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SKOLU PEDAGOĐIJA
SCHOOL PEDAGOGY

ЭМПИРИЧЕСКОЕ ИССЛЕДОВАНИЕ УРОВНЕЙ СФОРМИРОВАННОСТИ УНИВЕРСАЛЬНЫХ ПОЗНАВАТЕЛЬНЫХ УЧЕБНЫХ ДЕЙСТВИЙ ПОСТАНОВКИ И РЕШЕНИЯ ПРОБЛЕМ У МЛАДШИХ ШКОЛЬНИКОВ

Empirical research of levels of forming the generic cognitive educational activities of statement and solution of problems in junior school children

Tatiana Alekseeva

Pskov State University, Russian Federation

Abstract. *The article deals with one of the urgent problem to identify the quality of educational activities. In order to solve this problem it presents the author's method of determination the levels of forming the generic cognitive educational activities of statement and solution of problems in junior school children. Substantive characteristic of each diagnostic task is given to support the structure of the generic cognitive educational activities of statement and solution of problems in junior school children. The researches, the analysis of its results have generated data on possible levels of forming the generic cognitive educational activities of statement and solution of problems in junior school children.*

Keywords: *levels of forming the generic cognitive educational activities, method of determination the levels of forming the generic cognitive educational activities.*

Введение **Introduction**

Вопросы формирования познавательных универсальных учебных действий (УУД), в частности действий постановки и решения проблем у младших школьников, выделились в самостоятельный предмет педагогического исследования с принятием новых Федеральных государственных образовательных стандартов начального общего образования (ФГОС, 2011).

Реализация данной задачи, поставленной перед начальной школой, обуславливает необходимость оценки эффективности деятельности учителей начальных классов по формированию у младших школьников

познавательных универсальных учебных действий постановки и решения проблем. Это предполагает, прежде всего, проработку аспектов диагностирования у школьников познавательных универсальных учебных действий (УУД) постановки и решения проблем в образовательной деятельности начальной школы.

Решение данной задачи опирается на знание методики определения уровней сформированности рассматриваемых действий (Соловьева & Смирнова, 2016), а также проведение эмпирического исследования по данной методике.

Цель статьи заключается в осмыслении результатов эмпирического исследования уровней сформированности познавательных универсальных учебных действий постановки и решения проблем у младших школьников, проведенного с использованием авторской методики определения уровней сформированности познавательных УУД постановки и решения проблем у обучающихся в начальной школе.

Теоретическая основа темы *The theoretical background*

Основанием для организации эмпирического исследования уровней сформированности познавательных универсальных учебных действий постановки и решения проблем у младших школьников служат следующие требования к разработке и проведению методики по определению уровней сформированности познавательных УУД постановки и решения проблем:

- каждое диагностическое задание должно быть направлено на выявление степени овладения младшими школьниками структурными составляющими универсальных познавательных учебных действий постановки и решения проблем по выявленным критериям и показателям (Смирнова & Соловьева, 2016)
- в диагностическом материале должны содержаться задания, для выполнения которых младшим школьникам необходимо применить перцептивные, имагинативные, мыслительные, речевые умения, приёмы и операции, лежащие в основе сложных интеллектуальных умений постановки и решения проблем (Алексеева, 2016);
- для реализации методики требуется подробная характеристика каждого из уровней сформированности у младших школьников универсальных познавательных учебных действий постановки и решения проблем (Solovyeva & Smirnova, 2016).

Диагностические задания спроектированы для школьников второго, третьего и четвертого классов начальной школы. В выборочную совокупность испытуемых не были включены обучающиеся первого класса.

Обоснованием такого подхода к формированию данной выборки (без младших школьников первых классов) является позиция академика В. В. Давыдова, согласно которой, внутренняя рефлексия как личностное новообразование формируется не ранее семи-восьмилетнего возраста ребёнка (Давыдов, 1996).

Рефлексия, отмечает В. В. Давыдов, становится возможной вследствие развития в младшем школьном возрасте «умения как бы со стороны рассматривать и оценивать собственные мысли и действия, иметь замыслы своих действий, контролировать свои намерения, желания, формулировать высказывания, соответствующие конкретной ситуации», то есть разумно и объективно анализировать их (Давыдов, 1992; 50).

Таким образом, мы пришли к выводу, что о рефлексии можно говорить только в том случае, когда внимание младшего школьника обращено к содержанию собственных действий, к рассмотрению их оснований с точки зрения результата.

В основе авторской методики определения уровней сформированности познавательных универсальных учебных действий постановки и решения проблем у младших школьников лежит комплекс диагностических заданий, содержащих письменные тексты противоречивого содержания. Диагностический материал был отобран, опираясь на программное содержание предметов начальной школы.

В нашей опытно-экспериментальной работе выполнение младшими школьниками диагностических заданий осуществлялось самостоятельно, путем последовательного вписывания ответов в отдельные графы или выбора из предложенных вариантов ответа единственно верного. Учитель не должен был оказывать подсказки младшему школьнику или отвечать на задаваемые им вопросы по содержанию проблемного задания.

Охарактеризуем составленный нами и предложенный младшим школьникам комплекс диагностических заданий.

В задании № 1 необходимо было самостоятельно прочитать противоречивый текст о характерных особенностях поведения ерша и сформулировать как можно больше вопросов, возникающих после прочтения текста. Содержание данного задания позволяло учителю-практику диагностировать способность младшего школьника почувствовать противоречия, заложенные в содержании текста, реализуя при этом мыслительные умения по сравнению, анализу противоречивых представлений о характере ерша и его истинном поведении; имагинативное умение по акцентированию противоречия между душой ерша и его

внешним видом. Формулировка вопросов к содержанию задания иллюстрировала лингвистические умения школьников. Формы вопросов, записанные в рабочих листах, были различными (репродуктивные, конкретные, конкретно-качественные). В качестве вопросов, сформулированных обучающимися, учитель смог обнаружить речемыслительные (формы постановки вопросов) и речеимагинативные умения (перекомбинирование, акцентирование) младших школьников, реализуемые ими при формулировании проблемы. Эмоциональную реакцию детей на содержание задания и ход его выполнения педагог имел возможность зафиксировать с помощью протоколов наблюдений.

В задании № 2 после прочтения текста о противоречивом совете доктора по употреблению в пищу свежей моркови и капусты десятилетнему Никите, младшим школьникам предлагалось обнаружить, в чём именно состояло противоречие и записать собственный совет для мальчика. Данный тип задания позволил педагогу проследить способности младших школьников к осознанию проблемы при выявлении не только явных, но и скрытых противоречий. Выполнение задания предоставило возможность говорить об их способности к разрешению скрытого противоречия в ходе ситуации эмоционального напряжения, реализации речемыслительных и речеимагинативных умений по формулировке проблемы. Сформированность у младших школьников умения решать проблему демонстрировалась за счет выполнения мыслительных операций анализа, конкретизации и имагинативного приема детализации.

В ходе работы над *третьим заданием*, содержащим в себе диалог двух детей Кости и Даши, обсуждающих как помочь птенцу, выпавшему из гнезда, от младших школьников требовалось выбрать из предложенных вариантов вопросов именно проблемный вопрос, раскрывающий суть представленной в диалоге ситуации: «Почему птенец выпал из гнезда?», «Найдут ли птенца его родители, если дети спрячут его от хищников?», «Как можно помочь птенцу?», «Птенцы часто выпадают из своих гнёзд?», «Что произойдёт с птенцом, если ему поможет Костя?», «Что произойдёт с птенцом, если ему поможет Даша?» С помощью анализа формы выбранного учащимися вопроса учитель убедился в качестве вопросов, которые способны сформулировать младшие школьники на этапе постановки проблемы. Форма постановки предлагаемых вопросов была различной: репродуктивные вопросы, дополнительные неопределённые вопросы, дополнительные конкретные вопросы, дополнительные конкретно-качественные вопросы, обобщённый проблемный вопрос.

Четвертое диагностическое задание состояло из двух частей, первая часть которого содержала небольшой текст подсказку об образе жизни и повадках морских млекопитающих. После прочтения данного текста

младшим школьникам предлагалось сформулировать предположения, помогающие ответить на обобщенный проблемный вопросы: зачем дельфины-касатки часто сопровождали большие корабли?

Через выполнение данного типа задания мы смогли диагностировать способность младших школьников к самостоятельному выдвижению первоначальных идей по решению проблемы, а также к выдвижению гипотез и их вербальной письменной аргументации с помощью речевых умений по формулировке и аргументации тезиса.

При определении уровней сформированности у младших школьников познавательных УУД постановки и решения проблем мы опирались на своевременно разработанные нами критерии, а именно: способность младшего школьника чувствовать противоречия; признаки эмоциональности в процессе постановки проблемы; лингвистические умения пояснить выявленное противоречие; качественная характеристика задаваемых школьником дополнительных вопросов на этапе постановки проблемы; способность выдвигать предположения, первоначальные идеи; способность приводить доводы, доказывающие гипотезу; способность учеником проверять доказанные гипотезы (Solovyeva & Smirnova, 2016).

Осмысление литературных источников (Соловьева & Смирнова, 2016) ранее позволило нам прийти к выводу о том, что могут быть выделены следующие уровни становления познавательных УУД постановки и решения проблем: 1 уровень – низкий; 2 уровень – ниже среднего; 3 уровень – средний; 4 уровень – выше среднего; 5 уровень – высший. Каждому уровню становления соответствуют его собственные уровневые характеристики, которые будут использованы для оценки выполнения диагностических заданий учащимися младших классов.

Таким образом, мы пришли к следующим выводам:

- формирование познавательных универсальных учебных действий постановки и решения проблем должно иллюстрировать приобретение младшим школьником такого уровня сформированности, когда он способен осознавать противоречие, формулировать обобщенный проблемный вопрос в конкретно-качественной форме, выдвигать предположение и приводить соответствующие ему аргументы, формулировать и проверять гипотезу;
- проведение методики определения уровня сформированности познавательных УУД постановки и решения проблем нецелесообразно в первых классах начальной школы.

На данном этапе логика рассуждения ориентирует нас на формулировку следующих вопросов: «На каком уровне сформированности познавательных УУД постановки и решения проблем находятся школьники

второй ступени основного общего образования?», «Какие структурные составляющие сложных интеллектуальных умений в большей степени могут быть реализованы младшими школьниками?»

Для нахождения ответов на поставленные вопросы мы обратились к эмпирическому исследованию.

Методы и организация исследования *Methodology and organization of the research*

Проведенное исследование основывалось на педагогическом эксперименте, диагностировании младших школьников, стандартизированном педагогическом наблюдении за ходом выполнения диагностических заданий младшими школьниками, качественном и количественном анализе результатов диагностической деятельности учащихся второго, третьего и четвертого классов начальной школы.

Эмпирическая часть исследования заключалась в организации, проведении, обработке и интерпретации результатов выполнения диагностических заданий младшими школьниками по авторской методике определения уровней сформированности познавательных универсальных учебных действий постановки и решения проблем (Алексеева, 2016).

Результаты эмпирического исследования *The results of empirical research*

В исследовании участвовали 386 младших школьников, из которых 273 школьника из образовательных учреждений г. Пскова и 96 учащихся из образовательных учреждений Псковской области. Из них второклассники составили 103 человека, третьеклассников было 152 и 131 младший школьник-четвероклассник.

При определении уровней сформированности у младших школьников познавательных УУД постановки и решения проблем мы ориентировались на результаты выполнения обучающимися диагностических заданий. Интерпретация результатов выполнения диагностических заданий каждого испытуемого осуществлялась посредством детального анализа по разработанным нами критериям и показателям (Соловьева & Смирнова, 2016).

Полученные ответы на диагностические задания иллюстрировали возможности реализации младшими школьниками перцептивных, имагинативных, мыслительных, речевых умений, приёмов и операций, лежащих в основе сложных интеллектуальных умений постановки и решения проблем (Solovyeva & Smirnova, 2016).

Выделенные нами уровни сформированности познавательных УУД постановки и решения проблем отражают последовательное развитие у младших школьников сложных обобщенных интеллектуальных умений от менее совершенного уровня сформированности входящих в их состав способов действий (приёмов, операций), к более совершенному уровню.

Проанализировав результаты диагностирования школьников со 2 по 4 класс, мы установили, что:

- 63 % младших школьников находятся на низком уровне;
- 32 % учащихся имеют уровень ниже среднего;
- 4 % школьников показали средний уровень;
- уровень выше среднего и высший уровень сформированности познавательных УУД постановки и решения проблем у младших школьников отсутствуют (См. диаграмма 1.).

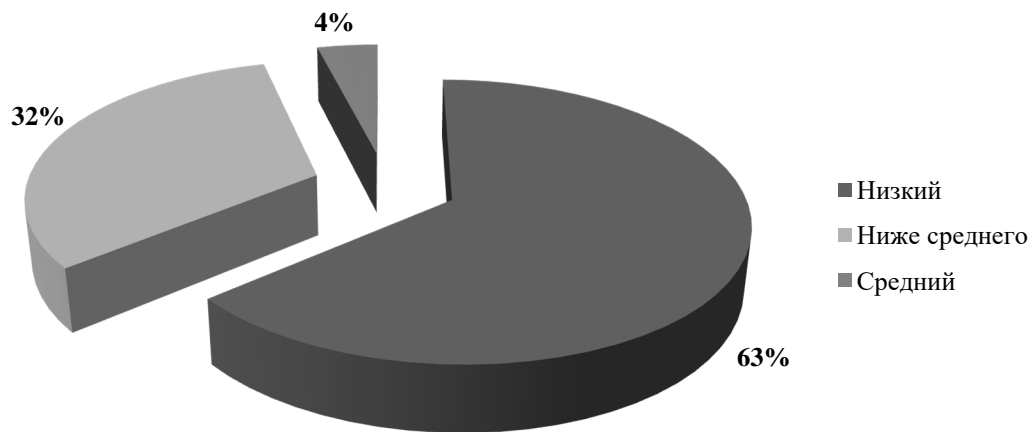


Диаграмма 1. «**Результаты итогового уровня сформированности универсальных познавательных учебных действий постановки и решения проблем у младших школьников**».

Fig.1 «The results of total levels of forming the generic cognitive educational activities of statement and solution of problems in junior school children»

Также нами было обнаружено, что показатели среднего уровня имеют незначительную возрастную динамику от второго к четвертому классу начальной школы. Установленный факт свидетельствует о том, что ярко выраженная возрастная динамика «следования» младших школьников от менее совершенного уровня к более совершенному отсутствует.

Полученные результаты позволяют утверждать, что не все структурные составляющие сложных интеллектуальных умений могут быть реализованы младшими школьниками в равной степени.

Так мы обнаружили, что показатели таких критериев как «способность младшего школьника чувствовать противоречия», «лингвистические

умения пояснить выявленное противоречие», «способность выдвигать предположения», «способность приводить доводы, доказывающие гипотезу», «способность проверять доказанные гипотезы» имеют наибольшую низкую частотность их реализации в ответах обучающихся.

При анализе ответов школьников были обнаружены явные противоречия, однако большинству младших школьников не удалось обнаружить и ликвидировать скрытые противоречия. Вследствие чего мы констатировали лишь частичное осознание проблемы обучающимися. Затруднительным для школьников было объяснение сути обнаруженного противоречия при выполнении второго диагностического задания, а именно их ответы на вопрос «что тебя насторожило в совете доктора десятилетнему Никите?» имели следующее содержание: «что он сказал, нужно есть морковь и капусту, а что делать, чтобы не получить вредные бактерии не говорил?», «.....что в капусте содержится много вредных для здоровья веществ – нитратов. «.....что доктор посоветовал Никите есть морковь с капустой. Есть не только морковь с капустой, а еще и другие фрукты и овощи», «при выращивании растений в почву вносят удобрение», «мне не понравилось, что доктор советует отравленные продукты».

Интерпретация результатов выполнения четвертого диагностического задания позволила нам разделить ответы учащихся на четыре группы. Для первой группы ответов характерны варианты формулировок, в которых при выдвижении первоначальных идей по решению проблемы младшие школьники осуществляли выбор ошибочных предположений. Например: «дельфины помогают людям, а касатки могут их съесть», «думали, что угостят рыбой», «они охраняли корабль от других морских обитателей». Во второй группе ответов учащиеся осуществляли выбор верных предположений. Например, «потому что им интересно знать, что это такое они трутся о корабль», «звери любопытные», «хотели почесать своё тело», «думаю, что они хотели узнать и рассмотреть этот объект». К третьей группе ответов мы отнесли ответы, содержащие попытки по аргументации гипотезы, однако приводимые младшими школьниками доводы не соответствовали гипотезе. Так, на вопрос четвертого диагностического задания: «представляли ли опасность дельфины-касатки для мореходов?» учащиеся приводили следующие ошибочные доводы: «они представляют угрозу, если корабли зашли на их территорию», «они были храбрыми» «они отпугивают акул». Четвертая группа ответов иллюстрировала истинность приводимых аргументов: «обычно дельфины часто сопровождали корабли в море и не несут никакой угрозы для человека», «они не представляли никакой опасности».

Нами также было установлено, что способы действий, обеспечивающих проверку гипотезы и перенос универсального учебного

действия на аналогичную учебную проблему у младших школьников не сформированы.

Необходимо отметить, что проанализировав полученные результаты диагностической методики, мы обнаружили следующие закономерности:

- более половины диагностируемых младших школьников находятся на низком уровне сформированности познавательных УУД постановки и решения проблем;
- существенных возрастных различий в показателях уровней сформированности познавательных УУД постановки и решения проблем у учащихся второго, третьего и четвертого классов начальной школы не выявлено.

Обобщение Conclusions

Организация и проведение авторской методики определения уровней сформированности универсальных познавательных учебных действий постановки и решения проблем у младших школьников предполагает:

- выявление степени овладения младшими школьниками структурными составляющими универсальных познавательных учебных действий постановки и решения проблем по сформулированным критериям (способность младшего школьника чувствовать противоречия, признаки эмоциональности в процессе постановки проблемы, лингвистические умения пояснить выявленное противоречие, качественная характеристика задаваемых школьником дополнительных вопросов на этапе постановки проблемы, способность выдвигать предположения, первоначальные идеи, способность приводить доводы, доказывающие гипотезу, способность учеником проверять доказанные гипотезы) и их показателям;
- реализацию младшими школьниками перцептивных, имажинативных, мыслительных, речевых умений, приёмов и операций, лежащих в основе сложных интеллектуальных умений постановки и решения проблем.

Авторская методика определения уровней сформированности универсальных познавательных учебных действий постановки и решения проблем у младших школьников опирается на пять возможных уровней (низкий, ниже среднего, средний, выше среднего, высокий).

Проведенное нами эмпирическое исследование позволило сделать следующие выводы:

- младшие школьники затрудняются в обнаружении и разрешении скрытых противоречий;
- детям младшего школьного возраста зачастую недостаточно лингвистических умений, чтобы объяснить суть выявленного противоречия и ликвидировать его;
- при выдвижении первоначальных идей о решении проблемы младшие школьники предрасположены чаще к выбору предположений из предложенных, чем к формулировке собственных;
- школьники склонны предпринимать попытки по аргументации гипотезы, однако, не в состоянии обеспечить проверку гипотезы и перенос универсального учебного действия на аналогичную учебную проблему.

Результаты эмпирического исследования до специально организованной педагогической деятельности по формированию познавательных УУД постановки и решения проблем позволили констатировать следующие уровни сформированности универсальных познавательных учебных действий постановки и решения проблем у младших школьников:

- низкий уровень - 63 %;
- уровень ниже среднего - 32 %;
- средний уровень - 4 %;
- уровень выше среднего и высший уровень сформированности универсальных познавательных учебных действий постановки и решения проблем отсутствуют.

Summary

The organization and carrying out of the author's methodology for determining the levels of formation of universal cognitive learning activities formulating and solving problems in primary school children involves:

- Identify the degree of mastering by students of the structural components of cognitive universal educational actions formulating and solution of problems according to the set criterion (the ability of primary school children to feel contradictions, signs of emotion in the process of formulation of the problem the linguistic skills to explain the revealed contradiction, the qualitative characteristics specified by the student additional questions at the stage of the problem, the ability to forward suggestions, original ideas, ability to argue, prove a hypothesis, the ability of the student to check proven hypotheses) and their indicators;

- Implementation of younger students perceptual, imaginative, cogitative, linguistic skills, techniques and operations that underlie complex intellectual skills of formulating and solving problems

The author's method of determination levels of formation universal cognitive learning activities formulation and solution of problems by students in elementary school is based on five possible levels (low, below average, average, above average, high).

The empirical study was conducted and it allowed to draw the following conclusions:

- younger students have difficulties in detection and resolution of hidden contradictions;
- students are often not sufficient for linguistic skills to explain the essence of the revealed contradictions and to eliminate it;
- when proposing initial ideas about solving the problem, students often are predisposed to the selection of the assumptions of the proposed than to formulate your own;
- students turn for attempt on the argument of the hypothesis, however, they are unable to provide verification of the hypothesis and the transfer of universal educational actions in the same educational problem.

The results of empirical research to a specially organized pedagogical activity on formation of universal cognitive learning activities formulation and solution of problems helped to establish the following levels of formation of universal cognitive learning activities formulation and solution problems in primary school:

- low level 63 % of students;
- below average 32 % of the students;
- average 4 % primary school children;
- above average and higher level of formation of universal cognitive learning activities formulation and solution problems do not exist.

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KRITISKĀS SPRIESTSPĒJAS NOZĪME JAUNA KULTŪRAS NARATĪVA VEIDOŠANAS LAIKĀ

The Role of Critical Thinking During Formation of a New Cultural Narrative

Spodra Austruma

Education administration department of Jurmala city council
Latvian Academy of Sport Education

Abstract. *During recent years in Latvian society the activities, communication and interaction of different society groups and non-governmental organizations have been increasing at a very high level. The reason for this lies in powerful migration processes in Europe, refugee crisis, political-economical fluctuations in the world, Brexit*, and many other events. Non-formal communication practice has also activated in the space of mass media among different communities, school environment and society as a whole. As a reaction to cultural-political events, utilitarian arguments have gained popularity, where their motives of further delivery are based on stereotypical, easily perceivable opinion that is popular in society, on expressions of utilitarian argumentation, dominating childish simplicity, which directly starts to touch all cultural systems, including education, thus creating new cultural narrative.*

Emotions are often replacing rational analysis of education and culture - consequently reducing the ability to evaluate through arguments the importance of processes in particular cultural space. Also coordination and change of value priorities of different generations are connecting with the change of cultural and human existence necessity - by changing feelings towards specific values, a group of values from other cultures is growing, where people are required to change their overall thinking (Inglert, R. Pippa, N. 2009, 227).

Both theoretical and empirical instruments are used in the paper. In order to form theoretical understanding of the problem, normative acts and literature were analysed, strategies of acquisition of information by individual and society were reviewed, individual's desire and ability to use critical thinking were analyzed, which through the search of balance between the truth and stereotypes is creating a new cultural message.

Keywords: *Critical thinking, cultural narrative, cultural identity.*

Ievads

Introduction

Viens no būtiskiem jautājumiem, kas pārmaiņu laikā liek domāt par cilvēku domāšanas virzību un izteikumu nozīmību ir tas, kas liek noskaidrot indivīda vērtības ar kādām viņš pozicionē sevi sabiedrībā un apzina savu identitāti.

Ievērojamais sociologs un filozofs, kurš no šīs dzīves šķirās tikai š.g. janvārī - Zigmunds Baumanis (*Zygmunt Bauman*) apgalvo, ka mūsdienu pasaulē nepārtraukti tiek mainīta sabiedrības locekļu kultūras, sociālpolitiskā, profesionālā un pat seksuālā identitāte, jo notiek nepārtraukta procesu transformācija. Mainoties darba tirgus attiecībām, sociālajai mobilitātei, vairojoties nedrošībai pasaulē un trauksmes sajūtām savstarpējās attiecībās, identitātes jautājumi visā pasaulē kļuvuši ne tikai aktuāli, bet arī daudz plūstošāki (Bauman, 2004, 2008). Faktiski mūsu identitāte ir kļuvusi par galveno cilvēka koncepciju un atskaites formu, kas norāda un liek izprast pasaules mainīgo dabu, kas reaģējot uz kādu notikumu izmaiņām, notiekot vērtību sistēmas maiņai, maina mūsu izskatus, apgērību, personiskās dzīves pieredzi un attieksmē pret notikumiem un lietām, maina mūsu patību. Citiem vārdiem, vide maina attieksmi un arī pakārtoto lietu kārtību.

Sabiedrībā pēdējo gadu laikā īpaši augusi dažādu sabiedrības grupu, pilsoniskās sabiedrības un nevalstisko organizāciju aktivitātes, komunikācija un interakcija, kam par iemeslu kalpojuši jaudīgie migrācijas procesi Eiropā, bēgļu krīzes un politekonomiskas situācijas svārstīgums pasaulē, *Brexit** un citi sabiedrībā izmaiņas nesoši notikumi. Aktivizējusies ir arī neformālā komunikācijas prakse masu mediju plašsaziņas telpā dažādās kopienās, skolu vidē un sabiedrībā kopumā. Jāsecina, ka reakcijā uz kultūrpolitiskiem notikumiem, popularitāti guvuši utilitāri argumenti, kuru tālāk nodošanas paņēmieni balstīti stereotipizētā, sabiedrībā populārā un viegli pieņemamā viedoklī, utilitārās argumentācijas izteikumos dominējot bērnišķīgai vienkāršībai, kas tiešā veidā sāk skart visu kultūru, to starpā izglītības sistēmu, veidojot jaunu - laikmetam raksturīgu kultūras naratīvu.

Notikumi pasaulē, atvērtās robežas globalizācijas laikā rada, Baumanaprāt, tādu kā identitātes nepārtrauktu plūsmu. Z.Baumanis lauž ilgus gadus pieņemto E. H. Ēriksona un F. Piažē pieņēmumu par atšķirīgu vecumu pieaugšanas posmiem, kas visiem vairāk vai mazāk ir vienādi un prognozējami. E. H. Ēriksons un viņa teoriju sekotāji uzskata, ka identitātes ir universālas un šādas pieejas t.s. attīstības teorijā ir normatīvas (Ēriksons, 1998). Mūsdienās mainās pieņēmumi par vecuma posmiem un tiem raksturīgiem domāšanas un kultūras pieņemšanas normām, paplašinās identitātes robežas, kas sabiedrībā ļauj pozicionēt personību, apzīmējot to kā cilvēku ar “nobriedušu prātu”.

Jaunās paaudzes atbildība jauna naratīva veidošanā ***Responsibility to a new generation to building a new narrative***

Rietumu sociologi atzīst, ka pētniecībā, protams, eksistē atšķirīgas sociālās grupas, kā piemēram jaunieši, kuru būtība un iespējas ievērojami atšķiras sociālā kontekstā, un jo īpaši attiecībā uz tādiem faktoriem kā sociālās klases, dzimums,

un etniskās piederības. Sociālie pētnieki uzskata, ka sociālā grupa-jaunieši ir samērā moderna kopa, kura 21. gadsimtā pieņemts iedalīt robežšķirtnē, kas ilgst no saņemtās izglītības beigu posma līdz brīdim, kad jauniešs stājas darba tirgus ierindā, tādējādi visā pasaulē ar katru gadu pagarinās jēdziena *jauniešs* vecuma skala, kas atšķiras dažādās kultūrās. Ir valstis, kurās šāds jēdziena definējums nepastāv, jo bērns jau agri stājas darba attiecībās, piemēram, Indijā.

Latvijas Republikas 2008. gadā Saeimā pieņemtais Jaunatnes likums nosaka, ka jaunieši ir personas vecumā no 13 -25 gadiem, kas arī likumdošanā ievieš dažādus normatīvus. Rietumu sabiedrībā lietotie jēdzieni "tweens", "adulscents", "kidults," u.c. norāda uz to, ka sabiedrība nespēj piemērot un nedefinēt jaunās paaudzes vajadzību un darbības robežas, kategorizēt to: kas atšķir bērnu, pusaudzi no jauniešiem un pieaugušā? Latvijas Republikas Ministru kabineta 2010. gada 29. jūnija noteikumi Nr. 587 "Filmu klasifikācijas noteikumi" paredz filmu klasifikācijas indeksa kritērijus 7+, 12+, un 16+, morālītātes uzturēšanā, kas īstenībā dzīvo savu - kādas norobežotas cilvēku grupas marginālu dzīvi, jo šī likuma 4.punkts norāda, ka: "Ja klasifikācijas indeksu filmai ir noteicis filmas producents, tad arī viņam ir tiesības noteikt morāli tikumisko normu," paplašinot vai sašaurinot bērna/jaunieša un nobrieduša cilvēka domāšanas telpu. Jautājums likumdevējiem paliek atklāts-kādu morālo slogu un vēsti nes filmas, kuras pārstāv indeksu 18+?

Dažādu paaudžu vērtību prioritāšu saskaņošana un maiņa saistās ar kultūras un cilvēku eksistences vajadzību maiņu - mainoties sajūtām attiecībā pret noteiktām vērtībām, pieaug citu kultūras vērtību kopa, kura cilvēkam liek kopveselumā mainīt viņa domāšanu (Inglhert & Pippa, 2009).

Sociālā kopa *jaunieši* ir sociāla un vēsturiski būvēta, nevis universāls stāvoklis. Tā nav vienkārša bērnu vajadzība un funkcija socializēties, bet noteikta domāšanas forma. Tāpēc atbildības līmenis sniedzot šai kopai autonomi izvērtēt nopietnus politiekonomiskus, valstiskus vai seksuālus likumdošanas līmenī ir liels atbildības moments. Sociālo teoriju un mēdiu pētnieks profesors Niks Kouldrijs (*Nice Couldry*) par galveno pieauguša cilvēka profesionalitātes principu uzskatīja atbildību, ko viņš gan vairāk attiecināja uz mediju un žurnālistu atbildību. (Couldry, 2012). Tomēr pētot teorētisko nostādņu faktoloģiju, kritiskās domāšanas izvēles gadījumā, īpaša vērtība pētniecībā tika pievērsta jauniešu domāšanas un identitātes apzināšanas atšķirību modeļiem, atbildībai izvērtēt piedāvāto ziņu un puspatiesību kritisku analīzei.

Jaunieši kā kritiskās spriestspējas transformers**

Young people as critical reasoning transformers

Empīriskie pētījumi par jauniešu kultūru socioloģijā aizsākumi datējami ar 1970. gadu, un tās bāze bija ekonomiska, kas sakrita ar patērniecības ēras

brieduma posmu. 21. gadsimta dažādās pieejas kultūras pētījumiem ir radījušas auglīgu augsni mūsdienu diskursam par sociālo aktoru ietekmēšanas mehānismu analīzei kultūras kontekstā. Ņemot vērā pētāmā objektu - jauniešu vērtību un kritiskās domāšanas veidošanās procesu patērētājsabiedrībā, nav domājama tikai vienas konkrētas metodoloģiskās pieejas izmantošana. Patēriņa kultūras attīstību pagājušajā gadsimtā saistīta ar kapitālisma attīstību. Modernās un postmodernās sabiedrības pētnieki-kultūrsociologi uzskata, ka kapitālisms kā sistēma ražošanas un patēriņa procesos ir iesaistījis visus sabiedrības slāņus un grupas, kā rezultātā indivīds pat zemapziņas līmenī tiek pieradināts pie šīs sistēmas, tādējādi garantējot tās stabilitāti un pastāvīgumu. Indivīds kļūst par sociālās reprodukcijas vienību dzīves pasaulē (Beck, 1992). Tāpēc svarīgi ir izsvērt, kā tiek patērēta kultūra, kā procesi ietekmē jauniešu domāšanu un, kā jaunieši, kā atšķirīga sociāla grupa, spēj ietekmēt kultūras telpas izmaiņas.

Interakcija kā sociālās komunikācijas forma un starpnozaru darbība iespējama dažādās nozarēs, jomās, mācību procesos. Piemēram, apkopojot kaut vai tikai vienas izglītības iestādes vienas fakultātes bakalaura izglītības programmas, var secināt, ka saskaņā ar to piedāvājumu – apgūstot, piemēram, LU Sociālo zinātņu fakultātes studiju programmas, studentam ir iespēja kļūt par speciālistu 90 profesijās, kas, kā minēts sniegtajā informācijā - var mainīt sabiedrību. Piemēram, apgūstot komunikācijas zinātnes, abiturients var kļūt par sabiedrisko attiecību speciālistu, vadītāju uzņēmumos, politikā, organizācijās, preses sekretāru, reklāmas tekstu autoru, reklāmas pasākumu organizētāju u.d.c. Politikas zinātnēs - ES institūciju darbinieku, deputātu, politikas procesu komentētāju, rīcībpolitikas analītiķi, ES fondu plānotāju u.d.c. Un tas ir tikai vienas fakultātes piemērs, kas uzrāda virzienus kādos jauns cilvēks 21. gadsimā var mainīt sabiedrības domu. Izrādās tās nav tikai ekonomiskas vajadzības, bet ātrdomāšanas spējas, kas fleksibli reaģē uz jaudīgām politekanomiskās vides izmaiņām. Starptautisko sabiedrības vērtību izpēti projekta WVS (*World Values Survey*) definējumā, paaudzi, kas datējama ar gadsimtu maiņu demogrāfisko kohortu pieņemts dēvēt par „Gen Y” paaudzi. Tā objektīvu sociālpolitisku procesu ietekmē, mainījusi tradicionālo vērtību prioritārisumu uz ekonomiski domājoša cilvēka vērtību pārnesi (Inglehart, 2003).

Kāpēc runājot par kritisko spriestspēju un mainīgiem procesiem, nākas pētīt tik daudz identitātes tapšanas un maiņas ietekmējošos faktoros? Tāpēc, ka vēloties noteikt savu identitāti, cilvēki mēģina aizstāvēt savu individualitāti, meklēt rīkus, kas viņus atšķirtu no pārējiem, tai pat laikā, būdama sociāla būtne, cilvēks cenšas pievienoties un salīdzināties ar citiem, meklē līdzīgo un atšķirīgo, kas palīdz uzturēt pašapziņu, lai uzturētu savu sajūtu statusu ātrā bezreflektējošā izziņā. Cilvēki nereti iekļūst stereotipu lamatās, savu statusu un viedokli novedot līdz kognitīvai vienkāršošanai, lai definētu sevi vienkāršotā un pozitīvā gaismā. Piemēram, sociālais antropologs akadēmiķis Rihards Dženkins (*Richard Jenkins*)

uzskata, ka tāpēc cilvēkam sociālā identitāte būtu jāizsver nevis kā fiksēts rīcības modelis, bet kā sociāls process tā kopveselumā, kurā indivīds un sabiedrība ir nesaraujami saistīti. (Jenkins, 2002). Tāpēc jāatceras būtu arī sociālās percepcijas teorijas gaita - veidojot jaunu viedokli, atbalstot jaunu projektu vai ideju, svarīgi būtu runāt nevis par identitāti, bet identificēšanos ar šo ideju, cilvēku grupu. kultūru. Savukārt, socioloģijas profesors T. Tīsenkofs vērš uzmanību uz to, ka sabiedrībā no vairākiem elementiem veidojas nemainīgas fiksācijas, kas norāda, ka patību nemaz nevar izmainīt, tomēr izglītojoties var izmainīt kritisko spriestspēju (Kļaviņa, 2007)! Sociologs un postmodernās kultūras teorētiķis Ž. Bodrijārs (*Jean Baudrillard*), runājot par jaunu sabiedrības aktoru -jauniešu jaunu domāšanas ievirzi, savos agrīnajos darbos, analizējot patērētāju sabiedrības ietekmi, uzsvēris, ka tā rada jaunu vērtību, nozīmju un darbības pasauli. Ž. Bodrijārs veidojis izpratni par moderno sabiedrību kā sociālo sistēmu, kurā izšķirošu lomu spēlē informācija (Бодрийяр, 2006).

Informācijas pieejamība un kritiska informācijas izsvērtība ļauj jauniešiem orientēties vērtību pārpilnajā piedāvājumā. Kritiskā spriestspēja rezultējas citādā jauniešu domāšanā un mērķa izvirzīšanā, tāpēc kontrasts starp patērētājsabiedrības vērtību piedāvājumu un jauniešu šī brīža paša vērtību vajadzībām ir definējams kā nesamērība, apzinot, ka vērtīborientācijas pamatu veido jaunieša personiskā attieksme un pieredze attiecībā pret dzīvi, sociālo vidi un dominējošo kultūru, par ko liecina ne tikai 2012. gada autores pētījums "Jauniešu vērtības patērētājsabiedrībā Latvijā" (707 respondenti- vidusskolēni no visiem Latvijas kultūrvēsturiskiem novadiem), bet autores kvalitatīvais pētījums 2016. gadā par jauniešiem aktuālo vērtību ietekmes laukiem (izlases lielums - Latvijas Sporta pedagogijas akadēmijas (LSPA) 1. kursu 96 respondenti), bija mainīgi, salīdzinot ar 2012. gada pētījumu. 2012. gada kvalitatīvā pētījuma analīze uzrādīja to, ka 16,9 % no respondentiem vērtību izvēli prioritāri nosaka sabiedrība, savukārt 2016. gada pētījuma analīze uzrāda, ka 20 % no visiem respondentiem sabiedrības domas ietekmei un mēdiju sniegtajai informācijai ir noteicoša loma uz jauniešu viedokļu veidošanos.

Sabiedrības mērķa vērtības translējas, un vērtību izvēli jaunieši pamato ar personiskajām izglītošanās vajadzībām saistībā ar ilgtermiņa karjeras stratēģiju, kas īpaši bija vērojams LSPA jauniešu sniegtajās atbildēs. Lai gan indivīda dzīves pieredzē apgūtie sociālās saskarsmes, normu un sociālo paraugu elementi ne vienmēr kļūst par vērtību, tomēr nosaka virzību, vajadzības un vēlmes saistībā ar sociālās kopības apziņu stereotipizē vērtības vai konstruē no jau esošajās, un uz šādas vērtību kompleksitātes bāzes arī mūsdienās veidojas jauniešu identitāte.

Ātrdomāšanas platformas *Quick-thinking platforms*

Tiešsaistes sociālo tīklu vietnes kalpo kā platformas indivīdu un sabiedrības grupu mijattiecību un viedokļu uzturēšanai, kur no piesaistītā sabiedrības locekļa tiek gaidīts viedoklis kāda notikuma, izglītības, mākslas projekta, vai politiska lēmuma pieņemšanas faktam. Darbojoties nosacītu simbolu pasaulē mūsdienu sabiedrībā īssaziņas tiešsaistei cilvēki mēdz izmantot atpazīstamus kodus, simbolus, piemēram, smaidiņus, parakstās kā Potera vai Avatara fani, kas nesniedz savstarpējā komunikācijā dziļāku viedokli, bet tēlu līmenī savietojas ar tiem, demonstrējot nevis to, kas viņi ir, bet to, kas labprāt veido domāšanas satvaru viņu identitāti (Fromm, 2008). Šāds ātrdomāšanas pasniegšanas veids populārs kļuvis ne tikai pateicoties globālajai mēdijvidei, bet domāšanas ātrgaita parādās arī īslaicīgu, pārejošu partiju viedokļos un lokālkultūrā ātri maināmos likumos, kas demonstrē modernās sabiedrības dažādu kohortu nemainīgu vajadzību pēc fiziskas un ekonomiskas drošības (Inglhert, 2005). Ne velti Z. Bauman uzskata, ka mūsdienās nav vērts pieķerties kaut kam pārāk stipri, ne cilvēkiem, nedz darbam, nedz vietai, jo nevar zināt cik ilgi tas viss vēl pastāvēs mūsu (tavā) dzīvē un būs mūsu uzmanības vērtas (Bauman, 2011). Tas ir jautājums par vērtību noturīgumu un spēju kritiski izvērtēt pamatvērtību tāldzīves principu nozīmību. Tāpēc aktualizējies jautājums par sniegtās informācijas jēgu, izteikumu patiesumu un interpretācijas tālnozīmes naratīvu, kas veido izglītības un kultūras šī brīža vērtību. Domāšanas un izteikumu saiknes attiecības min filozofs Pols Rikērs (*Paul Ricœur*)-interpretāciju katrs sāk izmantot kā metodi, lai atklātu savu tekstā slēpto jēgu (Ricouer, 1998). Bažas rada tas, ka dažādas sabiedrības grupas, nevis mēģina izzināt patiesību, balstoties sokrātiskā dialoga kultūrā, bet nemitīgi konfrontē ar kādu citu sociālu kopu.

Interpretējot jēgas un nozīmes, katrs šodien var veidot jaunu kultūras naratīvu. Katra stāsts tiek vērtēts kā nozīmīgs demokrātiskā sabiedrībā un veidojas tā, ka katram vienam izrādās var būt nozīmīga loma mūsdienu sabiedrības sociālā klimata, to starpā izglītības satura veidošanā, aizmirstot, ka patstāvīga refleksija par savu pieredzi nevar citam iemācīt kritiski domāt.

Veidojot jaunas nozīmes svarīgi ir noskaidrot - kādi motīvi mūs vada izteikt vienu vai otru viedokli, atbalstīt vienu vai citu izteikumu, kritiski izvērtējot-kādas sekas tas atstās uz to paaudzi, kura vēl nespēj kritiski izvērtēt, uz sabiedrisko domu un kultūrsociālo ainu kopumā.

Simboliskā interakcionisma teorija joprojām, kopš pagājuša gadsimta 60 gadu aizsākumiem, ļauj samērā precīzi noteikt cilvēku reakciju uz sociālām darbībām, paziņojumu saturu uz komunikācijas semantiku, kontekstu, zemtekstu un simbolisko nozīmību. Šīs teorijas ietvaros, cilvēku mijiedarbība uzrāda to, ka katrs sabiedrības aktors ir interaktīvs. Mijattiecībās un sadarbojoties cilvēki

pieņemam ne tikai kultūras simbolus, bet arī izmanto to jēgu. Tomēr kritiskā domāšana ir mērķtiecīga, reflektīva spriedumu veidošanas metode autonomu lēmumu pieņemšanai, kas tiek īstenoti jēgpilnā, *atbildīgā darbībā*, ir metodiska orientēta attīstīt cilvēka pašnoteikšanās spējas, kas apvieno vairākus būtiskus aspektus - prasmi būt emancipētam, prasmi būt cilvēkam, kas uzdrošinās lietot savu prātu, un prasmi būt politiski, sociāli domājošam. (Rubene, 2008).

Nobriedis prāts un nobriedusi domāšana var būt tāda, kas ir apveltīta ar kritisko spriestspēju, kas ir spriedumu veidošanās metode, ko cilvēks izmanto ne tikai iegūtās informācijas apstrādei, bet arī kā socializācijas instrumentu. Taču tiešsaistes, blogu un masu komunikācijas līdzekļu ātrziņas nodošana nepieļauj iespēju ilgai refleksijai. Tāpēc pašrefleksija un pašizziņa notiek ātrāk kā tas bija pirmsdigitālās ēras laikā. Pārorientācija, vēlmju un vajadzību nodošana notiek impulsīvāk un nekritiskāk, kā vēl 20 gadus atpakaļ. Patērētājsabiedrības impulss ir īslaicīgs, masu kultūras un masu domāšanas spiedienam pakļaujošs.

Patērēšanas platformām ir nepieciešama patērēšana, t.s. informācijas un patiesi iegūtu ziņu patērēšana, radot jaunu sociālu diskursīvo telpu, kurā jaunās nozīmes teksts jau ir iedarināts vai iesakņojies. Nozīmīga jaunu stāstu veidošanās vieta ir mēdiju telpai, kuru franču sociologs Pjērs Burdjē (*Pierre Bourdieu*) vērtē kā simboliskā kapitāla veidošanās telpu – kas formē sabiedrisko domu un publikas dzīves pozīciju (Bourdieu, 1991, 2004). Tāpēc jāizmanto ne tikai kritiskā spriestspēja, bet arī nopietns paškontroles instruments, lai dekonstruētu savu, tikai sev izdevīgo pašrefleksijas principa diktātu, apzinot, ka pašreferences analīze vienlaikus ir arī sabiedrības tikumisko robežu analīze.

Summary

Kritiskās spriestspējas pētījumā tika izmantoti gan teorētiski, gan empīriski izziņas instrumenti un avoti. Problēmas teorētiskās izpratnes izveidei tika veikta filozofiskās un socioloģiskās literatūras, un normatīvo aktu analīze, apskatīta indivīda un sabiedrības informācijas ieguves stratēģijas un analizēta jauniešu vēlme un spēja izmantot kritisko domāšanu, kas balansa meklējumos starp patiesību un stereotipiem, veido jaunu kultūras vēsti vai naratīvu.

Saskaņā ar minēto autoru U. Beka, Z. Baumana, Ē. Ēriksona identitātes izziņas teorijām-katra viena atbildība ir patstāvīga pašrefleksija un kontrole, pašmotivēšana izzināt patiesību, kas pilnveido kritisko spriestspēju un tikumus.

Attieksme veidošana - pieņemt vienu vai citu ziņu, sabiedriskās domas viedokļus, veidot savas nozīmes un jēgu, pieņemot attiecīgus lēmumus, ir atkarīga no personas vēlmes indentificēties ne tikai ar noteiktu sabiedrisko kopu, bet arī ar augstāko paraugu, atklājot savas individualitātes labāko daļu.

Jaunie cilvēki-*jaunieši* kā savrupi sabiedrības dalībnieki, īpaši ietekmējas no pretrunīgiem plašsaziņas komunikācijas līdzekļu viedokļiem, jo digitālās vietnes ir šīs grupas nozīmīgākā jauna kultūras naratīva veidošanās platforma.

*Apvienotās Karalistes izstāšanās no Eiropas Savienības

**Atsauce uz mūsdienās populāru jaunu tēlu-robotu, kurš atceļojis it kā no citas planētas un savas rīcības mērķa attaisnojumam spēj pieņemt jebkuru tēlu, būt mašīna, cilvēks, u. tml., kas domāšanas analīzes kontekstā spēj ātri pārņemt citu viedokļus.

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GIFTED PUPILS' LEARNING LINKS

Agnė Brandisauskienė

Lithuanian University of Educational Sciences

Abstract. *The article aims at revealing the links of gifted pupils' learning. Seeking to achieve the aim, a qualitative research, which involved 13 gifted learners of the first-second grades in secondary school, and quantitative research in learning environment have been conducted. The quantitative research was carried out employing What is Happening in the Classroom Questionnaire to survey gifted pupils (334 pupils). The research findings allow maintaining that gifted surface learning is more characteristic of gifted learning than deep learning, whereas the essence of learning compliant with the level of their abilities, interests and inclinations, is often unspecified. The learners with exceptional intellectual abilities tend to learn by using the techniques of memorisation; therefore, learning is rarely related to positive experiences. Moreover, the pupils' inclination to surface learning is confirmed by the research into class environment: the majority of high school learners claim that they rarely discuss, express their opinion, ask questions or provide explanations of problem-solving in the classroom, i.e. they miss opportunities to actively construct own learning in the process of education.*

Keywords: *gifted, deep and surface learning.*

Introduction

The recently published research findings are both encouraging and cause concern. The international research of Mathematics and Natural Sciences TIMSS of 2015 reveals a statistically significant increase in the number of 8th grade learners of Lithuania, who have achieved the average and higher levels of achievement in mathematics since 2011, as well as there also is a statistically significant increase in the number of learners having high-level achievements in natural sciences (Dukynaitė & Stundžia, 2016a). However, EBPO PISA findings demonstrate that Lithuania takes positions 36-38 out of 70 for science literacy (475 points), which is statistically significantly lower than the average of EBPO countries; considering reading abilities Lithuania takes position 39 out of 70 (472 points), which is statistically significantly lower than EBPO average, whereas mathematical literacy is allotted 478, position 36 out of 70, which is also statistically lower than the average of EBPO countries (Dukynaitė & Stundžia, 2016b). It is noteworthy that the research data on the learning outcomes of Lithuanian pupils according to the levels of achievements shows that in our

country considerable attention is allocated to educating learners with lower and average abilities, yet it is obvious that gifted pupils are not given sufficient attention. The part of gifted learners demonstrating the highest level of achievements (levels 5 and 6) in our country in all the investigated areas was considerably smaller than the average of the EBPO countries, it especially pertains to the highest – the 6th – PISA level of achievements (Lithuania. State and Regional Education. Learner Achievements, 2016, p. 22).

