un tas kavē ievērot atbilstošu diētu.

Apskatot un analizējot speciālo literatūru, saistītu ar otrā tipa cukura diabētu, var secināt, ka tikai stingra diētas ievērošana un dozēta fiziskā slodze var apturēt un attālināt saslimšanas sekas.

Analizējot pētījuma datus, tika aktualizētas likumsakarības starp materiālo līdzekļu trūkumu un pacientu spēju ievērot diētu atbilstošu otrā tipa cukura diabēta saslimšanai.

Neapšaubāma ir doma par to, ka māšas nozīme ir ļoti svarīga otrā tipa cukura diabēta pacientu izglītošanā, saistībā ar pareiza dzīvesveida veidošanos.

Analizējot informācijas pieejamību sabiedrībā un jau ar otrā tipa cukura diabētu saslimušajiem pacientiem, var secināt, ka pastāv informācijas trūkums, saistībā ar otrā tipa cukura diabēta profilaksi.

Ņemot vērā otrā tipa cukura diabēta aktualitāti, pastāv nepieciešamība plašāk strādāt ar pacientiem, kuri atrodas, tā saucamajā, riska grupā: ar aptaukošanos, vidukļa apkārtmēru virs 80 cm, psiholoģiski nestabiliem.

Tā kā pētījums tika veikts nelielā pacientu lokā, (vienā medicīnas iestādes ārsta-endokrinologa kabinetā) pētījuma dati var liecināt tikai daļēji par īsteno stāvokli – pētījuma gaitā iegūtie rezultāti nevar būt vispārināti.

Pamatojoties uz tēmas aktualitāti, autore vēlas turpināt tālāk pētīt šo darba tēmu, bet plašākā teritorijā (piemēram, visās medicīnas iestādēs savā rajonā), un izveidot dažādas respondentu pamatgrupas (piemēram, pacienti no riska grupas, medicīnas darbinieki, pacienti ar otrā tipa cukura diabētu, to tuvinieki utt.)

Mūsdienu sabiedrība ir virzīta uz augstu dzīves kvalitāti, tāpēc pastāv nepieciešamība dzīvot veselīgu dzīvi.

Tieši tāpēc ir nepieciešama un svarīga otrā tipa cukura diabēta profilakse. Mums ir zināms, ka lielākā daļa pacientu slepeni slimo ar otrā tipa cukura diabētu jau ilgu laiku.

Ir pierādīts, ka veselīgs dzīvesveids un diētas ievērošana var apturēt slimības attīstību, tas nozīmē, ka mums ir pietiekošas zināšanas, lai kontrolētu slimības attīstību un izvairītos no liekām problēmām, saistītām ar otrā tipa cukura diabētu un to komplikāciju ārstēšanu.

Būtu vērtīgi, ja pacienti pievērstu uzmanību savam svaram, ēšanas paradumiem, psiholoģiskam stāvoklim, fiziskām aktivitātēm.

Saslimšana pieprasa no sabiedrības ieguldījumus saistībā ar slimības lapām, invaliditāti, citām sociālām izmaksām. Pēc autores domām, tos ir joprojām vērtīgi ieguldīt profilaksē, dažādu krāsaino bukletu izdošanā un māsu speciālajā izglītošanā, kā arī riska grupas pacientu apvienošanā ar mērķi brīdināt par iespēju saslimt ar otrā tipa cukura diabētu.

Visa pamatā ir prasme ēst sabalansētu uzturu, lai tas dotu organismam nepieciešamo enerģiju, nevis novestu to nemitīgā pārslodzes režīmā.

Būtu vēlams skolas izglītības programmās iekļaut ne tikai informatīvo materiālu par veselīga uztura piramīdu, bet arī mācīt šos padomus lietot.

Summary

After studying special literature about diabetes mellitus type 2 it can be concluded, that strict diet and physical activity can stop and delay the consequences of the disease.

After analyzing the research data it was discovered that there exists a relation between lack of money and patient's motivation to diet depending on their disease.

Clearly, the role of a nurse in educating the diabetes mellitus type 2 patients is very important in terms of their healthy lifestyle.

Analyzing the availability of the information in society it can be concluded that there is lack of information concerning diabetes mellitus type 2 prevention.

Taking into consideration the topicality of diabetes mellitus type 2, it is necessary to work with the patients who are in the risk group (obesity, waistline over 80 cm, psychologically unstable).

Some data of the research might be out-of-date as the sources were not very recent.

As the research has been carried out among a small patient group (in an endocrinologist surgery), the collected data can not be generalized.

The author would like to continue studying this problem within a wider territory (for example, in all medical institutions of a district) and create different main groups of respondents (for example, patients of the risk group, medical workers, patients with diabetes mellitus type 2, their relatives and etc.)

It has been proved that healthy lifestyle and diet can stop the development of the disease. It means that we have enough knowledge to control it and avoid any complications caused by diabetes mellitus type 2 treatment.

Educational program developers might consider including not only informative material on healthy lifestyle but also teaching how to apply these tips of advice in everyday life.

It is not hard at all for economists to calculate what profit prevention of diabetes mellitus type 2 could give to the country's budget and how the spared money could be spent on the increase of medical workers salaries.

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