Researchers of Lithuania and other countries analyse different teaching/learning processes trying to explore what determines high learning achievements. The value of learning, which occurs between the individual and the process of knowledge acquisition or its results, can become one of the research objects (Pouliot et al., 2010). It is common knowledge that the value of learning is a changing phenomenon. In this regard, a learner seeks to attain a particular aim, chooses learning strategies, etc. According to Ramsden (2000), it all pertains not to particular psychological differences of learners, but to how a person signifies a particular learning assignment. Hence, the scholar refers to a person's relation to a specific task as an approach to learning, and hence highlights two possibilities: surface and in-depth attitude towards learning. The first (surface approach) is related to a person's aspiration to conform to the requirements and reproduce knowledge, whereas the other (in-depth approach) is connected to willingness to understand ideas, i.e. transform them (Entwistle, 2000). The learners having a surface approach to learning will strive for knowledge devoid of reflection, whereas those who have in-depth attitude will reflect and relate own learning to everyday experience. Consequently, these approaches will determine different learning outcomes: according to Ramsden (2000), the first group is characterised by worse results, dissatisfaction, resentment, oppression and anxiety, whereas the second group demonstrate better qualitative results, higher evaluations, involvement, problem-solving, personal satisfaction and pleasure.

The scientific discussion about deep and surface learning has continued for more than a hundred years. These concepts (deep and surface learning were developed in the 1970s and 1980s by four main groups the Lancaster Group, led by Entwistle; the Australian Group, led by Biggs; the Swedish Group, led by Marton; the Richmond Group, led by Pask (Beatte et al., 1997). On the one hand, tools meant for the evaluation of learners' approach to learning are created and revised on the basis of the work of the afore-said scientists, e.g. Approaches to Studying Inventory (Entwistle, 2000), Study Process Questionnaire (Biggs et al., 2001). Moreover, attempts are made to search for connections between the approach to learning and other variables: students' interests (Brown et al., 2015), culture (Zhang, 2000), academic achievements (Trigwell et al., 2013), learning experience (Wong, 2014), outcomes (Akyol & Garrison, 2011), etc.

On the other hand, deep and surface approaches to learning receive certain criticism. For instance, Howie and Bagnall (2013) criticise Biggs's model claiming that "there are significant problems with the model in the areas of supporting evidence, imprecise conceptualisation, ambiguous language, circularity, and a lack of definition of the underlying structure of deep and surface approaches to learning" (p. 389). Nevertheless, the analysis of scholarly literature on the education of gifted learners shows a lack of works dealing with the attitude of gifted learners towards learning. Acknowledging that the educational theory of gifted learners, like other specialised fields of art or science, is still in the search for own identity (Renzulli, 2012) and considering the results of international research, the current study:

- aims at revealing the links of gifted pupils' learning;
- sets the following objectives: 1) to define the development of pupils' relation to subject knowledge; 2) to search for the conditions that determine the links of gifted pupils' learning.

Methodology

The following methods were applied in the work:

1. Testing: a) an investigation into intellectual abilities of pupils during which it was sought to confirm abilities of the pupils selected by teachers (WISC-III^{lt}); b) an investigation into the learning environment of gifted pupils (WIHIC). This questionnaire (*What Is Happening In This Classroom*) contains statements that take place in this class. The exploratory factor analysis of the obtained results confirms the factors (scales) of the original tool (Aldrige & Fraser, 1997). Verifying the reliability of the internal compatibility of the questionnaire (*Cronbacho α*), the obtained estimates are presented in Table 1.
2. An individual deep semi-structured interview as a method of collecting data of gifted pupils.
3. The thematic analysis (Braun & Clarke, 2006) was used to analyse qualitative data.
4. Statistical data processing methods are methods of processing quantitative data of the investigation using variant 17 of software SPSS (Statistical Package for Social Science).

The research participants: 334 secondary school children. From this group - 13 gifted learners: 8 girls and 5 boys of the first-second grades in secondary school.

Table 1 **Estimates of the internal compatibility of the WIHIC questionnaire**

Dimensions	Scales	Examples	Cronbach α
Relationships	Student Cohesiveness	I worked well with other students.	0,821
	Teacher Support	The teacher helps me when I have trouble with the work.	0,865
	Involvement	The teacher asks me questions.	0,860
Personal development	Investigation	I am asked to think about the evidence for statements.	0,870
	Task Orientation	Getting a certain amount of work done is important to me.	0,829
	Cooperation	I get along with other students on class activities.	0,875
System maintenance and change	Equity	I get the same amount of help from the teacher as do the other students.	0,910

Research ethics and partiality of the researcher. In pursuance to retain the anonymity of the learners participated in the research, their names and other recognition data have been changed; the collected materials have been encoded and stored in the personal archives of the author and the psychologist.

Results

A gifted learner is frequently considered as a curious person, who searches for the meaning and main ideas of the materials, and solves tasks of different complexity, i.e. s/he actively seeks for learning, analyses and conceptualises own experience and creates new knowledge. Yet, it is true?

I learn because I want a good mark and good future or because I have to

It appears that the aim of gifted pupils' learning is frequently related to formal assessment or future benefit: *"Now I have decided to learn as I want a better mark"* (Ann), *"I want to achieve as good results as possible, well... to ensure a better future and that's all"* (Lisa), *"I tried to learn for the whole year because, as I have said, I did it for the mark, only for the mark"* (Helen). It may seem that the pupils do not have to put a lot of effort to achieve good marks, as they suffice their abilities: *"I always learn a bit, but there is no need to learn,*

I always get an eight if I revise a bit before the class, and I sometimes remember something” (Lisa), *“well... you come and you don’t need to put effort to achieve good results in lessons. You just come, sit and talk”* (Linda). Helen provides interesting ideas about the importance of marks: *“why are marks considered important? I think it comes from the teachers themselves. Not everything can be estimated in numbers these days... The teachers often say “the mark is not important”, yet they calculate everything, absolutely everything, there are no lessons where ‘state exams’ are not mentioned. We only learn for the exam, and we prepare for state exams”* (Helen). Hence, it is assumed that the importance of a high evaluation is formed and can depend on the teacher’s attitude towards own work. In some cases, gifted pupils assess the teacher’s “professionalism” in terms of the evaluation obtained for the state examinations: *“The teacher of Maths is an excellent teacher; the average mark for the exam passed by his students is 9.5”* (Ruth).

Another aim of learning is related to the future, where learning is considered as a guarantee for future work: *“to learn means to improve so that when you grow up, you will do a certain job”* (Alex), *“to get excellent knowledge before university, as I want to enter a serious one”* (Lee), *“to learn means that I will get knowledge, which I will apply in the future and which will help me to achieve something and make a career so that I have something to eat, where to live and something to wear”* (Tom).

Finally, most gifted high school learners state that *“it is necessary to learn”* (Alex), *“firstly, it is my duty, I know I have to learn”* (Ann). However, they set this demand for themselves only as a “necessary” work: *“I do my homework, check what tests I will have or something, but in general I don’t learn much”* (Lee). Therefore, it is assumed that they consider learning as a duty to do what is needed, i.e. to meet the requirements.

One of the main teaching/learning strategies is memorisation

Considering the aims of the learning aims of gifted learners, a question arises: do the indicated aims not presuppose surface learning? *“I do think myself what I need and what I can skip”* (Adam), *“At first, I do the most important things, and I do others during the break if I think they are less important”* (Lee), *“I don’t learn other things, unimportant things because... What do I need them for?”* (Tom). It is noteworthy that learning for gifted learners is a duty mostly related to negative rather than positive feelings: *“well, if you do it, if you are made to do it up to class 10 <...> then you have to do it”* (Ann).

Most gifted pupils mention that the best ways of learning is *“to work a lot and not waste time during the lesson, then you have only to revise”* (Tom). Hence, the instrumental aim of learning frequently becomes aspiration *“to memorise”* (Tom). To attain the set aim, different strategies of *memorisation* are applied, e.g.

mechanical repetition: “*it sometimes happens that you need to memorise something but you can't, so you repeat, repeat, repeat...*” (Lee); associations: “*if I learn Physics, you don't learn it, you can revise it before the test, I mean the formulae, but I think of a lot of different complex sentences*” (Linda), identification of the main aspects from the totality: “*sometimes you try to shorten so that you can memorise more easily*” (Helen), and imagination: “*you sometimes try to imagine every detail, so that you can remember better*” (Raul).

Referring to the research data, it is possible to state that gifted learning apply the afore-said method of learning: “*test on History – I have a book in front of me. If I have studied for the whole month, I don't read again, I only look for the dates and specific things that I know I have to learn. I only make a brief summary and I study from it; I actually learn while writing it and only look through it afterwards. Well, test on Mathematics – I only look through the things that I know worst, for example formulae, and I try not to forget them*” (Adam). Yet, pupils note some drawbacks of this ways of learning: “*when you learn like this (by memorising – A. B.), and revise only before the test, it sometimes happens that it's all... If you are asked the same question that you revised five minutes ago, you simply can't write it*” (Lisa).

The gifted learners' replies reveal connections between their learning process and teachers' work. Requirements set for the learners are reflected in their learning strategies; therefore, it is possible to maintain that they are simply expected to reproduce the knowledge. This, in turn, promotes certain ways of learning, which is most often accompanied by negative rather than positive emotions and surface learning: “*There are certain things, like English for example, that you need to poke. But I... Well, I don't like such cases... such learning when you have to sit and poke. How to say... I don't like it. I often... well, often read such things or just look through and that's it*” (Ann).

Analysing the ideas (I learn for the mark or as a duty), as well as feelings and emotions of the pupils of high intellectual abilities, it is assumed that the real aims of their learning is related to mere accomplishment of a task, whereas the tasks themselves are considered as external and intrusive things.

I learn because I want to know and apply, and because it is interesting

It is impossible to unambiguously claim that the main aims of gifted pupils' learning are external motifs (good marks, future work) that presuppose a surface approach to learning and an assumption to merely accomplish the set tasks. Gifted learners claim that they want “*to find out new things, and not only to find them out, but also know how to apply them, explore and use them*” (Tom), “*to learn means to find out something new*” (Linda), “*to find out something new, memorise it and use it later. To tell the truth, learning is... well, I don't learn because I know*

I will later use it somewhere, I learn because I want to learn something new” (Alex).

On the other hand, their replies also reveal the significance of interest (involvement). Ann tells: *“to take interest, to learn... Well, I don’t know. Talking about learning itself, not about interest, well, it is sometimes interesting when you find out something new. Well, but sometimes it is a mere routine and work.”* Raul acknowledges that some lessons are interesting and he experiences positive feelings: *“to tell the truth, it is funny when you get some more interesting tasks”*. As it seen, interest in teaching materials and challenges for gifted pupils to demonstrate their abilities provide conditions for them to concentrate on the content of teaching and presumably deepen their learning, since learning is attributed personal meaning and becomes significant. Learning for interest involves self-contained attention, which is highly more efficient than constrained effort.

Interest is a factor that can presuppose in-depth approach to learning

According to gifted high school learners, while learning they also seek to discover and identify certain connections, understand the essence, etc.: *“You draw own conclusions. I mean, you develop your own idea, well, if it is so, then it is the following... “* (Ann); *“simply to try to get involved into some new things. If I don’t understand anything, I can sit at home for an hour or more and can try and try until I manage to do it”* (Lee); *“I try to understand, you can do it by establishing connections, and I look like this, I think if it is logical”* (Helen); *“speaking about exact sciences, then yes, you have to understand everything and think logically, as there is some logic there”* (Tom).

Analysing the ideas of gifted pupils from this aspect, it becomes obvious that the teacher’s work, i.e. the level of knowledge and its presentation, is highly significant. It has clear connections not only with the cognitive abilities of gifted learners: *“(I stopped solving mathematics tasks, as – A. B.) I don’t know, it was not interesting)* (Linda); *“Sometimes the tasks are so boring that you think others will do them and you will understand anyway... what they have done”* (Lee), but also with personal interests of high school pupils: *“naturally, it is interesting for me to learn certain things... as I say, I do certain things at home because they are interesting”* (Ann). When the pupils are unable to satisfy this need, they simply stop learning and striving for better results, and the foresee rational outcomes: *“I understand that my lack of interest is a problem that hinders achieving better results”* (Ruth).

Hence, gifted learners are inclined to learn a specific content more superficially than go into deep into its essence if it is not attractive and does not meet their interests and inclinations. High school student do not talk much about satisfaction and pleasure when learning; since their achievements are rather high,

it is difficult to note signs that they miss something at first sight. It highlights a pedagogical problem that gifted learners are bound to surface learning: they often tend to merely accomplish the tasks, and memorise information to get correspondent assessment devoid of deeper understanding of the underlying essence and principles. The obtained research results encourage searching for reasons that condition one or another approach to learning. Therefore, the results of the research into class environment that has been conducted in the classes of gifted learners will be presented.

Search for conditions determining the links of gifted pupils' learning: the results of the research into class environment

One of the parameters that is worth discussing the links of gifted pupils' learning is the distribution of the conceptions of gifted learners regarding their involvement into class work. It has been determined that 81 % of the pupils claim that their ideas are rarely discussed in the class, 66 % claim that they do not discuss with other learners how to solve problems, nearly a half of the respondents (49 %) believe that they have no opportunity to discuss their ideas with the classmates, whereas 58 % note that they are rarely asked by the teacher. A statistically significant difference in terms of gender and age (the first and second years of high school) has not been determined. Hence, it is assumed that active learning does not occur in the class, learners have few opportunities to discuss, express their opinion, ask questions and provide explanations of problem-solving.

Analysing the tendencies of the development of personality dimensions in the class environment, certain possibilities for high school students to develop, as well as problem-based aspects can be noted. The distribution of the learners' conception of exploratory activity in the class reveals a complicated image of the exploratory activities in the class. The majority of the learners (87 %) claim that when accomplishing practical assignments, they do not strive to search for an answer discussion questions, 84 % maintain that they rarely answer own or the teacher's questions and verify their ideas in practical work. It turns out that the learners are not provided with opportunities to search for answers in the process of education. The learner himself/herself has the largest impact on the variables of the scale, yet no statistically significant difference has been determined in terms of gender and age (the first and second years of high school).

Finally, considering how the learners view accomplishment of tasks, other tendencies are highlighted: learners show attempts to understand what they are doing – 77 %, know how much they have to do – 74 %, know what they are expected to do – 72 %, and are ready for the beginning of a lesson – 69 %. According to the high school pupils, they consider it more difficult to discover the aims of a lesson or understand the importance of accomplishing a certain amount of work (61 % respectively). Analysing the replies of pupils in this scale, rather

high results of learners' orientation towards task completion is noted, which leads to an assumption that the learners seek to control the process of learning. The meanings of the variables on this scale are largely affected by the learners themselves. Despite the fact that no statistically significant difference has been determined in terms of age (the first and second years of high school), the learners' attitudes towards task completion is marked by statistically significant differences in terms of gender ($t = -4,258$, $df = 331$, $p = 0,000$).

Discussion

As it is seen, the gifted learners' relation to a (specific) learning task is not stable and forms in accordance with the situation. It is impossible to unambiguously state that the learners with high intellectual abilities learn by applying a surface approach to learning; yet, there is a tendency that the learners tend to learn a specific content mostly superficially rather than going into deep into its essence. The majority of the respondents indicate a good mark, future prospects and simply a duty as stimuli of their learning motivation. However, it is noteworthy that the feeling of duty is mostly related to formal accomplishment of the learning activities, whereas the motif of personal development is characteristic only of several gifted learners. It appears that the learners' relation to learning is based not only on the understanding of a subject, but also to their assumption to meet the teacher's demands, which is not complicated for pupils with high intellectual abilities. Other researches confirm the significance of teachers' work: fundamental to gifted pupils' learning experience is the classroom teacher's personality, competence, accessibility, and concern for students (Samardzija & Peterson, 2015), as well as fun learning experiences (i.e., intrinsic motivation, identified regulation) occur when teachers tailor learning activities to personalized interests and goals (Garn & Jolly, 2014).

It is noteworthy that high school learners do not tend to speak about satisfaction and pleasure while learning; since their achievements are high it is difficult to note that they miss something in their learning at first sight. The data of quantitative research confirm the findings of qualitative research. The scales of exploring the class environment highlight problem areas of active knowledge construction. Active and conscious exploratory learning could become a constructive process and can have a connection not with surface (when attempts are made to memorise and revise) but rather with deep learning (striving to conceptualise, to search for meaning and to manage own learning). On the other hand, it is obvious that teachers encourage the learners to take interest in a particular subject if they are provided with the conditions to assume responsibility for own learning process (concentrating on a task: its aim, accomplishment skills,

time planning, etc.) and if learning complies with the gifted pupils' interests and inclinations.

One more important issue of the research is considering how to generalise the obtained learning outcomes. It stands to reason that they cannot be applied to the overall sample of gifted learners, yet it is assumed that they can reveal the emerging general tendencies. According to the data of Lithuanian school assessment, it is obvious that teachers find difficulty in recognising and educating gifted learners and learners in special educational needs; education is rarely differentiated and individualised (Lithuania. State and Regional Education. Learners' Achievements, 2016). The generalised data on lesson observation demonstrate that teaching and organisation of passive work of learners prevail in lessons (learners frequently act as implementers of teachers' instructions, listen to teachers' explanations, demonstrations, lectures, etc.) (ibid), hence, there is a lack of creating conditions for active learning.

Summing up the research into the links of gifted pupils' learning, the complexity of pedagogical phenomena should be acknowledged, as the relation to learning that involves in-depth approach is very "fragile" according to Ramsden (2000): even when appropriate conditions are created, the learners' former experience and other factors can inhibit his/her total expression.

Conclusions

On the basis of qualitative research, it is obvious that gifted learners are characterised by surface rather than deep learning, whereas the level of their abilities, interests and inclinations compliant with the essence of learning are frequently undiscovered. The learners with high intellectual abilities that have participated in the research tend to learn using memorisation techniques; therefore, learning is often not related to positive feelings.

The results of the research into class environment define the conditions that can determine the links of gifted learners' surface learning: active learning does not always occur in the class, learners have little opportunity to discuss, express their opinion, ask questions or provide explanations of problem-solving, i.e. they miss opportunities to actively construct own learning in the process of education.

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PĒTĪJUMS PAR PAŠVIRZĪTA KARJERAS LĒMUMA PIENEMŠANAS GRŪTĪBĀM UN TO IETEKMĒJOŠIEM FAKTORIEM VIDUSSKOLĒNIEM

The Study of Self-Directed Career Decision Making Difficulties and Influencing Factors for Secondary School Students

Linda Briška

Latvijas Lauksaimniecības universitāte, Latvija

Vija Dišlere

Latvijas Lauksaimniecības universitāte, Latvija

Abstract. *In the current situation many Latvian secondary school students do not know what specialty to choose to study or what work to choose during the last month of school studies. The aim of the study is to find out self-directed career decision-making difficulties and its influencing factors for the secondary school students. The study was developed in the Latvia University of Agriculture, in the Institute of Education and Home Economics within the Master study program Career Counsellor. 68 secondary school students were involved in the study from regional secondary schools of Latvia. The surveys were conducted in 2016 and 2017. The results of the study showed that secondary school students, adopting a career decision, has to overcome the difficulties: associated with low self-esteem level and pressure from others; social barriers; internal conflict, the fear of risk-taking, acceptance of responsibility and seriousness of the decision, as well as lack of self-knowledge, too large number of options and uncertainties about the profession and themselves. The factors influencing career decision-making for secondary school students mainly are: the understanding of their ability, skills, interests, characteristics, value, resources and conditions, self-image, environmental conditions, genetic diversity, learning experience, the ability to reflect on their own life experiences and construct their lives, as well as knowledge of professions and areas of vocational practice. Results of the research could be used in the work of school career counselor's.*

Keywords: *self-directed learning, career decision-making, school pedagogy.*

Ievads

Introduction

Karjeras lēmuma pieņemšanas laiks ir ļoti grūts un izšķirošs periods daudzu vidusskolēnu dzīvē. Liela daļa augstskolās studējošo atzīst, ka viņu lēmums par profesijas un studiju programmas izvēli ir pieņemts pēdējā brīdī, nejaušības, draugu

vai vecāku ieteikumu vadīts. Pēc VIAA aptaujas datiem 2013.gadā, tikai 28 % jauniešu izvērtē sevi, savas vēlmes un sapņus, savas „stiprās puses” un to, kurā jomā tās visveiksmīgāk var izmantot. Pašreizējā situācijā ļoti mazs skaits, tikai nepilni 2 % vidusskolēnu, izmanto karjeras konsultanta konsultācijas, lai veiksmīgāk pieņemtu karjeras lēmumu (Balceris, 2013). Ļoti daudz vidusskolēnu vēl pēdējā vidusskolas pusgadā un pat pēdējā mēnesī joprojām nezina, kādu specialitāti izvēlēties studijām. Lai cilvēks varētu atrast to nodarbošanos, kas ir piemērota tieši viņam, ir jāpazīst sevi. Sevis nepazīšana var novest pie mērķu trūkuma, pie nejaušiem, citu ietekmētiem lēmumiem. Strādājot profesijā, kurai cilvēks nav piemērots, pastāv risks neapmierinātībai, nogurumam un emocionālai izdegšanai darbā.

Pētījuma mērķis ir noskaidrot pašvirzīta karjeras lēmuma pieņemšanas grūtības un ietekmējošos faktorus vidusskolēniem.

Pētījuma metodes: literatūras izpēte un aptaujas metode/anketēšana.

Metodoloģija *Methodology*

Pētījums izstrādāts Latvijas Lauksaimniecības universitātē Izglītības un mājsaimniecības institūtā maģistru studiju *Karjeras konsultants* ietvaros. Anketēšana veikta 2016. un 2017. gadā trīs Latvijas reģionu vidusskolās, kopā piedaloties 68 vidusskolas klašu skolēniem. Pētījuma datu matemātiski statistiskai apstrādei izmantoti procentuālie aprēķini.

Pētījuma objekts - pašvirzītas mācības karjeras lēmuma pieņemšanai. Pētījuma jautājumi:

- Kādas ir pašvirzīta karjeras lēmuma pieņemšanas grūtības?
- Kādi ir pašvirzīta karjeras lēmuma pieņemšanas ietekmējošie faktori?

Pašvirzītu mācību teorētiskās nostādnes *Theoretical Approaches of Self-Directed Learning*

Ir būtiski attīstīt pašvirzītu mācību prasmes jebkuram skolēnam, jo jebkura indivīda dzīvē var rasties situācija, kad ir jāspēj kaut kas mainīt profesionālā jomā, jāapgūst jaunas prasmes dzīves apstākļu maiņas dēļ.

Mūsdienās skolēni dod priekšroku komunikācijai internetā, ir izteikta vēlme pēc īsiem, skaidriem, ātri veicamiem uzdevumiem risinājuma gūšanai. Turklāt aizņemības laikmetā ir reti sastopama skolēnu iniciatīva ierasties regulāri pie karjeras konsultanta savā ārpus stundu laikā (pat ja konsultants būtu pieejams skolā jebkurā laikā), lai risinātu sev tik būtiskos jautājumus.

M. S. Nouns norāda uz galvenajiem iemesliem pašvirzīto mācību veiksmi:

- pastāv pierādījumi, ka cilvēki, kuriem ir pašu iniciatīva mācībās, iemācās vairāk un mācās labāk, nekā tie, kuri paļaujas tikai uz skolotāja mācīto un pasīvi gaida;
- pašvirzītas mācības ir lielākā saskaņā ar mūsu psiholoģiskās attīstības dabiskajiem procesiem – brieduma būtisks aspekts ir to spēju attīstība, ar kurām mēs pakāpeniski palielinām savas dzīves pašvirzību;
- jaunās izglītības tendences lielākoties uztic atbildību skolēniem pašiem, lai veicinātu viņu pašu iniciatīvu mācībās (Knowles, 1975).

M. S. Nouns (Knowles, 1975), A. Tafs (Tough, 1989) un P. C. Kendi (Candy, 1991) izveidoja struktūru, kas sastāv no četriem elementiem, lai izprastu pašvirzītas mācības. Šie būtiskie elementi ir:

- personīgā autonomija (autonomy) – personības īpašības;
- pašvadība (self-management) – vēlme un spēja vadīt savu izglītošanos;
- skolēna paškontrolle (self-control);
- autodidakcija (autodidaxy) - individuālas, neformālas mācības dabīgos apstākļos (Smith, 2016).

Pašvirzītu mācību veicināšana vidusskolēniem

Promotion of Self-Directed Learning for secondary school students

K. Brūss (Brouse, 2007) iesaka pedagogiem rosināt skolēniem pašvirzību:

- nodrošināt skolēnus ar viņus interesējošiem uzdevumiem;
- veicināt skolēnos drosmi izteikt savu viedokli un uzdot jautājumus;
- piemēroties katra skolēna darba tempam;
- rosināt skolēnus apdomāt jebkuru jautājumu vispusīgi;
- attīstīt pašrefleksijas prasmes;
- nodrošināt skolēnus ar izvēles iespējām mācībās (Brouse, 2007).

M. S. Nouns bija zinātnieks, kurš pašvirzītu mācīšanos arī mēģināja izteikt konkrētā aktivitāšu secībā, ko varētu izmantot skolēni vai pedagogi:

- mācību vajadzību diagnosticēšana;
- mācību vajadzību formulēšana;
- mācību resursu identificēšana;
- piemērotu mācību stratēģiju identificēšana un ieviešana;
- mācību rezultātu izvērtēšana (Smith, 1996).

Runājot par pašvirzītu mācību koordinatora (pedagoga, konsultanta) lomu, M. S. Nouns (Knowles, 1975) norāda, ka skolotājam jāmainās no vienkārši pedagoga lomas uz motivētāja, koordinatora, mācību situācijas radītāja un sabiedrotā lomu, jārada vide, kurā skolēnam izglītoties. M. S. Nouns ir ieteicis darbības soļus

skolotājam vai karjeras konsultantam, kuri būtu nepieciešami, lai būtu labs pašvirzītu mācību vadītājs skolēnam (Knowles, 1975):

- *radīt labvēlīgu klimatu*; palīdzēt viņiem saprast pašvirzības nozīmi un sniegt atbalstu;
- *plānot*; izveidot attīstāmo kompetenču kopumu, saistībā ar mācību kursu; attīstīt mācību saturu, veidojot to loģiskā secībā;
- *diagnosticēt mācību vajadzības*; sākt ar kompetencēm, ļaut skolēnam attīstīt kompetences no pašreizējā līmeņa līdz vēlamajam;
- *noteikt mērķus*; pārvērst diagnosticētās vajadzības mācību mērķos, kuri ir skaidri, izpildāmi, jēgpilni;
- *izveidot mācību procesa plānu*; radīt vadlīnijas mācību plānam, pārvērst tās resursos un stratēģijās, ieteikt labākos risinājumus;
- *iesaistīties mācību aktivitātēs*; būt pieejamam kā konsultantam; uzņemties atbildību par kvalitatīvu mācību procesa norisi;
- *izvērtēt mācību rezultātus*; izvērtējums notiek savstarpēji izvērtējot skolēna sasniegtos mērķus, tam jāveicina turpmāka skolēna attīstība kā pašvirzītai personībai.

Arī citi zinātnieki snieguši norādes par to, kas būtu jāievēro konsultantam veiksmīgu pašvirzītu mācību veicināšanai, piemēram – jāizveido pasākumu secība, ko skolēniem jāveic soli pa solim darbības plānā (Della-Dora & Wells, 1980).

Jebkurā pašvirzītā mācību procesā, tā vadītājam jāizveido programma vai plāns, lai skolēns varētu veiksmīgi mācīties. Lai skolēns “neapmaldītos”, konsultantam jāradā virzieni, kuros izglītoties. Konsultants arī veic periodisku rezultātu izvērtēšanu un problēmu identificēšanu (Robotham, 1995).

Karjeras lēmumu ietekmējošie faktori *Influencing Factors of Career Decision Making*

Viens no karjeras lēmumu ietekmējošiem faktoriem ir *spiediens no citiem* (vecākiem, skolotājiem, draugiem), kuri pastāv uz noteiktu karjeras virzienu.

Arī krievu psihologs J. Kļimovs (Климов, 1990) ir pētījis jautājumus par to, kā apkārtējie cilvēki ietekmē jaunieša izvēli. Ja vecāki dod pilnīgu izvēles brīvību, tas prasa no jaunieša lielu patstāvību, atbildību un iniciatīvu. Ir arī jaunieši, kas labprāt gaida vecāku iesaistīšanos lēmuma pieņemšanā. Otrs karjeras izvēli ietekmējošais faktors ir jaunieša *draugi un vienaudži*. Ņemot vērā draudzības nozīmīgumu šajā vecumā, draugu pozīcija ir ļoti svarīga lēmuma pieņemšanas brīdī. Kā trešo nozīmīgo faktoru karjeras izvēles izdarīšanā J. Kļimovs min *jaunieša statusu skolā*, attiecības ar skolotājiem, klasesbiedriem. Ja jauniešiem ir elks pieaugušo vidū, viņš var pārņemt sava elka dzīves modeli.

Franks Pārsons (1854–1908) bija autors pirmajai teorijai, kas analizē profesijas izvēli un viņš ieteica vispirms veikt izvērtēšanas darbu:

- izprast sevi, savas spējas, prasmes, intereses, mērķus, resursus, ierobežojumus un to iemeslus;
- izvērtēt prasības, apstākļus, priekšrocības un trūkumus, iespējas dažādu veidu darbiem;
- atrast šajās abās faktu grupās saderīgo (Parson, 1909).

Lēmuma pieņemšanas procesā tiek atrasta sakarība starp klienta iezīmēm un profesijas iezīmēm (Peters, 2007).

D. Supers uzsvēra cilvēka paštēla (vai identitātes) nozīmīgumu. Viņš puda uzskatu, ka sevis pazīšana ir atslēga uz veiksmīgu karjeras izvēli un apmierinātību darbā. Spilgtākās no viņa atziņām, kas attiecas uz sevis izzināšanas nepieciešamību:

- cilvēki ir atšķirīgi ar savām spējām, personību, vajadzībām, vērtībām, interesēm, īpašībām un es-koncepciju;
- izdarot profesijas izvēli, indivīds pauž izpratni par sevi, savu es-koncepciju;
- darba un dzīves apmierinātība atkarīga no tā, kādā pakāpē cilvēks pielieto savas spējas, vajadzības, vērtības, intereses, personības īpašības, es-koncepciju (Super, 1957; Super & Savickas, 1996).

Nozīmīga loma karjeras lēmuma pieņemšanā ir *karjeras briedumam* – D. Supers, radot šo jēdzienu, viņš to raksturojis ar sešām jomām – orientācija uz profesijas izvēli, informācija un plānošana, profesijas izvēles patstāvīgums, savu īpašību izpratne, profesionālā neatkarība, gudra profesionāla izvēle (Karjeras attīstības atbalsts, 2008).

Savukārt Dž. Krumbolcs (Krumboltz, 1979; 1983) izstrādāja *karjeras izvēles sociālās mācīšanās teoriju* (social learning theory of career decision making) un pauž viedokli, ka lēmuma pieņemšanu var iemācīties. Dž. Krumbolcs izdala faktorus, no kuriem ir atkarīga lēmuma pieņemšana, tie ir: sociālā izglītība, vides apstākļi un notikumi, ģenētiskais mantojums, mācību pieredze. Karjeras konsultantam būtu jāveicina indivīda unikālo iespēju izpratne, reāls skatījums uz sevi un apkārtējo pasauli, jārosina skolēns paplašināt savas intereses, izmantot jaunas iespējas, būt gatavam uz negaidītām iespējām. Turklāt Dž. Krumbolcs vērta uzmanību uz lēmuma pieņemšanā iespējamajiem stresa faktoriem: draudi pašapziņai; termiņš; apmulsums; atvēlētā laika trūkums lēmuma pieņemšanas procesam.

Lai palīdzētu klientam, karjeras konsultantiem tiek ieteiktas dažādas metodes: klienta pašnovērojumu izvērtēšana, pasaules uzskata vispārinājums ar strukturētu interviju, domu uzskaitījums, iztēle, lēmuma pieņemšanas simulācija,

iepriekšējo notikumu rekonstruēšana, datorizētu palīgrīku izmantošana (Savickas, 1996; 2005).

Lēmuma pieņemšanas grūtības *Difficulties of Decision Making*

Es nevaru izlemēt, ko darīt nākotnē droši vien ir visvairāk dzirdētā problēma karjera konsultanta ikdienā. S. Jirgena kā karjeras lēmuma pieņemšanas grūtības min vecāku un skolotāju viedokļu atšķirības, kas var novirzīt skolēnu no viņa paša vēlmēm, kā arī jaunieša draugu un vienaudžu ietekmi. J. Kļimovs arī min karjeras izvēles saistību ar jaunieša spējām, pretenziju līmeni, nosliecēm un informētību (Jirgena, 2006).

Kā citi iemesli karjeras lēmuma neizlēmībai literatūrā tiek minēti:

- *iekšējais konflikts*, kas pastāv starp dažādām jomām sevī – piemēram, radošais ES un konvencionālais ES;
- *bailes no riskēšanas* – labāk ir saglabāt tāda cilvēka tēlu, kurš varētu kļūt veiksmīgs, nekā riskēt, mēģināt, bet ciest sakāvi un tādejādi zaudēt savu potenciālā veiksmnieka tēlu;
- *atbildības neuzņemšanās* par lēmuma pieņemšanu – cilvēks cenšas meklēt padomu no citiem un tādā veidā jutīsies attaisnots, ja padoms labi nedarbosies viņam;
- *konflikts* starp karjeras vajadzībām un personīgām vajadzībām; ir situācijas, kad jaunieša reālā dzīves situācija liedz pieņemt to lēmumu, kuru vēlētos (Nathan & Hill, 2006).

Lielai daļai jauniešu trūkst spēja pieņemt karjeras lēmumu, jo trūkst *karjeras brieduma*. Lai būtu vieglāk izdarīt labu karjeras izvēli, ir:

- jāattīsta pozitīva attieksme pret karjeras pētīšanu un plānošanu,
- jāiemācās iegūt informāciju par sevi un profesiju iespējām,
- jāiemācās, kā pieņemt karjeras lēmumu (Niles & Harris- Bowsbey, 2002).

Karjeras lēmuma pieņemšanu padara sarežģītu vairāki aspekti, piemēram:

- nav pilnvērtīgas skaidrības gan par profesiju, gan sevi;
- izvēloties profesiju jāņem vērā darba apstākļi, ģimenes apstākļi, studiju ilgums un vieta;
- sociālās barjeras – gan iedomātas, gan reālas, kas ietekmē lēmumu;
- ja ir liels darba vai studiju piedāvājumu skaits, ir grūtības izvēlēties;
- daļa skolēnu baidās no *lēmuma nopietnības* un uztraucas par “nepareiza” lēmuma pieņemšanu (Gati & Levin, 2014).

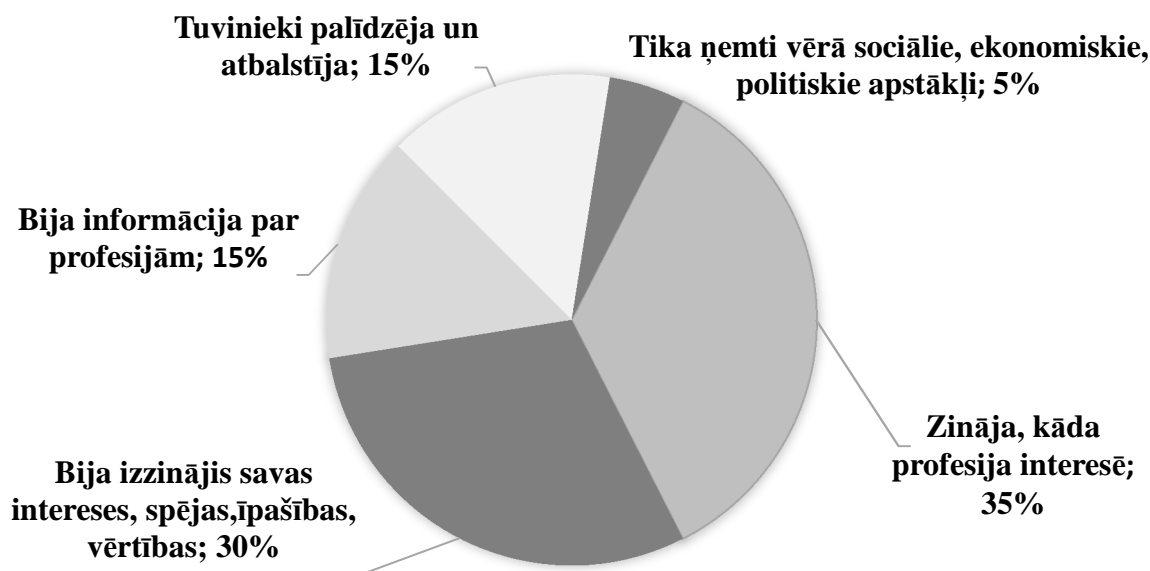
R. Orska (Orska, 2007), analizējot profesionālās jomas motivāciju uzsver, ka nepiemērotas profesijas izvēles pamatā ir trīs iemesli:

- nepietiekamas zināšanas par profesiju pasauli;
- nepietiekoša savu spēju un psiholoģisko īpatnību apzināšanās;
- zināšanu nepietiekamība par profesionālo piederību (identitāti).

Rezultāti un diskusija *Results and Discussion*

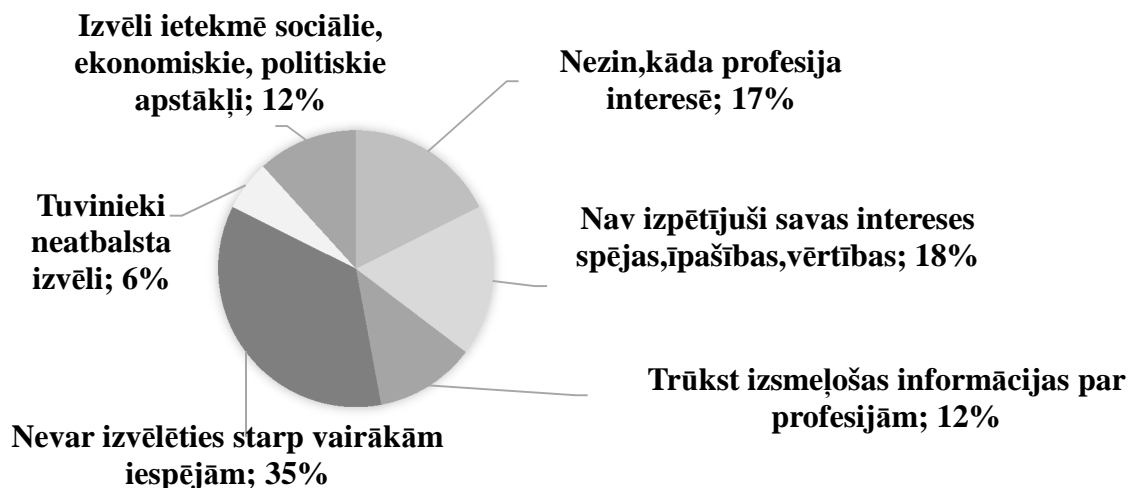
Vidusskolēnu anketēšanas rezultāti *Results of Secondary School Students Survey*

Analizējot karjeras lēmuma pieņemšanu ietekmējošos faktoros vidusskolēniem, pētījuma rezultāti parāda, ka respondenti kā nozīmīgāko faktoru min to, ka lēmuma pieņemšanas brīdī jau zināja, kāda profesija viņus interesē (35 %). Kā otro svarīgāko iemeslu veiksmīgai karjeras lēmuma pieņemšanai respondenti min sevis izzināšanu, kas ietver savu interešu, spēju, īpašību, vērtību izpēti (30 %). Vienādi nozīmīgi respondentiem šķituši faktori, ka izvēlē palīdzējuši tuvinieki, kā arī bija pieejama vajadzīgā informācija par profesijām (15 %). Neliela daļa vidusskolēnu ņēmuši vērā sociālos, ekonomiskos un politiskos apstākļus (5 %). (skat. 1. att.).



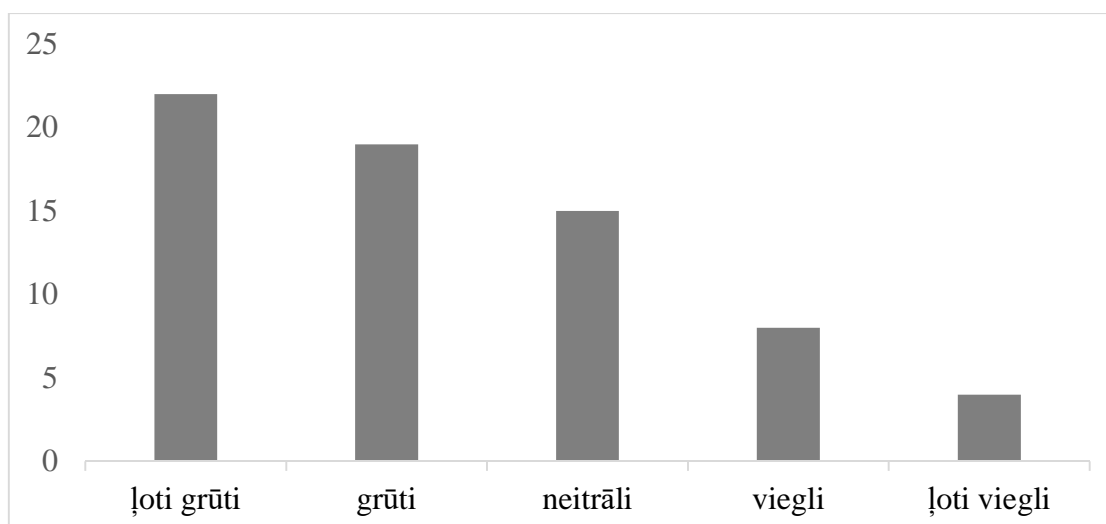
1.att. **Karjeras lēmuma pieņemšanu ietekmējošie faktori vidusskolēniem**
Fig.1 Factors influencing career decision-making for secondary school students

Noskaidrojot iemeslus, kuru dēļ vidusskolēniem ir grūtības pieņemt karjeras lēmumu, par galveno problēmu respondenti uzskata izvēli no vairākām iespējām (35 %). Tas liek domāt par nepieciešamību virzīt pašvirzītu mācīšanos uz lēmuma soļu analizēšanu, iespējamo alternatīvu atlasīšanu un patstāvīgu izvērtēšanu. Kā otro problēmu ar samērā līdzīgiem rādītājiem vidusskolēni nosaukuši faktoru, ka nav pietiekoši izpētījuši savas intereses, spējas, īpašības, vērtības (18 %), kā arī nezin, kāda tieši profesija viņus interesē (17 %). (skat. 2. att.).

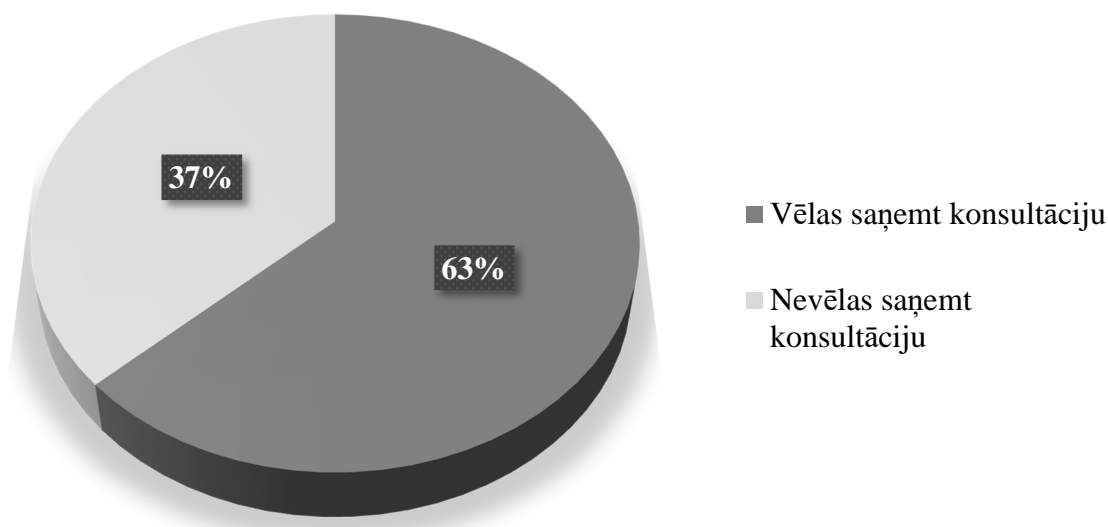


2.att. Iemesli, kuru dēļ vidusskolēniem ir grūtības pieņemt karjeras lēmumu
 Fig.2 The reasons of the difficulties secondary school students have in career-decision making

Analizējot respondentu viedokli par to, vai viņiem ir viegli vai grūti pieņemt karjeras lēmumu, skaitot kopā atbildes “viegli” un “ļoti viegli” atbildējuši 12 %, skaitot kopā “grūti” un “ļoti grūti” atbildējuši 41 %, neitrāli 15 % (skat. 3. att.).



3.att. Respondentu viedoklis par grūtībām pieņemt karjeras lēmumu (%)
 Fig.3 Respondents' views on the difficulties to make the career decision (%)



4.att. Respondentu vēlme saņemt karjeras konsultāciju
Fig.4 Respondents' desire to get career advice

63 % no respondentiem atzīmēja, ka viņiem ir vēlme saņemt karjeras konsultācijas un 37 % to nevēlas. Tā kā pētījuma rezultāti liecina, ka vidusskolēniem pārsvarā ir grūtības pieņemt karjeras lēmumu, tad var secināt, ka karjeras konsultācijas ir nepieciešamas.

Secinājumi *Conclusions*

Apkopojot dažādu zinātnieku teorētiskās atziņas var secināt, ka vidusskolēniem, pieņemot karjeras lēmumu, ir jāpārvar grūtības, kas saistītas ar zemu pašcieņas līmeni, spiedienu no citiem un sociālām barjerām; iekšējā konflikta, bailēm no riskēšanas, atbildības uzņemšanās un lēmuma nopietnības, kā arī nepietiekamas sevis izzināšanas, pārāk liela alternatīvu skaita un neskaidrības par profesiju un sevi, nespēja sevi motivēt un organizēt savu laiku. Savukārt pētījuma rezultātā par galvenajām grūtībām pieņemt karjeras lēmumu vidusskolēni atzīmējuši, ka grūtības sagādā pārāk daudz alternatīvu (35 %) un ka nav izpētījuši savas intereses, spējas un īpašības (18 %), kā arī ka ir neziņa par interesējošo profesiju (17 %).

Analizējot dažādu pētnieku teorētiskās atziņas ir noskaidrojies, ka karjeras lēmuma pieņemšanu ietekmējošie faktori skolēniem galvenokārt ir: savu spēju, prasmju, interešu, īpašību, vērtību, resursu un apstākļu izpratne, paštēls un pašefektivitāte, vides apstākļi, ģenētiskais mantojums, mācību pieredze, spēja reflektēt savu dzīves pieredzi un konstruēt savu dzīvi, kā arī zināšanas par

profesiju jomām un profesionālā prakse. Savukārt pētījuma rezultāti parāda, ka, analizējot veiksmīga karjeras lēmuma pieņemšanu ietekmējošos faktorus, vidusskolēni kā visnozīmīgāko min to, ka viņi jau zināja sev interesējošo profesiju (35 %), un kā otro svarīgāko iemeslu veiksmīgai karjeras lēmuma pieņemšanai respondenti min sevis izzināšanu (30 %).

Summary

In the current situation many Latvian secondary school students do not know what specialty to choose to study or what work to choose during the last month of school studies. *The aim of the study* is to find out self-directed career decision-making difficulties and its influencing factors for the secondary school students. The study was developed in the Latvia University of Agriculture, the Institute of Education and Home Economics within the Master study programme *Career Counsellor*. 68 secondary school students were involved in the study from regional secondary schools of Latvia. The surveys were conducted in 2016 and 2017. The results of the theoretical study showed that secondary school students, making a career decision, has to overcome the difficulties: associated with low self-esteem level and pressure from others; social barriers; internal conflict, the fear of risk-taking, acceptance of responsibility and seriousness of the decision, as well as lack of self-knowledge, too large number of options and uncertainties about the profession and themselves. On the result of questionnaire as most important difficulties the respondents mentioned: too many options (35 %) and the fact that they have not figured their interests, abilities and qualities (18 %), as well as the lack of knowledge about different professions (17 %). The theoretically factors influencing career decision-making for secondary school students mainly are: the understanding of their ability, skills, interests, characteristics, value, resources and conditions, self-image, environmental conditions, genetic diversity, learning experience, the ability to reflect on their own life experiences and construct their lives, as well as knowledge of professions and areas of vocational practice. On the result of questionnaire as most important factors influencing career decision-making the respondents mentioned that they already knew profession they were interested in (35 %), and the second most important reason for the success of the career decision-making, they mentioned self-exploration (30 %). Results of the research could be used in the work of school career counsellor's.

Keywords: self-directed learning, career decision-making, school pedagogy.

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Linda Briška, Vija Dišlere. Pētījums par pašvirzīta karjeras lēmuma pieņemšanas grūtībām un to ietekmējošiem faktoriem vidusskolēniem

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ОДАРЕННЫЙ РЕБЕНОК КАК ЛИЧНОСТЬ С ОСОБЫМИ ПОТРЕБНОСТЯМИ В ИНКЛЮЗИВНОМ ПРОСТРАНСТВЕ УЧЕБНОГО ЗАВЕДЕНИЯ

*Gifted Child as a Personality with Special Needs in the Inclusive
Environment of the Educational Establishment*

Olena Demchenko

Olga Zaitseva

Hlukhiv National Pedagogical University of Oleksandr Dovzhenko, Glukhov, Ukraine

Abstract. *The article deals with the contradiction between the recognition of gifted children in the theoretical discourse as a category of persons with special educational needs, on the one hand, and the low level of their involvement in the inclusive educational environment at school practice, on the other. The necessity of providing talented individuals the status of an important group of atypical children, whose capabilities disclosing is complicated by the disharmonious type of mental development, high level of claims, a number of social and psychological problems is grounded. The needs and problems of gifted children and the system of social and pedagogical work, aimed forming their subjectivity in terms of inclusive education are defined.*
Keywords: *giftedness, asynchronous development, special educational needs, inclusive educational environment.*

Введение *Introduction*

Со второй половины прошлого века в высокоразвитых странах мира реализуется политика инклюзии в целом, инклюзивного обучения, в частности. В соответствии с этим создаются условия для обеспечения равного доступа к образовательным услугам, создание индивидуальной благоприятной траектории для саморазвития и самореализации каждой личности, независимо от состояния здоровья, способностей и возможностей, социального положения и других различий.

В последние годы в Украине, которая присоединилась к соответствующим международным актам, также актуализировалась и решается на разных уровнях проблема организации инклюзивного образовательного пространства. В государственной плоскости принято ряд документов, которые формируют Законодательную базу для реализации инклюзивного подхода в образовании: Закон Украины «Об основах социальной защищенности инвалидов в Украине» (1991); приказ МОН Украины «О создании условий для обеспечения права на образование лиц с инвалидностью» (2005); «Концепция развития инклюзивного образования» (2010); Общегосударственная программа «Национальный план действий по реализации Конвенции ООН о правах ребенка на период до 2016 года» и другие. Однако, в образовательной сфере есть еще много нерешенных вопросов и проблем. Поэтому, в «Национальной стратегии развития образования в Украине на период до 2021 года» среди основных вызовов и рисков в развитии образования определены ограниченность доступа к качественному образованию отдельных категорий населения, в том числе и одаренной учащейся молодежи.

В научном дискурсе проблема образования детей с особыми потребностями имеет междисциплинарный статус, и есть объектом исследований специалистов в области психологии, социальной, инклюзивной и коррекционной педагогики (Е. Андреева, О. Акимова, В. Андрущенко, О. Безпалько, В. Бондарь, Т. Илляшенко, Дж. Эндрюс, Дж. Джонсон, Л. Коваль, А. Колупаева, В. Ляхов, Д. Люпарт, М. Малофеев, Л. Мищик, Н. Сабат, Т. Сак, Л. Савчук, М. Синев, К. Рейсвейк, П. Таланчук и др.). Ученые фокусируют внимание на различных аспектах инклюзивного образования, однако некоторые вопросы остаются дискуссионными и недостаточно разработанными. Важно отметить, что организация социально-педагогической работы с одаренными детьми как личностями с особыми потребностями пока остаются вне контекста научных исследований инклюзивной педагогики.

Объект исследования: инклюзивный образовательный процесс.

Предмет исследования: социально-педагогическая работа с одаренными детьми в условиях инклюзивного образования.

Гипотеза исследования: утверждение статуса одаренных детей как личностей с особыми потребностями, включение их в инклюзивный образовательный процесс будет способствовать созданию дополнительных благоприятных условий для успешного развертывания потенциалов одаренности, развития способностей, личностного роста, самореализации, преодоления ряда социально-психологических барьеров и трудностей.

Методы исследования *Research methods*

Теоретические: изучение и анализ психологической и социально-педагогической литературы, законодательных актов по вопросам организации инклюзивного образования различных категорий нетипичных детей; моделирование. Эмпирические: наблюдение, анкетирование, тестирование, анализ результатов творческой деятельности одаренных детей, беседа, изучение опыта работы с одаренными детьми.

Результаты исследования *Results of research*

Одаренные личности должны постоянно быть в фокусе внимания специалистов в сфере инклюзивной педагогики как важная категория детей, которые характеризуются развитием, отличающимся от условной нормы и чьи образовательные потребности выходят за рамки общепринятых стандартов. Наша позиция о необходимости включения одаренных детей в инклюзивный образовательный процесс как его субъектов базируется на следующих научных сентенциях.

Во-первых, исходим из современного понимания инклюзивного образования как «безбарьерного», «доступного для всех», которое разрабатывается на основе принципов гуманизма, индивидуализации равенства (Akhmetova et al., 2013); как «объединённой образовательной системы по предоставлению надлежащего образования всем учащимся; полное вовлечение детей с отличающимися способностями в различные сферы школьного образования, которые доступны для других детей (Kolupaeva & Savchuk, 2011). В ходе его внедрения необходимо подключать учащихся ко всем аспектам обучения и школьной жизни, независимо от наличия тех или иных индивидуальных различий (Lorman et al., 2011).

Во-вторых, в американской психолого-педагогической науке и образовательной практике возникла идея о том, что любая одаренность сопровождается асинхронным развитием личности. Так, Л. Сильверман (Silverman, 2003) отмечает, что асинхронность является универсальной характеристикой одаренности, в связи с чем, одаренные дети имеют большое несоответствие между различными аспектами их развития, чем их «обычные» сверстники. В процессе развертывания потенциалов одаренности опережающие познавательные способности и повышенная эмоциональная интенсивность объединяются, создавая внутренний опыт и знания, качественно отличаются от нормы.

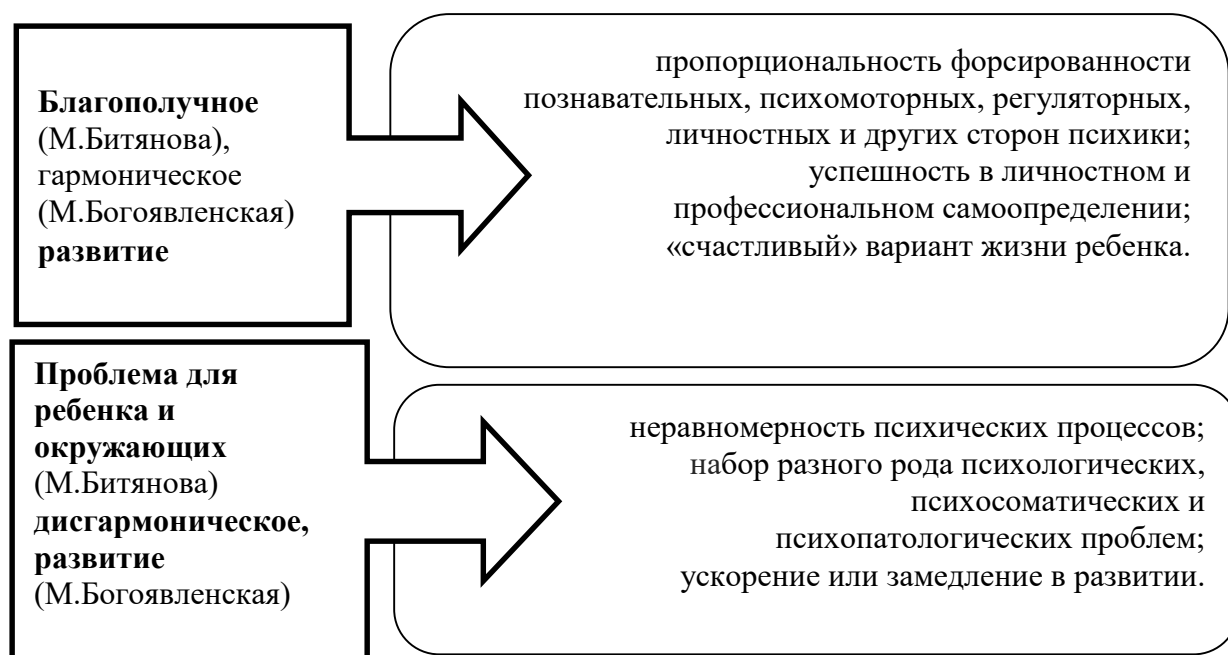


Figure 1 Categories of gifted children, regardless of the type of mental development

Украинские (Bevz, 2011) и российские (Bityanova, 2007; Bogoyavlenskaya, 2004) исследователи делят одаренных детей на две группы: с гармоничным и дисгармоничным развитием познавательных, психомоторных, регуляторных, личностных сторон психики (см. рис.1).

Дети второй группы являются более сложной категорией, развитие которых отличается неравномерностью психических процессов и нередко сопровождается сложным набором различного рода психологических, психосоматических и даже психопатологических проблем; характеризуется как ускорением, так и замедлением. В этом случае одаренность чаще сопровождается целым комплексом различных проблем как для ребенка, так и окружающих его людей. Неравномерность психического развития часто осложняется психосоматическими и психопатологическими расстройствами. Как правило, умственное развитие таких детей опережает эмоциональное, волевое, социальное и физическое, что формирует чрезмерный интерес к тем школьным предметам, которые соответствуют виду их одаренности и провоцируют возникновение проблем в быту и социуме (Sirotyuk, 2014).

В-третьих, одаренные личности существенно отличаются от большинства детей каждой возрастной группы, которые имеют так называемые «типичные» (средние) показатели развития и личностные характеристики, что соответствует общепринятым физиологическим, психическим, психологическим, социальным нормам. Одаренные дети

имеют существенные различия в психическом и личностном становлении благодаря наличию неординарных способностей и их своеобразном сочетании. Согласно позиции Б. Теплова (Теплов, 1985), одаренность является качественным своеобразным сочетанием способностей, от которого зависит возможность достижения большего или меньшего успеха в выполнении той или иной работы.

Исходя из этого, они относятся к специфической группе лиц, характеризующихся развитием, которое отличается от условной нормы, и чьи образовательные потребности выходят за рамки общепринятых стандартов. Особая способность к восприятию окружающей действительности и оригинальный способ самовыражения формирует уникальную личность, качественно отличающуюся от сверстников и превышающую возрастную норму развития.

В-четвертых, результаты исследований показывают, что многие одаренные дети, несмотря на имеющийся в них большой творческий и личностный потенциал, высокий уровень развития способностей и значительные успехи в определенном виде деятельности, достаточно уязвимы, имеют социально-психологические проблемы. Большинство из них эмоционально незащищены, импульсивны, не сдержаны, категоричны в высказываниях и действиях; часто в них недостаточно сформированы волевые навыки и способы саморегуляции, наблюдаются нарушения ощущения реальности, отсутствие социальной рефлексии и опыта социального поведения. Ученые даже относят некоторых из них к категории «девиантных», «трудных», «группы риска», «изолированных».

В-пятых, одаренные личности являются категорией детей с особыми потребностями, которым для развертывания потенциалов и развития способностей, достижения высоких результатов в соответствующей деятельности необходимо создавать дополнительные условия и использовать большие, чем для других детей, профессиональные ресурсы. В зарубежном научном поле термин «одаренные и талантливые» используется для лиц, проявляющих склонность к высоким достижениям в интеллектуальной, креативной, творческой сферах, в лидерстве или в специфических академических областях, и которые нуждаются для максимального развития своих способностей в услугах или видах деятельности, что обычно не обеспечиваются школой (U.S. Department of Education, 2001).

Особые образовательные потребности для развития одаренности – это потребности в условиях, необходимых для оптимальной реализации актуальных и потенциальных возможностей (когнитивных, энергетических и эмоционально-волевых, включая мотивационные) (Demchenko, 2015). Круг образовательных потребностей одаренных учеников определили

белорусские ученые, среди них: создание специальных условий для получения качественного образования, формирование самоуважения, одобрения и признания, социального общения; обеспечение индивидуального подхода; получение помощи в налаживании контактов и взаимопонимания с педагогами, одноклассниками, родителями и разрешении конфликтов; внимательное отношение учителей к проблемам психического и физического здоровья; диагностика возможностей и способностей (Valetov et al., 2013).

Таким образом, рассмотрение проблемы одаренности в пределах инклюзивного подхода дает возможность аргументировать, что одаренная личность относится к категории Других (нетипичных детей), существенно отличается от сверстников в своем развитии, мировосприятии, поведении, что обуславливает особые потребности и создание условий для их удовлетворения.

Изучая опыт внедрения инклюзии в образовательный процесс современной школы, мы выяснили, что диагностическая работа, а затем и социально-педагогическая помощь одаренным школьникам сводится к оценке и развитию способностей, фиксации успехов и достижений. Анализ ответов педагогов на вопрос разработанной нами анкеты показал, что большинство опрошенных не идентифицируют одаренных детей как личностей с особыми образовательными потребностями; одаренность ими ассоциируется с высоким коэффициентом интеллекта и успехами в учебе, а не с асинхронным развитием и нетипичностью личности. Педагоги допускают, что в способных детей могут возникать трудности, но в основном они связанные с обучением и не считаются такими существенными, например, как у детей с инвалидностью. В целом одаренные дети воспринимаются как успешные и благополучные.

Считаем, что важным направлением диагностики должно быть выявление социально-психологических проблем одаренных детей в процессе изучения их самооценки, эмоционального состояния (тревожности и агрессивности); удовлетворенности условиями обучения, уровня социальной активности в образовательном процессе школы. Обобщение результатов исследовательской работы позволило выделить категории проблемных одаренных учащихся:

Интеллектуально одаренные: успешные, с высокими достижениями по всем или большинству учебных предметов; имеют завышенную самооценку, но низкий социометрический статус и референтность в коллективе; склонность к перфекционизму; проявляют демонстративный тип поведения; противопоставляют себя коллективу; **неуспешные,** с низким уровнем достижений по одному или нескольким учебным предметам; могут иметь высокую или низкую самооценку, часто находятся в состоянии

фрустрации; девиантные, конфликтные; постоянно нарушают дисциплину на уроках, спорят с учителями.

Художественно / технично / спортивно одаренные: успешные, интраверты, склонные к перфекционизму и философским размышлениям, постоянно неудовлетворенные результатами; проявляют высокий уровень тревожности, иногда суицидальные намерения; часто имеют низкую самооценку, необщительные, имеют низкий социометрический статус; физически неразвитые и болезненные (кроме спортивно одаренных); **неуспешные**, ориентированные на достижение успехов в соответствующей деятельности; имеют существенные проблемы в обучении, часто пропускают уроки или приходят неподготовленные, безответственно относятся к выполнению домашних заданий; имеют завышенную самооценку, проявляют высокомерие в отношении к одноклассникам.

Социально одаренные / с актерским талантом: демонстративные, неуспешные, с развитыми актерскими, ораторскими, управленческими способностями и демонстративным типом поведения; имеют высокий социометрический статус и широкий круг общения, являются лидерами в коллективе; в тоже время постоянно конфликтуют с учителями, инициируют коллективное нарушение дисциплины; переживают состояние фрустрации и нереализованности; завышенная самооценка; неуспеваемость по одному или нескольким предметам.

Социально-педагогическую работу с одаренными детьми в условиях инклюзивного образования необходимо организовывать как целостную систему, в которой четко определены цель, задачи, направления, формы и методы. Теоретическая модель такой системы подана на рисунке 2.

По результатам тестирования, заполнения карты самооценки, наблюдений, бесед с учениками выявлено, что многие одаренные дети высказывают неудовлетворенность школьной жизнью. Обобщение полученных эмпирических данных позволило нам выделить особые потребности одаренных учащихся в: использовании интерактивных методов обучения, в частности, взаимообучения, микропреподавания; системы творческих заданий различной сложности; формировании групп для индивидуального совместного обучения на базе одной параллели с учетом уровня способностей и сферы одаренности; организации научно-поисковой деятельности; помощи в подготовке к участию в конкурсах, олимпиадах различных уровней; создании ситуаций успеха; включении в различные виды творческой, общественно значимой деятельности, ученическое самоуправление; организации тьюторской помощи; социально-психологическом консультировании.

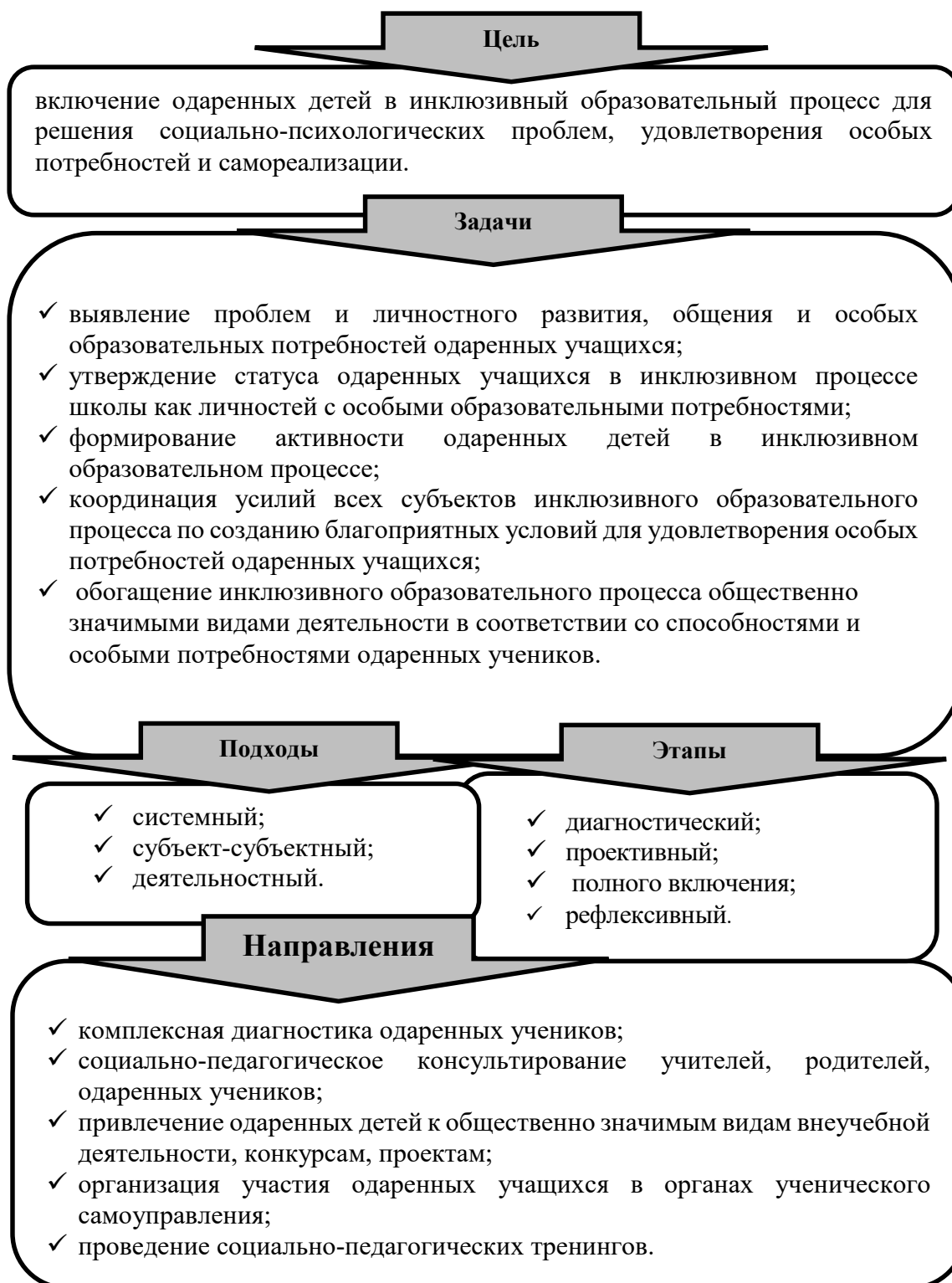


Figure 2 The system of social and pedagogical work to include gifted children in inclusive education process

Для удовлетворения потребностей одаренных детей в контексте инклюзивной педагогики нужна особая организация образовательного пространства как предметно-событийного континуума и психолого-педагогического конструкта. Такое многомерное динамическое образование объединяет разноуровневые социально-культурные и учебно-воспитательные условия (природные и специально моделированные, педагогически структурированные и упорядоченные) и комплекс возможностей, способствующих формированию субъектности одаренной личности, как в процессе интериоризации гуманистических и национальных ценностей, развития ее способностей, достижения высоких успехов и удовлетворения экзистенциальных и особых образовательных потребностей, так и в ходе разноуровневого взаимодействия со всеми субъектами пространства (Demchenko, 2016).

Выводы *Conclusions*

Обобщение научной литературы и результатов экспериментальной работы позволило сделать следующие выводы:

1. В системе научных координат инклюзивной педагогики постепенно утверждается статус одаренных детей как личностей с особыми образовательными потребностями. От своих сверстников они существенно отличаются высоким уровнем развития задатков и способностей, специфическим поведением и мировоззрением. Такие дети и подростки нередко имеют ряд социально-психологических проблем, низкую самооценку и невысокий статус в коллективе. Однако в ходе реализации инклюзивного образования они остаются вне поля зрения педагогов-практиков.
2. Одаренные ученики требуют включения в инклюзивный образовательный процесс для наиболее полного развития их способностей, самореализации. Важным для преодоления проблем и трудностей одаренных детей является организация психологического и социально-педагогического сопровождения в школе и оказание поддержки со стороны родителей.
3. Проведенное эмпирическое исследование показало, что в процессе диагностики одаренности педагогами мало обращается внимания на проблемы одаренных детей в обучении и общении. Использование различных методик позволило выявить особые образовательные потребности исследуемых одаренных учащихся, на основе обобщения которых были выделены категории детей у

которых есть социально – психологические проблемы. проблемных одарённых детей.

4. С целью включения одаренных учащихся в инклюзивный образовательный процесс предложена модель смоделирована система социально-педагогической работы. Для удовлетворения особых образовательных потребностей одаренных детей предусмотрено организацию различных видов продуктивной деятельности, комплексных форм работы (социальные проекты, конкурсы, тренинговые занятия); проведение консультаций; разработано систему творческих поручений и ситуаций успеха.

Summary

The legislation and scientific works declare that the special educational needs, in addition to children with disabilities, minor health problems are also typical for children with social problems, gifted children and youth. But in actual practice gifted persons are excluded from the inclusive process.

Basing on the fact that inclusive education provides full involving all the students into all the aspects of learning and school life, regardless of the presence of certain individual differences, we consider that talented students should be the focus of inclusive pedagogy.

Increasingly, giftedness is defined by scientists as asynchronous development, a vivid example of which can be a significant lagging the physical state of the talented individual from his/her mental development. Gifted children belong to an important category of "non-typical children," for whom creating favourable education and development environment is declared as the goal of inclusive education. Extraordinary creative, educational, artistic, social or other special abilities and special ability to perceive reality define the unique personality, which is qualitatively different from his/her peers and exceeds the age norm of personal development.

The survey of teachers working with gifted children at an educational institution showed that in the process of diagnosis of giftedness focus is first and foremost made on assessing the abilities while insufficient attention is paid to researching the problems and special needs of gifted students. For the overwhelming majority of respondents talent is associated with high IQ and success at school, rather than with the asynchronous development or some problems. Most of the teachers state that gifted children are the least in need of psychological and socio-pedagogical assistance, since they are considered to be successful and less problematic.

Using a number of diagnostic procedures during the research included the study of self-esteem, emotional state (anxiety and aggressiveness) of gifted children, their satisfaction with the educational conditions, and the level of social activity in the educational process of their school. Summarizing the results of the experiment, the groups of children with different types of manifestation of talent, depending on the social and psychological problems and special educational needs were defined.

In order to enable involving gifted students into inclusive educational process as its subjects system of socio-pedagogical work was modelled, the purpose of which was including gifted children into productive activities in the process of organizing complex social and educational forms; conducting training sessions, advisory services.

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LASER AS A DEVICE FOR MEASUREMENT OF THIN THREADS - A SCHOOL LABORATORY EXPERIMENT IN PHYSICS

Hristina Deneva

Professional Technical High School “Doctor Nikola Vasiliady”, Bulgaria

Lyubomir Lazov

Erika Teirumnieka

Rezekne Academy of Technologies, Latvia

***Abstract.** The physics of the last century is included in all EU curricula and emphasis in education is shifted from content to the forms, methods and means of teaching and learning. Different kinds of lessons (including laboratory classes) and their didactic structure are subject to the understanding, adoption and creating conditions to build motivation to learn physics and astronomy, active utilization of physical knowledge and building cognitive and practical skills. Performance of demonstration and laboratory classes using a laser device is a type of teaching strategy to good education in physics. Properties of laser light as observation, classification, communication, drawing conclusions, planning, interpretation and forecasting, are particularly suitable when monitoring and studying the phenomena of interference and diffraction. Through both qualitative and quantitative ways, in this paper is presented a physical experiment for measurement of thin threads in a High school from students. Experimental skills will enhance interest in physics and especially to modern applications of laser devices, as well as career guidance of students.*

***Keywords:** laser, laser beam, physical laboratory classes, diffraction, thin threads.*

Introduction

Topicality for implementation on effective training of students in school physics and astronomy is not from today. On the one hand, it must meet the requirements of modern society which is mainly guaranteed by compulsory curriculum (Government Educational Requirements for Content, 2015). On the other hand are the requirements for permanent and thorough assimilation of physical knowledge and mastery of skills necessary in the implementation of educational and cognitive activity of students via continuously searching and evaluation of various forms of work organization, training methods and ways of active learning.

Experiments have become an indispensable part of education. Indispensable part, because the combination of theoretical knowledge with experimental learning sessions has been ensured sustainable and successful learning.

According to curricula 10 class from Ministry of Education and Science (Government Educational Requirements for Content, 2015) in learning content VI. Observation, experiment, study and examination as expected results for students are included four Standards:

- ✓ Standard VI.1. *Perform observations and experiments as verified physical laws.* A student has to perform independently simple physical experiments and explains the results.
- ✓ Standard VI.2. *Perform laboratory experiment, process results and submit them tabular and graphical.* Students have to demonstrate ability to work with laboratory experimental settings and appliances. As well as they have to use different methods for processing and presentation of experimental results.
- ✓ Standard VI.3. *Using simple physical and mathematical models, algorithms for solving problems and issues retrieve information from various sources, including by means of information technology.* From the student is expected to solve quality problems and apply qualitative tasks and physical models in standard situations.
- ✓ Standard VI.4. *Summarizes research results and draw conclusions about causality in physical phenomena.* From the student is expected to demonstrate the ability to abstract thinking, the use of analogies and making generalizations.

Lasers such as widely used devices in technologies and the medicine are suitable to cover the above-mentioned expected results.

Of the 36 teaching hours in physics, two of them are studying lasers. The first one lesson is in topic "Sources of Light". In this topic with examples are illustrated important practical applications of thermal sources, of luminescence and the lasers. And in the second one, the theme "Nuclear transitions" is described the most important conditions for the generation of laser radiation.

Some authors (Black, 2005; Tippie & Lee, 2016; Wojewoda, 2016) described that lasers are suitable to demonstrated phenomena as interference, reflection, refraction and diffraction. Mentioned phenomena are studied at the very beginning of the curricula in Physics and Astronomy 10. class (Maximov, 2001).

To explain interference and diffraction of light in the lesson is using Huygen's principle:

1. Each point on a wave front is the source of a spherical wavelet that spreads out at the wave speed.

2. At a later time, the shape of the wave front is the line tangent to all the wavelets (Interference & Diffraction, 2014).

Electromagnetic radiation propagates as a wave, and this is most strikingly seen with laser light, where light shining on a piece of paper looks speckled (with light and dark spots) rather than evenly illuminated, and where light shining through a small hole makes a pattern of bright and dark spots rather than the single spot we might expect from our everyday experiences with light.

This theoretical material from the curriculum without using a laboratory exercise is difficult interpreted and used by students. That is why in this paper we present a laboratory classes using laser light to investigate the phenomena of diffraction and will see how we can use these phenomena to make accurate measurements of very small objects like thin treads. From a methodological point of view the didactic structure of the laboratory exercise is represented by the scheme (figure 1):

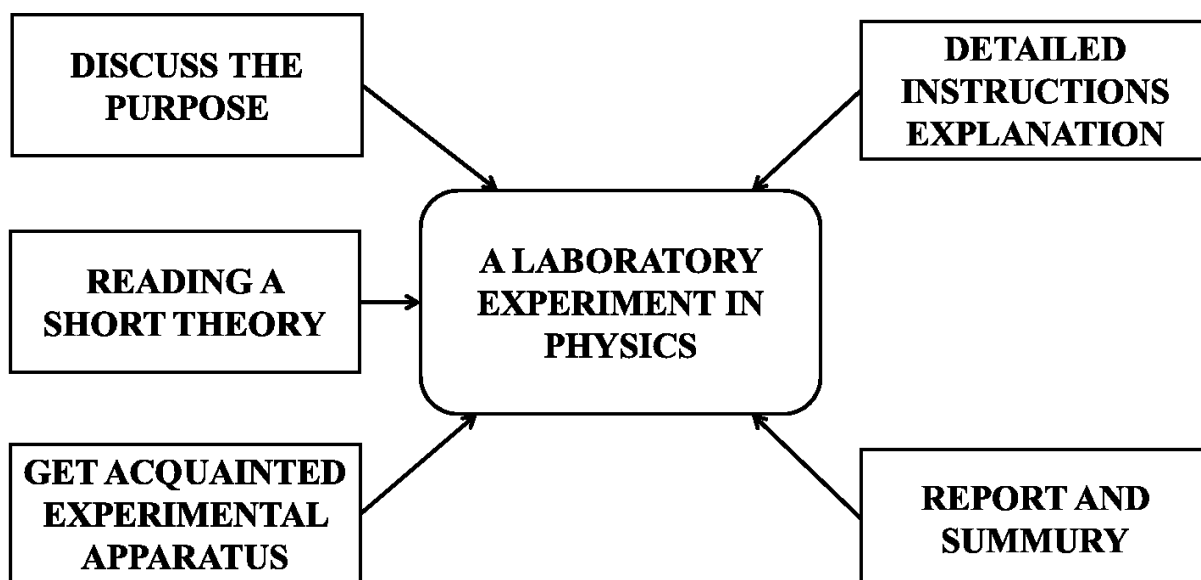


Figure 1 A didactic schema of the lab-experiment

Pre-lab reading of short theory

Diffraction is a phenomenon that occurs when electromagnetic wave meets on his way an obstacle. Depending on the coherence state of the light and according to the Huygens principle, "deviated" partial waves which interfere with each other and give rise to a diffraction pattern. A Babinet's Principle, which is not too difficult to derive, may be stated as follows:

“...the diffraction pattern from an opaque body is identical to that from a hole of the same size and shape except for the overall forward beam intensity.”

Thus, according to Babinet's Principle, cases A and B in Figure 2 will produce basically the same diffraction pattern. The only difference between them is that the beam passing around the obstruction will generally leave a bright extra spot at the centre of the screen (in case B, the central spot from the diffraction pattern may be too dim to see).

Except for the intensity of the central spot, the diffraction pattern produced by an opaque object in a wave train (or beam) is the same as that produced by an aperture of the same size and shape in an otherwise opaque screen.

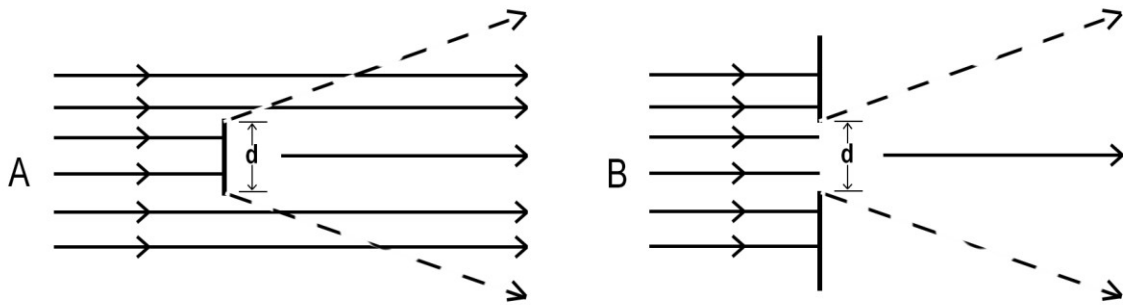


Figure 2 Two cases of beam passing around thin thread and a single slit

If the coherent, well-bundled light wave generated by a laser fall perpendicular to a thin wire the intensity distribution $I(\Theta)$ forming on the screen at a distance L behind the thin thread (figure 3) will be determined by the function

$$I(\Theta) = I(0) \cdot \left[\frac{\sin^2 \left[\frac{\pi d}{\lambda} \cdot \sin(\Theta) \right]}{\left[\frac{\pi d}{\lambda} \cdot \sin(\Theta) \right]^2} \right] \quad (1),$$

and

$$\sin \Theta = \frac{k\lambda}{d} \quad (2),$$

where λ is the laser wavelength; $k = 0, \pm 1, \pm 2, \dots$ is an integer called the order of the maximum.

$I(0)$ denotes the intensity maximum on the optical axis, and the angle between the normal to the end of the thread and the corresponding direction in which the diffractive waves are amplified i.e. direction of diffraction maximum of k -th order; See figure 4 of the experimental setup.

If the condition $I \gg d^2 / \lambda$ is satisfied it is called as Fraunhofer diffraction.

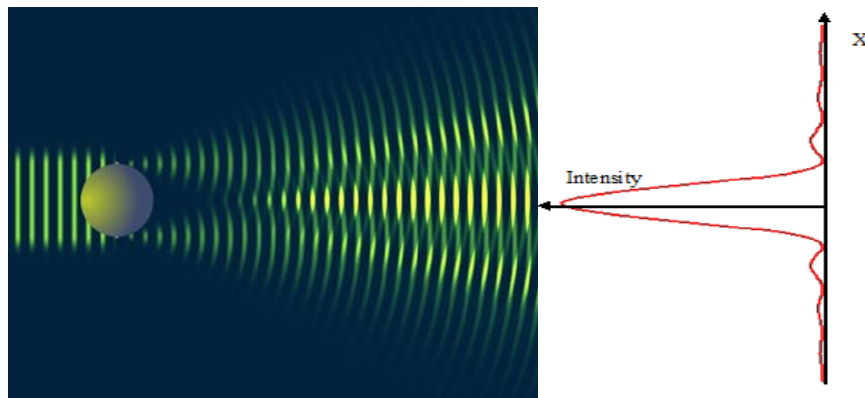


Figure 3 A view on the screen of intensity distribution

According to the Babinet principle, this formula (2) also applies to diffraction on a wire when the gap width b is replaced by the wire thickness d .

If monochromatic light beam from a laser source falls perpendicularly on a thin thread thickness d is obtained a diffraction pattern of alternating narrow light strips (diffraction maxima) – see figure 4. It is necessary to know that the condition for obtaining a diffraction maximum is expressed by the formula (2).

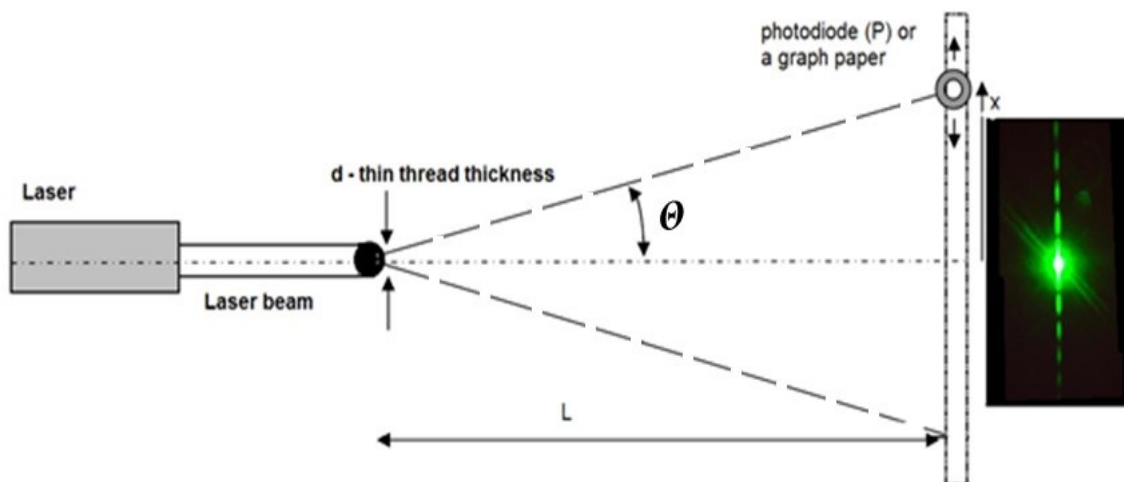


Figure 4 Diffraction maximums and minimums

If with an L indicate the distance from the thin thread to the central maximum, and with $2x$ - the distance of the two maximums from the same k -th order, there are valid inequalities for enough large distances L :

$$tg \Theta \approx \sin \Theta \approx \frac{x}{L} \quad (3),$$

from where

$$\frac{x}{L} = \frac{k\lambda}{d} \quad (4)$$

Finally, the formula which is used by students to calculate the thread's thickness is:

$$d = \frac{2.k.\lambda.L}{2x} \quad (5)$$

Purpose of the laboratory classes

To determine the thickness of thin threads using a laser beam.

Apparatus to be used

Experimental set includes a laser source with a wavelength of 532 nm, thin thread, a screen E with a slot and an optical rail with holders. The screen is pre-coated with graph paper in order to more clearly measured the distances from the central bright spot to respective maximums. For the experiment were also used laser protective goggles and a clamping frame with threads of different diameters.

Measurement process instead of graph paper on screen can be automated sensor (photo detector) and a recorder or PC, which draws a graph on a computer screen (graph of the distribution of the intensity of x). To scan the diffraction pattern can be used a photodiode (type BPW 34), in front of which has a diaphragm (width 0.3 mm). Also it is necessary to have a micro-amperemeter with which to measure the photocurrent from the receiver (photodiodes), because of photocurrent is proportional to the intensity of the diffraction pattern in the given point.

Explanation of instructions in the experiment

1. Experimental data (k, L, x, λ) are affixed in pre outlined a Table.
2. The separate component parts of the experimental set are fitted together – they are presented on Figure 5.

Instructions to Students for carrying out the experiment when using the laser source:

a) *Be careful when handling the laser beam:*

- Use the protective goggles.
- Never look into the direct laser beam, into a reflection or a diffracted beam.
- Do not remove the laser from the holder.
- When inserting, adjusting and removing optical components into/ from the optical rail switch off the laser beam.
- Fix the adjusted components to avoid unintentional changes in the position.
- Do not place any objects in the beam path that are not part of the test arrangement.

as adjustment required:

b) *The laser beam should be on the wire right in the middle.*

3. Students observe a diffraction pattern using the laser beam with a wavelength $\lambda = 532$ nm.
4. Described above measurements are carried out and their values are affixed in the Table. For high accuracy the measurements have been made in different maxima repeating them five times. Students take the arithmetic average for the given measured value.
5. From the data in Table is calculated the average value of the thread's thickness d using formula (5).
6. At the end results are represented via a percentage error that has occurred in measurements.
7. Finally, students analyze data, report and state of conclusion.



Figure 5 Basic parts of the experimental set: the laser source (right), thin threads (middle) and the screen (left)

With this laboratory exercise can be solved and inverse task: measuring the wavelength of the unknown laser light at a certain thickness of the thread or diffraction width of single slit.

This form of learning-cognitive activity is particularly enjoyable for students - they are most engaged. Although the teacher is a consultant, his task is much more difficult because:

- should oversee the organization and progress of the tasks;
- must guide the students and if necessary, supplement their emerging issues.

In conclusion of the lesson teacher can emphasize to students that diffraction-oriented methods are one of the common methods of quality

assurance in the textile industry and in the metalworking industry. The on-line diameter control is regarded today as a necessity to get a satisfactory efficiency in the extrusion process. Likewise it is a must to guarantee the quality standard which is needed in an increasingly competitive market. The laser scanners, thanks to a perfect balance between ease of use and comprehensive functions, have proved to be very effective and suitable for extrusion automation. Just after the extruder head the product is still soft, can be easily deformed and in addition is moving at a speed that can attain remarkable values: in such conditions only instruments based on optical principles are able to check the dimensions without any risk of errors or damages due to the contact.

Using laser light, it has been possible to achieve reliable and accurate gauging, not affected by product movement and vibration.

The proposed laboratory experiment setup are simple and tasks are easy to realisation, the necessary equipment is relatively affordable (usually separate modules are already available) and easy to obtain. With featuring this equipment can be implemented more demonstrations and experiments than the ones mentioned in this article and the results are quite spectacular.

Conclusion

The laser incorporated in the laboratory can be used as a teaching and learning tool. In the context of optics, it can be used to measure incident, reflected and refraction angles, to build graphs and obtain relations between angles, and ultimately to determine the refractive index of optical media.

Therefore students can study the laws of optics and consolidate content taught in the classroom, such as lenses or diffraction and interference phenomena with an interactive methodology.

From everything said so far, we find it more than necessary to apply new approaches in education, because they help to build a student than proactive, creative, independent and self-monitoring personality. Even more now when we are from European family, the Bulgarian student must be can, knowledgeable, informed and confident in their abilities, because he will have to be competitive at some point with many professionals from other countries.

We would like to conclude with the words of Dr. Philippe Busquin - European Commissioner for Research of the European Commission: "We must do more to raise public awareness of research in general and in particular to encourage young people to take an interest in science – not only as potential future scientists, technologists and technicians, but also as better-informed citizens." (Busquin, 2001).

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SKOLĒNU PRASMES DARBĀ AR GRAFISKU INFORMĀCIJU MATEMĀTIKĀ UN DABASZINĀTNĒS¹

Student Graphical Information Literacy in Mathematics and Science²

Ilze France

Dace Namsone

Līga Čakāne

Jānis Vilciņš

Uldis Dzērve

Andris Nikolajenko

Latvijas Universitāte, Latvija

Abstract. Among the most important 21st century skills that every student needs are the ability to work with information. The key for implementing competency based approach to learning will be related to how students' ability to apply skills acquired in, for example, mathematics can be transferred to other subject contexts. Newest OECD PISA results presented in 2016 show a recurring tendency that in Latvia there is a small number of students whose performance is in accordance to the 5th and 6th level of the framework. These two levels represent students' ability to apply deep thinking skills in new learning contexts. It is necessary to analyze the causes of this situation in order to identify opportunities for how to improve student performance. Accordingly, the research goal is to analyze how Latvian students manage to apply deep thinking skills in 9th grade national test assignments where they need to analyze graphic information in science and real life context. Additionally, the research aims to analyze the cognitive depth of science and mathematics assignments included in the national test as well as how the acquisition of these skills are planned in the learning content of educational regulations and learning materials.

Keywords: student skills for work with graphic information, student performance in national testing.

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Ievads ***Introduction***

Valstī 2016. gadā uzsāktā mācību satura reforma pēctecīgi turpina mācību satura dokumentos 2006. gadā formulēto nostādņu tālāku virzību uz 21.gs. prasmju (kompetenču) attīstīšanu. Lai mazinātu riskus, pirms jaunu reformu ieviešanas, ir nepieciešams analizēt, kā skolēniem izdodas sasniegt iepriekš izvirzītos mērķus un pētīt skolēnu snieguma iespējamās cēloņus.

Pamatprasmes darbā ar informāciju (t.sk. grafisku, vizuālu) ir starp nozīmīgākajām 21.gs. prasmēm, kas skolēnam jāapgūst. Plašākā nozīmē literatūrā tiek runāts par informācijas pratību.

Ieviešot kompetencēs balstītu mācīšanos, atslēga būs, kā skolēni spēs vienā mācību priekšmetā apgūto darbināt citos mācību priekšmetos. To ir iespējams izdarīt dziļas mācīšanās procesā (Fullan & Langworthy, 2014; Hattie, 2012).

Iepriekšējā pētījumā (France, Namsone, Čakāne, Dzērve, & Vilciņš, 2016) aplūkojām, kā skolēniem veicas dabaszinātnēs aprēķināt daļu no veselā procentos, kas vispirms tiek apgūta matemātikā. Šajā rakstā aplūkosim, kā skolēniem Latvijā 9. klasi beidzot valsts līmeņa pārbaudījumos izdodas lietot matemātikā apgūto prasmi lasīt grafiski dotu informāciju dabaszinātņu un reālās dzīves kontekstā dziļā kognitīvā līmenī.

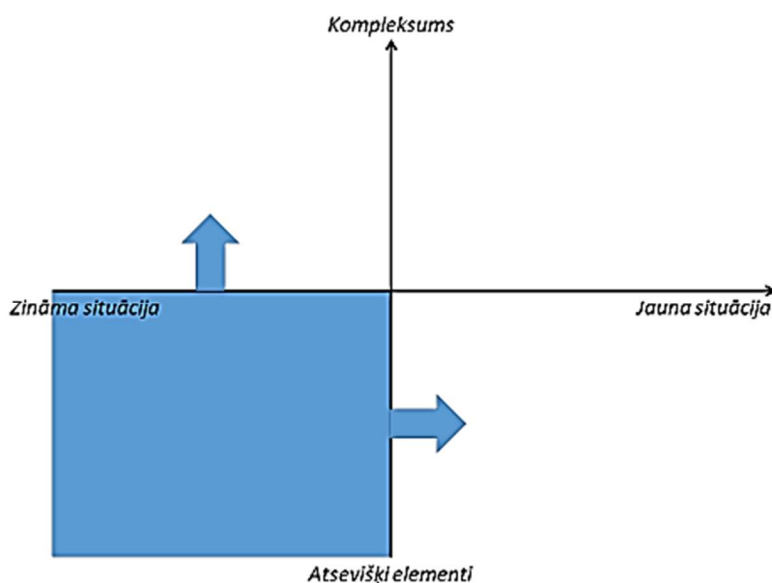
Prasmes darbā ar informāciju, t.sk. darbinot dziļu domāšanu jaunās situācijās tiek mērītas OECD PISA pētījumos, kurā Latvijas skolēnu rezultāti ir viduvēji - vidēji 490 punkti; 3,8 % skolēnu sniegums augstākajos (5.un 6.) līmeņos 2015.gadā ir zem vidējā snieguma OECD valstīs (Geske, Grīnfelds, Kangro, & Kiselova, 2016). Tas uzrāda nepieciešamību uzlabot skolēnu sniegumu. Uzdevumi, kuru mērķis mērīt prasmi darbā ar informāciju ir iekļauti arī valsts līmeņa pārbaudes darbos dabaszinātnēs 9.klasē (skolēnu vecums atbilst PISA pētījuma grupai). Valsts izglītības satura centrs kā darba mērķi uzrāda noskaidrot *izglītojamo spējas dabaszinātņu mācību priekšmetos iegūtās kompetences izmantot praktisku dabaszinātņu problēmu risināšanā ar nolūku tās pilnveidot (atbilstoši PISA 5. un 6. līmenim)* (VISC, 2016).

Lai precīzāk saprastu skolēnu sniegumu attiecībā pret konkrēto prasmi darbā ar informāciju, ir nozīmīgi pārlicināties, kādā kognitīvā dziļumā skolēnu sniegums tiek mērīts valsts pārbaudījumos dabaszinātnēs un matemātikā kopumā, samērojot to ar PISA ietvaru. PISA vērtēšanas ietvars (OECD, 2016a) definē trīs kognitīvos līmeņus (zems, vidējs, augsts) un septiņus skolēnu snieguma līmeņus, kas ietver kognitīvo dimensiju. Kognitīvā dziļuma noteikšanai tiek izmantoti arī citi instrumenti, piemēram, SOLO taksonomija (Biggs & Collis, 1982), kas ir samērojami ar PISA ietvaru. Aplūkojot PISA ietvaru, vai SOLO taksonomiju redzams, ka no zemākā līmeņa uz augstāko aug skolēna veicamā uzdevuma kompleksums, nepieciešamība rīkoties jaunā kognitīvajā situācijā.

Analizējot konkrētus uzdevumus un to rezultātus, ir iespējams salīdzināt, kā skolēni tiek galā ar vienkāršiem uzdevumiem, kas mēra atsevišķu elementu (prasmi) pazīstamā (mācītā) situācijā un kā skolēniem veicas ar kompleksu uzdevumu jaunā situācijā (skat. 1.att). Augot kompleksumam un nonākot jaunā situācijā tiek darbinātas augstākā līmeņa domāšanas prasmes – tiek sagaidīta dziļa kognitīva darbība. Zināmā situācijā, darbinot kādu atsevišķu elementu, runājam par zema līmeņa kognitīvu darbību. Pētījumu vajadzībām izveidots kategoriju un kritēriju ietvars, kura fragmentu skat. 1.tabulā.

1.tab. **Kategoriju un kritēriju ietvars**
Table 1 Framework of categories and criteria

Pēctecība reformu dokumentos (kategorijas)		Kritēriji
Mācību satura aspekti (2006)	Caurviju kompetences (2016)	
Analītiskā un kritiskā domāšana	Kognitīva darbība t.sk. kritiskā domāšana	Kognitīvās darbības dziļums



1.att. **Uzdevuma struktūrelementi un kompleksums**
Fig.1 Elements and complexity of assignments

Pētījumam izvirzīti jautājumi:

- 1) Kāds ir 9.kl. skolēnu sniegums uzdevumos, kuros tiek mērītas prasmes darbā ar grafisku informāciju dabaszinātņu kontekstā?
- 2) Kāds ir uzdevumu kognitīvais dziļums valsts pārbaudījumos dabaszinātnēs un matemātikā 2016.gadā?
- 3) Kā mācību līdzekļos matemātikā un dabaszinātņu priekšmetos tiek aplūkota metodika, kā mācīties strādāt ar grafisku informāciju?

Metodoloģija **Research Methodology**

1. Pētījumam par skolēnu snieguma analīzi izvēlēti valsts diagnosticējošie darbi dabaszinātnēs 9. klasei 2015.gadā (kopa - 14600 skolēni) un 2016.gadā (kopa – 15340). Diagnosticējošo darbu dabaszinātnēs 9. klasei 2016. gadā veido 11 strukturēti uzdevumi, kuri ir sadalīti 40 testelementos, kas aplūkoti analīzē. Darbā maksimāli iespējams iegūt 40 punktus. 2015. gadā darbu veido 12 uzdevumi, kuri sadalās 40 testelementos. Darbā maksimāli iespējams iegūt 45 punktus. Analīzei izvēlēti uzdevumi, kuros skolēni strādā ar grafikiem – 6 testelementi 2015. g. (6., 7., 16., 22., 28., 29.) un 5 testelementi 2016. g. (6.4., 7.3., 9.2., 11.1., 11.2.).

Darbus labo skolotāji skolās, tad iesniedz VISC kopējos skolēnu rezultātus pa uzdevumiem. Datus apstrādājot ar IteMan Test Analysis Program un IRT analīzes programmu WinSteps, noteikta katra uzdevuma grūtības pakāpe, uzdevuma izšķirtspējas koeficients, kā uzdevuma izpilde veikusies skolēnu grupai ar augstiem un zemiem sasniegumiem darbā kopumā. Lai novērtētu darba piemērotību skolēnu kopai, izmantots IRT RASCH modelis.

2. Skolēnu darbu padziļinātai analīzei atlasīti 2015. gadā 300 skolēnu darbi 2016. gadā 270 no 8 skolām, kuru skolotāji atsaucās aicinājumam darbus iesniegt. **Ierobežojumi** – skolēnu darbu analīze uzrāda skolotāju neprecizitātes, kļūdas skolēnu darbu vērtēšanā. Ņemot vērā lielo kopu, pieļaujams, ka kļūdaini izlabotie kopējo tendenci nemaina.

3. Valsts pārbaudes darbu uzdevumu analīzei izvēlēti 2016. gada pārbaudes un diagnosticējošie darbi matemātikā un dabaszinātnēs kopā 10 uzdevumu komplekti. Kognitīvā dziļuma noteikšanai izmantoti snieguma indikatori un kritēriju – līmeņu apraksti atbilstoši SOLO taksonomijai. Katrs eksperts noteica kognitīvā dziļuma līmeni individuāli, izmantojot kritēriju līmeņu aprakstu (skat. 2. tabulā). Vērtējumi tika salīdzināti, vienojoties kopīgi par gala vērtējumu.

2.tab. Kognitīvā dziļuma salīdzinājums dažādos instrumentos
Table 2 Comparison of cognitive depth among different instruments

PISA sniegumalīmenis	PISA kognitīvais līmenis (2015)	Valsts pārbaudes darbu kognitīvais līmenis	SOLO taksonomija
5, 6	Augsta	Augsts	4 - paplašināta abstrakcija
4, 3	Vidējs	Vidējs	3 - vairāki elementi saistīti kopējā struktūrā
2	Zems	Zems	2 – vairāki nesaistīti struktūrelementi
1a			1 - viens struktūrelements
1b			0 - nav struktūras

Kognitīvā līmeņa vērtējumu iespējams samērot ar PISA ietvaru, jo skolēna snieguma apraksts vienā tabulas rindā izmantojot dažādus instrumentus atbilst analogām kognitīvām darbībām.

4. Mācību līdzekļu (ML) analīze veikta atbilstoši kritērijiem: kādi uzdevumi skolēnam darbā ar grafisku informāciju ir iekļauti, kāds ir uzdevumu kognitīvais dziļums un kādas iespējas skolēnam ir apgūt prasmi patstāvīgi, izmantojot grāmatu. ML analīzei izvēlētas skolu praksē pieejamās 14 mācību grāmatas matemātikā 4. - 9. klasei, 17 grāmatas dabaszinātņu mācību priekšmetos (dabaszinībās, fizikā, ķīmijā un bioloģijā) posmā līdz 9. klasei.³

Rezultāti

Results

1. Skolēnu sniegums diagnosticējošajā darbā dabaszinātnēs 9. klasei izvēlētajos testelementos, kas pārbauda prasmes darbā ar informāciju parādīts 3. un 4.tabulās.

3.tab. Skolēnu sniegums testelementos ar grafisku informāciju (2016)
Table 3 Student performance in testelements with graphical information (2016)

Uzd.	Skolēna snieguma indikators	Grūtības pakāpe (p)
7.3.	Nolasa vienkāršu informāciju no grafika	0,80
9.2.	Nolasa vienkāršu informāciju no grafika, lietojot arī tekstā un attēlā doto informāciju	0,72
6.4.	Nolasa kompleksu informāciju no teksta un grafika, lai spriestu, veidotu secinājumu, analizējot situāciju	0,49
11.2.	Analizē tekstā, grafikā un citā vizuālā veidā dotu informāciju par jaunu reālās dzīves situāciju	0,36
11.1.	Analizē tekstā un grafikā doto komplekso informāciju par jaunu reālās dzīves situāciju	0,25

³ R. Arājs, V. Drulle, A. Miesniece, (2005). Izzini pasauli! Dabaszinības 4. klasei, Zvaigzne ABC.
M. Kusiņa, D. Mežzīle. A. Nikolajenko, B. Šķēle. (2006). Izzini pasauli! Dabaszinības 5. klasei, Zvaigzne ABC.
I. Kreicberga, M.Kusiņa, D.Mežzīle, A.Nikolajenko. (2007). Izzini pasauli! Dabaszinības 6.klasei, Zvaigzne ABC.
Mācību grāmatu komplekts: I. Vilks, R. Gribuste, S. Vilciņa. (2005-2007). Dabaszinības 4. - 6.klase. Lielvārds.
Ē. Nagle, R. Gribuste, (2011). Bioloģija 7, klase, Lielvārds.
L. Sausiņa. (2013). Zooloģija 8. klasei, Zvaigzne ABC.
R. Gribuste, D. Brante. (2013). Bioloģija 9. klasei. Lielvārds.
Mācību grāmatu komplekts: A. Brangule, D. Namsone. (2013-2014.). Ķīmija 8.-9. klasei. Lielvārds.
Mācību grāmatu komplekts: M. Drille, V. Kakse, (2013-2014). Ķīmija 8.-9.klasei. Zvaigzne ABC.
Mācību grāmatu komplekts: B. Āboltiņa, S. Januma. (2013-2015). Matemātika 7.-9.klasei. Zvaigzne ABC.
Mācību grāmatu komplekts: I. France, G. Lāce, L. Pickaine, A. Miķelsone. (2008-2010). Matemātika 7.-9.klasei, Zvaigzne ABC.
Mācību grāmatu komplekts: J.Mencis (sen.), J.Mencis (jun.). (2008-2010). Matemātikas 4.-6. kl., Zvaigzne ABC.
Mācību grāmatu komplekts: I. France, G. Lāce. (2014-2015). Matemātika 5-6. klasei. Lielvārds.
Mācību grāmatu komplekts: I. Lude, J. Lapiņa. (2013-2015). Matemātika 7.-9.klasei, Pētergailis.
Mācību grāmatu komplekts: E. Šilters. (1998, 2000). Fizika 8.-9. klasei, Lielvārds.
Mācību grāmatu komplekts: I. Vilks. (2007-2008). Fizika 8.-9. klasei, Zvaigzne ABC.

4.tab. Skolēnu sniegums testelementos ar grafisku informāciju (2015)
Table 4 Student performance in testelements with graphical information (2015)

Uzd. nr.	Snieguma indikators	Grūtības pakāpe (p)
6	Nolasa no grafika skaitļus, lielumus.	0,77
29		0,71
7	Atpazīst starp citiem nelineāru grafiku.	0,68
28	Attēlo grafiski datus no tabulas.	0,51
16	Analizē tekstā (arī attēlā un grafikā) doto komplekso informāciju par situāciju	0,29
22	Saista tekstā un grafikā dotu komplekso informāciju, analizē grafiku un nolasa datus.	0,26

Statistiskā analīze rāda, ka kopumā darbs piemērojas skolēnu spēju spektram, skolēniem šis darbs ir vidēji grūts, jāatzīmē, ka nav pietiekami daudz uzdevumu skolēniem ar augstām spējām, lai precīzāk veiktu šķirošanu.

2. Kognitīvais dziļums valsts pārbaudes darbos matemātikā un dabaszinātnēs redzams 5. tabulā. Norādīts katram līmenim atbilstošo testelementu skaits procentos katrā pārbaudes darbā.

5.tab. Kognitīvais dziļums valsts pārbaudījumu uzdevumos dabaszinātnēs un matemātikā 2016.gadā

Table 5 Cognitive depth in national test assignments in science and mathematics (2016)

SOLO līmenis	Matemātika				Dabaszinātnes			
	1.	2.	3.	4.	1.	2.	3.	4.
3.klase	40%	49%	11%	0%				
6.klase	23%	60%	17%	0%	52%	39%	9%	0%
8.klase	12%	56%	24%	8%				
9.klase	23%	59%	18%	0%	32%	60%)	8%	5%
12.klase	9%	66%	17%	8%	45%	42%	13%	0%
					Fizika			
					37%	61%	2%	0%
					Ķīmija			
					46%	39%	15%	0%

3. Konstatēts, cik uzdevumi, kuros informācija dota grafikā, atrodami katrā analizētajā dabaszinātņu mācību grāmatā (skat. 6. tabulu). Mācību līdzekļu analīzē aplūkoti piemēri iekļauti diskusijas daļā.

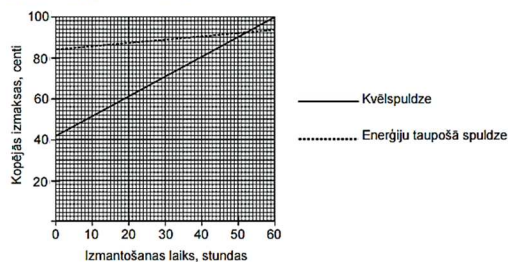
6.tab. Piemēru skaits ar grafisku informāciju mācību grāmatās
Table 6 Number of examples with graphical information

Piemēru skaits	Grāmatu skaits mācību priekšmets
Vairāk nekā 10	2 fizikas mācību grāmatās
5-9	1 ķīmijas un 1 fizikas grāmatā
2-4	1 zooloģijas un 1 dabaszinību grāmatā 6.klasei
1 vai 0	11 dabaszinātņu mācību grāmatās

Diskusija Discussion

1. Skolēnu sniegums izvēlētajos uzdevumos 2015. un 2016. gadā, kuru izpildei nepieciešams darbināt elementāras prasmes darbā ar informāciju (prot atrast tekstā, shēmā, tabulā vajadzīgo informāciju, atpazīst tekstā dotu informāciju, nolasa vienkāršu informāciju no lineāra grafika u.c.), ir salīdzinoši augsts (piemēram, 2. attēlā uzdevuma 7.3. p = 0,8).

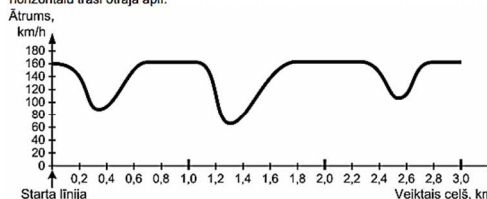
7.3. Grafikā attēlotas kopējās izmaksas, pērkot un izmantojot vidēji dārgu kvēlspuldzi un vislētāko enerģiju taupošo spuldzi.



Pēc cik stundām enerģiju taupošās spuldzes iegāde un izmantošana kļūst ekonomiski izdevīgāka, salīdzinot ar kvēlspuldzi? *Atzīmē vienu atbildi!*

- A pēc 42 stundām
- B pēc 84 stundām
- C pēc 93 stundām
- D pēc 52 stundām

Grafikā parādīts, kā mainās sacikšu automašīnas ātrums, braucot pa trīs kilometrus garu horizontālu trasi otrajā apļā.



11.1. Aptuveni cik garu ceļu veic automašīna no starta līnijas līdz trases garākā taisnā posma sākumam? *Atzīmē vienu atbildi!*

- A 2,6 km
- B 1,8 km
- C 1,4 km
- D 0,5 km

2.att. 7.3.un 11.1. uzdevums (2016.)
Fig.2 Testelement No.7.3., 11.1. (2016)

Uzdevumos, kuros nepieciešama dziļāka domāšana (iegūto informāciju lietot, to pārveidojot, spriežot, analizējot jaunā situācijā reālu procesu) skolēnu sniegums ir ievērojami zemāks (piemēram, 2. attēlā uzdevuma 11.1. p = 0,25).

11.1. uzdevumā (skat. 2. att.) pareizo atbildi B atzīmējuši 25 % skolēnu, atbildi A izvēlējušies 5 %, atbildi C – 60 % skolēnu, atbildi D – 8 % skolēnu, bet 1 % nav snieguši atbildi vai atzīmējuši vairākas. Tas vedina domāt, ka skolēni šo situāciju primitivizē, iespējams domājot, ka garākais trases posms, sākas tur, kur automašīnas ātrums sasniegts vislielākais. Lai gan skolēniem ir pieredze braukt ar velosipēdu vai sēdēt blakus autovadītājam un ikdienas situācijās skolēniem ir reāla situācijas pieredze, ka braucot ātrums tiek uzņemts, jau izejot no līkuma, ir

konstatējams, ka skolēniem ir grūtības pārnest šo reālo pieredzi uz pārbaudes darbā aplūkoto situāciju. Tas izvirza diskusijai jautājumu, ar kādiem grafikiem skolēns sastopas matemātikā un dabaszinātņu priekšmetos.

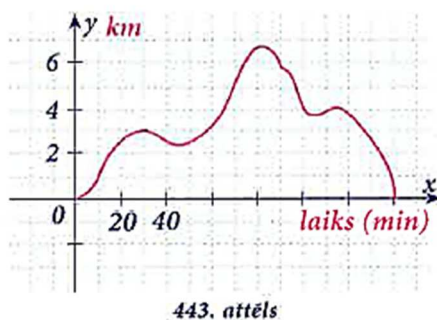
2. Kopējais pārbaudījuma apjoms, gan teksta apjoms atsevišķos uzdevumos ir liels, kas daļai skolēnu noteikti varēja radīt papildu grūtības. Tomēr pieaugot uzdevumu kompleksumam, parādoties jaunām (nezināmām) situācijām skolēnu sniegums ir salīdzinoši pārāk daudz zemāks. Līdzīga tendence tika konstatēta, analizējot skolēnu sniegumu 2015. gada diagnosticējošā darba uzdevumos (France et. al., 2016). Viens no iespējamiem iemesliem, skolēnu grūtībām jaunās un kompleksās situācijās ir nepietiekama pieredze darbā ar šādiem uzdevumiem mācību procesā. Tam, savukārt cēlonis var būt tendence, ka skolotāji nereti savā praksē izmanto tāda veida uzdevumus, kādi tiek iekļauti pārbaudes darbos (Harlen, 2010) - šajā gadījumā zema kognitīva līmeņa uzdevumus. Jo, noskaidrojot, kādā kognitīvajā dziļumā tiek mērīts skolēnu sniegums valsts līmeņa darbos, konstatējams, ka 2016. gada valsts pārbaudījumos dabaszinātnēs nav neviena uzdevuma, kas atbilstu augstākajam PISA līmenim (skat. 5. tabulu), bet PISA darbā tādu ir pēc dažādiem avotiem 8 – 14 % (OECD, 2016b; OECD, 2016c). Valsts pārbaudījumos dabaszinātnēs un matemātikā 2016. gadā skolēnu sniegums tiek mērīts kognitīvi vidēji zemā līmenī. Tas lielā mērā pastiprina iespēju, ka skolotāji mācību procesā darbina šāda kognitīva dziļuma uzdevumus. Turpmākajos pētījumos būtu svarīgi noskaidrot, cik ilgā laika periodā ir vērojama šāda tendence, sākot no 3. līdz pat 12. klasei. Šī situācija uzrāda pretrunu starp valsts mācību satura attīstības dokumentos iezīmēto vajadzību attīstīt 21. gs prasmes, kas ir iespējams, attīstot dziļu domāšanu, un valsts pārbaudījumiem dabaszinātnēs, kuri mēra dominējoši virspusēju (reproduktīvu) rezultātu.

3. Cits iespējams skolēnu grūtību cēlonis ir saistīts ar veidu, kā darbs ar grafisku informāciju ir atsegtis mācību līdzekļos matemātikā un dabaszinātņu priekšmetos, jo nav noslēpums, ka daudzi skolotāji savā praksē “cieši turas” pie mācību grāmatām.

Funkciju grafisku attēlošanu un grafiku lasīšanu matemātikā skolēni apgūst 7. klasē. Skolēni iegūst daudzveidīgu pieredzi darbā ar teorētiskiem matemātiskiem modeļiem (lineāra funkcija, kvadrātfunkcija u.tml., to grafikiem - nosaka funkciju īpašības u.tml.), kas tikai tuvināti apraksta reālu procesu (ir idealizēti). Piemēram, attāluma izmaiņa no laika tiek apskatīta tikai kā lineāra funkcija (ar atsevišķiem izņēmumiem). Veidojas pretruna ar to, ko prasa minētais 11. uzdevums 9. klases diagnosticējošajā darbā – analizēt reālo procesu (automašīnas kustību), balstoties savā pieredzē. Atbilstoši mācību grāmatām matemātikā skolēni praktizējas, veicot uzdevumus ar matemātisku un reālu kontekstu, kuros tiek prasīts noteikt kādu „atsevišķu elementu” vai pārbaudītas matemātikas teorētiskās zināšanas. Piemēram, nolasīt konkrēta mainīgā vērtību; noteikt mazāko/lielāko vērtību; veikt skaitliskus aprēķinus ar nolasītajiem

lielumiem un noteikt nemainīgā lieluma (piemēram, ātruma) skaitlisko vērtību. Skolēni mācās nolasīt informāciju par kāda “reāla” procesa izmaiņām – kad atkarīgais lielums palielinās, kad samazinās, kad paliek nemainīgs. Tipiski, ka uzdevumi ir salīdzinoši zemā kognitīvā līmenī.

Ir atsevišķi mēģinājumi mācību līdzekļos matemātikā iekļaut piemērus, lai skolēns analizētu grafiku skatoties gan uz konkrēto situāciju un tai atbilstošu terminoloģiju un tai pat laikā to saistot ar matemātikas terminoloģiju. Ir sastopami atsevišķi uzdevumi, kuros mēģināts iekļaut autentiskas situācijas, bet arī šeit kognitīvi dziļi jautājumi netiek uzdoti. No skolēna tiek prasīts tieši nolasīt informāciju no grafika un parādīt atsevišķu teorijas jautājumu (terminoloģijas) zināšanu. Piemēram, kognitīvi dziļāku uzdevumu varētu iegūt jautājot, vai informācija ir pietiekama, lai secinātu par jahtas pārvietošanās ātrumu un aicinot to pamatot (skat. 3. attēlu). Mācību grāmatās ir tikai atsevišķi uzdevumi, kuros skolēniem grafiskā attēlojuma kontekstā jādomā par procesu kopumā - kā veselumu.



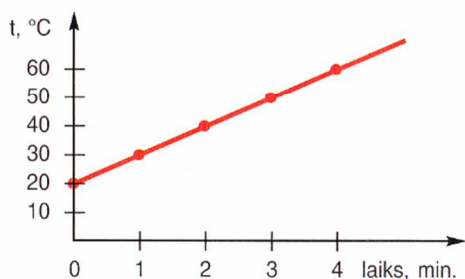
149.1. Pa ezeru brauc jahta. Tās attālums no piestātnes mainās atkarībā no laika. Šī sakarība (attālums y no laika x) parādīta grafikā (443. att.). Cik tālu jahta atradās kopš izbraukšanas no piestātnes pēc 20 min; pēc 40 min; pēc 1 h 20 min un pēc 2 h 30 min? Vai ar šo grafiku tiek dota funkcija? Vai tā ir lineāra funkcija? Kāds ir tās definīcijas apgabals un kāds — vērtību apgabals?

3.att. Autentiska uzdevuma piemērs mācību grāmatā matemātikā

Fig.3 Example of authentic testelement from Mathematics textbook

Analizējot mācību līdzekļus dabaszinātnēs, atrodams salīdzinoši maz piemēru, kur skolēniem tiktu prasīts strādāt ar informāciju, kas dota grafiski (skat. 6. tabulu). Daudz grafiku doti kā ilustrācija. Kā tipisks vērtējams lineāra grafika piemērs fizikā (skat 4. attēlu). Tiek sagaidīts, ka skolēni nolasīs konkrētus datus no grafika, uzdevumu kognitīvais līmenis ir salīdzinoši zems. Tas arī kopumā atbilst tiem uzdevumiem, ar kādiem liela skolēnu daļa diagnosticējošā darbā ir tikusi galā. Pozitīvi vērtējams, ka mācību grāmatās ir sastopami atsevišķi uzdevumi, kas ietver autentiskas situācijas, kaut tikai atsevišķi uzdevumi vērtējami kā kognitīvi dziļi. Konstatēts, ka dabaszinātņu mācību grāmatās nav aprakstīts, kā skolēniem jāstrādā ar grafikiem, ja skolēns to vēlas apgūt pats (izņemot *Ķīmija 8. klasei*, Lielvārds, 2013). Lielā mērā rezultāts ir atkarīgs no tā, kādā veidā skolotājs stundās māca to darīt. Analizēt, kā tas notiek, būtu turpmāko pētījumu uzdevums.

Ja silda vai atdzesē ķermeni, tad tā temperatūras maiņu var attēlot grafiski. Šajā nolūkā ik pēc noteikta laika sprīža ir jāizmēra ķermeņa temperatūra. Uz grafika horizontālās ass atliek laika sprīžus, bet uz vertikālās — temperatūru.



Mērījuma rezultātus grafikā attēlo ar punktiem, kurus pēc tam savieno ar līniju. Iegūtā līnija ir ķermeņa temperatūras maiņas grafiks.

4.att. Tipisks uzdevums darbā ar grafisko informāciju fizikā
 Fig.4 Example of authentic testelement from Physics textbook

Diskutējami ir 6. klases dabaszinību grāmatā iekļautie uzdevumu piemēri, ja līdz tam matemātikā aplūkotā grafika veids skolēnam vēl nav mācīts (skat. 5. attēlu).

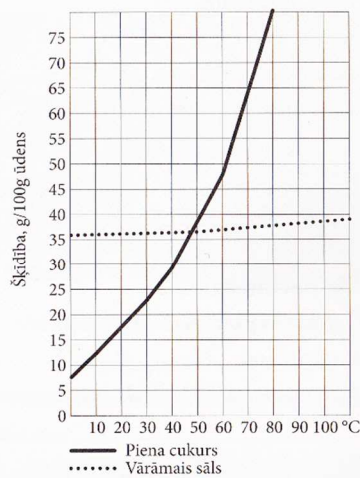
2. uzdevums.

Izpēti grafiku!

2.1. Aizpildi tabulu!

Piena cukura jeb laktozes šķīdība ūdenī atkarībā no temperatūras	
Temperatūra (°C)	Izšķīdušās vielas masa 100 g ūdens
10 °C	
30 °C	
50 °C	
70 °C	
80 °C	

Dažu cietu vielu šķīdība atkarībā no temperatūras



2.2. Vai 100 gramos ūdens iespējams izšķīdināt 50 gramus vārāmā sāls? Atbilde pamato, izmantojot datus no šķīdības liknes!

5.att. Uzdevuma piemērs dabaszinībās 6. klasei

Fig.5 Example of testelement from Science textbook for grade 6

Ja matemātiskā jēga skolēnam nav skaidra, tad pārnest to kā prasmi no vienas situācijas uz otru, skolēns nespēj. Tas arī varētu skaidrot skolēnu tālākās grūtības darbā ar dažādiem grafikiem. Matemātikas grāmatās ir piemēri, kur vērojama

pretējā tendence – matemātikā pamatskolā dotas fizikā tikai vidusskolā lietotas formulas. Tas liecina par sadarbības trūkumu mācību satura un mācību līdzekļi izveidē starp dažādiem mācību priekšmetiem.

Salīdzinot veidu, kā ar grafisku informāciju tiek mācīts darboties matemātikā un dabaszinātnēs, konstatējams, ka matemātikā salīdzinoši daudz tiek strādāts ar grafisku informāciju, tas tiek darīts izmantojot specifisku matemātisku terminoloģiju; skolēnam var nebūt vienkārši pašam pārnest matemātikā apgūto uz autentiskām situācijām. Daudz jēdzienu, kurus teorētiski lieto mācību situācijās, nonākot līdz praktiskam saturam, nav nepieciešami, piemēram, punkta piederība grafikam; grafika atrašanās noteiktā kvadrantā; funkcijas nulles utt.; tikai atsevišķos gadījumos tie tiek saintegrēti.

4. Ja vēlamies, lai skolēnu sniegums uzlabojas uzdevumos, kuros nepieciešams demonstrēt prasmi risināt kompleksu uzdevumu jaunās situācijās, tad akūti nepieciešams skolēniem ir apgūt šāda veida mācīšanās pieredzi. Iespējams, ka palielinot šādu piemēru īpatsvaru diagnosticējošos darbos un iestrādājot mācīšanās metodiku mācību grāmatās dabaszinātnēs, būtu daži praktiski soļi problēmas risinājumam. Attiecībā uz dažiem uzdevumu veidiem, kas Latvijas tradīcijai ir jauni, ir bažas, vai skolotājiem ir pietiekams metodisks atbalsts šo uzdevumu jēgpilnā izmantošanā.

Secinājumi **Conclusions**

Pētījums rāda, ka skolēni tiek veiksmīgi galā ar uzdevumiem, kuros jādemonstrē elementāra prasme, piemēram, nolasīt lielumu no lineāra grafika, bet tikai nedaudz skolēnu spēj veikt uzdevumus, kuros jāstrādā ar sarežģītāku grafiku dziļa kognitīva līmeņa uzdevumos.

Redzama tendence, ka valsts pārbaudījumos izvēlētajos darbos matemātikā un dabaszinātnēs no 3. līdz 12. klasei dominējoši ir iekļauti uzdevumi, kuros skolēniem tiek prasīts demonstrēt salīdzinoši zema kognitīva līmeņa sniegumu, pretstatā PISA ietvaram.

Tas var būt viens no cēloņiem, kāpēc skolēnu rezultāti ir zemi, jo skolotāji nereti mācību procesā vadās pēc tā, ko mēra pārbaudījumi nevis pēc tā, ko prasa standarti. Pētījums parāda, ka no valsts (sistēmas) puses uz skolu tiek raidītas divas pretējas informācijas plūsmas - tiek radīti standarti, kuros tiek iezīmēta vajadzība pēc 21. gs prasmju attīstīšanas, un veidoti valsts pārbaudījumi, kuri mēra citu rezultātu.

Skolēni kopumā diagnosticējošos darbos tiek galā ar tādiem uzdevumiem darbā ar grafikiem, kādi tipiski ir atrodamī mācību līdzekļos.

Tikai atsevišķos mācību līdzekļos posmā no 1.-9. klasei ir iekļauti daži kompleksi uzdevumi darbam ar autentiskām situācijām, kas dod iespēju skolēnam

vingrināt matemātikā apgūtās prasmes darbā ar grafisku informāciju, lietot dabaszinātņu kontekstā. Ir minimāli atrodami gadījumi, kuros tiek skaidrots (mācīts), kā kompleksu grafisku informāciju interpretēt. Tas var būt vēl viens cēlonis nepietiekami augstam skolēnu sniegumam.

Summary

Student performance is relatively high (degree of difficulty 0,6 – 0,8) in selected average difficulty level assignments (in the period of 2015-2016) for measuring students' information literacy skills. In assignments where deeper levels of thinking are required (use of acquired information, transforming it, making judgments, analyzing it in a new situation) student performance varies considerably (difficulty level 0,25 – 0,36).

Research findings indicate a tendency that the content of science and mathematics national tests in years 2015 and 2016 are dominated with assignments where students are asked to demonstrate relatively low cognitive performance. There are almost no assignments included where students should demonstrate performance that comply with OECD PISA framework highest levels 5 and 6. A contradiction is identified where, on the one hand, national curricula policy stresses the need to develop 21st century skills (which is possible by developing deep learning approaches) and where, on the other hand, national test assignments in science and mathematics are predominantly designed to measure reproductive results.

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**ПЕДАГОГИЧЕСКИЙ ПОТЕНЦИАЛ НАРОДНОГО
ПРИКЛАДНОГО ТВОРЧЕСТВА СРЕДСТВАМИ
ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ
ТЕХНОЛОГИЙ В ПРОЦЕССЕ ФОРМИРОВАНИЯ
УЧЕБНО-ПОЗНАВАТЕЛЬНОГО ИНТЕРЕСА
МЛАДШИХ ШКОЛЬНИКОВ**

*Pedagogical Potential of Applied Creativity Means of Information
and Communication Technologies in the Process of Teaching and
Informative Interest of Younger Schoolchildren*

Dmitriy Gusev

Elena Zhestkova

Nataliya Kudakova

Ludmila Filippova

Lobachevsky State University of Nizhny Novgorod (Arzamas Branch), Russia

Faina Podshednaya

Nizhny Novgorod State Pedagogical University, Russia

Abstract. *At the present stage to find new ways and opportunities for the development of educational - cognitive interest of the student. In the course of this search is rather difficult to overestimate the positive impact of modern information technologies in the development of the child. Digital technology is increasingly penetrating our everyday lives and are a powerful tool for development and training. However, the student is increasingly in a virtual world, and eventually the younger generation lost its national identity. Folk art in our multinational country holds a special place. It reflects the originality, poetry, simplicity and wisdom of the views of the Russian people; It brings the best features of the national character. The study of this problem is one of the objectives of our study. The article discusses the implementation of the pedagogical potential of national applied creativity by means of information and communication technologies in primary education in the process of teaching and educational interest.*

Keywords: *folk and applied arts; pedagogical potential; training and educational interest; junior high school student.*

Введение ***Introduction***

В современных условиях развития образования особую актуальность приобретают вопросы, связанные с формированием и развитием учебно-познавательного интереса младших школьников. Известно, что именно в начальной школе закладывается фундамент знаний, на котором будет строиться дальнейшая образовательная деятельность. В результате обучения у выпускника современной школы должны сформироваться способность к получению знаний, инициатива и самостоятельность.

Основываясь только на традиционных педагогических технологиях, невозможно соответствовать высоким запросам образования. Для решения этой проблемы необходимо найти новые подходы к организации обучения младших школьников, опирающиеся на информационно-коммуникационные технологии (ИКТ) (Кудакова, 2015: 17-20).

Необходимо постоянно вовлекать ребенка в такую деятельность, которая позволяла бы строить и формулировать логические цепочки рассуждений, самостоятельно мыслить и делать выводы. Естественно, этими свойствами обладает творческая деятельность.

«Творческой в собственном смысле называется деятельность, дающая новые, оригинальные продукты высокой общественной ценности. Научное исследование или изобретение, создание художественного произведения - типичные примеры творческой деятельности. Процессы творчества могут протекать очень различно, в зависимости от содержания самой деятельности и от индивидуальных особенностей личности и таланта творца» (Теплов, 1953).

Народно-прикладное творчество является одним из важнейших средств формирования учебно-познавательного интереса младших школьников. «Рассматривание и анализ образцов национальных изделий, чтение и рассматривание иллюстративного материала способствуют запоминанию детьми очертаний народного орнамента, его композиционного строя и колорита, используемых в традиционном оформлении различных предметов быта, одежды, обуви, головных уборов» (Гуменнова, 2015). А информационно-коммуникационные технологии при этом позволяют заменить поход в музей, находящийся на большом расстоянии от места жительства ребенка, наглядно представить быт народа несколько веков назад, продемонстрировать последовательность действий при воссоздании, например, орнамента.

Цель настоящей статьи заключается в выявлении педагогического потенциала народно-прикладного творчества средствами ИКТ в процессе формирования учебно-познавательного интереса младших школьников.

Теоретическая основа темы *The theoretical background*

В процессе анализа педагогической и методической литературы мы пришли к выводу о многогранности рассматриваемой проблемы. По мнению ряда авторов (Л. С. Выготский, В. В. Давыдов, А. Н. Леонтьев, Ю. Н. Кулюткин, А. Б. Орлов, А. К. Маркова, С. Л. Рубинштейн), познавательный интерес - это мотив, лежащий в основе учебной деятельности, придающий ей творческий, устремленный характер. Как показали исследования Л. И. Божович, В. В. Давыдова, А. А. Люблинской, А. К. Марковой, М. В. Матюхиной, М. Ф. Морозовой, Н. Ф. Талызиной, Г. И. Щукиной и др., в основе мотивации, связанной с содержанием и процессом учения, лежит познавательная потребность. Е. Е. Сапогова и другие исследователи отмечают следующее противоречие: ребенок желает выполнять социально значимую и социально оцениваемую деятельность, а в школе необходима познавательная мотивация. На эту трудность указывал Д. Б. Эльконин: «Широкие социальные мотивы учения, возникающие под влиянием усвоения общих задач человеческой деятельности в дошкольном возрасте, приходят в противоречие с предметным содержанием учебной работы, которая есть индивидуальная деятельность. Это при правильном руководстве должно приводить к формированию собственно познавательных мотивов учения» (Эльконин, 1989).

Интегрируя различные взгляды на процесс формирования учебно-познавательного интереса в обучении, ученые-педагоги определяют его как сложнейший, многовариативный процесс, опосредующий внешние воздействия через внутренние условия личности школьника. То есть, процесс формирования учебно-познавательного интереса детерминирован не только социальным окружением учащихся, спецификой организации их обучения, которые располагают специализированным инструментарием и особыми возможностями стимулирования интереса, но и активностью самой личности, её целевой направленностью и характерными особенностями учебной деятельности (Katermina, 16: 7408-7420). Научно обоснованное понимание значения функционирования и взаимообусловленности внутреннего и внешнего в саморазвитии личности школьника позволяет уяснить глубинную сущность целостного образовательного процесса и, в частности, процесса формирования устойчивого учебно-познавательного интереса школьников глубинную сущность целостного образовательного процесса и, в частности, процесса формирования устойчивого учебно-познавательного интереса школьников. Несомненно, что вопрос о выделении и комплектации оптимальных

условий и доминирующих факторов, влияющих на интенсивность развития и степень сформированности устойчивого учебно-познавательного интереса, многосложен и многоаспектен.

Необходимость изучения учебно-познавательного интереса младших школьников раскрыта в работах Н. А. Менчинской (Менчинская, 1998), И. Я. Лернера (Лернер, 1981), А. М. Матюшкина (Матюшкин, 2008), Г. И. Щукиной (Щукина, 2002) и др. Большой интерес для данного исследования представляют взгляды российских и зарубежных ученых: Г. Р. Громов, В. И. Гриценко, В. Ф. Шолохович, О. И. Агапова, О. А. Кривошеев, С. Пейперт, Г. Клейман, Б. Сендов, Б. Хантер и др. Так, рекомендации Пейперта по методам обучения, основанным на новейших достижениях технологии были широко востребованы правительствами обществом различных стран Европы, Азии, Африки и Америки (Пейперт, 1989).

Дидактические и педагогические возможности использования информационно-коммуникационных технологий нашли отражение в исследованиях А. Ж. Арыстановой, С. Г. Бондаревой, С. Ю. Карповой, С. К. Калдыбаева, Г. И. Можяевой, О. П. Околелова, С. Ю. Рах, В. Д. Руденко, Э. Г. Скибицкого, Г. Б. Скок и др.

Теоретические основы народного прикладного творчества, его сущность и значение в педагогическом контексте в целом обосновали ведущие отечественные ученые И. Я. Багусловская, А. Б. Бакушинский, В. С. Воронов, М. А. Некрасова, Л. Г. Савенкова, Н. М. Сокольникова, Т. Я. Шпикалова (Гусев, 2014: 1742).

Исследователи А. П. Орлова, Л. И. Ляшко, О. Е. Винокурова, Э. Г. Скворцов занимались проблемами педагогики разных народов, в работах которых раскрываются особенности этносов, воспитательный потенциал народных традиций, реализация идеи народности в содержании образования.

В исследованиях современных учёных (Е. П. Белозерцев, Е. В. Бондаревская, Г. Н. Волков, П. А. Гагаев, З. С. Гасанов, И. Ф. Гончаров, А. Э. Измайлов, Д. С. Лихачёв, Б. Т. Лихачёв, Л. В. Милько, Ш. А. Мирзоев, Н. Д. Никандров, В. Ю. Троицкий, Л. А. Черных, И. А. Шоров и др.) воспитание национального самосознания, культурная идентификация рассматриваются как основы возрождения национального образования. Развитие национального самосознания, базирующегося на ценностях национальной культуры, одним из которых является народное прикладное творчество, становится приоритетным направлением современного образования.

Методы, организация и результаты исследования *Methodology, organization and results of the research*

В статье представлены материалы, полученные с помощью теоретического анализа научно-методической литературы и описания опыта по использованию педагогического потенциала народного прикладного творчества и средств ИКТ в формировании учебно-познавательного интереса младших школьников в практике преподавания гуманитарных и естественнонаучных дисциплин.

Опираясь на теоретические основы исследования, предпримем попытку эмпирически обосновать правомерность использования педагогического потенциала народного прикладного творчества на основе средств ИКТ в практике преподавания гуманитарных и естественнонаучных дисциплин, направленного на формирование учебно-познавательного интереса младших школьников (Кудакова, 2014: 23).

Современная отечественная педагогика большое образовательное значение придает методам и средствам, стимулирующим учебно-познавательный интерес младших школьников, рассматривая народно-прикладное творчество как одно из них. По нашему мнению, понятие «народное прикладное творчество» включает в себя традиционную художественно-творческую деятельность народа, направленную на создание технологически доступных изделий эстетической и прикладной направленности с сюжетным, языковым своеобразием и специфическим цветовым решением (Гусев, 2014: 1745).

На констатирующем этапе эксперимента применялись методы беседы, интервьюирования, анкетирования учащихся младших классов с целью подтверждения необходимости и целесообразности использования педагогического потенциала народного прикладного творчества в формировании познавательного интереса обучающихся.

Для определения знаний о народном прикладном творчестве широко использовался метод включенного наблюдения, позволяющий изучать деятельность младших школьников в момент ее осуществления, а также фиксировать в поведении учащихся те проявления, о которых в анкетах или беседах они могут не упомянуть. В данном исследовании наблюдение представляло собой основу для проверки данных, полученных другими методами, и способствовало получению дополнительных сведений об изучаемом явлении. В ходе констатирующего эксперимента также использовалось систематическое наблюдение. Результаты исследований представлены в таблице 1.

Таблица 1

вопросы	учащиеся	
	да	нет
Хотел (а) бы ты в школе заниматься декоративно-прикладным творчеством?	40 (88%)	5 (12%)
Знаешь ли ты изделия Арзамасского декоративно-прикладного искусства?	15 (33%)	30 (67%)

Результаты анкетирования и бесед с учениками третьих классов Большетумановской, Красносельской и Чернухинской школ Нижегородской области, свидетельствуют о том, что из 45 младших школьников этих школ 30 детей, в том числе Тоня К., Надя К., Даша Л., Ангелина Р., Александра Т., не знают местного народного прикладного творчества, тем не менее, 88 % из них хотело бы заниматься народным прикладным творчеством.

Таким образом, на начальном этапе эксперимента подтвердилась необходимость и целесообразность обучения младших школьников народному прикладному творчеству.

Педагогический потенциал народного прикладного творчества – это образовательные и воспитательные возможности, средства народного прикладного творчества, реализуемые в современной педагогической теории и образовательной практике с целью утверждения духовно-материальных ценностей данного общества (Гусев, 2014: 1743).

Изучение опыта деятельности ряда сельских школ по использованию потенциала народно-прикладного творчества в учебно-воспитательном процессе позволило создать целостную систему работы общеобразовательной организации в рассматриваемом направлении.

Одним из средств обучения детей младшего школьного возраста основам декоративно-прикладного искусства являются информационно-коммуникационные технологии, которые становятся неотъемлемой частью образования, позволяющих максимально реализовывать принципы наглядности, учета возрастных особенностей и доступности. Современный школьник с трудом представляет себе жизнь без средств коммуникации и мультимедийной информационной среды. Необходимо помнить, что одним из приоритетных направлений новых стандартов образования является ориентация на активное использование информационно-коммуникационных технологий в образовании младших школьников. Они подразумевают использование цифровых ресурсов, инструментов сети для получения доступа к информации и ее организации, реализации образовательно-воспитательных целей.

В рамках реализации одного из инновационных научных проектов лаборатории «Дидактика сельской школы», действующей при

Арзамасском филиале ННГУ, нами разработана электронная медиатека «Декоративно-прикладное творчество (ДПТ) в сельской школе». Данный проект направлен на раскрытие педагогического потенциала народного прикладного творчества в рамках общеобразовательного учреждения, изучение возможностей использования информационно-коммуникационных технологий в совершенствовании формирования учебно-познавательного интереса сельских школьников, опираясь на средства народного прикладного творчества (Гусев, 2013: 39 - 42).

Электронная медиатека представлена целевым, структурным, содержательным и функциональным блоками и призвана, прежде всего, аккумулировать опыт использования предметов декоративно-прикладного творчества в работе с детьми муниципального образования: района, области, округа, республики, федерации. Её целевое назначение многогранно.

В дидактическом аспекте ресурсы электронной медиатеки могут быть использованы как наглядно-иллюстративный материал к занятиям по гуманитарным и естественнонаучным общеобразовательным учебным предметам. На уроках русского языка и литературного чтения, опираясь на образы произведений народного искусства, визуализированные с помощью электронных ресурсов, можно составлять предложения и рассказы о видах прикладного творчества, давать словесное описание изделий, делать разбор по составу слов типа «матрешка», «плетение», «гончар» и т.п. (Zhestkova, 2016: 286-299). На уроках изобразительного искусства электронная медиатека может использоваться как наглядно-иллюстративное средство при знакомстве учащихся с образцами декоративно-прикладного творчества. На уроках художественного труда ее содержанием можно наполнять технологические карты, фрагменты урока, объясняющие последовательность создания народных изделий. Учитель может применять образы декоративно-прикладного творчества даже на уроках математики, например, при знакомстве школьников со счетом, объяснении сущности операций сложения и вычитания, иллюстрировании сюжетов задач. При этом происходит вовлечение элементов народного прикладного творчества в воспитательный процесс на уроке (Гусев, 2014: 27).

С духовно-нравственных позиций использование материалов электронной медиатеки будет способствовать оздоровлению сельского социума. Воспитание или оздоровление человеческой души, – это не сиюминутное действие с очевидным результатом, а длительный процесс систематического и последовательного общения человека с добром, красотой и созиданием. Интеграция этих трех составляющих заложена в произведениях декоративно-прикладного творчества. Добром пронизаны

декоративные сюжеты, художественные образы которых являются воплощением истинных человеческих ценностей. Красота находит свое выражение в соподчинении формы, цвета и содержания народного изделия. Идея созидания есть лейтмотив всякого творчества, в том числе и декоративно-прикладного. Человек, окружённый в детстве красотой, добром и созиданием, менее склонен во взрослой жизни к проявлению безобразного, злого и разрушительного. Вот именно поэтому так неопределимо значение народного искусства в художественно-эстетическом и духовно-нравственном воспитании сельских школьников.

Структурно электронная медиатека «Декоративно-прикладное творчество (ДПТ) в сельской школе» включает несколько разделов, представленных на схеме 1.

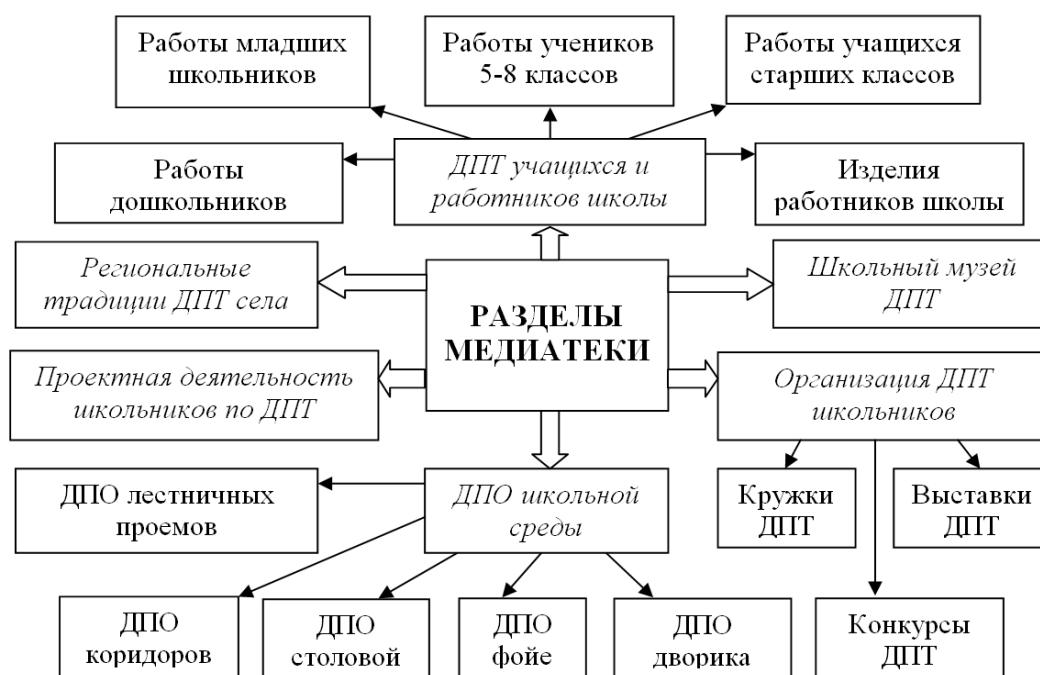


Схема 1. Структура электронной медиатеки
Fig.1 The structure of the e-media library

В структурном плане следует придерживаться того, что такая медиатека может быть единой для всех школ по форме и вариативной для каждой из них в отдельности по содержанию. Объём информации представляется в зависимости от степени разработанности в сельской школе каждого описываемого направления.

Создание подобных электронных медиатек «Декоративно-прикладное творчество в сельской школе» позволит, на наш взгляд, не только значительно усовершенствовать работу по формированию учебно-познавательного интереса сельских школьников на основе использования средств народного прикладного творчества, но и будет одним из

инновационных направлений в совершенствовании качества образования сельских школьников в свете реализации новых федеральных государственных стандартов общего образования (Гусев, 2013: 39-42).

Активизации интереса детей также способствовала работа с мультимедийными ресурсами проекта «Русский музей: виртуальный филиал», которая позволила ближе познакомить детей с историей русского изобразительного и народно-прикладного искусства.

Виртуальные экскурсии по родному краю заинтересовали учащихся. Им было интересно побывать в городах и селах Нижегородской области, посмотреть достопримечательности, изучить народно-прикладное творчество.

Проводя работу на сайте «Летописи.ру», школьники могли систематизировать и обобщить знания по изучению народных ремесел Нижегородской области, почувствовать себя экскурсоводами – мастерами, что также способствовало развитию их познавательного интереса.

Результаты эмпирического исследования *The results of the empirical research*

Эмпирическая часть исследования заключалась в организации, проведении и интерпретации результатов анкетирования сельских школьников. В анкетировании приняли участие 67 воспитанников. С помощью анкетирования мы хотели выявить наличие учебно-познавательного интереса младших школьников к народно-прикладному творчеству.

Таблица 2. Результаты анкетирования
Table 2 Results of the survey

№ вопроса	Да		Нет		Затрудняюсь ответить	
	на начало эксперимента	на конец эксперимента	на начало эксперимента	на конец эксперимента	на начало эксперимента	на конец эксперимента
1	89%	95%	11%	5%	-	-
2	31%	56%	69%	44%	-	-
3	27%	53%	73%	46%	-	-
4	92%	97%	8%	3%	1,5%	-

Проанализировав результаты анкетирования, представленные в таблице 2, пришли к выводу о наличии устойчивого интереса учащихся на конец эксперимента к народно-прикладному творчеству и его влиянию на активизацию познавательной деятельности детей.

Важным моментом исследовательской работы было определение критериев и показателей, на основе которых производилось измерение эффективности обучения младших школьников народному прикладному творчеству. Ход и логика исследования позволили прийти к выводу, что одним из основных критериев, по которому можно судить об эффективности обучения младших школьников, является степень овладения ими народным прикладным творчеством. Его показателем является следующий критерий:

– критерий интереса младших школьников к народному прикладному творчеству.

Нами была разработана методика выявления вышеназванного критерия. Для определения изначального интереса младших школьников к народному прикладному творчеству использовалась методика И. М. Смирновой. Эксперимент проводился следующим образом: обучающимся раздавались карточки, в которых они оценивали свой интерес к народному прикладному творчеству. Те сельские школьники, кто хотел бы изучать народное прикладное искусство, заносили число 0, а те, обучающиеся, кто не хотел – число 1.

Интерес вычислялся по формуле:

$$И = \frac{1}{2} + \frac{n_1 - n_0}{2(n_1 + n_0)}, \text{ где } n_1 - \text{число обучающихся, занесших в карточку}$$

число «1», n_0 – число обучающихся, занесших в карточку число «0».

Подставляя соответствующие значения переменных для показателя интереса младших школьников к народному прикладному творчеству, получим:

$$И = \frac{1}{2} + \frac{17 - 8}{2(17 + 8)} = 0,68$$

Результаты измерений представлены в таблице 3.

Таблица 3

1 обследование, ноябрь 2015г.			2 обследование, май 2016 г.			3 обследование, январь 2017г.		
n_0	n_1	И	n_0	n_1	И	n_0	n_1	И
8	17	0,68	14	15	0,51	24	6	0,50

Динамика изменения интереса младших сельских школьников в ходе экспериментальной работы представлена на диаграмме (рис. 2).

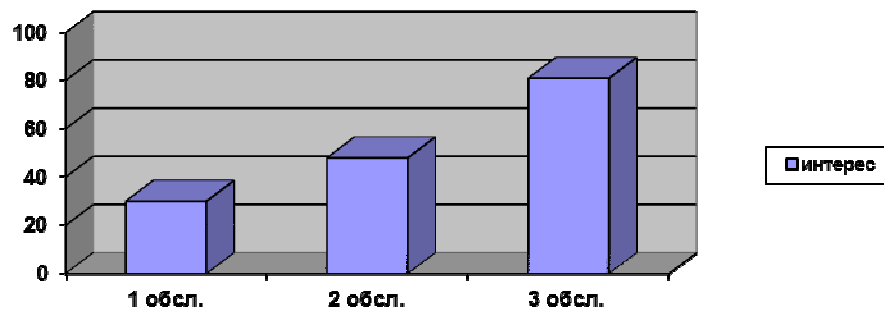


Рис.2. Динамика изменения интереса младших школьников к народному прикладному творчеству

Fig.2 Changes in interest of younger schoolboys to the national applied arts

Сформированность мотивации как доминанты прикладной деятельности проявляется через потребность в народном прикладном творчестве, интересе к данному виду деятельности, в котором доминируют мотивы (влечения, желания, склонности, потребности), связанные непосредственно с содержанием народного прикладного творчества. Иными словами, мотивационными особенностями личности младшего школьника является выраженное стремление к самому процессу деятельности, самовыражению, устойчивая увлеченность содержанием творческих декоративных работ. Отметим и такую важную характеристику, как сила внутренней мотивации и познавательной активности.

Составляющими мотивационного фактора являются, как известно: 1) чувствительность к определенным сторонам предметной деятельности (техническим устройствам, биологическим объектам и т.д.); 2) устойчивый познавательный интерес, увлеченность каким-либо предметом, сферой деятельности; 3) повышенная познавательная потребность; 4) независимость от стимулирующего воздействия другого субъекта (педагога, родителей). Добровольная основа для выбора позволила нам реально определить число младших школьников, у которых удалось создать позитивную мотивацию к народному прикладному творчеству.

Для измерения мотивации достижения нами использовалась модификация теста-опросника А. Мехрабиана, предложенная М. Ш. Магомед-Эминовым. Тест мотивации достижения использовался нами для диагностики двух обобщенных устойчивых мотивов: 1) мотива стремления к успеху и 2) мотива избегания неудачи. При этом мы оценивали, какой из этих двух мотивов доминирует у детей начальной школы в различные моменты: до включения обучающихся в народное прикладное творчество, после выполнения декоративных работ, а также в промежуточные моменты. Всего было проведено три обследования: первое

в ноябре 2015 года; второе в мае 2016 года; третье в январе 2017 года.

В ходе эмпирического исследования выяснилось, что до включения младших школьников в декоративную деятельность с применением ИКТ технологий, в структуре мотивации обучающихся экспериментальной группы преобладал мотив к избеганию неудач. К примеру, из 25 участников экспериментальной выборки на избегание неудач были ориентированы 68 %. В ходе занятий народным прикладным творчеством нами ставилась задача ориентации младших школьников на мотив достижения посредством отказа от негативных оценок деятельности каждого обучающегося, а любые его неудачи комментировались в контексте гуманистического и личностно-ориентированного подходов.

Результаты исследования представлены на диаграмме (рис. 3).

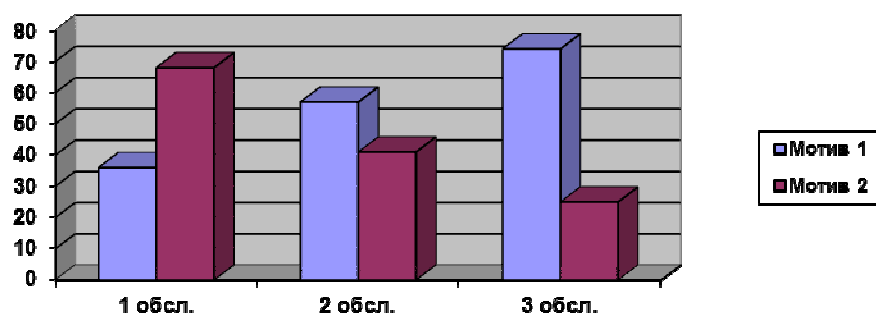


Рис.3. Распределение младших школьников по уровням мотивации к народному прикладному творчеству на заключительном этапе исследования

Fig.3 Distribution of younger students by level of motivation to the national applied arts at the final stage of the study

Как видно из приведенной диаграммы, систематические занятия народным прикладным творчеством с применением интерактивным форм обучения способствуют развитию устойчивого интереса обучающихся к занятиям народным прикладным творчеством.

Обобщение **Conclusions**

Таким образом, народно-прикладное творчество, изучающееся с применением средств ИКТ, содержит в себе богатый педагогический потенциал для формирования учебно-познавательного интереса младших школьников.

Учебно-познавательный интерес - сложнейший, многовариативный процесс, опосредующий внешние воздействия через внутренние условия личности школьника. Процесс его формирования детерминирован не только социальным окружением учащихся, спецификой организации

обучения, которые располагают специализированным инструментарием и особыми возможностями стимулирования интереса, но и активностью самой личности, её целевой направленностью и характерными особенностями учебной деятельности, в частности, применение средств ИКТ (Zhestkova, 2016: 265-269).

В данной статье нами была предпринята попытка эмпирически обосновать правомерность использования педагогического потенциала народного прикладного творчества на основе средств ИКТ в практике преподавания гуманитарных и естественнонаучных дисциплин, направленного на формирование учебно-познавательного интереса младших школьников.

Результаты экспериментальных данных после приобщения обучающихся к народному прикладному творчеству с применением информационно-коммуникационных технологий, в частности, предложенной медиатеки, позволяют констатировать, что данная технология и форма работы с младшими сельскими школьниками имеет положительную динамику, позволяет тем самым сформировать учебно-познавательный интерес обучающихся.

Summary

The purpose of this article is to identify the national applied art pedagogical potential means of information and communication technologies in the process of educational and informative interest of younger schoolboys.

We concluded facets of the problem. According to some authors (Vygotsky, Davydov, Leontiev) cognitive interest - is the motive underlying the learning activities, giving her creativity, looking in nature. As shown by studies L. I. Bozovic, V. V. Davydova, A. A. Lublin based incentive associated with the content and the learning process, is cognitive demand. E. E. Sapogova and other researchers have noted the following contradiction: the child wants to perform socially important and socially evaluated the activities and the school needed cognitive motivation.

The article presents the results obtained by theoretical analysis of scientific and methodical literature and descriptions of experience in the use of applied creativity and resources of ICT pedagogical potential for the formation of educational and informative interest of younger schoolboys in the practice of teaching the humanities and natural sciences.

Based on the theoretical basis of the study, we take an attempt to empirically substantiate the legitimacy of the use on the basis of teaching folk crafts building tools of information and communication technologies in the practice of teaching the humanities and natural sciences, aimed at shaping educational and informative interest of younger schoolboys.

Studying the experience of a number of rural schools on the use of national-applied creativity potential in the educational process has created an integrated system of work educational organization in this direction.

As part of one of the innovative science lab project "Didactics rural schools" serving Arzamas branch of the Nizhny Novgorod State University, we have developed e-media library "of arts and crafts in a rural school." This project is aimed at the disclosure of national crafts of pedagogical potential within educational institutions, studying possibilities of using information and communication technologies to improve teaching and formation of informative interest of rural students, drawing on folk crafts agents.

Electronic media library shows targeted, structured, informative and functional units and is designed primarily to accumulate experience in the use of objects of decorative and applied arts in working with children of the municipality: district, region, county, republic, federation. Its purpose is multifaceted.

People and applied arts, he studied with the use of means of information and communication technologies, it contains a wealth of pedagogical potential for the formation of educational and informative interest of younger schoolboys.

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PEDAGOGISKĀ KOMPONENTE VESELĪBAS PSIHOLOGA KOMPETENCĒ

The Pedagogical Component of the Health Psychologist Competence

Aira Aija Krūmiņa

Ivans Jānis Mihailovs

Rīga Stradiņš University, Latvia

Abstract. *Pedagogical competence is an important integral component of health psychologist competence. The development of this component is implemented during two study courses in the Riga Stradiņš University, providing possibility for master programme „Health psychology” students to elaborate and pilot informal educational programs, trying to select and structure health psychology materials in accordance with the principles and requirements of pedagogy. The article analyze and evaluate the development of some transversal competencies and future skills of health psychologist’ during the practice, as well as to work out the recommendations for optimal practice organization in a professional environment. The article, based on students’ survey and results of the students’ developed informal educational programs analysis, show the process and the issues, which are important for educational programs elaboration and pedagogical competence development.*

Keywords: *pedagogical component, professional competence, professional environment, educational programme, health psychologist.*

Ievads

Introduction

Mūsdienu darba tirgus izvirza prasību jebkuras nozares profesionālim pārzināt ne tikai savu (šauri) specifisko jomu, bet arī prasību orientēties dažādās blakus norisēs – spēt attīstīt savu biznesu, prezentēt un “pārdot” savu darbu, komunicēt ar klientu, pārliecināt un atrast labāko komunikācijas veidu, izmantot klientam ērtākās tehnoloģijas utt. Arī viens no veselības psihologa (kas ir viena no jaunākajām psiholoģijas izglītības un darbības iespējām Latvijā) profesionālās darbības pamataspektiem ir klientu, bet plašāk – sabiedrības izglītošana. Prasme izvēlēties atbilstošas pedagoģiskās metodes darbā ar klientu kā būtiska topošā veselības aprūpes speciālista, tostarp veselības psihologa, profesionālās kompetences komponente vienlaikus ir arī viņa personīgais ieguldījums

sabiedrības veselības veicināšanā, dzīves kvalitātes un sociālās labklājības nodrošināšanā. Tas nozīmē, ka veselības psihologam ir jāprot „strādāt ar auditoriju”, skaidrot un prezentēt savu pieeju, pārzināt mācību metodes, pedagoģijas pamatteorijas u.tml., nepieciešamības gadījumā apliecinot prasmi orientēties izglītības sistēmā, mērķos, saturā un plānotajos rezultātos.

Psihologu likumprojektā ir paredzēts psihologa pienākums „sniegt klientam un pasūtītājam saprotamā veidā informāciju par psiholoģiskā pakalpojuma mērķiem, gaitu, metodēm un rezultātiem”, kā arī pienākums „sistemātiski un regulāri pilnveidot kompetenci, papildināt zināšanas, tai skaitā zināšanas darbam ar specifiskām mērķa grupām, un uzturēt savu kvalifikāciju” (Psihologu likums). Savukārt psihologa profesionālās darbības pamatuzdevumu veikšanai nepieciešamās prasmes, tostarp prasme *veikt psiholoģisko konsultēšanu vai pielietot citas psiholoģiskās palīdzības sniegšanas metodes (piemēram, vecāku mācību seminārus) atbilstoši klienta vajadzībām un izvirzītajiem mērķiem*, šobrīd ir noteiktas psihologa profesijas standartā (Psihologa profesijas standarts). Minētais tieši sasaucas arī ar profesijas standartā noteikto pienākumu paaugstināt savu profesionālo kompetenci, kas savukārt nozīmē pienākumu pašam regulāri apgūt dažādas tālākizglītības programmas, orientēties esošajā tālākizglītības piedāvājumā, kā arī nepieciešamības gadījumā izstrādāt savu autorprogrammu sabiedrības (klientu un citu interesentu) izglītošanai.

Saprotams, ka pret personas gribu iemācīt nevar neko – ne studentam, ne viņa klientam. Pamatjautājums profesionālim ir: kā izvēlēties metodiskos paņēmienus, lai motivētu pacientu mācīties? Speciālista pedagoģiskās kompetences ietvaros tas nozīmē, piemēram, sarunāties ar klientu atbilstīgi izvēlētajai mācību metodei; diskutēt, ieklausoties pacienta viedoklī; mērķtiecīgi strukturēt dialogu ar izglītošanās mērķi saistītā virzienā; pielāgoties konkrētā pacienta vai pacientu grupas reālajai dzīves situācijai; veidot dialogu kā konstruktīvu ideju un informācijas apmaiņu (Krūmiņa, Mihailovs, & Mārtinsone, 2016).

Tādējādi studiju procesa laikā, paplašinoties jaunā speciālista profesionālajai kompetencei, būtu jāparedz laiks arī pedagoģijas satura un atziņu apguvei, veicinot veselības psihologa pedagoģiskās kompetences kā vienas no profesionālās kompetences komponentēm attīstību.

Mērķis: Analizēt veselības psihologa profesionālās kompetences pedagoģiskās komponentes attīstīšanos Rīgas Stradiņa universitātes profesionālās maģistra studiju programmas “Veselības psiholoģija” studējošiem.

Metodes: *Aptauja, izstrādāto izglītības programmu analīze.*

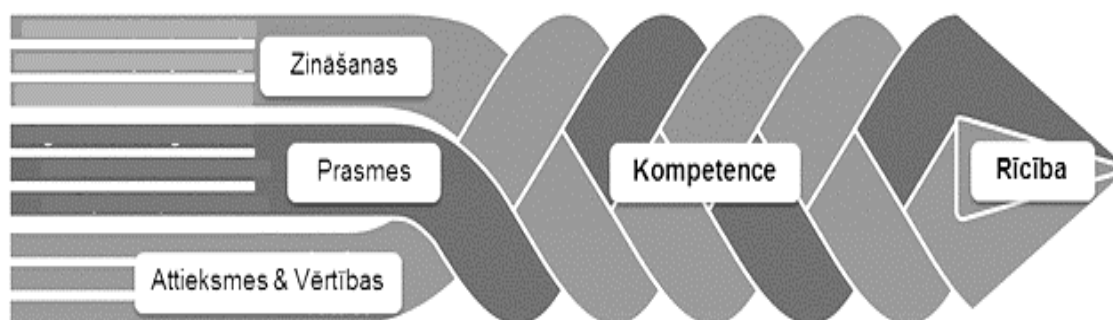
Atslēgas vārdi: pedagoģiskā komponente, profesionālā kompetence, profesionālā vide, izglītības programma, veselības psihologs.

Veselības psihologa profesionālās kompetences pedagoģiskais pamats *Pedagogical basis of the professional competence the health psychologist*

Veselības psihologa kompetences pedagoģiskā komponente pamatojas šobrīd tik aktuālajā kompetenču pieejā. Kompetenču pieejai, līdz ar to arī kompetences jēdzienam, nav viena pirmavota un nav arī vienotas definīcijas. Termins „kompetence” cēlies no latīņu valodas „Competentia” un tulkojumā nozīmē „lietpratība, plašas zināšanas, izpratne kādā jomā, atbilstība”. „**Kompetence – pietiekama kvalifikācija un kapacitāte, lai rīkotos adekvāti**” (New Oxford English Dictionary, 1993).

Latviešu valodā „kompetence” sevī ietver spējas, *statusu, lietpratību, pieredzi, erudīciju, speciālas zināšanas, autoritāti (speciālists); pilnvaru apjomu noteiktā jomā, tiesības un pilnvaras* (Akad Term). Angļu valodā ir atšķirība starp kompetenci (angļu: *competency, competencies*) jeb indivīda uzvedības pazīmēm, kas ir cēloņsakarīgi saistītas ar efektīvu vai izcilu darba izpildi, un kompetenci jeb lietpratīgumu, prasmīgumu (angļu: *competence, competences*), kas tiek skaidrota kā spēja pildīt darbības kādas nodarbošanās ietvaros atbilstoši iepriekš noteiktam standartam („Iespējas” Latvijas Izglītības fonds).

Pedagoģijā un psiholoģijā *kompetence* tiek traktēta kā *nepieciešamās zināšanas, profesionālā pieredze, izpratne kādā noteiktā jomā un prasmes zināšanas un pieredzi izmantot konkrētā darbībā* (Pedagoģijas terminu skaidrojošā vārdnīca, 2000). Atbilstoši PISA (*The Programme for International Student Assessment*) definīcijai kompetence ir indivīda spēja lietot zināšanas un prasmes, paust attieksmes, risinot problēmas mainīgās reālās dzīves situācijās, kas izpaužas konkrētā rīcībā (skat. 1.att.).



1.att. **Kompetences jēdziens atbilstoši PISA /OECD definīcijai**
“Galvenās kompetences mainīgai pasaulei”.

Figure 1 Definition of Global Competence according PISA /OECD
“Global competency for an inclusive world”

Zināšanas, prasmes, attieksmes un vērtības ir jāuztver kā vienots kopums, ko nedrīkst sadalīt pa daļām. Starp šīm kategorijām pastāv zināmas līdzības un nav

iespējams novilkt krasas robežas. „Kompetencē” ietilpst noteiktas prasmes (kognitīvas un meta-kognitīvās, sociālās un emocionālās, teorētiskās un praktiskās), savukārt „prasmes” sevī ietver arī attiecīgas zināšanu formas (disciplināras un starpdisciplināras, teorētiskas un praktiskas). Turklāt „zināšanas” tiek balstītas uz izpratni. Zināšanām un prasmēm pievienojas attieksmes un vērtības, kas kompetenci paplašina un padziļina. Likumsakarīgi, ka visas minētās kategorijas tiek ietvertas izglītības saturā un izglītības programmās.

Kompetenču pieeja ir balstīta uz pamata pieņēmumu: būtiska ir indivīda spēja reflektēt, izmantot savas meta-kognitīvās prasmes (domāt par domāšanu), būt radošam, patstāvīgam savā domāšanā, kā arī kritiski izvērtēt savu rīcību un uzņemties par to atbildību. Atbilstoši Eiropā izstrādātajai kompetenču pieejai (*The European framework for key competences for lifelong learning*), jau 2006.gadā Eiropas Komisijas ziņojumā pirmo reizi tika definētas astoņas pamata prasmes jeb “atslēgas kompetences” (*key competencies*)¹.

Šobrīd Latvijā ar Eiropas Sociālā fonda atbalstu ir izstrādāts projekts “Kompetencēs balstīta mācību satura ietvars”, kura aprobācijā iesaistītas 80 izglītības iestādes. Projekta ietvaros līdztekus jau minētajām pamata kompetencēm ir definētas arī t.s. „nākotnes prasmes” (*future skills*) un “caurviju kompetences” (*transversal competencies*) (Europe [6] TRANSversal key competences..., 2013; Kompetenču pieeja mācību saturā, 2016), kas ir nepieciešamas ikviena sabiedrības locekļa personiskajai izaugsmei, pilsoniskajai aktivitātei, sociālajai integrācijai un nodarbinātībai zināšanu sabiedrībā visās dzīves jomās, ne tikai kādā konkrētā nozarē un, protams, viņa profesionālās kompetences – *profesionālās darbības veikšanai nepieciešamo zināšanu, prasmju un atbildības kopums noteiktā darba situācijā* – paaugstināšanai (Profesionālās izglītības likums). Tas arī nozīmē, ka izstrādājot izglītības standartu, kas balstās kompetenču pieejā, mainīsies izglītības saturs un forma vispārējā izglītībā un profesionālajā izglītībā, likumsakarīgi un tieši ietekmējot arī studiju procesu augstskolā, prasot mainīt līdz šim augstākās izglītības praksē nostiprinātās pieejas un liekot jaunus uzsvarus speciālistu sagatavošanā.

Konkurētspējīgas izglītības pamatā ir izglītības programma. Kā norādīts literatūrā, izstrādājot konkrētas izglītības programmas un plānojot to rezultātus,

¹ Atbilstoši rekomendācijās (*Recommendation of the European Parliament and of the Council of 18 December 2006*) norādītajam astoņas ES/Eiropas pamat- jeb “atslēgas” kompetences ir:

- sazināšanās dzimtajā valodā;
- sazināšanās svešvalodās;
- matemātiskā kompetence un pamatkompetences zinātnē un tehnoloģijā;
- datoru lietošanas kompetence;
- mācīšanās mācīties;
- starppersonu, starpkultūru un sociālā kompetences un pilsoniskā kompetence;
- uzņēmība;
- kultūras izpausme. Pieejams: <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962> [skatīts: 25.11.2016].

īpaša uzmanība mūžizglītības kompetenču kontekstā ir jāveltī gan „atslēgas” kompetenču (Halász & Michel, 2011), gan „caurviju” kompetenču attīstīšanai (Aamodt & Havnes, 2008). Diemžēl jāatzīst, ka pastāvošā pieeja izglītībā šobrīd veicina cilvēku vēlmi iegūt arvien augstāku profesionālo kvalifikāciju, bet ne vienmēr sniedz tās prasmes, kas ir nepieciešamas, lai pielāgotos darba tirgum.

Veselības psihologam praksē nereti pietrūkst tādu prasmju kā spēja strādāt ātri un pieņemt atbilstīgu lēmumu, spēja strukturēt un analizēt informāciju, daudzveidīgi to prezentēt, spēja risināt krīzes situāciju un to novērst, spēja apzināt un analizēt riskus un izvēlēties piemērotākos risinājumus. Lai novērstu šādu situāciju, ir būtiski zināt un apgūt t. s. “nākotnes prasmes” un īstenot tās savā profesionālajā darbībā (skat. 1. tabulu).

1.tab. Pārskats par atsevišķām „caurviju kompetencēm” un „nākotnes prasmēm” veselības psihologa profesionālajā darbībā

Table 1 Overview of the individual „transversal competences” and „future skills” health psychologist’s professional activities

Caurviju kompetences	Nākotnes prasmes	Vērtības	Izpausmes veselības psihologa profesionālajā darbībā
Saskarsme	Sociālās prasmes. Vārdu un darbu saskaņa, sociālās tīklošanās prasmes.	Līdzcietība, rūpes, godīgums	Sociālās un psihiskās veselības un labklājības veicināšanas pasākumu plānošana, organizēšana, vadīšana. Sabiedrības izglītošana. Empātija atšķirīgu viedokļu atzīšanā. Prasme izvērtēt savas un citu spējas un vajadzības.
Komunikācija, pašizziņa, pašvadība	Sava darba plānošanas un vadīšanas prasmes.	Taisnīgums, mērenība līdzatbildība	Rīcības kopīga labuma vairošanai. Toleranta taisnīga attieksme pret visiem. Prasme plānot laiku. Stresa pārvaldīšanas vadīšanas prasmes. Elastīgums komunikācijā ar klientiem un kolēģiem.
Sadarbība un līdzdalība	Uzņēmējdarbības /privātprakses zināšanas un prasmes	Solidaritāte, savaldība, ētiskums	Jaunrade, iniciatīva, uzņēmējspēja. Profesionalitāte, prasmes strādāt komandā, sociālā atvērtība un sadarbība (ieklausīšanās, izpratne). Konsultēšana individuāli un grupā.
Kritiskā domāšana un problēmu risināšana	Analizēšanas un starpdisciplīnu prasmes. Cieņa pret cilvēka dzīvību.	Drosme, atbildība, taisnīgums	Rīkojas saskaņā ar cilvēktiesībām, ņemot vērā citu personu vajadzības un uzskatus. Atzīst otra tiesības uz citādību. Apzinās savu un citu dzīvības vērtību. Izvērtē situāciju, ierosina idejas, piedalās to risināšanā.

Digitālā un mediju prasme	Tehnoloģiju pārzināšana un lietošana.	Gudrība, laipnība,	Produktu un resursu pārzināšana, mārketinga zināšanas. Zināšanas par veselības riskiem un ieguvumiem, kas ietekmē veselības uzvedību.
Prasme strādāt ar informāciju	Atbildīga informācijas lietošana.	Stabilitāte, brīvība	Profesionālās zināšanas, likumdošanas un normatīvā regulējuma pārzināšana. Valodu zināšanas. Prasme strādāt ar informāciju Spēja rast optimālu risinājumu un pieņemt atbilstīgu lēmumu.

Piezīme: Adaptēts atbilstoši Valsts izglītības satura centra prezentācijas materiāliem projekta Nr. 8.3.1.1/16/I/002 "Kompetenču pieeja mācību saturā" īstenošanai. Preses konference 20.10.2016.

Saskarsme kā caurviju kompetence veselības psihologa profesionālajā darbībā sevī ietver konkrētu sabiedrības sociālās un psihiskās veselības un labklājības veicināšanas pasākumu plānošanu, organizēšanu un vadīšanu. Vienlaikus tas ir arī profilaktiskais darbs, sabiedrības izglītošana, prasme izstrādāt savu izglītības programmu un īstenot to noteiktai mērķauditorijai. Lai to īstenotu, ir nepieciešama empātija atšķirīgu viedokļu pieņemšanā un atzīšanā, kā arī prasme izvērtēt savas un citu spējas un vajadzības.

Jāatzīmē, ka jebkuras kompetences attīstīšana vispirms ir darbs pašam ar sevi. Personas komunikatīvo kompetenci paplašina pašizziņa un pašvadība. Lai spētu sadarboties un iesaistīties procesos topošajam speciālistam ir nepieciešamas zināšanas un prasmes, kas palīdz īstenot uzņēmējdarbību un uzsākt savu privātpraksi. Sadarbība un līdzdalība – vispirms tā ir prasme plānot un menedžēt savu darbu un laiku. Ar to, ka šo prasmju nereti pietrūkst ikdienā (studiju procesā) nākas sastapties jo bieži.

Lai situāciju atrisinātu pēc iespējas veiksmīgāk, būtiska ir kritiskās domāšanas un problēmrisināšanas prasmju kā caurviju kompetences attīstīšana un pilnveide. Kā norāda teorētiķi, kritiskā domāšana ir *domāšanas veids, kas tiecas nonākt pie sprieduma tikai un vienīgi pēc godprātīgi izvērtētām alternatīvām, respektējot izmantotos pierādījumus un argumentus* (Hatcher & Spencer, 2006), vienlaikus ir arī *spēja piemērot zināšanas un prasmes jaunajai situācijai un domāt par situāciju no dažādām perspektīvām* (O'Connor, 2001; Myrick & Yonge, 2005). Arī problēmu risināšana kā caurviju kompetence ir nozīmīga veselības psihologam, lai izvērtētu konkrētu situāciju un pieņemtu atbilstošu lēmumu. Tā ir kompetence, kas balstās uz tādām vērtībām kā drosme, atbildība un taisnīgums, vienlaikus sekmējot attīstīt prasmes cienīt un respektēt personas tiesības uz citādību, apzināties savas un citu dzīvības vērtību, tādējādi nodrošinot profesionālu un kvalitatīvu atbalstu ikvienam, kam tas nepieciešams.

Savukārt digitālās un mediju pieredzes un pratības kompetence praksē izpaužas kā mūsdienīgu tehnoloģiju pārzināšana un lietošana, kas sevī ietver arī zināšanas par veselības riskiem un ieguvumiem, kas ietekmē veselības uzvedību. Transformatīvajās mācībās – *procesā, kurā mēs mainām mūsu ierobežoto pašsaprotamo domāšanu, padarot to emocionāli atvērtāku pārmaiņām, lai spētu ģenerēt uzskatus un viedokļus, kuri būs vairāk pareizi un patiesi* (Mezirow, 1991) vienlīdz veiksmīgi sadarbojas augstskolas, iesaistās docētāji un studējošie (e-studijas; e-lekcijas, videokonferences utml.), nezaudējot laiku un neizjūtot attālumu. Tā ir informācijas un pieredzes apmaiņa, kurā, balstoties uz ārzemju universitāšu pieredzi un izmantojot modernās tehnoloģijas, tiek sniegts reāls atbalsts iedzīvotājiem veselīga dzīvesveida popularizēšanai, veicināšanai un uzturēšanai.

Rezultāti un diskusija

Results and discussion

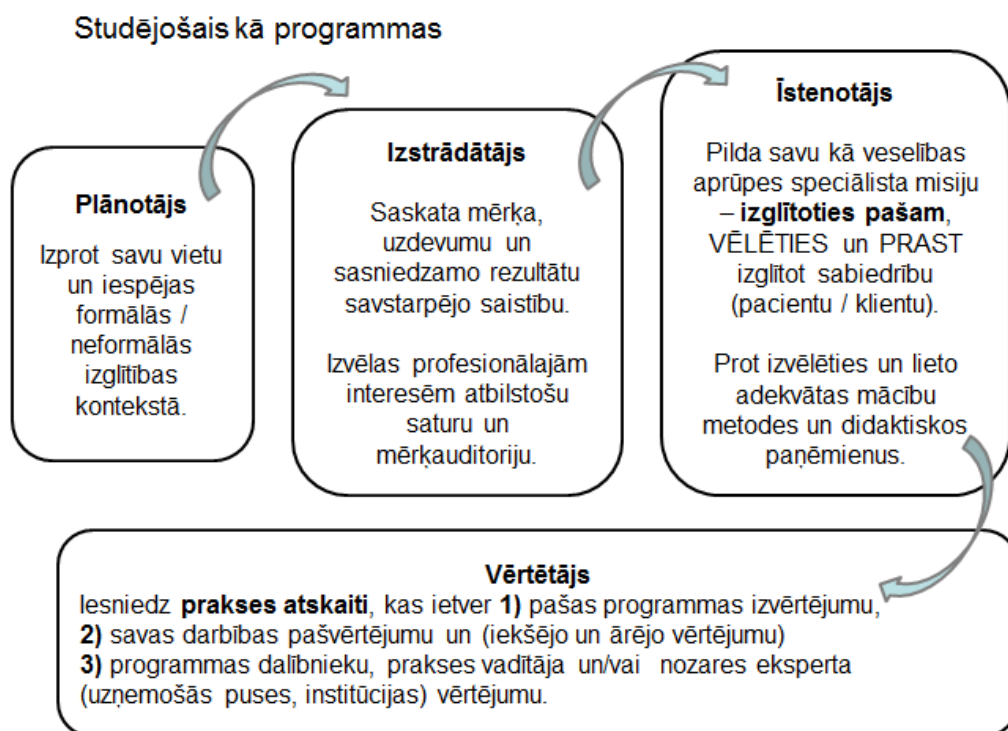
Praksē kompetenču pieeja – konkrētajā situācijā – veselības psihologa profesionālā kompetence profesionālajā vidē un izglītības programmu izstrādē izpaužas kā jauna savstarpējo attiecību un mācīšanās – mācīšanas kultūra, kas ienes sev līdzīgu pārmaiņas gan studiju saturā, gan savstarpējā komunikācijā. Veselības psihologa ikdienā “savijas” saskarsmes, komunikatīvās kompetences, sadarbības un līdzdalības kompetences, kuru pamatā ir savstarpēja sadarbība, vēsturiskās pieredzes pārmantošana un ikdienas pieredzes izmantošana. Vienlaikus tās ir izmaiņas arī studiju vidē. Tā ir savā starpā komunicējošu indivīdu (studenta un pasniedzēja; topošā speciālista un klienta savstarpējo attiecību maiņa, mācīšanās, kas vienlaikus vērsta uz katra indivīda “mācīšanos mācīties” un “mācīšanos kopā” (savstarpēji, vienam no otra) jeb *mācīšanās mācīties kā atslēgas kompetences mācību mērķu sasniegšanai* veidošanos (Rožman & Koren, 2013). *Mūžizglītības kontekstā “mācīšanās mācīties” (līdzīgi kā kritiskā domāšana un problēmrisināšana – iestarpinājums – autoru) ir domāšanas veids, caurviju kompetence un nākotnes prasme* (Fisher, 2000), kas nepieciešama ikvienam profesionālim savā darbā.

Ņemot vērā minēto, Rīgas Stradiņa universitātē profesionālā maģistra studiju programmā “Veselības psiholoģija” ir izstrādāti un jau vairākus gadus maģistrantiem tiek īstenoti studiju kursi, kas integrē pedagoģijas un profesionālās darbības nozares (psiholoģijas) atziņas. Studiju kursu “Izglītojošās psiholoģijas programmas un to izveides principi” un “Metodisko materiālu izstrāde un lekcijas psiholoģijā praksē”, kuru mērķis ir attīstīt topošo veselības psihologu izpratni par psiholoģiski izglītojošo darbu ar klientiem un sabiedrību kopumā, pilnveidot prasmes veikt šī darba plānošanu, organizēšanu un īstenošanu, vienlaikus attīstot jauno speciālistu analītisko un radošo domāšanu.

Trīs studiju gadu laikā ir izstrādāti (uz profesionāliem informācijas avotiem un pierādījumiem praksē balstīti) un praksē aprobēti vairāki desmiti (pieaugušo neformālās) izglītības programmu psiholoģijā, kas kā izglītojošs un informatīvs materiāls ir pieejams ne tikai pašiem studentiem, bet arī citiem interesentiem. Tās ir izglītojošas programmas veselības psiholoģijā, kuru ietvaros topošie veselības psihologi izstrādā profesionālos informācijas avotos balstītus ieteikumus un apkopo savu personīgo pieredzi:

- veselīga dzīvesveida sekmēšanai,
- prasmei “sadzīvot” ar noteiktu diagnozi,
- savas veselības saglabāšanai un uzlabošanai,
- specifisku vingrinājumu un tehniku apguvei,
- stresa pārvarēšanai un profesionālās izdegšanās sindroma mazināšanai,
- cīņai ar neveselīgiem un kaitīgiem ieradumiem u.c.

Studiju procesā studenti, kas iepriekš ieguvuši profesionālo bakalaura grādu psiholoģijā, iepazīst mācīšanas metodiku un saņem praktiskas ierosmes darbam ar dažādām auditorijām, atbilstoši vecumposma fizioloģiskajām izmaiņām un vajadzībām. Šīs zināšanas ir būtiskas, lai studējošais spētu pamatoti, pārdomāti un mērķtiecīgi izstrādāt savu izglītības programmu, apgūtu prasmi strukturēt izvēlēto materiālu un rastu labākos risinājumus tās īstenošanai.



2.att. Studējošais kā izglītības programmas plānotājs, izstrādātājs, īstenotājs un vērtētājs

Figure 2 Student as planner, developer, implementer and evaluator of education programs

Studējošā kā programmas izstrādātāja un īstenotāja pedagoģiskā meistarība un profesionālā kompetence izpaužas prasmē savā veselības psihologa praksē integrēt klīniskās psiholoģijas, medicīnas, medicīnas socioloģijas, epidemioloģijas, bioloģijas, neirozinātnes sasniegumus un prezentēt tos izvēlētajai mērķauditorijai.

Savukārt prakses laikā atbilstoši izstrādātajai izglītības programmai tiek attīstītas lekciju un metodisko materiālu izveides un prezentēšanas prasmes noteiktai mērķauditorijai, aprobēti izstrādātie materiāli, veikts metodisko materiālu un savas pedagoģiskās darbības argumentēts izvērtējums, tādējādi stiprinot topošā profesionāla pārliecību par savām zināšanām un spējām, kā arī paverot iespēju izmantot teorētiskās zināšanas darbībā pieredzējušu pedagoģu un praktiķu vadībā.

Izstrādāto izglītības programmu, citu dokumentu, prezentāciju, mācību un metodisko materiālu un studentu interviju analīze ļauj identificēt topošo veselības psihologu stiprās (plašas teorētiskās zināšanas, prasme uz klausīt, argumentēt un aizstāvēt savu viedokli) un ne tik stiprās (līdzšinējās pedagoģiskās pieredzes trūkums, izvēlēta mācību satura strukturēšanas grūtības, kā arī grūtības pielāgot saturu konkrētai auditorijai un pamatot savu izvēli) puses darbā ar klientu.

Studentu aptaujā paustās atziņas apliecināja viņu interesi par izglītojošā darba veikšanu, kā arī vēlmi un nepieciešamību paplašināt / uzlabot savu pedagoģisko meistarību, kā vienu no risinājumiem minot iespēju praksi īstenot divatā, lai noslēgumā uz klausītu ne tikai izglītības programmas apguvēju un uzņemošās puses vērtējumu, bet arī studiju grupas (kursa biedru) viedokli.

Vairāki studenti izteica viedokli, ka, lai gan docētāja klātbūtne programmas īstenošanas laikā iespējams sagādātu papildus uztraukumu, tomēr labprāt uz klausītu arī pedagoga – profesionālu vērtējumu par savu veikumu (*.. gadījumā, ja tas dramatiski neietekmētu prakses gala vērtējumu.*)

Vienlaikus studenti norādīja arī uz ne pārāk veiksmīgi izvēlēto programmas izstrādes un prakses īstenošanas laiku, kas sakrīt ar maģistra darba priekšizstāvēšanu. Vairāku studentu atbildēs tika izteikts priekšlikums, īstenot šādu studiju kursu agrāk – jau maģistra studiju programmas 2.semestrī, lai prasmes strukturēt un atlasīt informāciju, pasniegt un risināt problēmu, kā arī prasmes definēt izglītības programmas mērķus, uzdevumus un plānotos rezultātus varētu izmantot maģistra darba izstrādē.

Savukārt prakses dokumentācijas SVID analīze parādīja, vairums studentu prot objektīvi izvērtēt savas veiksmes un neveiksmes, nebaidās par tām diskutēt studiju grupas supervīzijas laikā.

Secinājumi Conclusions

Pētījuma rezultātā konstatēts, ka:

- pedagoģiskās komponentes attīstīšana profesionālajā vidē sekmē veselības psihologa profesionālās kompetences citu komponentu, iemaņu un prasmju (piemēram, *prasmes strādāt multiprofesionālā komandā, sadarboties ar veselības un sociālās aprūpes organizatoriem vai iestādēm, ar klientu ģimenēm, lai palīdzētu indivīdam uzlabot veselību, veikt dzīves veida izmaiņas, pielāgoties hroniskām slimībām, sniegt uz pierādījumiem balstītas rekomendācijas un konsultācijas u.c.* (Mārtinsons & Sudraba, 2016) pilnveidošanu;
- gūtā pedagoģiskā pieredze ir ļāvusi studentam labāk izprast izvēlēto psiholoģijas studiju priekšmeta saturu (aplūkojot konkrētu tematu kā materiālu, kas tiek strukturēts izglītības programmā un prezentēts citiem);
- izvirzītā prioritāte – izstrādāt pieaugušo neformālās izglītības programmu konkrētu caurviju kompetenču un nākotnes prasmju attīstīšanai ir veicinājusi studenta prasmi mērķtiecīgai psiholoģijas materiāla atlasei, vienlaikus adaptējot to noteiktās mērķauditorijās darbā ar dažādiem klientiem;
- iespēja veikt izglītojošu darbu praksē ir ļāvusi studentam labāk izprast pedagoģijas un psiholoģijas zinātņu mijsakarības, vienlaikus izvērtēt savu darbību to kontekstā, saņemt atgriezenisko saikni no auditorijas, kā arī salīdzināt savu veikumu ar studiju grupas rezultātiem;
- studējošā pedagoģiskās meistarības pilnveide ir ceļš, kā paaugstināt viņa kā speciālista konkurētspēju darba tirgū un jau maģistrantūras laikā paplašināt savu profesionālo kompetenci, iedrošinot darboties ne tikai kā psihologam, bet arī kā pedagogam.

Summary

Pedagogical competence according to the professional requirements is an important integral component of health psychologist competence. The development of this component is implemented during two study courses in the Riga Stradiņš University, providing possibility for master programme „Health psychology” students to elaborate and pilot non-formal educational programs, trying to select and structure health psychology materials in accordance with the principles and requirements of pedagogy.

The article, based on the term “competence” theoretical approach, using the results of author’s survey, analyze and evaluate the development of some transversal

competencies and future skills of health psychologist' during the practice, as well as to work out the recommendations for optimal practice organization in a professional environment. Analyzing students' survey results and results of the students' developed non-formal educational programs show the process and the issues, which are important for educational programs elaboration and pedagogical competence development (especially as in health and psychology studies).

Results of the study found that

- development of the pedagogical component of health psychologists' competence in professional environment promotes other components, skills and abilities (e.g., skills to work in multidisciplinary team, skills to cooperate with the health and social care organizers, skills to collaborate with the client families to help individuals improve health, skills to make changes in their lifestyle, abilities to adapt chronic diseases, to provide evidence-based recommendations and advice etc.);
- acquired teaching experience has allowed the student to better understand the content of the selected psychology subject (looking at a specific topic as a material that is structured in the education program and presented to others);
- set priorities – the development of non-formal adult education programs for development specific transversal competences and future skill has contributed to the student's skills in psychology targeted material selection, while adapting their specific audiences in dealing with different clients;
- an opportunity to conduct educational work in practice has allowed the students to better understand the pedagogical and psychological science correlations, at the same time to evaluate their activities in their context, to get feedback from the audience, as well as to compare their performance with the study group results;
- an improvement of students' teaching skills is the way to raise him as a specialist in the labor market and already in the master study time to expand their professional competence, encouraging them to act not only as a psychologist, but also as a teacher.

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ПРОЯВЛЕНИЕ ОБРАЗОВАТЕЛЬНЫХ ИНОВАЦИЙ В МЕСТНОЙ ОБЩИНЕ

Educational Innovation Expression in Community

Irena Leliūgienė

Mykolas Romeris University, Lithuania

Ieva Simonaitytė

Mykolas Romeris University, Lithuania

Angelė Kaušylienė

University of Educational Science, Lithuania

Abstract. *In the article solves the following problematic issue: 1. What educational tools occur in the educational innovation community? The aim of article is to base the resolution of the educational innovations theoretically and empirically. The object of the researches resolution of the educational innovation. General research results. Performed the data analysis suggests that the surveyed communities are sufficiently concentrated, and members of the activity level is high enough, focus and activity is sufficient. As well as in communities dominated by positive approach to training and education, the absolute majority of respondents are motivated to learn and improve. An analysis chairman of community operational assessments showed that most community leader applies novation to develop an innovative learning environment in the planning and allocation of resources as well as finding new opportunities for business development and community members in education.*

Keywords: *novation, innovation, educational innovations, community.*

Введение

Introduction

Актуальность проблемы раскрыта в научных трудах Janiūnaitė (Janiūnaitė, 2004). Выдвинутая автором научная идея заключается в том, что в современном мире происходит множество изменений, а в сфере технологий невиданными темпами развивается прогресс. При таких условиях, любая организация должна совершенствоваться вместе с технологиями. В другом случае такие социальные системы обречены к стагнации.

Актуальность темы. Инновации стратегически инициируют создание безопасности человека и его среды обитания. С возрастанием потребностей

людей, становится необходимым создание всем полезных инструктивных межличностных отношений. Это поощряет людей к постоянному совершенствованию своих знаний, для гарантирования себе и другим безопасности и благополучия (Staškevičius, 2004). В современном обществе люди стали активнее участвовать в создании местных общин. Значимую роль в благосостоянии и безопасности общин играет внедрение инноваций в образовательную деятельность. Однако, анализ научных трудов позволяет утверждать, что сфера исследований по тематике внедрения инноваций в образование общин, заслужила недостаточного внимания учёных, занимающихся проблемами развития территориальных общин.

Авторы, решившие проводить данное исследование о проявление инноваций в сфере образования местной общины, надеялись, что полученные результаты могли быть значимы в организации инновационной образовательной деятельности в общинах.

Научной новизной данного исследования является факт, что впервые в Литве авторы, на основе проведённого исследования, раскрыли возможности развития местных общин, внедряя инновации в образовательную деятельность местного населения.

Эти и другие аспекты, выявленные при подготовке к исследованию, спровоцировали авторов сформулировать научную проблему, которая представлена в виде вопроса: через какую образовательную деятельность и меры воздействия на местное население проявляется использование инноваций в повседневной деятельности общины?

Цель этой статьи – теоретически и эмпирически обосновать проявление образовательных инноваций в общине.

Теоретическое обоснование проявления образовательных инноваций в деятельности общины

Theoretical aspect of educational innovation in community activities

Исследования по образовательным новациям вызывают все больше внимания учёных Литвы. О новациях в системе образования писала Rečiuliauskienė (Rečiuliauskienė, 2010). По словам автора: «Новации в образовании – это новая идея в образовании (внедряемая индивидом, группой), на уровне организации системы просвещения, достигая значимой пользы как для индивида, группы и широкой общественности. Инновация обозначает не то, что происходит что-то уникальное, но указывает на осуществляемую идею, которая в той или иной ситуации является новой» (стр. 58).

Авторы Melnikas, Vileikienė (Melnikas & Vileikienė, 2000), ссылаясь на труды Browniwick, выделяют три типа инноваций в образовании. Согласно

их мнению, новации могут быть: совершенно новыми и ранее неизвестными на мировом уровне; адаптированными инновациями, проявляющимися в ситуациях, когда при изменённых условиях оживают уже ранее существовавшие идеи, приобретающие новую актуальность (Melnikas & Vileikienė, 2000, стр. 30). Следуя Janiūnaitė (Janiūnaitė, 2007), культура инноваций – это человеческий потенциал, человеческие ресурсы; творчество, новаторство. Инновации и инновативная культура организации в значительной мере зависит от самой организации (в нашем случае – общины, как организации), работающих в ней индивидов, традиций, инфраструктуры, на основе знаний достигнутого уровня экономического развития (Janiūnaitė, 2007).

Современная община характеризуется как модерная, глобальная. Следуя Carnoy, Rhoten (Carnoy & Rhoten, 2002), глобализация – явление, происходящее в социальном пространстве; явление, охватывающее все слои общества и государства. Поэтому знания становятся основой нашего будущего, основой для инноваций. Инновации оказывают большое влияние на деятельность местных общин, раскрывая интересы и гражданскую активность жителей.

В проявлении образовательных инноваций общин немаловажную роль играет обучение через всю жизнь (lifelong learning). Обучение через всю жизнь поощряется тем фактом, что общество становится обществом знаний (Augustinatis, 1998).

Toohey (Toohey, 1999) утверждает, что обучение обязано стимулировать развитие индивида и общества. Обобщая вышесказанное, полагается, что внедрение и проявление образовательных новаций общин, поощряет местных жителей на созидательную деятельность, критическое мышление, самоуправление повседневной социокультурной жизнью общин.

Результаты исследования проявления образовательных инноваций в местной общине

Study results on the educational innovation expression in local community

Проблемой исследования является раскрытие предположения о том, какими средствами проявляются образовательные инновации в общине. Для получения ответов на проблемные вопросы, при подготовке к исследованию, авторами была подобрана специфическая группа респондентов – взрослое население общины. Авторы намеревались изучить их потребности к образованию, возраст, приобретённую квалификацию, а также узнать мнение жителей общины об использовании образовательных инноваций и реализации их в ближайшей среде обитания. Авторам

исследования также было важно оценить чувствительность жителей общины к культуре инноваций. Проведение исследования ограничилось целевым отбором трёх территориальных общин, две из которых дислоцировались в крупных городах Литвы и одна община – в сельской местности.

Такое определение обуславливается тем, что в этих трёх местных общинах давно активно действуют общинные центры, деятельность которых в большинстве случаев сосредоточена на социокультурную, просветительскую работу с населением.

Методом исследования является целевая группа – жители местных общин, активисты общинных центров. Целевая группа была создана на основе репрезентативного отбора. Для проведения количественного исследования подобран вариант случайного отбора респондентов, обитающих в ближайшей среде.

Вопросы респондентам сформулированы на основе теоретического анализа научных трудов по данной тематике. Инструмент исследования сконструирован, опираясь на научные труды Janiūnaitė (2007), Rečiuliauskienė (2010), Melnikas (2000) и состоит из трёх групп вопросов (всего: 13 вопросов). Первая группа вопросов уделена сбору общих данных об общине жителей (с первого по шестой вопрос). При проведении исследования было необходимо установить основные сферы деятельности общины. С этой целью в первом блоке вопросника отведено отдельное место, охватывающее различные образовательные деятельности. Респондентам была выдвинута просьба оценить насколько много внимания они уделяют перечисленным в вопроснике деятельности. Используемая шкала оценки баллов позволила оценить чаще всего осуществляемые виды деятельности, а также выявить актуальные проблемы в общине.

В первом блоке вопросов исследователи ставили цель изучить потребности общины к образованию, самообразованию, учёбе, мотивации учиться и чувствительности к инновациям в образовательной деятельности местного населения. Для проявления инноваций в образовании взрослых жителей общины выделены два блока вопросов. Этой группой вопросов авторы исследования ставили цель установить, какие формы образовательной деятельности используются в общине, а также оценить, насколько члены общины открыты к новшествам, каков их взгляд на инновации такой деятельности.

Задавая вопросы о культуре инноваций в образовании, авторы исследования стремились установить, какими в каком виде проявляется эта культура у жителей общины. Собранные данные позволили лучше узнать установки и ценности по отношению образовательной деятельности местных жителей общины, потребности к вариативности видов

образовательной деятельности. Последнее, т. е. третий блок вопросов охватывает информацию о демографических данных респондентов.

Подготовленная методика исследования, т. е. вопросник, сперва был протестирован как испытательный опрос местных жителей в одной небольшой общине сельской местности, с целью проверки валидации инструмента, понятности формулировки вопросов, затраченного на ответы времени. После этого прелиминарного опроса, авторы исследования внесли некоторые корректировки в формулировку вопросника.

Стратегия сбора данных была осуществлена двумя способами – прямым контактом с респондентами и рассылкой вопросов по электронной форме. Из сказанного ясно, что авторы отправлялись на мероприятия в общины, на которых они напрямую общались с жителями, просили их уделить время для ответов на вопросы (это касалось только сельской общины). Городским общинным центрам анкеты рассылались в электронной форме.

Стоит отметить, что опрос респондентов по той и другой форме прошёл довольно таки гладко. Исследователям также пришлось постоянно держать связь по телефону с активом местных общин для поощрения оперативного и более масштабного подключения жителей к участию в данном исследовании.

Всего было роздано и/или выслано 300 анкет. Возвратилось 250 анкет, 144 из которых были заполнены письменно и 63 – в электронной форме. При проведении исследования авторы строго придерживаюсь принципов этики: анонимности, добровольности, конфиденциальности.

Данные обработаны методом описания статистических данных. Для анализа количественных данных были использованы программные пакеты SPSS 12.0 (Statistic Package for Social Science). Полученные данные исследования в данной статье представлены в концентрированном виде, без демонстрации таблиц и картин, с выделением только самых значимых факторов и явлений. Правильно вопросники заполнили 207 жителей общины, участвующих в исследовании: 63 % женщин и 32 % мужчин. Очевидно, что в деятельности общин более активно участвуют женщины, а не мужчины. Половина респондентов – лица с высшим образованием, 27 % имеют профессиональное образование, 7 % – закончили колледжи. По полученным данным можно судить, что интеллигенты, образованные люди проявляют больше интереса к постоянному обновлению знаний, к инновациям в общинах. 63 % респондентов имеют постоянную работу, а 23 % – учатся.

Половина респондентов указали свое место жительства: в общине городского типа жили 52 %, 7% – в деревне. Из сказанного ясно, что в исследовании активнее принимали участие представители городских

общин, потому что в городах Литвы живёт и работает больше людей, чем в деревнях.

В числе респондентов 32 % – молодые люди до 29 лет; в возрасте 30 – 40 лет – 25 %; 51 – 60 лет – 23 %; а с 41 до 50 лет – только 16 %. Исследование показало, что 48 % составляют общины из 20 активных жителей и 30 % в деятельности общины участвуют 20 – 49 людей. Исследование показало, что 15 % узаконили свою деятельность уже больше чем 10 лет назад. 41 % общин существует 5 – 10 лет, а большинство, т. е. 45 % – до 5 лет.

Установлено, что большинство жителей (65 %) в деятельности общины участвуют только не более 5 лет, а 29 % – от 5 до 10 лет. Полученные данные позволяют судить о том, что в основном в общинах сплотилось определённое количество молодых людей, готовых к новшествам, изменениям в среде обитания. Опрос по десятибалльной шкале (где 1 – совсем неважно, 10 – очень важно), в котором респонденты указали на довольно важные и актуальные проблемы в общине, такие как: нужда в оказании психологической помощи (8, 1 балла); проведение превенций вредных для здоровья привычек (7, 7 балла); решение проблем занятости спортом, художественной самостоятельностью (7, 6 баллов); неформальное обучение, т. е. потребность к организации семинаров, учений, дискуссий (7,1 баллов). Также актуальными вопросами местные жители отметили поощрение на частное предпринимательство (7,0); праздничные мероприятия (6,9); обновление инфраструктуры (6,9); социальную помощь (6,8); безопасность (6,4); включение в деятельность общины большего количества жителей (6,3).

Сравнив полученные данные из городских и сельских общин, выяснилось, что жители сельских общин проявляют меньшую активность в отличие от жителей, живущих в городах (8,9 и 7,7).

Исследованием выявлено, что сплочение жителей общины зависит от совпадения общих ценностей и интересов (подтвердили 77 % опрошенных). Факт состоит в том, что большинство (58 %) местных жителей согласны с тезисом, что «обучение разнovidного типа – прекрасный случай для общения, завязывания новых знакомств». Респонденты также согласились с тем, что проводимые в общинах учения, семинары поощряют критический взгляд по отношению к себе (54 %), а 57 % местных жителей общины абсолютно согласны с мнением, что любые учения более или менее полезны для человека. Респонденты полностью подтвердили (53 %), что семинары, обучения в общинах являются неплохой «встряской для мозга».

Исследование создало возможность респондентам критически оценить всякого рода обучение и образование в общинах (см. рис. 1).



Рисунок 1. Оценка учений и обучения в местных общинах: распределение положительных и отрицательных оценок, (%)

Figure 1 Assessment of training and education in local communities: distribution of positive and negative evaluation (%)

В рисунке 1 отображённые данные свидетельствуют о том, что 29 % жителей огорчены разнообразными учениями; 13 % членов общины отметили, что компетентные, высококвалифицированные специалисты не ценятся; 43 % местных жителей общины отметили большую разницу между идеальными и реальными предъявленными теоретическими знаниями. 23 % жителей общин считают, что на занятия образовательных учений чаще всего люди приходят просто отдохнуть, но не серьёзно учиться.

Сравнив положительные и отрицательные оценки по отношению образованию общин, стало ясно, что в популяции опрошенных верх берет позитивное отношение к образованию, учёбе по месту жительства взрослого населения. Проведенный анализ данных раскрыл, что больше мотивации к неформальному просвещению в общине имеют жители с высшим образованием, а также обучающаяся молодёжь.

Исследование выявило следующие сферы, в которых местные жители общин хотели бы обновить или получить знания: спорт, здоровый образ жизни (64 %), ремёсла – 63 %, культура, наука – 60 %, способы поощрения

молодёжи к активной деятельности в общине – 60 %, знания по менеджменту – 54 %, навыки превентивной деятельности с зависимыми от вредных привычек жителями – 46 %, изучение иностранных языков – 42 %.

Меньше всего местных жителей общины интересует компьютерная грамотность. Судя по довольно образованной аудитории респондентов, предполагается, что компетенции информационных – компьютерных технологий они приобрели в ВУЗ'ах и/или на работе.

Спросив у респондентов о возможности усовершенствовать свои знания в общине, большинство жителей изъявили желание углубить свои компетенции в ИТ (71 %), получить навыки по воспитанию гражданственности (69 %), компетенций по связям с общественностью (60 %), в управлении проектов (60 %), улучшении знаний иностранного языка (58 %), навыки для организации бизнеса (56 %).

Меньше всего (36 %) заинтересовано в усовершенствовании знаний по спорту и здоровому образу жизни. Участвующие в исследовании местные жители общины (всего 207 человек) перечислили следующие инновации в общинах: экскурсии в другие города (72 %), просветительскую деятельность (71 %), организацию занятости молодёжи (69 %), организацию встреч с известными людьми (61 %), дни ремесёл (59 %), конкурсы лучших усадеб (57 %), внедрение Интернета в библиотеке общины (56 %), акции для помощи социально незащищенным, малообеспеченным членам общины (55 %), семинары о здоровом образе жизни (54 %). Полученные данные свидетельствуют о позитивном отношении жителей к инновациям культурно-просветительского характера.

Изучая проявления инноваций в сфере неформального просвещения в общине у респондентов – местных жителей попросили высказать свое мнение о вкладе местной школы общего образования в внедрение инноваций в деятельности общин.

Полученные ответы свидетельствуют, что местная школа играет определённую и специфическую роль в организации образовательной, спортивно – культурной деятельности в общине. Лишь 34 % опрошенных отметили, что учителя и ученики школы помогают в подготовке и проведении праздников, 25 % респондентов указали, что учителя информатики обучают местных жителей навыкам работы с компьютером, лишь 17 % опрошенных жителей утвердили, что учителя читают лекции для местных жителей. Школы не принимают активного участия в организации спортивных состязаний между жителями общин (12 %).

Внедряя инновации в неформальное образование местных жителей общин большая ответственность и проявляемая инициатива лежит на председателе общины.



Рисунок 2. Применение образовательных инноваций в деятельности председателя общины, (%)

Figure 2 Application of educational innovations in the activities of the local community leaders (%)

По отображенным в рисунке 2 данным видно, что большинство респондентов (79 %) совершенно согласны, что инновативное обучение в общине требует создания благополучной среды, новаторского подхода к распределению имеющихся финансовых и человеческих ресурсов (75 %), поиска новых возможностей для улучшения инновативных решений образовательной деятельности жителей общины (75 %), сплочения команды рабочих групп, внедряя инновации образовательной деятельности (60 %), новаторского подхода к маркетингу предлагаемых в общине услуг (60 %).

Обобщая вышесказанное, очевидно, что местные жители общины нарисовали портрет «желаемого лидера общины», но на самом деле в реальной жизни эти, работающие на общественных началах люди, далеко не помещаются в идеальные рамки безупречного и профессионального организатора местных общин.

Задавая последний вопрос респондентам, исследователям было немаловажно узнать как проявляется инновационная культура у самих жителей, какова их потребность к инновативным изменениям.

По полученным ответам можно судить, что 88 % местных жителей новации в просветительской деятельности представляют как удовлетворение, повседневную жизнь превращающую в более насыщенную разными мероприятиями, расширяющими кругозор; внедряя новации в просвещение общины создаются новые социальные сети (87 %); руководители общины рационально внедряют новые формы неформальной просветительской деятельности (85 %); факт, что жители открыты к новациям, подтвердило 83 % респондентов; 76 % опрошенных на инновации в просвещении смотрят как на необходимость учиться через всю жизнь.

Выводы ***Conclusions***

Анализ научной литературы по данной тематике помог более раскрыть роль местных общин при организации образовательной, культурно – спортивной деятельности, опираясь на хорошую практику зарубежных стран. Для того, чтобы деятельность общины была плодотворной и достигла положительных результатов необходимое условие – постоянное просвещение местных жителей, обогащение их инновативных знаний.

Анализ литературы выявил, что существует множество дефиниций инноваций в образовании. Внедрение инноваций в образовательную деятельность во многом зависит от готовности самой общины и включения в этот процесс. Внедряя инновации, члены общины не только участвуют в их отборе, но и приобретают ценный опыт, обогащая свою повседневную жизнь.

Исследование выявило, что признаком сплочённости местной общины является совпадение интересов различных групп. Данные исследования позволяют утверждать, что жители опрошенных общин характеризуются высоким уровнем сплочённости вокруг идеи по внедрению инноваций в просветительской деятельности. Исследование показало, что уровень активности самих местных жителей, особенно лидеров общины, довольно высок.

В тех общинах, участникам и исследования которых согласились стать довольно активные, образованные местные жители, они также отличались высокой мотивацией по отношению к постоянной учёбе. Исследование показало, что знания, полученные об инновациях просвещения они успешно внедряют в своей повседневной деятельности, в учреждениях, в которых работают или учатся. Результаты опроса свидетельствует о позитивном и

чутком отношении местных жителей к инновациям в просветительской деятельности. Исследованием при помощи респондентов нарисован образ идеального лидера местной общины, внедряющего инновации во все сферы деятельности общины. Этот факт свидетельствует о необходимости приобретения более современных компетенций местными лидерами, развивая идею внедрения инноваций по просвещению. Полученные результаты свидетельствуют о том, что культура инноваций местных жителей в просвещении достаточно высока. Все раскрытые в исследовании факторы свидетельствуют о повышении роли инновационных решений в развитии местных общин путём просветительской деятельности.

Summary

This article analyzes educational innovation in communities. According to various studies conducted it is noticed that the communities as educational innovations problems are still analyzed too little, performed and published research works cover only a small part of these organizations' issues.

The aim of article to base the resolution of the educational innovations theoretically and empirically. In the article are theoretically based the conception of the community and innovation resolution, revealed empirically the expression of the educational innovation in the community.

The choice of a working methodology: the research of educational innovations expression in the community. Data collection methods: analysis of scientific literature; quantitative data analysis, data processing techniques: descriptive statistics (percentage of expression, average), content analysis. General research results. Performed the data analysis suggests that the surveyed communities are sufficiently concentrated, and members of the activity level is high enough, focus and activity is sufficient. As well as in communities dominated by positive approach to training and education, the absolute majority of respondents are motivated to learn and improve.

An analysis chairman of community operational assessments showed that most community leader applies novation to develop an innovative learning environment in the planning and allocation of resources as well as finding new opportunities for business development and community members in education. The survey data leads to reasonable conclusion that the surveyed community are open to innovation and educational innovations, understands the importance of lifelong learning, and community leaders are open to residents and critics of the proposal in educational innovation for community.

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TOLERANCE AS AN EXHIBITION OF HUMANISM FOR THE RISING GENERATION

Marina Marchenoka

Rezekne Academy of Technologies, Latvia

Abstract. *The mankind is going the way of the fast scientific and technological progress, at the same time feeling shortage of respect, kindness, and mutual understanding in this global process. The modern scientific and technical progress is leaving behind the moral or ethical progress stimulating emergence of new forms of spiritual impoverishment, cruelty, violence and hostility. The best humanistic principles, which are based on mutual aid, sympathy are depreciating, blurring the very concept of the moral. The situation gives evidence of the process of dehumanisation of the society, when the person's value becomes lower than other values. The relevance of examination of tolerance in the aspect of humanisation is determined by the society's demand for development of relations of a new type, which would be grounded on humanistic base, where every person is regarded as the highest value, where there is a priority of general human values against ethnic values, where the basic principle of people's relations are: benevolence, humanity, mercy and respect.*

Keywords: *humanism, humanisation, tolerance/intolerance, teenagers', modern society.*

Introduction

Global migration of the population in Europe and socially economical sequences of this process are one of the most topical phenomena of the contemporary world. Europe is going the way of extension of interrelations and interdependence of different countries and peoples transforming monocultural countries into polyethnic communities.

Changes in moral values, rejection of a different opinion or viewpoint demonstrate expression of intolerance, and its result can reveal itself in a wide range: from simple impoliteness, disdainful attitude to other people and anger up to ethnic clean-up and genocide.

The relevance of examination of tolerance in the aspect of humanisation is determined by the society's demand for development of relations of a new type, which would be grounded on humanistic base, where every person is regarded as the highest value, where there is a priority of general human values against ethnic values, where the basic principle of people's relations are: benevolence, humanity, mercy and respect.

The Aims of the research is: examine the problem of tolerance theoretically in the aspect of humanisation of the modern society and to discover their interconnection.

The Methods of the research are: scientifically theoretical analysis of the problem: philosophical conceptions of humanism (*Confucius; M. Cicero; I.Kant; M. Gulen; A. Schopenhauer*), humanistic paradigm (*Z. Chehlova*), psychological analysis, affecting various aspects of tolerance as a complicated socially psychological phenomenon (*Declaration of Principles on Tolerance, UNESCO; G. W. Allport; G. Soldatova*), the empirical research the level of tolerance of teenagers in Latvia (*M. Marchenoka*).

Humanism as a moral category

“Live with other people so that you friends would not become your adversaries, but your adversaries would become your friends” (Pythagoras, 570 - 490 BC). The famous ancient Greek philosopher’s words are also topical in the modern society, when the mankind is going the way of the fast scientific and technological progress, at the same time feeling shortage of respect, kindness, and mutual understanding in this global process. The modern scientific and technical progress is leaving behind the moral or ethical progress stimulating emergence of new forms of spiritual impoverishment, cruelty, violence and hostility. The best humanistic principles, which are based on mutual aid, sympathy are depreciating, blurring the very concept of the moral. The situation gives evidence of the process of dehumanisation of the society, when the person’s value becomes lower than other values.

The word “humanism” is derived from the Latin concept *humanitas*, meaning “humanity”, *humanus* – “humane”, *homo* – “human being”, meaning worldview, based on the principles of equality, justice, humanity of people’s relations, enriched with love to people, respect to human dignity, care about people’s welfare (Философский энциклопедический словарь, 2009).

Humanism as a historical property of the mankind is impossible without humanity, which appeared as a need in opposition to the evil, as a regulator of people’s relations, and contains all norms and rules of person’s behaviour in the society, which has been forming during many centuries (Васильев, 2011).

In order to answer the question “What kind of a person must you be to be a human being?”, the Chinese philosopher and thinker Confucius (551-479 BC) developed humanistic theses, grounded on ancient moral traditions, emphasizing such important ethic rules as respect to parents and ancestors, history and traditions of the country. There is a legend saying that when Confucius was asked by his apprentices “Is it possible to use one word for definition of people’s moral actions, that is to say how to behave in different life situations to be a person of

worth of ancestors”, Confucius replied: “There is the word ‘ren’, meaning the ideal principle of people’s relations: benevolence, humanity, kind-heartedness and respect” (Васильев, 2006).

In the 1st century BC the concept “humanism” was used by the famous Roman philosopher and orator *Marcus Tullio Cicero* (106-43 BC), who envisaged it together with such value personal characteristics as piety (*pietas*), worship of gods (*religio*), constancy (*constantia*), honesty (*fides*) and understanding other people (*intellectus*) (Cicero, 2000: 91).

During the Renaissance (XIV – XVII) “humanism” was regarded as “a set of opinions and ideas on the basis of respect to a person, developing characteristics of morality in people, and on the basis of such spiritual values as philosophy, literature, art (*T. More, T. Campanella, F. Rabelais, etc.*).

The moral basis of humanism was also elaborated by English philosophers (*F. Bacon, T. Hobbes, J. Locke*), French writers and philosophers (*D. Diderot, J.-J. Rousseau*), German philosophers (*G. Leibniz, I. Kant, L. Feuerbach*) and others. Their main thesis is that “during the time of crisis of the society the world of people’s interrelations collapses, which is accompanied by demolition of peoples’ traditional morals and spiritual foundations” (Васильев, 2011).

The principal philosophical issue of *Immanuel Kant* (1724 – 1804) was the human being and his behaviour. In his work “*Conjectural Beginning of Human History*” I. Kant made the conclusion that civilisation gave the man the opportunity to become the man. “The man becomes the man, when he overcomes his animal nature, establishes the rules of people’s life and behaviour. Civilisation taught people to respect other people, to take into account other people’s interests, needs and rights” (Kant, 1993). The philosopher believes that despite multiple deviations in people’s behaviour in the historical past and in the present, the tendency of strengthening and development of humanity must be the main tendency in the history. In this regard I. Kant distinguishes two basic components of humanity in the society: “firstly, the man makes himself the man, respecting the man in himself, and secondly the man makes himself the man respecting the man in the other person. Nothing good is possible without a good will, and it is not important what talents, possibilities and virtues a person possesses. Good will is the basic personal feature and it is irreplaceable for a moral action” (Kant, 1993). These ideas are one of the deepest and most significant in humanist Kant’s philosophy.

Turkish writer, philosopher and thinker *M. Fethullah Gulen* (1941), carrying on I. Kant’s ideas, affirmed that “any person – a man or a woman, a youngster or an old man, white or black – is a respected, protected and untouchable creature. Their honour and dignity must not be desecrated, no one can exclude them from their native land, and their independence cannot be ruined. Furthermore, it is forbidden for them to commit such crimes against others. In truth, love is a rose

in our beliefs, the peace of the heart, which will never wither. This love transforms into the basic humanism, and in its framework people grow love to other people in themselves and to the entire creation and show this love to those, who support the world and render services to it” (Gulen, 2004).

When systemising various concepts of the word ‘*humanism*’, it is possible to distinguish three main groups of its meaning. Humanism is:

1. Progressive study of the époque of Renaissance (free development of the person on the basis of such spiritual values as philosophy, literature, art);
2. World outlook with its basic principles (equality, freedom, creative life, happiness without regard to national, religious, age-related, social and other specific features);
3. Attitude to people, expressed in respect, benevolence and sympathy.

The analysis of the content of the concept ‘*humanism*’ gives the possibility to define the content of the concept ‘*humanisation*’. As a derivation of the word ‘*humanism*’ the given concept is the social value-related and morally psychological basis of the society and people’s relations.

Tolerance as the basis for humanisation of the society

Research and the daily routine show that one of the specific features of the modern society is the fast growth of aggressiveness, rejection of other people’s different opinion, judgement and needs. Development of the modern humane society is impossible without development and increase of the level of the modern man’s tolerance, because “*humanisation is harmonisation of the man’s personality’ relations with his essence and people around him*” (Chehlova, 2014).

Urgency of development of tolerance is grounded in the fact that „mutual understanding” stands out as a social and personal value, since it gives the possibility to ensure interaction between people for the development of the society. Absence of mutual understanding leads to destruction of the integrity of social interrelations, and as a sequence – to self-destruction of the personality, to aggression. Presence of interaction, based on mutual understanding, on the contrary, contributes to development of the individual’s feeling of safety, confidence in his actions and as a sequence – to development of the person’s values.

The problem of tolerance is rather new in research both in Latvia and abroad. First studies on this topic appeared only in the middle 90s (*Gordon Willard Allport, Borba Michele, Kamungeremu David, Vogt W. Paul, Wandberg Robert*). The important factor of the world acceptance of the necessity to study the given problem became the Declaration of Principles on Tolerance approved by Resolution 5.61 of UNESCO General Conference on November 16, 1995. The

Declaration provides the international definition of the meaning of tolerance and the opposite concept, i.e. intolerance. As appears from the above, „tolerance is respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace. Consistent with respect for human rights, the practice of tolerance does not mean toleration of social injustice or the abandonment or weakening of one's convictions. It means that one is free to adhere to one’s own convictions and accepts that others adhere to theirs. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behaviour and values, have the right to live in peace and to be as they are. It also means that one’s views are not to be imposed on others. Intolerance is rejection of other people, unavailability to co-exist with other (different) people; it is expressed with destructive, conflict and aggressive behaviour” (Declaration of Principles on Tolerance, UNESCO, 1995).

In connection with the described above it is necessary to concretize features of tolerant and intolerant personalities. One of the first scientists who offered general characteristics of tolerant and intolerant personalities was a representative of humanistic psychology *Gordon Willard Allport*. In his work „The Nature of Prejudice” (1954), he laid methodological foundation of studying tolerance as a psychological phenomenon, separating out the following parameters of tolerant and intolerant personalities: (see Table 1).

Table 1 **Parameters of tolerant and intolerant personalities (Allport, 1979)**

Parameters	Tolerant personality	Intolerant personality
<i>Self-orientation</i>	More self-oriented in work, creative process, theoretical reflection. In problematic situations this person usually blames himself/herself, but not the surrounding people. Such people seek after personal independence more that after belonging to external institutes and authorities, because they do not need anyone to hide behind.	In problematic situations, this person blames other people more that himself/herself. He/she seeks after belonging to external institutes and authorities.
<i>Responsibility</i>	Does not abdicate all responsibility, is ready to be responsible for his/her actions.	Believes that events happening around do not depend on him/her. Tries to disclaim responsibility for everything that is going on around. This peculiarity leads to development of prejudice to other people. The position is following:

		I don't hate people and I don't harm other people, but they hate and hurt me.
<i>Need in distinctness</i>	Sees the world in its variety.	Divides the world into two parts: black and white. There are only two kinds of people: bad and good. Emphasises differences between „our” and „alien”, has a difficulty to accept event neutrally. This person accepts or does not accept them.
<i>Empathy ability</i>	The ability is defined as a social sensitivity, ability to formulate more adequate judgements about other people, i.e. these people assess adequately both tolerant and intolerant people.	Assesses his/her partners in his/her own image.
<i>Knowledge about oneself</i>	Tries to understand his/her merits and demerits. Has a critical attitude to himself/herself and restrains from blaming other people in all his/her troubles.	Sees more merits in himself/herself than demerits. Is disposed to blame other people in his/her troubles.
<i>Immunity</i>	Usually feels safe, and therefore does not need to protect from other people. Absence of threat and confidence that it is possible to cope with it is an important precondition on upbringing the tolerant person.	Has difficulties in living both with other and with himself/herself. Is afraid of the social environment and of himself/herself: is afraid of instincts, feelings, lives with a constant feeling of threat.
<i>Freedom and democracy preference</i>	Does not pay attention to hierarchy in the society, prefers living in a free, democratic society.	For this person the social hierarchy is extremely important, regulates his/her life in the authoritarian society with strong power. This person believes that strong discipline is very important.
<i>Sense of humour</i>	Has a sense of humour and is able to laugh at himself/herself, his/her demerits and does not strive for dominancy amongst the others.	Does not have sense of humour and is not able to laugh at his/her demerits.

The optimal age for development of the tolerant cognition and tolerance settings is juvenile age, because it is the age of development of mental processes and formation of personality. It is the stage of development, which gives the best possibilities for purposeful formation of his/her physical, mental and sociocultural characteristics. This age boundary is characterised by the child's transition to another social conditions, when he/she starts living according to laws of the adult

society, he/she is actively developing as a subject of social relations and starts bearing responsibility for his/her actions. In this period you can trace the polarity of mind: purposefulness, perseverance – impetuosity, instability; increased self-confidence, refusal to compromise in judgements – vulnerability and uncertainty in oneself; need in communication – wish to seclude oneself; aggressive behaviour – timidity; romantic appeal – cynicism, prudence; tenderness – cruelty. This age is ready for development of the life platform of motives and values, own views, beliefs, ability to react adequately on remarks, true and incorrect criticism, the ability to stand up for own opinion without disgracing other people.

On the basis of the empirical research aiming at discovering the level of tolerance amongst teenagers in Latvia (Marchenoka, 2014), the following conclusions were made: (see Table 2).

Table 2 The level of teenagers’ tolerance in Latvia (Marchenoka, 2014)

Types of the tolerance	Block of affirmations	Result
Ethnic tolerance	Ethnic tolerance is the most striking indicator of the level of society’s development, because in the process of globalisation of the world and culture confrontation, “understanding” and “accept” of another culture is the highest indicator of its democracy and stability. Statements that were included into assessment: “It is correct to consider that your people is better than other.”; “I want to have friends of various nationalities.”; “It is difficult to have respectful attitude to some peoples.”; “Any religious currents have the right to exist.” As we can see, this unit includes the ethnical prejudice, being the most urgent in the modern society, related to representatives of other nationalities (according to the racial characteristics).	The results of the research showed that the largest part of the interrogated teenagers have the middle level of ethnic tolerance – 70 %. Intolerance was expressed by 18.5% of the respondents. It is rather a high indicator. It indicates that representatives of this group, first, will experience difficulties in adapting in the society, and second, they represent potential “nationalists”, which is not acceptable within the framework of globalisation of the world building the policy of intercultural dialogue between cultures and nations. 11.5 % of teenagers expressed the high level of ethnic tolerance. This indicator can be evaluated in two ways: on the one hand, it is warrantable taking into account the region of the questionnaire, but on the other hand, the accuracy of these data cannot be evident in the context of the respondents’ internal knowledge of “correct” answers, and it does not mean that they share this opinion. But

		<p>even in this case, the result is also positive, because the wish to be tolerant is a step toward development of a tolerant society.</p>
<p>Social tolerance</p>	<p>Social tolerance allowed of examining expression of tolerance and intolerance to various social groups and to investigate individual's attitude to some social processes. This unit included the following statements for assessment: "In mass media any opinion may be displayed."; "If the beggary and vagabonds have problems, it's their own fault."; "It is unpleasant to communicate with untidy people."; "All mentally diseased must be isolated from the society."; "We can help refugees not more than any other people – local people have no less problems."; "Newcomers must have equal rights with the local people".</p>	<p>The research showed the following results. The high level of tolerance was expressed by 6 % of the respondents, the middle level – 75 % and the low level – 19 %. The high level is as 6 % as lower than the high level of ethnic tolerance discovered within this research. It indicates that the social situation in Latvia is more critical than ethnic one in attitude to various social groups. It is necessary to comment that the juvenile age is more categorical and aggressive. The teenagers expressed particular aversion to such social groups as tramps and ill people. Almost 100 % of the respondents replied that they do not want to communicate with untidy people. The statement that newcomers must have equal rights with the local people also received positive assessment.</p>
<p>Tolerance as a personality trait</p>	<p>Tolerance as a personality trait diagnoses personal characteristics, attitude and beliefs defining the person's perception of the surrounding world, mostly in relation to other people from the point of view of dissent and different behaviour. This unit of evaluation of tolerance included the following statements: "If your friend betrayed you, you must revenge."; "In a dispute there may be only one correct point of view."; "Even if I have a different opinion, I'm ready to listen to other viewpoints."; "If somebody is rude to me, I'll pay him/her back."; "The person having another opinion than me, irritates me."; "Disorder irritates me."; "I'd like to become more tolerant to other people"</p>	<p>The results of diagnosing of this sector of tolerance are the highest if we consider the indicator of the higher level of tolerance, which reached 21 % and is the highest in comparison with the previous blocks; it indicates that tolerance to other people in interpersonal aspect is more developed in modern teenagers in Latvia. The middle level reached 66 %, and the low level was shown by 13 % of the respondents. These teenagers (13 %) are so-called "problematic" children, who usually have bad relations with parents and other teenagers due to the high level of egoism and egocentrism.</p>

„Values of tolerance – self-respect, justice, absence of violence, cooperation – obtain personal sense only when the schoolchild makes himself out, assesses his actions, their motives, when the moral self-control and the readiness for self-perfection of the personality are developed. Tolerance is always internal freedom, these are relations on equal terms, it is always the dialogical level of interaction” (Soldatova, 2003).

In A. Schopenhauer’s philosophy the man’s life is a constant fight between powers of egoism malevolence. Egoism is not able to accept counteractions against its aspirations. They provoke its “discontent, anger, hatred: it sees its enemy here who is to be eliminated” (Schopenhauer, 1992). The modern life creates challenges for people every day, causing new problems, and their solutions “require much wisdom: in order not to make a mistake you need tolerance, for understanding and accepting you need humanism” (Schopenhauer, 1992).

Conclusion

- The scientifically theoretical analysis of the concept ‘*humanism*’ gives the possibility to define it as a progressive study of the époque of Renaissance, as world outlook with its basic principles, as well as attitude to people expressed in respect, mercy and sympathy;
- On the basis of the analysis of the content of the concept “*humanism*” the content of the concept “*humanisation*” was also defined, which is regarded as a socially value-related and morally psychological basis of the society and relations between people;
- The concept “*tolerance*” is regarded as harmonisation of relations with other people, when any individual has the right to have his own opinion and respect the same right of other people;
- The concepts “*humanism – humanisation*” and “*tolerance*”, which are examined in the article and are interrelated, and tolerance is sequence of humanisation. Both concepts are morally value-related basis of the society, where one of the values is the personality, man’s dignity, respect, freedom of views and judgements, relations between people;
- The results of the research of ethnic tolerance showed that the largest part of the interrogated teenagers (70 %) has the middle level of tolerance, 11.5 % expressed the high level of ethnic tolerance and intolerance was expressed by 18.5 % of the interrogated teenagers. Despite the fact that the society in Latvia has always been multicultural society of and the research group was ethnically heterogeneous, the level of ethnic intolerance was rather high indicating that in case if the respondents do not change their standpoint in the future, they will have difficulties in adapting in the society and they can be considered as potential “nationalists”, which is not acceptable in the

process of globalisation of the world building the policy of intercultural dialogue between nations and cultures;

- Any society's future is in hands of the younger generation, which should strive for solidarity instead of dominance over others. Relations must be developed on the principles of tolerance and humanism. Understanding the nature of humanity and harmonisation of relations with other people is the basis for more efficient interaction with the society; its absence makes an individual's development impossible. Only in these conditions it is possible to overcome moral crisis and existing contradictions.

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THE STUDENT LEARNING MOTIVATING FACTORS ON THE EXAMPLE OF TECHNICAL IT SUBJECTS

Henryk Noga

Pedagogical University in Cracow, Poland

Abstract. *Teacher other than parents, has a decisive influence on the formation of students personality. Students have different motivation to work is which also constantly evolving. Teachers and educators play significant role in the life of a young people life. The primary objective of this paper is to demonstrate the importance of the teacher attitude on the formation of motivation for learning among students. The way a teacher motivates and how it affects students results. It is therefore essential to find those patterns that will allow work a teacher so that his students start to want learn, in the future, make his lessons remembered and find these lessons as interesting as they can be. Teachers should be able to adopt the attitude that in the memories of students will be referred as a positive, learning encouraging and equitable.*

Keywords: *education, motivation, motivation, student.*

Introduction

In developing child's ability, according to experts, the most important roles played are: students own motivation, work habits, putting the child demands according to his level and skills, assessment of their own abilities and the early experience with the implementation of these abilities. Motivation plays very important role n development child's abilities and is a most important stimulus. The teacher can effectively motivate for the work gifted students during lessons or at the extra-curricular activities through diverse work class depending on the giftedness or additional tasks, enabling preparation and the conduct fragments of lessons for gifted students, differentiation of homework assignments, allowing students to autonomous learning and the use of participatory methodologies that are favouring self-focused development.

The aim of the study was to determine which factors motivates students to learn. Then following research problem have been formulated. Determination motivation factors will allow the teacher planning such didactic plan so that students can achieve optimum results. Study evaluated 110 students in sixth grade of primary school in ci Krzeszowice and Tarnow cities.

The responsibility for the gifted students failure at school often are incumbent on teacher, who should effectively influence the development of

capabilities and prevent difficulties in learning. The desirable attitude of the teacher is to deliberately and purposefully, enhance students skills and knowledge by creating tasks according to students level and skills, paying particular attention to specific feats and interests.

The influence of evaluation on the motivation to learn

Systematic evaluation of students' progress in learning and his behavior - is one of the most difficult tasks of every teacher. One cannot properly organize teaching program and educational work without knowing expected results.

It is known in fact that "the lack of control corrupts and demoralizes." This task can be satisfy both by external control and self-control by student. It is related to the ability to diagnose the progress and results of operations both teachers and students (Prazzner et al., 2014).

Teachers wish to encourage students to perform various actions used by the evaluation, the fact that it is not to be at the end as goal itself, but should be the foundation for further work with the child, it should cause in him positive emotions, to use a measure of experiencing satisfaction with the results students achieve and direct the feelings, mobilize for further efforts through the creation of the conditions for the reflection on the quality of learning, on their achievements, shortcomings, weakness and difficulties (Franken, 2012).

You cannot accurately evaluate students, if at the beginning of each school year, the teacher do not formulate assessment criteria (norms and standards) (Pytel, 2006), preferably together with students, with parents participation, based on the demands according to his level and skills of program (objectives of education) and the needs of the students, recognized, rational. This make students aware of educational requirements as the starting point in the process of monitoring (observing and documenting) future progress of pupils during the school year (Niemierko, 1997).

It should be mentioned that the school evaluation also requires use of a certain code of ethics. The teacher is responsible for both content and form of students achievement evaluation, and the atmosphere of its conducting. A level of the teachers maturity of academic and personal culture should provide better way to communicate with students the school assessment. A competent teacher does not consider the students assessment only as a reward, and so more as the punishment, but seeks to recognize achievements, and look mainly for their deficiencies. That will indicate the usefulness of the evaluation before all for the student with a weaker assessment, for proper constructive conclusions for future (Niemierko, 1997).

Homework in the process of motivating students

View of the role and value of a student home learning has transformed over the years. In teaching theory, students homework is treated as a second, next to the lesson, as an important form of teaching program and educational work, which cannot be replaced by the learning at school method - by a simple lesson, or by a specially developed just for this purpose teaching unit (Nawroczyński, 1957).

According to generally accepted guidelines, in order to do their homework at home that "consolidate and deepening students' knowledge, stimulates his interests, develop independent creative thinking and ways to use knowledge, develop perseverance at work, regularity, showing directions of rational use of spare time, and finally strengthens will and the nature, inspire faith in their own strength and abilities "(Uncle, 1969).

Home Learning should be a continuation of classroom teaching, for it is a necessary complement to of its. Represents a continuation of school education, prepares the child for the self-education (Piaskowska-Silarska, 2012; Depesova, 2008).

Students homework in the early school age, is the foundation of the education habits especially for autonomous learning in later school years. Implementing independence in thinking, proper ways of use new knowledge. Student deprived of direct teacher supervision, starts working voluntarily, It is teacher who organizes, selects the correct method of learning and assessment. Then verifies students results. With self-control he implemented self-criticism and evaluation of their own work. Independently making daily duties helps to shape will, motivation to work, developing systematic, dutifulness, urgency, accuracy, initiative, creativity, ingenuity, shaping a positive attitude towards work.

The teacher wishing to create motivation should think carefully about the homework type, the need and purpose of its implementation, because in this way it encourages students to correct and careful execution of commissioned work (Bird et al., 2013). It is important that homework goal and methodology was clear and unambiguously defined with properly formulated terms during the classes. Only then the student will be motivated to continue working at home.

Methodology

Analyzing the issues of motivation, students of two primary schools of sixth classes from Krakow and Tarnow were examined. Both groups were treated in this study as a homogeneous grouping, not as isolated tested units. This is a reference to the test results for the entire population of teachers and students of primary school, and not only those selected two schools. The aim of the study was to determine which factors motivates students to learn, demonstrate what is

relationship between engaging students, their willingness to acquire knowledge and how teaching methods, knowledge transfer has affects teacher approach. Research were conducted by technical education teachers, who on a daily basis in the workshops of technical knowledge or computer science observe students, their commitment and motivation. Does student eager to learn either he likes to go to school depends on many factors. The completed study should have demonstrate the how important is motivating students to learn, and how it is affected by teacher attitude.

Finding answers to the question above is the key to finding the factors, which in the future will help plan the work the teacher and his students to achieve high academic performance. It is also important to indicate whether teachers has a real impact on the attitude of students in relation to knowledge acquisition. There is also important to determine whether there are specific, identifiable patterns for the attitude of teacher who inspires motivation for learning among students. For the implementation of this research was used a survey, which students were to fill during their classes at school. The survey included many aspects of students motivation. For the purposes of this study were shown some selected results. The questionnaires were distributed among students for self-completing. Due to the students age (12 years), it was pointed out that students should give honest answers, and don't copy from schoolmates.

The teachers attitude and the development of students' motivation to learn in the light of own research

Students participating in the study are students of sixth grade of Primary School in Krakow and Primary School in Tarnów. The following table (Table 1) shows the number of students in each class.

Table 1 **Number of participants**

Grade	Number of pupils
Primary School in Kraków	
VIA	18
VIB	20
VIC	19
Primary School in Tarnów	
VIA	21
VIB	22
VIC	20

In total, the study involved 110 students from two schools in the Malopolska province.

The question: What most encourages you to learn? They provided the following response.

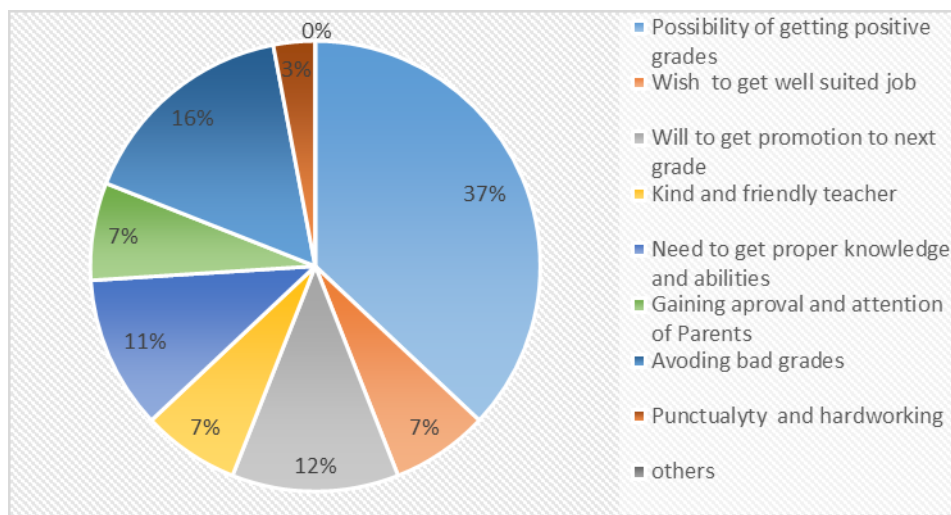


Figure 1 Motivation factors to learning

As is stated in figure 1 the motivation for learning among students is primarily the desire to obtain high grades, as many as 37 % of students want to achieve high academic performance. Grading factor in second place is the desire to avoid bad evaluations (16 %). From here it can be said that students motivation to learn is linked to will of obtaining highest grades. What is surprising very similar classified desire to move to the next grade and the desire to acquire knowledge and skills.

Two extremely different motivators have achieved a similar result – 12 % and 11 %. This means that the part of the students focuses only on the near future, and some wish to study also to influence on their future in a long term. Unfortunately, the nice and friendly teachers is not a significant factor in encouraging students to learn. In the future, it should be emphasized much learning for the future of student opportunities to gain a good profession. Question: What discourages you to learn? They provided the following answers:

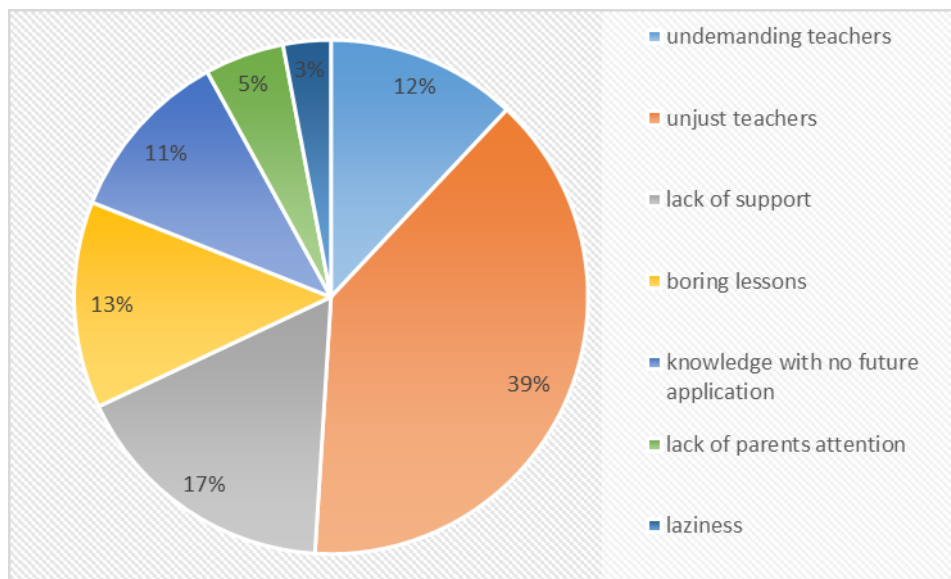


Figure 2 **Incentives for learning**

From the figure above one can conclude that the level of motivation for learning the most lowers the feeling of unfair assessment – 39 %. Linking this with the lack of support from their teacher (17 %) one can say that some students feel left out, unjustly treated by a teacher. Also boring lessons and undemanding teacher is a factor in significantly lowering enthusiasm for learning. All the factors discouraging students, which give a high response rate directly related to the teacher attitude. Students want to be treated equally, judged in a manner commensurate with their knowledge. Classes should encourage to learn, and not bore, and the teacher should enforce knowledge in a fair manner. When a child does not receive appropriate stimulation to learn, it is not properly stimulated to do homework, his zeal for learning falls.

For the question: Do you like to go to school? They have provided the following response. As many as 90 % of the students participating in the survey said they would be happy to go to school. Contrary to what one hears, students like to go to school, reasoning as follows: "I can meet colleagues / friends, I like to learn because teachers are nice lessons are fun because I like school."

10 % of students who declare that they do not like going to school, See the most following flaws: "I do not like to get up in the morning, I do not like to learn." One can assume that it is related to the general discouragement and a bad attitude.

The desire to stay with "nice lady" encourages students to coming to class, and if these lessons are interesting led it to conclude that students are well disposed, motivate, eager to learn. All the factors discouraging students to learn, which have achieved a high response rate are directly related to the teacher attitude. Students want to be treated equally, judged in a manner commensurate

with their knowledge and skill. Classes should encourage to learn, and not be boring, and the teacher should enforce knowledge in a fair manner. When a child does not receive proper stimulation to learn, it is not properly stimulated to school work, his attitude for learning drops.

To the question: Do you like to go to school? They provided the following response. As many as 90 % of the students participating in the survey said they would be happy to go to school. Contrary to what one hears, students like to go to school on the grounds as follows: "I can meet colleagues / friends, I like to learn because Ms/Mr are nice, lessons are fun, because I like school."

10 % of students who declare that they do not like going to school, there is the following explanation: "I do not like to get up in the morning, I do not like to learn." One can assume that it is related to the general discouragement and a bad attitude.

It is very important that the motives for going to school appeared reason based on a teacher. The desire to stay with the "nice lady" encourages students to coming to class, and if these lessons are interesting led to conclude that students are well disposed, motivated, eager to learn.

In turn for the next question: Do teachers evaluate you during the classes regularly? Answered are as follows.

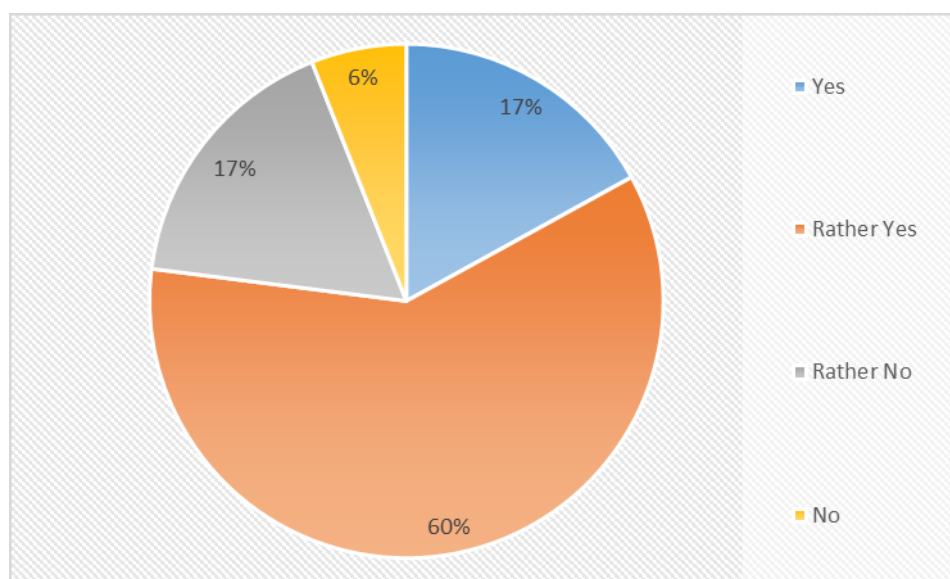


Figure 3 Systematic evaluation

Students like to know their school performance. Motivational value of feedback is impactful, because it's better to know if something they are doing is wrong and way to correct it, than continue to be left alone in the dark. As many as 77 % of students surveyed replied that they are feeling being systematically evaluated. This is good news, since the systematic evaluation mobilizes to work.

The teachers motivate their students through the surveillance of their work, indicating what they do well. Systematic evaluation allows teachers received to notice gaps in students' knowledge and catch up quickly.

While the question What forms of work during lessons helps you most in acquiring knowledge and are most motivating to work? The students responded as follows.

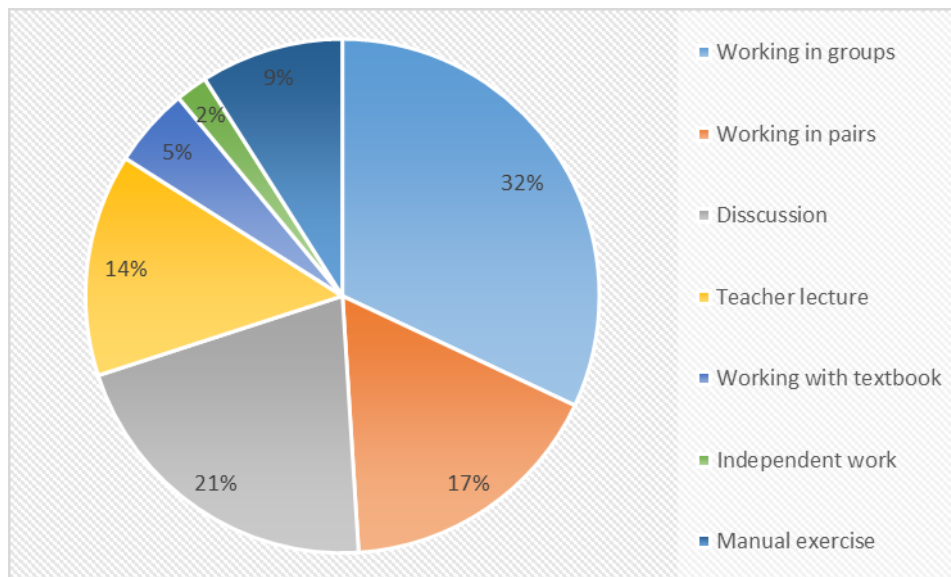


Figure 4 **Forms of work in class**

Students claim that the most effective way in acquiring the knowledge for them is mainly through work in groups, teachers lecture and finally a work in pairs. Students confirmed they learn most effectively in multi-channel system, when they hear, see, share their work with other students (while also responsible for the execution of their task), and when discussing the topic.

Students also showed that they do not like work independently, without interaction with other students or the teacher. Teacher who want to motivate their students should use active forms of learning, allowing students some freedom, interaction and creativity.

Conclusions

The aim of this study was to determine to what extent the attitude of the teacher affects the formation of motivation for learning among students. Chosen results have been gathered from both theoretical and empirical research.

This paper describes the attitude of the teacher's role and personal qualities conducive to the creation of motivation for learning among pupils. It also identifies which techniques are most favourable for efficient work of students. It

is difficult to indicate one attitude or the form of teacher work to guarantee the best results of students, but those mentioned in this work can be considered as guidelines to improve the present methods.

Information gained during the evaluation a teacher can use to improve the method of work, to demonstrate an attitude of cooperation and flexibility. However, systematic enforcing performance of students homework, ensure their motivation to work independently at home, consolidating the knowledge gained in the classroom.

The answers given by the students have indicate when they are most willingly learn, and when their enthusiasm for learning drops. It is clear that the lessons are carried out in an interesting way. When teacher is helpful and polite, and gives students the opportunity to demonstrate individual abilities. Students are the most motivated for further work. On the other hand, when students feel in some way mistreated by the teacher, they feel unfairly evaluated, or lesson or homework is not suited to their needs, they feel discouraged, feel lack of enthusiasm and confusion as to his teaching.

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THE ENGAGEMENT OF SECONDARY SCHOOL LEARNERS FOR LEARNING SCIENCE BY RESPONSIBLE RESEARCH AND INNOVATION

Palmira Peciuliauskiene

Lithuanian University of Educational Sciences, Vilnius, Lithuania

Abstract. *The article deals with the role of responsible research and innovation (RRI) in promoting intrinsic motivation of secondary school learners. RRI is a new concept highlighted by the European Commission that refers to the process which requires a dialogue between scientists and all citizens including the young generation to align the results of research with societal needs in a better way. RRI deals with uncertain areas of knowledge, where arguments and values matter as much as facts. It gives students an opportunity for responsibility and self-expression for coming to informed decisions about the science innovation and their impact. This situation requires a deeper look into the problem of motivation for learning science from the aspect of RRI activity. The research problem is formulated as a question: how does responsible research and innovation in science education promote intrinsic motivation of secondary school learners. Learners' intrinsic motivation was analysed on the basis of Self-Determination Theory (STD). According to STD, it is important to fulfil three basic psychological needs of learners: the need for autonomy, the need for competence and the need for relatedness. Intrinsic motivation inventory (IMI) was used to assess the participants' intrinsic motivation related to the RRI activity in science. The article describes the results of RRI project ENGAGE in Lithuania.*

Keywords: *responsible research and innovation; intrinsic motivation; inquiry-based learning.*

Introduction

The 21st century is famous for the fast advancement in Science and Technologies but fewer young people seem to be interested in science. Why this? The answer was given by Healey (2005): “Most staff, when asked about how their research impacts on teaching, point to the way in which their research findings are integrated into their lecture courses. There are many more ways of linking research and teaching than students learning about subject knowledge through lectures” (Healey, 2005, 68). Griffiths (2004) identified four ways of the implementation of research into education: Research-led (Curriculum is structured around teaching subject content); Research-oriented (Curriculum emphasises teaching processes of knowledge construction in the subject); Research-tutored (Curriculum emphasises learning focused on students writing

and discussing papers or essay); Research-based (Curriculum emphasises students undertaking inquiry-based learning) (Griffiths, 2004).

Students are engaged in science when they are involved in research, for example, through various forms of active learning, such as inquiry-based learning (Healey & Roberts, 2004; Healey, 2005). The problem of the attractiveness of the science subject at school is related to different aspects of inquiry based science learning (IBSL): diagnosing situations, formulating problems, critiquing experiments and distinguishing alternatives, planning investigations, researching conjectures, searching for information, constructing models, debating with peers using evidence and representations, and forming coherent arguments (Minner et al., 2010).

While learners engage in inquiry as a means, they are supposed to also learn scientific content knowledge through inquiry (Arnold, Kremer, & Mayer, 2014). The acquisition of core practices, such as modeling and argumentation, are deemed essential for responsible citizenship and success in the 21st century (Beernaert et al., 2015; Pellegrino & Hilton, 2013).

Various European projects have been helping teachers foster students' inquiry based science learning (IBSL) abilities for them to be able to discuss socio-scientific issues (Okada, Young, & Sanders, 2015). The European Commission has highlighted the importance of Responsible Research and Innovation (RRI) in Science Education through its Science in Society programmes (FP7 & Horizon 2020). ENGAGE project has highlighted the importance of students developing evidence-based opinion related to science in their lives (Sherborne et al., 2014). The European project ENGAGE (engagingscience.eu) aim is to increase awareness of Responsible Research and Innovation (RRI) through Inquiry Based Learning (IBL) by reaching 12.000 teachers and 360.000 students in 14 countries (Okada et al., 2015). The ENGAGE project also aims at spreading the teaching and learning of RRI at scale, by connecting cutting-edge Science and Technology with inquiry based learning.

RRI deals with uncertain areas of knowledge, where arguments and values matter as much as facts. According to Rocard (2007), historically two pedagogical approaches in science teaching can be: deductive (top-down transmission) and inductive (bottom-up) approaches. In deductive approaches, teachers' role was confined to presenting the scientific facts and to giving examples of applications. In the inductive approaches teachers' role was is to give space for student's argumentation, observation, experimentation and evaluation. RRI corresponds to the inductive approaches, where arguments and values are important.

Another aim of the ENGAGE project is to engage school students in critical discussions on current scientific topics through Socio-Scientific Issues (SSI). SSI are socially controversial (or socially alive) topics or issues which have a

scientific component but also incorporate other disciplines and interests (political, economic, ethical, etc.) and which involve the evaluation of moral and ethical aspects (Evagorou, Jimenez-Aleixandre, & Osborne, 2012). The latest discoveries related to nanotechnology, biotechnology and artificial intelligence are closely connected to citizens' lives. The impact of scientific innovations is unpredictable. This requires learners to be able to deal with uncertainties, as well as to better understand the potential benefits and risks of science discovery (Von Schomberg, 2013). SSI can serve as a good teaching and learning context, allowing students to understand the importance of science in everyday life, encourage the participation in discussion and debate, provide a framework for understanding scientific content and the nature of science, and help the development of critical thinking and argumentation (Evagorou et al., 2012; Zeidler & Nichols, 2009).

In the related literature, there has been an emphasis in the study of SSI regarding students' decision making and conceptual understanding (Espeja & Lagarón, 2014). This situation necessitates for a deeper look into the problem of SSI at secondary school – by the aspect of intrinsic motivation for learning science of secondary school learners. There is a greater need for research to identify those aspects of science teaching that make school science engaging for pupils.

According to Self-Determination Theory (SDT), intrinsically motivated individuals engage in certain activities freely, led by the feelings of interest and enjoyment (Ryan & Deci, 2002). The main idea of SDT is that humans are active and growth-oriented, seeking for the actualisation of their potentialities and fulfilling their basic psychological needs: *autonomy, competency and social relatedness*. Intrinsic motivation arises from a desire to learn a topic due to its inherent interests, self-fulfillment, enjoyment and achievement of mastery of the subject (Ryan & Deci, 2009).

The discussed situation highlights **the scientific problem**, which is formulated as a question: how does responsible research and innovation in science education promote intrinsic motivation of the secondary school learners?

The object of the research is intrinsic motivation of secondary school learners for learning science.

The aim of the research is to reveal the impact of responsible research and innovation on intrinsic motivation of secondary school learners for learning science.

The objectives of the research are as follows:

1. How does RRI activity engage school students in science?
2. How are the engagement variables related to *autonomy, competency and social relatedness* of RRI activity?

Methodology

The research methodology. The research methodology is based on constructivist theory of education, which acknowledges IBSL as an efficient educational technology with emphasis on experiences, questioning, planning and recording with a purpose to obtain evidence; supporting knowledge claims with observations, authentic and problem-based learning activities; with emphasis on collaborative group work and interaction, construction of argumentation through communication, as well as the development of autonomy and self-regulation (Igwebuike & Oriafio, 2012). Inquiry is the process of formulating problems, critiquing experiments, planning investigations, searching for information, constructing models, debating with peers using evidence and representations, and forming coherent arguments (Linn, Davis, & Bell, 2004).

Method of research. The data presented in the current research is part of the ENGAGE project in Lithuania. The content about RRI was used from ENGAGE project: slide presentation with activities for students, guidelines for teachers with pedagogical suggestions, and web links with science-in-the-news or video clips with scientists. Research-based (Griffiths, 2004) way was undertaken for implication of RRI in science education. Research-based education was realised by two problem solution science lessons. For example, in the first lesson *Animal testing*, students apply their knowledge of the gas exchange system to explain what causes asthma. They look at scientific evidence to decide how essential animal testing is employed in the development of new asthma drugs. In the second lesson, they are introduced to three types of ethical thinking and they apply these principles and practice the skill of ethical thinking by looking at ethical arguments for and against the ban on animal testing, which they use in a class debate (conversation). According to Ocada (2015), by the end of these two cycles, the students are equipped with both scientific concepts and principles that they need to respond to the original problem.

A five-step method following the 5E model (Engage, Explore, Explain, Elaborate, Evaluate) was carried out in coordination of formal (Engage, Explore, Evaluate) and informal (Explain, Elaborate) learning. First (Engage), teachers selected questions designed to activate or provide students with the essential background knowledge. Controversial SSI were introduced to students at the beginning of a lesson. It provided a productive learning context to engage students and extend their understanding for developing evidence based opinion. At the second step (Explore), the students organised concepts and facts into evidence. The third and fourth step (Explain, Elaborate) were implemented in informal activity. At this stage, the students elaborated opinion and justification using argumentation (claim, evidence and reasoning). Partnerships among schools, science centers, science-media and science-based business were useful for

students in elaborating their opinion and justification of collaborative research (co-inquiry) techniques and using science in real settings (Okada, 2013). The last step of 5E model (Evaluation) was implemented in the classroom at the second problem solution science lesson. As the last step, the teacher organised a debate which explained problem-based solutions.

The instrument of quantitative research. Intrinsic Motivation Inventory (IMI) was used to assess the participants' subjective experience related to target activity in laboratory experiments (Ryan, 1982). There are seven subscales in this instrument: the subscale of participants' interest/enjoyment, perceived competency, effort, value/usefulness, felt pressure and tension, perceived choice (or autonomy of activity) and relatedness. The results of each subscale in our research are represented by the interval scale, which ranges from 1 to 100 points.

The sample and sampling of quantitative research. We organized on-line courses of six weeks (19 October – 30 November 2015) for science teachers in order to appraise how contemporary science can engage students and get them to thinking and talking, to master the use of a 5E lesson to develop RRI/inquiry skills, and to be able to design their own problem-based lessons for RRI/enquiry skills.

47 science teachers completed the on-line courses. They experienced the obtained theoretical materials in the classrooms with their eighth-tenth form students.

The research sample only of eighth form students was representative (probability cluster sample). The research clusters were the largest cities of Lithuania. The classes were selected on the basis of probability cluster sample and all learners of the selected class were tested.

The research sample was reliable as it involved 400 school students. The total population was 25000 eighth form school students (EMIS – Education Management Information System). The confidence interval being 5 %, the confidence level is 95 %. Hence, the research sample should have included 379 respondents. Therefore, the probability (confidence level) is 95 %, so the obtained data can shift only by 5 % from the population parameters (confidence interval).

Results

Exploratory factor analysis (EFA) was used for investigating the variables of motivation. EFA complies with the research aim because it reduces the data to a smaller set of summary variables and to exploring the underlining theoretical structure of the phenomena.

The first subscale of IMI is called *Interest/enjoyment*. This subscale enables the self-reporting measure of intrinsic motivation. The seven observed variables (1. *I enjoyed doing this activity very much*; 2. *This activity was fun to do*. 3.

I thought this was a boring activity; 4. This activity did not hold my attention at all; 5. I would describe this activity as very interesting; 6. I thought this activity was quite enjoyable; 7. While I was doing this activity, I was thinking about how much I enjoyed it) of the first subscale *Interest/enjoyment* of IMI can be reduced to a lower number of unobserved variables called factors.

EFA was carried out according to Rietveld and Van Hout (1993, p. 291) factor analysis diagram. That offers an overview of the steps in factor analysis: reliable measurements, correlation matrix, factor analysis versus principal component analysis, the number of factors to be retained, factor rotation, as well as the use and interpretation of the results. The application of factor analysis was taken into account, since variables can be measured at a range level, normally distributed (Field, 2000, p. 444). The skewness and kurtosis of the variable from the subscale *Interest/enjoyment* were appropriate within the tolerable range for assuming a normal distribution. The values for asymmetry and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution (Gravetter & Wallnau, 2014). An approximately normal distribution was evident for the composite score data in the current study, thus the data were well suited for parametric statistical analyses because the values of skewness and kurtosis ranged between -2 and +2.

The Kaiser-Meyer-Olkin test (KMO-test) was used for sampling adequacy. The sample is adequate if the value of KMO is greater than recommended value 0,6. It was determined that $KMO = 0,753$ for the observed variables of the subscale *Interest/enjoyment* in IMI. The inter-correlation checked by using Bartlett's test of sphericity was significant ($\chi^2 (28) = 828,576, p < 0.05$). The hypothesis regarding uncorrelated variables was rejected, so factor analysis could be used.

We realised that all the variables according to Measure of Sampling Adequacy (MSA) were suitable for factor analysis: *I enjoyed doing this activity very much* (0,790^a); *This activity was fun to do* (0,788^a); *I thought this was a boring activity* (0,719^a); *This activity did not hold my attention at all* (0,579^a); *I would describe this activity as very interesting* (0,858^a); *I thought this activity was quite enjoyable* (0,866^a); *While I was doing this activity, I was thinking about how much I enjoyed it* (0,836^a) (a - Measures of Sampling Adequacy – MSA).

It was decided to use principal component analysis (PCA) for investigating the variable of communication on IMI subscale *Interest/enjoyment*. The aim of the factor analysis was to explain dispersion using the smallest number of factors. The number of factors was determined by the Guttman-Kaiser rule. Two factors (Table 1) corresponded to Guttman-Kaiser rule because of their eigenvalues (larger than 1). Initial eigenvalues indicated that the first two factors explained

50,86 % and 18,41 % of the variance respectively (Table 1). The third and all the following factors explained gradually reducing portions of the variance.

The rotation method *Varimax* was used for the simplification of factor interpretation in PCA. After the initial rotation of factors, the proportion of the first factor decreased to 45,467 %, while the second increased to 23,812. (Rotation sums of squared loadings, Table 1).

Table 1 Initial eigenvalues of factors and rotation sums of squared loadings of questions group of Interest/enjoyment

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,561	50,865	50,865	3,561	50,865	50,865	3,183	45,467	45,467
2	1,289	18,414	69,279	1,289	18,414	69,279	1,667	23,812	69,279
3	,748	10,682	79,960						
4	,490	7,005	86,965						
5	,358	5,116	92,081						
6	,335	4,780	96,861						
7	,220	3,139	100,000						

Extraction Method: Principal Component Analysis.

The factor loadings were represented in the rotated component matrix (Table 2). The five variables: *I would describe this activity as very interesting; This activity was fun to do; I thought this activity was quite enjoyable; I enjoyed doing this activity very much* and *While I was doing this activity, I was thinking about how much I enjoyed it* were associated with Factor 1. Based on the variables loading highly on Factor 1, we called it *Enjoyment*.

Table 2 Rotated component matrix of observed motivation variables

Observed variables	Latent variables: factors	
	F1 (Enjoyment)	F2 (Humdrum)
I would describe this activity as very interesting	0,847	
This activity was fun to do	0,832	
I thought this activity was quite enjoyable	0,809	
I enjoyed doing this activity very much	0,754	
While I was doing this activity, I was thinking about how much I enjoyed it	0,686	
This activity did not hold my attention at all		0,903
I thought this was a boring activity		0,833

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalisation.

The variables *This activity did not hold my attention at all* and *I thought this was a boring activity* had high factor loadings on Factor 2. They did not refer to engagement, so we named Factor 2 as *Humdrum*.

The correlation between the data of variables for the factor Engagement was explored (Table 3). According to SDT, humans actively seek for the actualisation of their potentialities fulfilling their basic psychological needs: needs for autonomy, competency and social relatedness. Therefore, it was important to determine how the data of the factor Engagement correlated with the data of the second (feeling of competency), fifth (perceived choice) and seventh (interpersonal interactions) subscales.

The strongest statistically significant correlation was determined between students' engagement variables for learning science and the feeling of competency (perceived competence subscale): *this activity was fun to do* ($r = 0,561^{**}$, $p = 0,01$); *I would describe this activity as very interesting* ($r = 0,557^{**}$, $p = 0,01$); *I enjoyed doing this activity very much* ($r = 0,482^{**}$, $p = 0,01$). Hence, RRI gave learners the feeling of competency and promoted positive motivation for learning science.

Table 3 Spearman correlation coefficients of intrinsic motivation variables Engagement and main STD components: autonomy, competence, relatedness

	I enjoyed	It was fun	It was interesting	Perceived choice	Perceived competence	Relatedness
I enjoyed doing this activity very much	1,000	0,745 ^{**}	0,546 ^{**}	0,143 ^{**}	0,482 ^{**}	0,049
This activity was fun to do		1,000	0,587 ^{**}	0,091	0,561 ^{**}	0,069
I would describe this activity as very interesting			1,000	0,111 [*]	0,557 ^{**}	0,220 [*]
Perceived choice while performing a given activity				1,000	0,010	0,214 ^{**}
Perceived competence					1,000	0,213 ^{**}
Relatedness						1,000
^{**} . Correlation is significant at the 0.01 level (2-tailed). [*] . Correlation is significant at the 0.05 level (2-tailed).						

A statistically significant but weak correlation was determined between students' engagement variables (Factor 1) for learning science and the interpersonal interaction (the seventh subscale): *I would describe this activity as very interesting* ($r = 0,220^{*}$, $p = 0,05$).

Moreover, against our expectation, there was a statistically insignificant correlation determined between students' engagement variables (Factor 1) for learning science and feeling of autonomy (Perceived choice while performing a given activity) at RRI activity.

Discussion

Claude Bernard, a famous nineteenth-century scientist, stated that science is a “superb and dazzling hall, but one which may be reached only by passing through a long and ghastly kitchen” (Osborne et al., 2003, p. 1074). It is our contention that RRI is a good tool for successful “passing through a long and ghastly kitchen”. According to Owen et al. (2012), a responsible innovation evokes a collective duty of care to firstly rethink what we want from innovation and then how we can make its pathways responsive in the face of uncertainty because the societal perception and impacts of technology are difficult (impossible) to predict. Acknowledging the power of innovation to shape our collective future, RRI challenges us, first and foremost, to ask what kind of future we want innovation to bring into the world (Owen et al., 2012).

We investigated how RRI activity at science classroom engages students in science. We also sought to bring to light how the engagement is related with perceived competence, relatedness and autonomy of students. The essential ingredients of motivation are opportunities to choose, challenge, and control over the pace and nature of learning, and collaboration (Osborne et al., 2003). The feeling of competence at RRI activity is fulfilled by evidence-based learning about new technologies and scientific achievements, the feeling of autonomy – by freedom of choice the way of investigation, while the feeling of relatedness – by collaboration carrying out of mini-projects and dialogues of students with scientists.

The conducted research reveals that the need for competency is significant for the engagement in science of new generation learners at RRI activity (Table 3). Evidence-based learning about new technologies and scientific achievements give preconditions for revealing the competence of students. It complies with the opinion of Jurik, Gröschner, and Seidel (2014) that student learning and motivation could be fostered if students receive deep-reasoning questions (Jurik, Gröschner, & Seidel, 2014). Deep-reasoning questions in science classrooms can provide a rich forum for the exploration of disparate viewpoints. Students' competences appear depending on how they evaluate information pertinent to socio-scientific problems and ethical issues, as well as how they find a solution to solve a dilemma. By engaging students in the discourse on socio-scientific issues, teachers can challenge students' intrinsic motivation.

There is an international push to improve the effectiveness with which scientists communicate. It is acknowledged that the role of communicating science research to a broad range of audiences is the responsibility of a trained science community (Brownell, Price, & Steinman, 2013a; Mercer-Mapstone & Kuchel, 2015). RRI requires a dialogue between scientists and students, as well as scientists and teachers. RRI activity is based on collaboration and teamwork

approach, which encourages intrinsic motivation and promotes student responsibility for learning and communication abilities. The research revealed a statistically significant relationship between the engagement of students in science and relatedness at RRI activity: *I would describe this activity as very interesting* ($r = 0,220^*$, $p = 0,05$).

The conducted research reveals statistically insignificant relationship between engagement in science and autonomy at RRI activity (Table 3). According to Stefanou et al. (2004), autonomy support can be procedural autonomy (students are allowed to choose and handle their own experimental materials, take an active part in hands-on activities), cognitive autonomy support (students may find multiple solutions to problems, receive considerable support in reevaluating their errors) and organisational support (students may make decisions about the layout of the classroom activities). In classrooms with high cognitive autonomy support where students were asked to make cognitive choices related to strategies of the solution, students showed much more enthusiasm and engagement (Stefanou et al., 2004). In our case high procedural and organizational autonomy support was noted in RRI activity.

Conclusions

One of the important results of this study is that the school students are engaged in RRI activity implemented by Research-based way. Factor analysis reveals the group of variables related to intrinsic motivation for learning science on the basis of IMI scale. The learners point out that RRI activity is very interesting; quite enjoyable; and fun to do. The factor loading of variables with factor Enjoyment is high: *I would describe this activity as very interesting* (0,847); *This activity was fun to do* (0,832); *I thought this activity was quite enjoyable* (0,809).

Another result gained from this study is that the perceived competency and social relatedness are related to variables of the factor Enjoyment. The two basic psychological needs have a different strength and keenness for enjoyment for learning science. The need for competency is significant for the engagement in science of new generation learners at RRI activity. Students' competences appear depending on how they evaluate information related to socio-scientific problems; as well as how they find the dilemma solving solution. The research reveals weak, yet statistically significant relationship between the engagement of students in science and relatedness (student and teacher; student and scientist) at RRI activity.

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POSITION OF ENTREPRENEURSHIP EDUCATION IN LITHUANIAN GENERAL EDUCATION CURRICULUM AND IN EDUCATIONAL PROCESS IN GENERAL EDUCATION SCHOOL

Romas Prakapas

Gintautė Žibėnienė

Mykolas Romeris University, Lithuania

Abstract. *Entrepreneurship, as one of today's most relevant competences, is widely discussed in the public space. We must admit that scientific discussions have not yet led to a unanimous definition of the phenomenon, although the studies themselves are quite abundant. On the other hand, considering the social reality as being subject to constant change, it is also important to analyse the documents which are directly related to change of content of the said education. Scientific problem can be set as follows: what entrepreneurship education is provided in today's general education school of Lithuania. Purpose – to reveal position of entrepreneurship education in Lithuanian general education curriculum and in educational process in general education school. It analysed the regulations on the Lithuanian general school curriculum content of the school year 2016-2017 in terms of the development of entrepreneurship: strategies, curricula, resources, etc. The analysis shows that in terms of modelling of curriculum formal education is aimed at training entrepreneurship following the principles of holistic approach, integrity and consistency. Lithuanian general curricula for general education are modelled in such a way that the learners integrally understand entrepreneurship, from different perspectives of subjects, as an integral competence.*

Keywords: *entrepreneurship education, general education curriculum, general education school.*

Introduction

Entrepreneurship, as one of today's most relevant competences, is widely discussed in the public space. Various studies (Zaleskienė & Žadeikaitė, 2008; Jelagaite & Vijeikis, 2012; Žibėnienė & Virbalienė, 2014; Dudaitė et al., 2015, etc.), as well as rapid and constant change of the education phenomenon show the efforts of the scientists to understand the key components of the phenomenon of entrepreneurship, because study of legal environment highlights the significance of entrepreneurship competence for today's person. We must admit that scientific discussions have not yet led to a unanimous definition of the phenomenon,

although the studies themselves are quite abundant. The latest World Economic Forum experts' report on the vision for future education (New Vision for Education, 2016) addresses the growing gap between the skills developed and those needed in real life. In the list of the 21st-century skills, the competence of entrepreneurship is defined through its specific features: creativity, financial literacy, critical thinking, etc. In terms of today and the 5-year prospect, the only change seen is that in the weight of the individual components.

On the other hand, considering the social reality as being subject to constant change, it is also important to analyse the documents which are directly related to change of content of the said education. In the light of the frequent discussions in the public space regarding the lack of young people's entrepreneurship competence, closer analysis of preconditions and reasons of entrepreneurship education or non-education is necessary. Therefore, **scientific problem** can be set as follows: what entrepreneurship education is provided in today's general education school of Lithuania.

Subject – entrepreneurship education in general education school of Lithuania.

Purpose – to reveal position of entrepreneurship education in Lithuanian general education curriculum and in educational process in general education school.

Research methodology. The research was designed according to the principles of the case study research strategy (Yin, 2014). It analysed the regulations on the Lithuanian general school curriculum content of the school year 2016-2017 in terms of the development of entrepreneurship: strategies, curricula, resources, etc. The methods for research data collection included document analysis and meta-analysis, and the data were processed using the methods of content analysis, classification, comparison, and generalisation. The research was carried out in accordance with the main requirements for research ethics (Herrera, 2010).

Entrepreneurship education in general education school in Lithuania

Entrepreneurship and its development are addressed in the EU documents and reports (Entrepreneurship education policies, 2011; Entrepreneurship Education: Enabling Teachers as a Critical Success Factor, 2011; Entrepreneurship Education at School in Europe, 2012). The analysis of these documents shows the relevance of the entrepreneurship competence to an individual, highlights the need to foster the development of entrepreneurship skills, and reveals the holistic concept of entrepreneurship.

Foreign scientists carry out rather wide studies of the phenomenon of entrepreneurship by discussing the concept, separate components of the content, etc. However, notwithstanding the fact that foreign studies enrich scientific cognition, the particularity of national context still remains.

The strategic documents for Lithuanian education highlight specific skills and competences necessary for the young generation, the following being named as the key skills:

- continuous learning,
- critical thinking,
- problem solving,
- decision making,
- adhering to moral principles,
- undertaking and fulfilling obligations,
- taking responsibility for one's actions,
- establishing goals and priorities for life and activity and pursuing them,
- openness to new ideas and experiences,
- proactiveness and independence,
- activeness, etc.

In other words, the documents governing Lithuanian education highlight the main characteristics of entrepreneurship, which is emphasised in the EU strategic documents as one of the competences necessary for the 21-st century individual.

It is important to integrate entrepreneurship education into the process of education in general education schools. The action plan for entrepreneurship 2020 (*Entrepreneurship 2020 action plan, 2014:5*), states that, „*education institutions should be encouraged to become more entrepreneurial in their wider approach, to ensure that they develop and live a culture of entrepreneurship and innovation through their missions, leadership, stakeholder engagement, curricula and learning outcomes*”.

The analysis of documents and research literature shows that the success of the process of entrepreneurship education depends on the conditions created at the general education school: teacher professional development, teaching/learning methods, and tools and resources for entrepreneurship education. Since entrepreneurial education is integrated into different subjects, general curricula for general education have become one of the key elements.

According to the EU reports, one of the main challenges for the general education school is the application of specific and efficient teaching/learning methods in entrepreneurship education. The European Commission reports (*Entrepreneurship education policies, 2011; Entrepreneurship Education: Enabling Teachers as a Critical Success Factor, 2011; Towards Greater Cooperation and Coherence in Entrepreneurship Education, 2010*) distinguish the

aspects of entrepreneurship education which need to be improved. One of the most important factors is the development of efficient learning methods in entrepreneurship education.

Systemised surveys carried out in different countries where entrepreneurship education takes place show that the practice of Lithuanian schools is successful. However, the analysis of general education schools reveals that the issue of the application of teaching/learning methods is also relevant to Lithuanian teachers. The most popular methods applied in work of teachers are work in small groups, problem solving and group project. Meetings with business people, preparation of business plan, school fair, workshop and particularly teaching company are much rarer. However, many teachers indicate other methods they use in their work: discussions, reflection, brainstorming, case study, role-playing game, i.e. the methods which can be used in daily work more easily compared to preparation of fairs, workshops, invitation of business people to school, etc. The majority of teachers apply various educational methods and forms not specifically for entrepreneurship education, but in education process in general (Dudaitė et al., 2015).

Although scientific and methodological literature includes a number of attempts to distinguish the best and most appropriate teaching / learning methods for entrepreneurship education, the analysis reveals different priorities which emerge due to the differences in interpretation of the concept of entrepreneurship. Therefore, priorities may vary from an orientation towards writing a business plan to simply using active rather than passive teaching / learning methods. However, the suggestion by A. A. Gibb (1993) to apply the method of learning based on active experience, when students are encouraged to find and analyse problems in various areas and of different levels of difficulty, learn to deal with failures, and think independently, is still relevant. An assumption may be made that teachers who work in the context of the paradigm of the shift from teaching towards active learning must understand that learning is individual and unique; it is constructive individual activity based on previous individual learning and on individual and unique experience. Learning is based on experience, skills, and every individual learner's specific learning strategies. There is no one universal teaching/learning method or strategy suitable to everyone; therefore, teachers should use various teaching/learning methods, tasks and experiences to encourage learners' active involvement in the learning process, and meet their individual needs. Teaching/learning methods in entrepreneurial education should be varied and facilitate achieving set aims, objectives and expected results; they should meet the learners' needs and match the methods of individual progress assessment as well as other components of teaching content.

Assessment of entrepreneurship education practice in general education school of Lithuania showed that quite wide choice of entrepreneurship education

tools are available for general education schools. Most of them are textbooks which are basically prepared for the lessons of economics but can also be used for entrepreneurship training during other lessons and extra-curricular activities. Sets of methodological recommendations for teachers are intended to assist in integrating entrepreneurship into various subjects and extra-curricular activities (Dudaitė et al., 2015). On the other hand, the need for and importance of the system for teacher qualification improvement in terms of entrepreneurship education is particularly high. Projects on teacher qualification improvement in terms of entrepreneurship education are rather scarce. Therefore, even though the projects on teacher qualification improvement are significant they do not bring considerable improvement to the situation of the entrepreneurship education because the projects are not implemented on a continuous, systematic and regular basis. So far there is no single institution in Lithuania which would organize the qualification improvement courses for teachers of entrepreneurship education and offer professional self-development opportunities, although legal documents define the need for such institution.

On the other hand, the problem of teacher professional development is not unique to Lithuanian general education teachers. A report commissioned by the European Commission (Entrepreneurship Education: Enabling Teachers as a Critical Success Factor, 2011) states that entrepreneurship education is included in strategic curricula in more and more European countries every year; yet little attention is given to the training and systematic professional development of entrepreneurship education teachers.

Position of entrepreneurship education in Lithuanian general education curricula

Formally, the key and most important national documents regulating general education curriculum in general education schools in Lithuania are general programmes. Separate documents define the main characteristics of organisation and implementation of education that are oriented towards separate stages of formal education: primary, basic and secondary. Historically, when Lithuania regained its independence, first draft curricula of separate stages were prepared, and subsequently, as a response to the challenges of the time, specific curricula were developed. In the general education schools of Lithuania, the curriculum is now modelled according to the latest versions of general curricula prepared pursuant to the Strategy for Developing, Evaluating, Renewing, and Implementing the Curriculum of General Education (2007) approved by the Order of the Minister of Education and Science of the Republic of Lithuania. Primary, basic and secondary education curricula define the general provisions, the main trend of education, principles, purpose, goals and tasks, competences to be

trained, values, curriculum and methods, curriculum inner consistency, integration potential, etc.

Table 1 Purpose of general curricula for general education in Lithuania

General curricula for primary and basic education (2008)	General curricula for secondary education (2011)
The general curricula define educational content on national level. Schools and teachers design educational content on school and class levels in accordance with the general curricula and adapt it to the needs of an individual class and learner in order to enable students to achieve their best possible results.	The general curricula define secondary education content on the national education system level. They are among the main documents governing the national education system. Schools design educational content on school level in accordance with the general curricula so that it meets the needs of particular student groups and individual students. Teachers design educational content on class (student group) and student level in compliance with the general curricula and the school-level educational content in order to enable students to achieve their best possible results.

General curricula for both 2008 and 2011 are strongly oriented towards decentralization of curriculum development (adaptation of curriculum for students with different needs, etc.). In certain aspect, strengthening of autonomy of schools is observed, which allows a school to choose its own way of autonomy development. Hence, comparison of structure of different stages of education (primary, basic, and secondary) and general curricula for general education reveals that they are very similar, correspond to psychosocial, emotional, physical and intellectual development of learners, and retain consistency and continuity. Structural differences are observed only in some points of general curricula for general education: in primary and basic education more attention (compared to secondary education) is given to both horizontal and vertical integration of curriculum; entrepreneurship training, in a targeted manner (in a formal way), starts only after completion of primary education curriculum. The documents emphasize that in order to train and develop entrepreneurship competence of learners of different age and abilities the entrepreneurship training should be integrated into various subjects.

The concept of entrepreneurship in principle is not used in the general curricula for primary education. The situation is slightly different in terms of characteristics describing the phenomenon of entrepreneurship, such as initiative, creativity, perseverance, responsibility, logical and critical thinking. Most attributes of entrepreneurship education can be noticed in analysing general objectives of education and creation of educational environment, providing interdisciplinary relations, discussing the values to be fostered, etc.

The analysis of international documents dealing with entrepreneurship allows for an assumption that the vision of an entrepreneur educated in Lithuanian general education schools corresponds to the topicalities of entrepreneurship education addressed in international documents (Entrepreneurship Education at School in Europe, 2012; Entrepreneurship Education: A Guide for Educators, -2013; Entrepreneurship Education: Enabling Teachers as a Critical Success Factor, 2011; New Vision for Education, 2016).

Table 2 Components of entrepreneurship competence in Lithuanian general curricula for general education

Characteristics of competence of entrepreneurship	Lithuanian general curricula for general education		
	<i>Primary education</i>	<i>Basic education</i>	<i>Secondary education</i>
readiness to take risk	developed indirectly	developed	developed
business setting-up skills	not developed	developed	developed
openness to innovation	developed indirectly	developed	developed

The separate components of entrepreneurship competence as perseverance, responsibility, planning skills, turning ideas into actions, critical thinking, creativity, logical thinking, innovative thinking, independence, self-regulation, tolerance are developed and directly expressed in all general curricula for general education. Lithuanian general curriculum of primary education and primary education curricula analysis revealed that some characteristics of competence of entrepreneurship (readiness to take risk, business setting-up skills, openness to innovation) not expressed or not developed or developed indirectly (see table 2).

As regards basic education, entrepreneurship is also integrated into different structural parts of general curricula (except Economic and Entrepreneurship education curricula – an independent subject which presents entrepreneurship in the narrow sense: „the main aim of economic and entrepreneurship education at basic school is to pursue that students gain the basics of economics, purposefully develop entrepreneurship skills, form an economic mindset, and are able to adequately orientate and successfully operate in a constantly changing economic environment“ (Valstybės žinios, 2008). Similarly to general curricula for primary education, components of entrepreneurship competence expressed by different attributes are provided in the general part of general curricula for basic education by describing purposes, tasks, integration potential, educational environment, general provisions, values to be fostered, etc.

In terms of secondary education curriculum, unlike basic education curriculum, the subject covering entrepreneurship is not compulsory for students in any of classes. The subject of economics and entrepreneurship is a free elective responding to the educational needs of students and their individual choice of field

of study. Hence, formally, in the curriculum of secondary education, just as in the curriculum of basic education, only one subject is dedicated to entrepreneurship training. However, closer analysis of the said curricula reveal analogous situation in terms of basic education curriculum: the aim is versatile personality development pursuant to the specific objectives of the education of general competences.

It should be noted that in addition to formal education, an increase in various initiatives related to entrepreneurship training has been lately observed in Lithuania. Various projects, programmes and instruments for the implementation of different programmes or training of competences have been prepared. Entrepreneurship education receives much attention not only from vocational schools and higher education institutions but various centres, public organizations are also established, closer cooperation with business people is carried out.

Students are offered simulation games and virtual classrooms. Adopting international experience, Vilnius City and County Business Employers' Confederation has attempted to implement the entrepreneurship education programme *TOC for Education* in ten general education schools in Lithuania. Besides others, the *Lithuanian Junior Achievement* programme is probably the most widely-spread non-formal entrepreneurship training initiative in Lithuania (Dudaitė et al., 2015).

Aforesaid of non-formal education programmes are successfully harmonized with general education by integrating non-formal programmes or separate components thereof. Yet, such integration is mostly performed in the programmes of basic and secondary education level, e.g. by teaching economics and entrepreneurship as a compulsory subject at the basic education stage, or as free elective at the secondary education stage.

In summary, it should be mentioned that most non-formal educational programmes and projects orientated towards the development of the competence of entrepreneurship are related to the understanding and interpretation of entrepreneurship in its narrow sense, i.e. in the sense of setting up a business.

Conclusions

The vision of an entrepreneurship educated in Lithuanian general education schools corresponds to the topicalities addressed in international documents.

Teacher professional development, teaching/learning methods, and tools and resources for entrepreneurship education are important for the success of the process of entrepreneurship education at general education school. Since entrepreneurship education is integrated into different subjects, general curricula for general education have become one of the key elements.

The variety of tools and resources for entrepreneurship education available in general education schools is wide; however, selection and application of efficient teaching/learning methods and teacher professional development are among the issues in Lithuania as well as in most EU member states.

The analysis of general curricula for general education in Lithuania shows that in terms of modelling of curriculum formal education is aimed at training entrepreneurship following the principles of holistic approach, integrity and consistency. Lithuanian general curricula for general education are modelled in such a way that the learners integrally understand entrepreneurship, from different perspectives of subjects, as an integral competence. In turn, considering the maturity of the learners, the targeted training subjects (e.g. economics and entrepreneurship, etc.) at different stages of education are aimed at development of targeted special competences which, in an inductive manner, combine abilities and competences acquired by means of interdisciplinary relations. The research showed that in Lithuania only formal education focuses on the entrepreneurship training, while non-formal entrepreneurship education lacks consistency and continuity. Part of non-formal education programmes on entrepreneurship are episodic and fragmentary.

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СЛОВАРЬ РЕГИОНАЛЬНОЙ ОНОМАСТИКИ КАК РЕСУРС ФОРМИРОВАНИЯ ЛИНГВОКРАЕВЕДЧЕСКИХ ЗНАНИЙ У МЛАДШИХ ШКОЛЬНИКОВ*

The Dictionary of Regional Onomastics as a Resource of Development of Primary School Children's Linguistic and Regional Knowledge

Elena Rogaleva

Pskov State University, Russian Federation

Tatiana Nikitina

Pskov State University, Russian Federation

Abstract. *The article summarizes the experience of developing primary school children's linguistic and regional knowledge by means of a dictionary of regional onomastics created by the specialists of the Experimental Laboratory of Educational Lexicography of Pskov State University. It presents the author's concept of a dictionary called "The Streets of My Home Town". It contains the examples of dictionary entries and lessons based on the materials of the dictionary and intended for primary school children. The author describes the levels of acquisition of linguistic and regional knowledge for primary school children.*

Keywords: *primary school child, regional linguistics, linguistic and regional knowledge, lexicography, educational dictionary, onomastics, city toponymy.*

Введение **Introduction**

Актуальной проблемой современной российской начальной школы является формирование лингвокраеведческих знаний у младших школьников и поиск путей оптимизации лингвометодической поддержки данного процесса (Кучкула, 2013; Подгорная, 2014; Коляда, 2013; Недосейкина & Попова, 2013; Топор, 2013; Курилова, 2012; Гайворонская, 2009; Жукова, 2009; Вострикова, 2006; Демичева, 2008).

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Одним из эффективных средств обучения всегда являлся словарь. В настоящее время русская городская ономастика становится объектом описания в многочисленных словарях и справочниках, адресованных самым разным категориям пользователей – туристам и автомобилистам (УМ, 1995), историкам и краеведам (Краснопевцев, 1994; Разумов, 2003; Рачинский, 2011), любителям русской словесности и носителям молодежного сленга (Запольская & Моисеев 2010; ИМУ, 2007; Никитина & Рогалёва 2016; Синдаловский, 2003).

При этом до сих пор авторы-составители словарей региональной ономастики не ставили своей целью репрезентацию материала такому адресату, как младший школьник, хотя для этой категории читателей такой словарь мог бы стать эффективным средством формирования лингвокраеведческих знаний, помогающим освоить топографическое пространство города и культурный компонент семантики городских названий.

Разработка научно-методических основ лингвострановедческой репрезентации онимов через учебный текст и принципов их лексикографического комментирования началась еще в период становления лингвострановедения как научно-методического направления (Верещагин & Костомаров, 1976; Молчановский, 1984). В настоящее время эта проблематика не теряет своей актуальности (Позднякова & Хамуркопаран, 2015) и рассматривается на материале учебников русского языка как иностранного (Головина, 2012).

На псковском материале эта задача успешно решается сотрудниками Экспериментальной лаборатории учебной лексикографии Псковского государственного университета. Мультиадресация одного из проектов лаборатории – учебного лингвокультурологического словаря «О чем рассказывают городские названия» (ОГН, 2012) позволяет использовать его в практике обучения русскому языку школьников средних и старших классов, а также иноязычных студентов, осваивающих русский язык на уровне В-1.

Тематическая классификация наименований псковских улиц в данном словаре построена по лингвокультурологическому принципу и отражает сферу происхождения наименований. Так, названия улиц Александра Невского, Воеводы Шуйского, Кутузова, Декабриста Пущина и др. читатель найдет в разделе «История России (XIII-XIX в.)», в разделе «Советский период в истории страны» помещены названия: *улица Калинина, площадь Ленина, улица Стахановцев, Октябрьский проспект, улица Советская*. Названия улиц Прибрежной, Травяной, Боровой и т.п. рассмотрены под рубрикой «Природа», а улицы Пушкина, Чехова, Бродского, Спегальского объединяет заголовок «Культура, наука». Таким

образом, словарные материалы составляют единый лингвокультурологически ценный текст – культурно-познавательный и лингвистически ориентированный.

Следующей задачей Экспериментальной лаборатории учебной лексикографии является разработка лингвокраеведческого словаря для младших школьников «Имя твоей улицы». Этот словарный проект будет реализован на топонимическом материале разных городов Псковской области (Псков, Великие Луки, Порхов, Дно и др.)

Цель данной статьи – представить лексикографическую и лингвометодическую модель словаря и результаты апробации его материалов, доказывающие эффективность использования ономастических словарных разработок при формировании лингвокраеведческих знаний младших школьников.

**Характеристика первоначального уровня сформированности
лингвокраеведческих знаний у младших школьников**
*Description of Initial Level of Acquisition of Linguistic and Regional
Knowledge for Primary School Children*

С целью выявления первоначального уровня сформированности лингвокраеведческих знаний у младших школьников нами был проведен констатирующий эксперимент, в котором принимали участие учащиеся таких городов Псковской области, как Псков, Великие Луки, Порхов, Дно.

Детям была предложена анкета (Приводим пример анкеты и результаты обработки ответов, полученных от третьеклассников города Великие Луки (21 человек).

1. Какие улицы Великих Лук ты знаешь?
2. На какой улице ты живешь? Знаешь ли ты, почему она так называется?
3. О ком или о чем тебе говорят названия улиц:
 - а) улица Герцена; б) площадь Рокоссовского; в) проспект Ленина; г) улица Больничная; д) площадь Матросова; е) улица Карла Либкнехта; ж) улица Комсомольская; з) улица Дружбы; и) улица Маршала Жукова; к) площадь Калинина; л) проспект Октябрьский; м) улица Пионерская; н) улица Ставского; о) улица Пушкина.
4. Названия каких улиц Великих Лук связаны с а) Великой Отечественной войной; б) знаменитыми людьми; в) достопримечательностями города; г) историей; д) природой; е) хозяйством, промышленностью; ж) историей зарубежных стран; з) местом своего расположения.

5. Знаешь ли ты эти объекты? Назови их. Напиши названия улиц, на которых они находятся (даются фотографии памятной стелы «Город воинской славы», драматического театра, памятника А. Матросову, памятника Ленину).

Анализ результатов анкетирования показал, что школьники знают от 1 до 8 улиц города. Такое количество названий они давали, отвечая на 1-й вопрос («Какие улицы Великих Лук ты знаешь?»). Большинство школьников назвали улицы Ставского, Жукова, Ленина, Зеленую, Рабочую, Дружбы.

В задании № 2, учащимся было предложено ответить на вопрос, на какой улице они живут и знают ли, почему она так называется. 95,24 % учащихся назвали улицу, но только два школьника прокомментировали происхождение названия:

Улица Ставского – в честь писателя Ставского.

Улица Жукова – в честь маршала Жукова.

Анализируя ответы на вопрос № 3, выяснилось, что никто из учащихся класса не знает фактов культуры и истории страны и региона, с которыми связаны предложенные топонимические наименования. Лишь один ученик выбрал из 9 топонимов наименование Больничной улицы и предположил, что она названа так в связи близким расположением больницы.

Нужно отметить, что наиболее сложным для школьников оказалось задание № 4. В нем предлагалось назвать улицы, названия которых связаны с определенной социокультурной сферой. Проанализировав полученные данные, получили следующие результаты.

42,86 % учащихся смогли назвать улицы, наименования которых связаны с Великой Отечественной войной: улица Жукова, площадь Матросова, улица Третьей ударной армии.

42,86 % младших школьников назвали улицы с наименованиями, образованными от антропонимов – имен известных деятелей культуры, исторических личностей: улица Ставского, улица Ленина, улица Жукова.

Никто из учащихся не смог назвать наименования улиц, связанные с достопримечательностями города (называли сами достопримечательности), историей нашей страны, историей зарубежных стран, природой, хозяйством и промышленностью, географическим положением.

В задании № 5 учащимся было предложено назвать представленные на фотографиях объекты и указать улицы – места расположения этих объектов. Большинство школьников (76,19 %) узнали хотя бы один объект, из них: один объект назвали 19,05 % учащихся, два объекта правильно

назвали 28,57 % учащихся, три объекта правильно назвали 28,57 % учащихся.

Из узнаваемых городских объектов учащиеся чаще всего называли стелу «Город воинской славы», драматический театр, памятник Александру Матросову. Затруднения в опознании объектов у большей части школьников вызвал памятник Ленину – его не назвал никто из учащихся.

К сожалению, были и такие школьники (5 человек), которые не смогли дать ни одного названия представленных городских объектов.

Вторую часть задания – вспомнить название улицы, где находится представленный объект, не выполнил ни один ученик класса.

При анализе письменных работ учащихся учитывалась и сформированность навыка правописания орфограммы «Большая буква в именах собственных».

Комплексный анализ сформированности лингвокраеведческих знаний у младших школьников на материале констатирующего эксперимента проводился по следующим показателям.

1. Количество улиц города, которые знают ученики (ориентация в топографическом пространстве города).
2. Знание фактов культуры и истории региона и страны, с которыми связаны наименования городских объектов (фоновые (культурно-исторические) знания, составляющие диахронический компонент культурного кругозора младших школьников).
3. Владение современными социокультурными сведениями об именуемом объекте (синхронический компонент культурного кругозора младших школьников).
4. Сформированность навыка правописания орфограммы «Большая буква в именах собственных».

На основе этих показателей, нами были выявлены следующие уровни сформированности лингвокраеведческих знаний у младших школьников:

Нулевой уровень – ребенок знает 1-2 улицы, допускает 4 и более орфографических ошибок в написании названий улиц, не знает фактов культуры и истории региона и страны, с которыми связано происхождение наименования, не владеет современной социокультурной информацией об объекте ономастической номинации.

1. уровень – ребенок знает 3-5 улиц, допускает до 3 орфографических ошибок в написании названий улиц, называет отдельные факты культуры и истории региона и страны, лежащие в основе наименования объекта, или приводит некоторые социокультурные сведения об объекте.

2. уровень – ребенок знает 6-8 улиц, допускает не более 1 орфографической ошибки в написании названий улиц, называет отдельные факты культуры и истории региона и страны, лежащие в основе наименования объекта, и приводит некоторые социокультурные сведения об объекте.
3. уровень – ребенок знает более 9 улиц, не допускает орфографических ошибок в написании названий улиц, называет факты культуры и истории региона и страны, с которыми связано происхождение наименования объекта, знает и последовательно излагает социокультурные сведения об объекте.

Полученные данные представлены на рисунке.

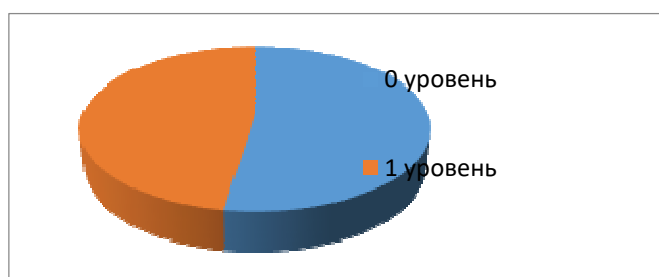


Рисунок 1. Распределение младших школьников по уровням сформированности лингвокраеведческих знаний на этапе констатирующего эксперимента
Picture 1 Distribution of primary school children's levels of acquisition of linguistic and regional knowledge at the initial stage of the experiment

Как показал констатирующий эксперимент, 52,38 % находятся на нулевом уровне сформированности лингвокраеведческих знаний, 47,62 % – на первом.

Полученные данные подтвердили необходимость разработки лингвокраеведческого словарного пособия «Улицы моего города».

Лексикографическое пособие «Улицы моего города» как ресурс формирования лингвокраеведческих знаний у младших школьников
Lexicographic Textbook “The Streets of My Home Town” As Resource of Development of Primary School Children’s Linguistic and Regional Knowledge

Как уже отмечалось, серия лингвокраеведческих словарей для младших школьников «Имя твоей улицы» будет разрабатываться на ономастическом материале городов Псковской области: Псков, Великие Луки, Порхов, Дно. Согласно нашей лексикографической концепции, в каждый словарь будет входить от 10 до 20 словарных статей, которые

представят школьникам наиболее значимые улицы их города, расположенные в центре, крупных жилых районах-новостройках, местах расположения школ.

Содержательные компоненты лексикографического текста здесь репрезентируют место расположения улицы, особенности ее застройки, историю и мотив наименования (переименования) с экспликацией его культурного фона. Текст статьи так же, как и в ономастическом региональном словаре для более взрослой аудитории (ОГН, 2012), является макроконтекстом употребления топонима (названия улицы). Что же касается формы подачи материала, то здесь с учетом адресации шире используются интерактивные приемы построения словарной статьи: непосредственный контакт автора с читателем осуществляется при помощи прямого обращения и использования средств императивности, таким образом, авторы побуждают читателя представить себя непосредственным участником описываемой ситуации, активным исследователем городского пространства и даже соавтором словарной статьи. В целях оптимизации информационного контекста используется форма познавательной экскурсии, приглашением на которую, своеобразным вступлением, и открывается словарная статья, например, «Улица Мирожская» (здесь и ниже будут приводиться материалы из подготовленного к печати словаря псковских улиц):

*Если ты хочешь попасть в один из старейших уголков Пскова, то это улица **Мирожская**. Улица **Мирóжская** получила своё название от реки **Мирóжки**. (фотография).*

Краткая этимологическая справка знакомит детей с происхождением названия реки:

*Названия многих рек связаны с идеей влаги, воды, мокроты. Так, очень созвучно названию псковской речки смоленское слово мереча (мяреча), означающее **болото**, литовское меркти (*merkti*) и латышское меркт (*merkt*) – «**мочить**». Возможно, свое название – Мирожка – река получила именно поэтому.*

Элемент интерактивности вносится и в топографический компонент статьи (дается фрагмент карты):

Мирожская находится на Завеличье в районе Мирожского монастыря. Строительство в этом районе началось в XIV веке – одно из первых в городе. Мирожская улица протянулась от Мирожской набережной до улицы Яниса Райниса. Найди на карте улицу Мирожскую и «прокатись по ней» с карандашом.

Далее дается культурно-историческая справка об уникальном объекте, находящемся на этой улице – Мирожском монастыре.

С этой речкой связана еще одна из старейших и известнейших достопримечательностей города. На Мирожской набережной, от которой берет свое начало улица Мирожская, расположен Мирожский монастырь. На его территории находится Спасо-Преображенский собор.

Рассмотри и сравни фотографии монастыря, сделанные в разные годы (фотография монастыря 1889 года и 2016).

Далее учебный текст расширяет лингвокраеведческие знания школьников, связанные с данным историко-культурным памятником:

Точной даты основания монастыря не знает никто, но принято считать, что он был построен в середине XII века.

Монастырь в те давние времена был одним из культурных центров города, здесь велась псковская летопись, писались иконы. А по одной из легенд, здесь была создана копия известного литературного произведения «Слово о полку Игореве». Монастырь перестал существовать в XX веке. Но собор остался и по-прежнему работает.

Спасо-Преображенский собор прославился не только своей красотой, но и тем, что все его стены внутри расписаны фресками.

Уникальны эти фрески тем, что они сохранились еще с тех времен, когда Русь не была под монголо-татарским игом.

Спасо-Преображенский монастырь и сейчас работает, и ты всегда можешь, гуляя по Мирожской улице, зайти в него и полюбоваться красотами этого удивительного места.

(В примечаниях толкуется и иллюстрируется фотографией слово фреска, поясняется терминологическое сочетание монголо-татарское иго).







В соответствии с концепцией адресной лексикографической репрезентации материала младшему школьнику (Рогалёва, 2014), реализуя приём мотивационного контекста, в текст словарной статьи включается любопытная, интересная для адресата информация в ассоциативной привязке к этимологической истории наименования.

Так, улица Гремячая в Пскове получила свое название от Гремячей горы, а та, в свою очередь, от Гремячего ключа, который когда-то протекал у её подножья. Он появился от удара молнии, или, как тогда считали, грома, отсюда и его название. В статье, посвященной наименованию улицы, рассказывается и о расположенной здесь Гремячей башне, которую построили в 1525 году для защиты города. Ее и сейчас можно увидеть на правом берегу реки Псковы.

«Это не только одно из красивейших мест в Пскове, – говорится в словарной статье, – но и одно из самых таинственных. С башней связано большое количество преданий и легенд». Приведем одну из них:


Очень давно на Псков напали враги. Они захватили город, а князя, правителя города, заточили в высокую башню на берегу реки, чтобы князь видел и слышал страдания своего народа. Но князь призвал народ к борьбе, и люди вступили в бой с врагами. Силы были неравны, и псковичи почти проиграли битву, но тут на башне появилась тень князя. Враги испугались и бежали. Когда псковичи поднялись в башню, то увидели, что князя в ней нет. С того дня по ночам люди слышат из башни звон цепей, в которые был закован князь.

В целом, в структуре каждой словарной статьи можно выделить следующие рубрики, которые получают и графические обозначения:


- история происхождения названия улицы 
- место улицы на карте города - 
- прежнее название улицы - 
- достопримечательности, находящиеся на улице - 
- примечание -  (толкование новых слов и т.д.)
- приложение -  (легенды, истории, связанные с данной улицей)


Приведем пример полного оформления словарной статьи, подготовленного к публикации словаря «Улицы моего города. Великие Луки»:


Площадь Матрѳсова

 Сейчас мы с тобой находимся на площади, которая получила свое название в честь Александра Матросова – героя Великой Отечественной войны (1941-1945). 23 февраля 1943 г. рядовой* Александр Матвеевич Матросов во время боя у деревни Чернушки Локнянского района Псковской области прорвался к вражескому дзоту* и своим телом закрыл амбразуру*, Так он спас наш отряд от обстрела со стороны врага (Фотоиллюстрация - портрет А. М. Матросова).

 **Рядовой** – воинское звание в армии.

 **Дзот** – укрепленная оборонительная огневая точка (сокращение по начальным буквам: деревоземляная огневая точка). (Фотография дзота).


 **Амбразура** – отверстие в укреплении для стрельбы из пушек. (Фотография амбразуры).

 До революции это место называлось Покровской площадью. Здесь стояла церковь Покрова Пресвятой Богородицы XVIII века, находились здание Земской управы, Первое городское училище. На площадь


выходил Большой мост через реку Ловать. До настоящего времени эти сооружения не сохранились.

(Фотография площади начала 20-го века: на первом плане - церковь Покрова Пресвятой Богородицы).

(Фотография конца 19-века: Большой мост через реку Ловать).

🚲 Площадь Александра Матросова расположена в центре города Великие Луки на живописном месте по левому берегу Ловати, у подножия древнего городища. Найди на карте площадь Матросова и «прокатись» по ней с карандашом .

(Дается фрагмент карты города).

 *На площади расположен мемориальный комплекс Александра Матросова. (Фотография комплекса).*

В центре мемориала стоит бронзовый памятник Александру Матросову, поставленный над его могилой. Бронзовый Саша Матросов, совершающий бросок в бессмертие, стал символом Великих Лук.*

🎗 Мемориал – это сооружение, напоминающее о каком-либо событии, человеке.

За памятником находится краеведческий музей, рядом - фонтан «Три поколения». Фонтан символизирует мудрую старость, зрелость и юность в своей радости.

Перед памятником горит Вечный огонь.

(Фотографии: фонтан «Три поколения», Вечный огонь, Краеведческий музей).

На площади Матросова проводятся торжественные городские мероприятия, в том числе школьный праздник «Бригантина». Городской парк, раскинувшийся по левому берегу Ловати, был заложен великолучанами после Великой Отечественной войны.

Представленная выше система приемов лингвокультурологической параметризации материала, соответствующих возрастным особенностям и потребностям адресата, позволяет говорить о словаре из серии «Улицы моего города» как о лексикографическом пособии, которое может использоваться в качестве средства формирования лингвокраеведческих знаний младших школьников, навыков адекватного восприятия социокультурно маркированных топонимов в историческом и современном контексте, а при включении словаря в систему комплексного развития речи – и навыков оперирования этим актуальным для учащихся материалом.

В экспериментальных классах, где проходила работа с данными словарными статьями (разные виды чтения – изучающее, выборочное,

дискретное; составление плана словарной статьи; выборочное и творческое изложение; работа с иллюстрациями и фотографиями; проведение «виртуального телемоста» между жителями городов Псковской области «О чём рассказывают улицы твоего города»), дети активно включались и в самостоятельную творческую работу: по аналогии, опираясь на рубрики, разрабатывали словарные статьи по названиям улиц, на которых они живут, писали сочинения на тему «Моя улица». Приведем пример сочинения Виктории Н.:

Улица Коммунальная.

Здравствуйте! Сегодня я расскажу вам, об улице Коммунальной, очень интересной улице! Сядьте поудобнее и начните слушать мой рассказ.

С улицей, на которой я живу, связаны многие мои дела. Одно из этих дел – ездить на выходные и каникулы на улицу Лепешинского. На улице Коммунальной ездит много общественного транспорта. Даже стихи об этой улице сочиню:

Улица Коммунальная

Улица Коммунальная –

Красивей не придумать!

Народ гуляет и семья:

Отец, сын, дочь и мать!

Гуляют и животные:

Собака Пуська, кошка Муська

И пожилые люди -

Дедуська и бабуська.

Всем нравится Коммунальная,

И вот что я скажу:

По улице прогуляюсь я

И всё-всё запишу!

Читайте мои записи,

Их сочинила я!

А заголовок записей –

Улица Коммунальная!

Результативность реализации лингвометодической модели словарного пособия «Улицы моего города» подтверждается и данными контрольного эксперимента, которые мы также приводим на примере ответов младших школьников из Великих Лук. Учащимся была предложена анкета, аналогичная той, что проводилась на этапе констатирующего эксперимента, но на расширенном материале наименований улиц города.

В данной таблице показаны различия в уровнях сформированности лингвокраеведческих знаний до и после формирующего эксперимента.

Таблица 1. Уровни сформированности лингвокраеведческих знаний у младших школьников до и после формирующего эксперимента
Table 1 Levels of primary school children's acquisition of linguistic and regional knowledge before and after the forming experiment

№ ученика	Уровень сформированности знаний		№ ученика	Уровень сформированности знаний	
	КнЭ*	КрЭ**		КнЭ*	КрЭ**
1.	1	2	11.	0	1
2.	1	1	12.	1	2
3.	1	2	13.	0	1
4.	1	1	14.	0	1
5.	0	1	15.	0	1
6.	1	2	16.	0	0
7.	1	2	17.	1	2
8.	0	2	18.	0	1
9.	1	1	19.	0	1
10.	1	2	20.	0	1
			21.	0	1

(КнЭ* – констатирующий этап; КрЭ** – контрольный этап).
 (IS - Initial Stage; CS - Control Stage)

Как показал контрольный эксперимент, в результате работы с лексикографическим материалом 38,12 % школьников (8 учащихся) достигли 2 уровня сформированности лингвокраеведческих знаний. Эти учащиеся знают 6-8 городских улиц, называют отдельные факты культуры и истории региона и страны, лежащие в основе наименования улиц, приводит некоторые современные социокультурные сведения об известных им улицах.

57,12 % школьников (12 учащихся) достигли 1 уровня сформированности лингвокраеведческих знаний. Они знают от 3 до 5 улиц, называют отдельные факты культуры и истории региона и страны, лежащие в основе наименования улиц, или приводит некоторые современные социокультурные сведения, связанные с этими улицами.

Один учащийся (4,76 % от общего количества) остался на 0 уровне (№1). Этот ученик хотя и называет 6 улиц, отвечая на первый вопрос задания, но не может привести фактов культуры и истории региона и страны, с которыми связано происхождение наименования, не владеет современной социокультурной информацией об объектах ономастической номинации.

В целом же мы констатировали ярко выраженную положительную динамику формирования лингвокраеведческих знаний школьников (свой уровень повысили 19 (90,4 %) из 21 (100) учащихся), что позволяет говорить о целесообразности использования словаря региональной ономастики как эффективного средства реализации лингвокраеведческого аспекта в обучении младших школьников русскому языку.

Summary

1. The Russian onomastics, in particular city toponymy, has powerful linguistic and local study potential. The names of squares, monuments, landmarks and other city objects reflect the historical events, cultural values, natural features of a country and a region, the names of famous people. This cultural information is to be showed in the process of presenting city toponymy to primary school children in order to facilitate developing their linguistic and regional knowledge.
2. The optimal means of linguistic presentation of city toponymy to primary school children is a Regionalonomastics dictionary that is built taking into account the age and communicative demands of the target audience. The dictionary entry contains the motive of denomination of a place and its cultural background, toponymical guiding lines, some information about its building up and sights. The dictionary includes the interactive methods of creating a lexicographic text that lets the reader become an active researcher of the city space and stimulates their interest of linguistic and regional knowledge.
3. The results of the experimental teaching the primary school children in Velikiye Luki have proved that the usage a dictionary of city place-names enriches their knowledge about the origin of city names, their connections with the history and the culture of the country and the region, modern sociocultural information about the city objects, facilitates developing their spelling skills (proper names).

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STUDENT'S GAINS OF DEBATING IN THE PRODUCTIVE LEARNING PROCESS

Alīda Samuseviča

Liepājas Universitāte, Latvija

Maija Ročāne

Liepājas Universitāte, Latvija

Abstract. Publication highlights pedagogical possibilities of gaining transversal competences through debating process. Productive learning process has been described and data have gathered in order to identify the results of productive learning through debating. The necessity of productive learning has been emphasized in the context of key competencies and learning outcomes-based education approach as in the 21st century students need not only to take the initiative, understand the needs, formulate objectives, identify learning strategies, evaluate their learning achievements but also to explore a set of information offered by the information society which must be transformed into the knowledge society. The publication reflects the results of the case study, which emphasize obtaining the transversal skills through debating.

Keywords: debating, freedom of cognition, student, productive learning, transversal competences.

Introduction

Learning starts with the individual's set of knowledge and skills and understanding of integrity and effectiveness of learning realization. Each student demonstrates his/her individual learning style in the learning process through obtaining new facts, being aware of new needs and creating a new holistic understanding, creating knowledge and producing emotions. Learning outcomes are reflected and tested in a real life as well as new goals are set and beliefs are strengthened. However, it must be admitted that the curriculum changes have created new challenges in Europe. "The key competencies and learning outcomes-based education approaches that make up the content of education in the largest part of Europe also imply important changes in the form of teaching" (European Commission, 2012, 25). Therefore, it is essential for the teacher to guide students through the learning process in which students become independent, ready to take the initiative to understand the needs, formulate objectives, identify learning strategies, evaluate their learning achievements (Savin-Baden & Major, 2004).

The potential of digital age is the ability to influence the learning process through providing students unlimited access to information and the ability to direct their learning process (Fullan & Langworthy, 2014). Information society has gained its topicality and importance in the learning process in the 21st century; however, it must be acknowledged that only the knowledge society holds wide range of social, ethical and political dimensions (Latvijas Republikas Izglītības un zinātnes ministrija, 2013).

The provision of free flow of ideas (information society) and the circulation of knowledge (knowledge society) have been mentioned in the articles of the United Nations Educational, Scientific and Cultural Organization (UNESCO). The organization has specifically addressed the issues of information and knowledge management in 1990. However, the UNESCO research (2005) "Towards a knowledge-based society" has emphasized the need to move from the information-based society to knowledge-based society, which can be characterized by knowledge, analysis, improvement, distribution, development and application. And the only significant contribution of the information-based society is a direct input into the process of formation of the knowledge-based society. Thus, the information-based society is becoming a very important prerequisite for the process of formation of a knowledge-based society. However, the question is how to direct the learning process in the conditions of information society? (UNESCO, 2005).

Defining learning Zull, J. E. (2004), Oganisjana, K. (2015), Atkinson et al. (1993) have highlighted changes caused by it. Educator, biologist and biochemist James Zull believes that "when we are learning, we are changing. We learn to do something new, or learn to do something better or stop doing something at all. Learning definitely generates changes. Changes may be invisible and may be considerable. Learning can also lead to complete change of life" (Zull, 2004, 68). Researcher Karine Oganisjana (2015) also highlights that in the process of learning "people change" (Oganisjana, 2015). The educational psychologist Ferenc Marton and pedagogical researcher Shirley Booth (1997) believes that learning takes place in the individual's perception and development of understanding of the world (Marton & Booth, 2009). It is also important to respect each student's uniqueness, individual learning style, because "the world reveals differently to each of us" (Marton & Booth, 2009, 1).

However, it must be admitted that learning starts with the identification of a problem (in the society, science, etc.), strategy development follows, identifying the problem, selecting resources and involving classmates in the problem solving process (Martin-Kniep & Picone-Zocchia, 2009). Emphasizing the necessity of the development of individual learning style or strategy, the authors of the publication are willing to emphasize the importance of productive or result-oriented learning, which includes a number of important factors, e.g. linking the

knowledge with a real life, student's responsibility for the learning process, the awareness of a freedom of cognition, the positive emotional environment, motivation, beliefs, awareness of goals, productive learning promoting methods within and outside the classroom. It must be admitted that the result of productive learning is not only obtaining the key competencies defined by the European Commission (Key Data on Education in Europe, 2012) but also transversal competences.

The goal of the article is to justify the pedagogical factors of the formation of transversal competences, identifying student's learning gains in the productive learning process through debating.

The contributing factors of the productive learning process

There is a topical view that the learning process must be transformed, however, the question is: what exactly should be changed and how to change it? And one of the crucial key factors in the process of the development of the knowledge-based society is freedom. Freedom can be manifested through freedom of expressing opinion orally and in written form; freedom of press, freedom to access the information, as well as freedom of dissemination of information, etc. It is also essential in the process of information transformation into knowledge, which occurs through discussions, analysis, scientific activities, etc. (UNESCO, 2005). Thus, the freedom of cognition becomes a key factor in the knowledge acquisition process, which occurs when student explores information and transforms it into the knowledge. As a result of this learning process not only the student changes, but also he/she gives a contribution to the knowledge society.

To promote productive learning, it is important to be tolerant towards the others, to accept the diversity of opinions, thus respecting human freedom and the interests of all the society (UNESCO, 2005). It must be admitted that "if the concept of freedom in the past has been most commonly associated with the fight against injustice, nowadays the understanding of freedom is based on justice and individual freedom" (Bookchin, 1982, 168). Freedom is often associated with the freedom of choice: "to do something" or "do nothing and stand aside" (O'Connor, 2005, 7-8). Thus, the free will gains its significance. Philosopher and theologian Jonathan Edwards in his work "The freedom of the will" (1754) emphasizes both the freedom of action and denial, as well as the factor of free will. Here recognition and non-recognition, liking and dislike, permission and prohibition gains importance (Edwards, 2007). He highlights that free will is determined by motives and needs. The strongest motives are moral needs, responsibility for himself/herself and society or, on the contrary, contrasting ones interests against the interests of the whole society. He also stresses the possibility of a moral failure, which may be permanent or temporary (Edwards, 2007). Emphasizing the

link between the necessity and the free will, it is important to link the learning process with a real life.

Philosopher Rudolf Steiner in his work “Philosophy of Freedom” names motives as the main driving force of the free will. He also expresses belief that the person is free as much as he/she is able to obey himself/herself (Steiner, 1918). Educational researchers Maggi Savin-Baden and Claire Major believe that to implement a successful learning process, student must be motivated (Savin-Baden & Major, 2004).

Motivation clearly ensures the obtaining of both knowledge and skills. Student`s motivation can be contributed by:

1. “student's understanding of the application of knowledge;
2. awareness of goals;
3. student's belief;
4. the individual set of values;
5. a positive attitude towards the subject;
6. learning enhancing environment;
7. positive emotions;
8. availability of resources” (Benavides, Dumont, & Istance, 2012, 4).

The psychologist Mārtiņš Veide believes that the major problem of the lack of motivation in today's school is being unaware of goals: students do not discern “the efficiency of their activities”, because they do not have a clear understanding of the usage of knowledge (Veide, 1998, 10). However, it is important to recognize that an important prerequisite for the expression of free will is a factor of responsibility, which manifests in the form of activity, decision-making, etc. (Fisher, 2005). The responsibility can be defined as the consequences of action, determined by the expression of attitude, such as gratitude, or guilt, etc. It sets/drives action (Oshana, 1997). Responsibility is a form of regulating human activity. It is expressed through the attitude towards oneself, others and society as a whole (Тутушкина, 2001).

It can be concluded that motivation, responsibility, awareness of goals and needs (connecting learning process with a real life) are contributory factors of a free will and a freedom of cognition.

Productive learning enhancing environment

There is unlimited access to information in the 21st century and the learning environment is not only the classroom or school, but all the society. However, how to build a successful learning process and use all the opportunities offered by the information age? The study of Strategic Analysis Commission's “Information environment of Latvia in the beginning of the 21st century” (2006) emphasizes the positive contribution of the information environment accessibility to both the

individual and the society. The study highlights that today's textbooks are only a small part of all everyday information environment or information ecology. The study associates information environment with "the living space". Information environment consists of a set of factors, resources, and also processes, which include both the gained knowledge of individual and all the society" (Brikše, 2006, 8-9).

However, only the presence of information cannot ensure productive learning process, a positive emotional learning environment is also required. Regulation of emotion is highlighted by Benavides, F., Dumont, H., Istance, D. (2012) and Zull, J. E. (2004). Learning causes physical changes in the brain and emotions are important change agents in this process. Therefore, positive emotions evocative learning methods gain significance in the learning process. If the teacher's explanation of the subject matter is monotonous, emotions may not arise at all and therefore, the learning may not occur properly. And even if a student makes a mistake in the knowledge-construction process, these mistakes are also very significant in the learning process (Zull, 2004). The psychologist Kristīne Martinsone (1999) believes that "the more positive is the student's emotional attitude against himself/herself, the more productive his/her learning process is as well as self-improvement work. Positive learning attitude also provides the opportunity to make full use of his/her potential (Martinsone, 1999). However, if the positive emotions encourage students to learn, then the negative can stop the progress of the learning process at all (Benavides, Dumont, & Istance, 2012).

The formation of student`s transversal competences through debating in the productive learning process

In a rapidly changing world the necessary volume of information and competences is constantly growing, e.g. complex problem solving, teamwork, effective, work with a large amount of information. And there are no *correct* or *incorrect* answers provided, students have to create/construct new knowledge, to have the ability to navigate in the global technology environment, etc.

In 2007, the European Parliament has approved the lifelong learning basic competences (European Framework for Key Competences), which are important for personal development, social inclusion, active citizenship and employability in a knowledge society (European Commission, 2007). Competences are described as "a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. The Reference Framework sets out eight key competences: 1) communication in the mother tongue; 2) communication in foreign languages; 3) mathematical

competence and basic competences in science and technology; 4) digital competence; 5) learning to learn; 6) social and civic competences; 7) sense of initiative and entrepreneurship; 8) cultural awareness and expression” (European Commission, 2007).

It should be recognized that the learning outcomes are closely linked to the performance of students, rather than the teacher's goals and learning outcomes are expressed with knowledge as well as skills and competences' (European Commission, 2012). However, unfortunately, many students cannot use the obtained knowledge and skills, which are gained in a specific context, in a new real-life situation and therefore “even outstanding students have a barrier to become competent adults” (European Commission, 2007, 16).

It must be recognized that in today's society individual action is one of the main requirements and exactly competence has become a key element of each person's characteristics. In the transition process within education reforms, it is important to offer students relevant information and develop their knowledge. However, more necessary is to teach students to think, to analyse, to act, to take responsibility and to be able to implement their goals. Thus, in parallel with the obtaining of key competences, transversal competences gain importance, which can be applied in diverse real-life situations in today's changing world. “There are different understandings and conceptualizations of transversal skills across countries but in general, transversal skills refer to a number of important competencies that can be learned and that everyone requires to successfully adapt to changes and to lead meaningful and productive lives” (UNESCO, 2015, 3).

The framework of transversal competences includes:

- “Critical and innovative thinking (creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making);
- interpersonal skills (communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion);
- intra-personal skills (self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, risk-taking, self-respect);
- global citizenship awareness, tolerance, openness, respect for diversity, intercultural understanding, ability to resolve conflicts, civic/political participation, conflict resolution, respect for the environment);
- media and information literacy (ability to obtain and analyze information through ICT, express ideas through media and ICT, ethical use of ICT)” (UNESCO, 2015, 5).

Identification of the results of productive learning process through debating

Herbart's didactic triangle highlighted educational links are: teacher-student; teacher-learning content; student-learning content (Peterssen, 1983). These links are strengthened or reduced by different learning methods and didactic approaches. For example, if the productive learning method, e.g. debating is implemented in the learning process, students are active, explore the learning content themselves and self-realize. Thus teacher`s and student`s interaction leads to student-centred learning process. It must be admitted that implemented learning content through debating is relevant in today's situation, the student's interests and needs and thus acquired knowledge becomes the basis for a new experience. In order to analyse the results of productive learning process through debating, the case study in the National debate tournament of Latvia was carried out. The tournament was organized by the association "Debašu centrs" (Debate Centre) in November 16, 2016, in Iecava.

The tournament was attended by 106 students from various regions of Latvia (Bauska, Cēsis, Daugavpils, Krāslava, Liepāja, Līvāni, Madona, Rīga, Vecpiebalga, Ventspils). They represented 16 educational institutions of the Republic of Latvia. There were 102 questionnaires (44 male and 58 female respondents) gathered. 4 questionnaires were not returned. Respondents' average length of debating was 19 months. The average age of respondents was 16.

Within the questionnaire students were asked to continued unfinished sentence " Since I started debating. I have learnt...". Respondents had possibility to add three gains of debating. The vast majority of respondents- 43 (42.2 %) (20 male 23.female) admitted that they have learned to express their views freely; 21 respondents (20.6 %) (13 male 8 female) believed that they have gained argumentation skills; 20 respondents (19.6 %) (10 male 10 female) have learned to speak confidently in public; 16 respondents (15.6 %) (7 male, 9 female) have learned to co-operate; 15 (14.7 %) respondents highlighted that they have learnt how to spend time positively (emphasizing positive emotions) (8 male, 7 female); 15 (14.7 %) (11 female, 4 male) respondents have learned to find the necessary information; 14 (13.7 %) (9 male, 5 female) respondents have become more confident; 12 (11.8 %) (5 male, 7 female) respondents have learned to think critically, 12 (11.8 %) (6 man., 6 female) respondents have acquired research skills; 11 (10.78 %) respondents have acquired knowledge in diverse subjects, 8 (7.84 %) (6 woman, 2 male) respondents have learnt to listen; 6 (5.88 %) respondents have learned to be tolerant towards the others; 10 (9.8 %) respondents have learnt to ask and answer questions; 9 (8.82 %) respondents have learnt to analyse; 6 (5.88 %) respondents have learnt to think; 4 (3.92 %) respondents have learned to speak; 4 (3.92 %) respondents have learnt to structure; 3 (2.94 %) have improved writing skills; 3 (2.94 %) respondents have learnt to recognize a

problem; 3 (2.94 %) respondents have learned to accept criticism, 2 (1.96 %) respondents have improved foreign languages; 2 (1.96 %) respondents have learned to focus; 1 (0.98 %) respondent has learned to improvise; 1 (0.98 %) respondent has learned to learn from mistakes; 1 (0.98 %) respondent has learned to encourage; 1 (0.98 %) respondent has learned to schedule time. The biggest differences between men and women were found in the acquired listening skills, the ability to find information and argumentation skills.

Another unfinished sentence included in the case study was: “The gains of the process of debating I can apply in real life, because ...”. Here the respondents explained how exactly gains described in the previous unfinished sentence can be linked with the real life situations. And the authors of the article could draw conclusions about the development of transversal competences. 53 (51.96 %) respondents have mentioned a variety of every day communication situations (everyday conversations, exchanges of views, formal and informal discussions, etc.), in which they had to “defend their own opinion”. 11 (10.78 %) respondents have admitted that they have become more confident about themselves in the real-life situations. 38 (37.26 %) respondents believe that the competence acquired through debating can be directly applied to real life situations. They have emphasized that acquired skills can be firmly transferred to real life, e.g., “*Debating is about life*” or “*I can use acquired skills while debating in almost any field*”, etc.

After analysing the data gathered in the case study, it can be concluded that the gains acquired while debating corresponds to the framework of transversal competences (see table No. 1).

Table 1 **Gains of debating and the framework of transversal competences**

Transversal competences	Critical and innovative thinking	Interpersonal skills	Intra-personal skills	Global Citizenship	Media and information literacy
The gains mentioned by debaters and the number of cases	<ul style="list-style-type: none"> • argumentation skills (21) • thinking critically (12) • analysing (9) • thinking (6) • improvising (1) 	<ul style="list-style-type: none"> • expressing his/her opinion freely (43) • co-operation skills (16) • encouraging (1) 	<ul style="list-style-type: none"> • have become more confident (14) • research skills (12) • recognizing a problem (3) 	<ul style="list-style-type: none"> • have learned to be tolerant towards the others (6) • to accept criticism (3) 	<ul style="list-style-type: none"> • speaking confidently in public (20) • finding the necessary information (15) • have learnt to ask and answer questions (10)

The authors of the research can conclude that the important gain of the learning method debating is acquiring transversal skills.

Conclusions

1. Productive learning can be characterized by individual's necessity and freedom of cognition, as well as motivation and behaviour, free will and responsibility. Productive learning is a process where personally significant information transforms into knowledge.
2. The result of productive learning is the development of transversal competences, which includes critical and innovative thinking, communication skills, intrapersonal skills, global citizenship, media and information literacy.
3. The freedom of cognition becomes an important factor in the knowledge acquisition process, leading to exploring available information and transforming it into the knowledge. As a result learning process accomplishes and the changes occur not only into a student, but he/she also gives a contribution to the knowledge society.
4. Only the presence of the information society cannot provide a productive learning environment as positive emotional environment is also required, the positive emotions encourage students to learn, while the negative can stop the progress of the learning process at all.
5. Within the case study carried out in the National debate tournament (November 16, 2016), the largest number of respondents admitted that through debating they have learnt how to express freely their opinion, argumentation skills, to speak in public, to cooperate, to be confident, to think critically, to research, etc. The biggest differences between men and women were found in the acquired listening skills, the ability to find information and argumentation skills.
6. The competences gained through debating help students to solve real-life problems. They promote communication skills in various situations, self-confidence and knowledge about real-life problems. Debating contributes to development of transversal competences, which have gained importance in the 21st century.

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ART SUBJECTS IN NATIONAL CURRICULA – IDEAS FOR FUTURE DEVELOPMENTS IN GENERAL EDUCATION

Anu Sepp

Estonian Academy of Music and Theatre, Estonia

Urve Läänemets

Estonian Academy of Music and Theatre, Estonia

Katrin Kalamees-Ruubel

Estonian Academy of Music and Theatre, Estonia

Kristi Kiilu

Estonian Academy of Music and Theatre, Estonia

Abstract. *International trends of globalisation, changing learning environments as well as particular socio-cultural contexts and educational policy making are constantly shaping selection of the content for national curricula (NC) of general comprehensive schools. Art subjects (music, literature and art education) have been compulsory elements in Estonian NC for a century already making a significant contribution to identity and personality development of all population. Traditionally, learning art subjects has been well supported by extra-curricular activities or hidden curriculum so far. Today, primarily due to changing cultures and new values, learning motivation and decline of reading and expressive skills of students have become an issue. A pilot research (students' essays, n=367) was carried out in Estonian general comprehensive basic schools (level 3, students aged 13–16) in 2016 with the aim to specify how students perceive the role and meaning of art subjects in their life. The students' interesting ideas and presented opinions deserve attention when designing syllabi in NCs as well as supportive learning environments for both formal and informal learning activities. Accordingly, an increasing role of art subjects in future curricula should be considered as integrative, balancing and enriching tools for socialization of each individual. Awareness of arts has the potential to contribute to cultural sensitivity and understanding – the meta-skills for future lifelong learning and sustainable developments.*

Keywords: *art subjects, national curricula, integrated social skills, expressive skills and cultural identity.*

Introduction

Organizing curriculum change (OCC) has become a central issue in several academic publications. European Journal of Curriculum studies has discussed curriculum policy-making (Autio, 2015), specification of curriculum content

(Laanemets & Kalamees, 2014), standards, expected students' performance, and regulations (Scott, 2014, Salminen & Annevirta, 2016). American Sociological Review has also made available earlier research characterising national curricula (NC) for public education by the regions of the world analysing the representation of school subjects (the so-called „knowledge for the masses“, see Benavot, Cha et al. (1991). The Journal of Curriculum Studies has dedicated the whole final issue on the state based curriculum making, comparing different developments in different countries , e.g. Sivesind and Westbury (2016 a, 2016 b, 2016 c), Westbury (2016 d), Rosemund (2016). The 21st century educationists are facing again the need to discuss the *selection of the content for learning* after a long period of being focused on methods, testing and other issues related primarily to the process of learning. Comprehension of the time as a non-renewable resource that is to be devoted to learning particular subjects representing specific fields of human experience/civilisation has led to OCC in diverse versions of decision-taking in different countries.

Considering the NC for different types and levels of education, the NCs for general education deserve particular attention, as these documents specifying the content for learning and its organization for general comprehensive schools, are meant for educating the whole population. NCs have to be based on recognised needs for future, and ideologies, specified on values accepted as foundations for development of individual and collective identities preserving cohesion and sustainability of a culture and statehood. However, *the process of curriculum making requires its management*, especially considering its legitimacy, professional quality of results as well as involvement of professional curriculum specialists and different stakeholders representing diverse social interest groups (Sivesind & Westbury, 2016c: 773). Understandably, any educational reform in the field of curriculum development requires informed decision-making, and its writers have to consider the earlier NCs in their specific contexts, but not only. Pasi Sahlberg, a recognised Finnish education expert has aptly described their highly complicated task when setting the learning agenda and recommended *to respect the past, lead the present and secure the future*, which is also the title of a forthcoming conference in 2017 in Sydney (<http://www.acel.org.au/acel/ACELWEB/Events/2017/Conference>).

The research problem

The problem for initiating the present study appeared considering the task for OCC issued by the Estonian ministry of education and research (2016) caused by dissatisfaction expressed in media with students' decreasing cultural horizons and inability to transform internal knowledge into performative knowledge. It has become the main issue considering their decision-making and

problem-solving skills in everyday life, although there are noble goals manifested in all curricula prioritizing knowledge acquisition and development of critical thinking skills. Despite new supportive learning environments, mainly provided by ICT, academic achievement (especially in sciences) has remained a problem in many European countries and the universities have to think about how to manage, considering highly diverse initial level of student candidates. Accordingly, the content of general education preparing young people for both vocational and higher education has become the issue of debate. Understandably, there are different approaches to curriculum design, including the subjects to be selected for studies and their content providing the acknowledged and accepted values in a society.

Every country has its educational traditions and cultural values, which make organization of curriculum change a highly complicated matter. Any desired change must be provided with sound arguments showing the acknowledged needs for innovation. In Estonia there have been proposals to reduce the students' work overload and the amount of knowledge specified for learning in the NCs for general comprehensive schools (Aaviksoo, 2013). It also means that the role of learning arts has to be specified as well, especially considering the costs involved.

However, art subjects (music, literature and art education) have been compulsory elements in Estonian NC for a century already, since the establishment of statehood, making a significant contribution to identity and personality development of all population. Traditionally, learning art subjects has been well supported by students' optional extra-curricular activities or hidden curriculum so far (Kalamees-Ruubel & Laanemets, 2012, p. 216). Today, primarily due to globalisation, changing cultures and new values, learning motivation and decline of reading and expressive skills of students have become an issue and needs new approaches to specification of the list of school subjects, the content for learning as well as organisation of studies, see Kalamees-Ruubel (2014).

Aims and the method used

The main aim of the study was to specify how students perceive the role and meaning of art subjects in their life. The research group has made an attempt to study students' motivation for learning art subjects under present circumstances. Another aim was to learn about students' comprehension of the value of those skills they could acquire in the lessons of art subjects.

Research data were collected in October and November 2016 at sixteen general comprehensive schools with instruction in the Estonian language (grades 7–9, students aged 13–16). The students (n= 367, 195 girls and 172 boys) were

asked to freely express their opinions in writing by providing answers to two questions: “Why are subjects like literature, music and art education in our school timetable? What have you learnt in these lessons that you consider useful?” The expected length of their answers was up to one A4 page, and the time allotted was one school lesson (45 minutes). The students could use any form of writing – essay, discussion, article, etc.

The data were analysed qualitatively by using content analysis (Cohen, Manion, & Morrison, 2007) with the conventional approach. Considering the three possibilities of carrying out analysis (conventional, directed and summative) as suggested by Hsieh & Shannon (2005), the approach used in this research analysis is conventional as the coding categories and sub-categories are derived directly from the text data. The advantage of the conventional approach is that it allows to gain direct information from study participants without imposing preconceived categories or theoretical perspectives, which suits best considering the material collected.

Results and Discussion

The responses were analysed according to two basic criteria: 1) art subjects are still necessary and meaningful for students, and 2) art subjects are irrelevant and could be excluded from school curricula.

With regard to the answers concerning the relevance of music, art and literature, 95,4 % of the respondents considered them necessary and useful, while 4.6 % disagreed. Because of the complexity of the students’ opinions about the three art subjects, although they were generally supportive of Criterion 1, and the fact that the relevance of the three subjects was rated disproportionately (there were more arguments in support of music and art than literature) and expressed in a diversity of ways, the data had to be analysed further.

The second-level analysis was conducted using sub-criteria developed on the basis of the students’ arguments supporting the necessity and relevance of art subjects in their studies. The data and statements in support of the second basic criterion were included in the sub-criteria where possible. The sub-criteria are based on different levels of the students’ development: their social and psychological development, cognitive and affective development, as well as their perception of the dynamics of acquiring new knowledge through art subjects. The results of the research were summarised, and an attempt was made to synthesise the students’ opinions expressing their comprehension of the role of art subjects in their individual development.

The opinions expressed by the Grade 7 students mainly highlighted the positive development of their knowledge, whereas those in Grades 8 and 9

considered the influence of art subjects on the development of their personality most meaningful. The positive influence of art subjects on the development of the students' creativity, imagination, and cultural awareness as well as their usefulness as a refreshing break between difficult subjects such as math, sciences, and foreign languages during the long school day was mentioned by students in all the grades participating in the research project. In the following discussion the number of students sharing the same view is given, as well as some of the statements they contributed, the gender of the student (B for boy and G for girl), and their grade.

With regard to personality development the students wrote most frequently about the opportunity to broaden their cultural horizons and develop their awareness of cultural values (124) e.g., *If there were no art education we would not know about important people in earlier times* (B8). *We gain new experience by reading books, so we do not have to experience it personally* (G9). *When somebody is talking about these topics, I know what the discussion is about, and what I can contribute* (G8), *and we acquire new knowledge about cultural artefacts and other useful things* (85). *One can learn a lot about "old" Estonia* (G7). *Without literature young people would only be on their smartphones where they cannot broaden their horizons or develop their powers of expression* (B9). There were many responses citing opportunities for discovering one's talents, finding a suitable interest, and sometimes even a profession. The responses were most often related to learning music (113): *I started singing in a choir in Grade 4 at the invitation of the music teacher, and after we had learnt to play some instruments in our regular music lessons, I decided to go to music school and start learning the cello. Therefore, music lessons help students discover their musical ability and use their talents* (G8). *If you are not good at maths or sports and you cannot draw, there is a chance that you may have a good singing voice* (B8). In addition, opportunities for the development of one's identity, self-actualisation, and discovering oneself were mentioned.

With regard to the development of students' social skills the respondents highlighted improvement in their powers of expression in order to be able to participate in discussions (109): *The ability to use words properly is essential if you want to get a good job in the future* (G9). *I believe that if there were no literature lessons, people would have a poor vocabulary, and might even be considered illiterate* (B9). *Learning these subjects can give you the freedom to be who you really are. Things are different for everyone. We cannot sing using the same voice, we cannot write exactly the same essays, or draw exactly the same picture. These lessons give us courage to dare to be different from others* (G8). Many enjoyed the opportunity to sing together (101): *Singing together makes us happy* (G7). *Singing together unites the whole class into one*

team (G9). The potential of art subjects to develop presentation skills and the courage to address an audience was also positively acknowledged (53): *There are no boundaries in the arts – you can paint a totally black picture and tell such an amazing story about it that people would be willing to pay several thousands for it. Of course, in order to tell such a convincing story, one needs the help of a teacher of literature (G8). In speaking we discover ideas, come to understand, and, of course, engage in dialogue (B9).*

With regard to cognitive development, opportunities to develop their creativity (239) and imagination (201) were evaluated most positively: *Literature is really inspiring (G8). Music gives rise to passion (G8). They also provide an opportunity to develop ability in maths (G9). They help people to see and describe the world in a more beautiful way, using their imagination, and every painting can have a different influence as every individual sees it in a different way (B8).* The development of motor skills was also considered important in art education (97). *You express your ideas using only your hands, so no words are needed. That is the essence of art (G9). Drawing in art lessons has greatly improved my handwriting (G8).* The development of elementary drawing skills was also considered necessary (69): *Everyone should be able to draw a little (G8).* It is also thought to develop spatial intelligence (35): *Art education also develops spatial thinking skills and would help you build things in the future. And if there were no art lessons, learning at school would be boring and tedious. I could not even design a garden shed, let alone a house, in the future without studying art at school (G9).* Students also think that art subjects have the capacity to develop their thinking skills (72): *Literature lessons are necessary for creating a picture of the world's diversity; to be more precise, these lessons are necessary to develop children's skills to "think outside the box" and be able to change the world. I at least have such intentions and plans (G8). I can understand other people's opinions and I can also relate to their way of expressing ideas (B8).*

Students' opinions about the potential contribution of art subjects to their affective development were rather diverse. They often mentioned art subjects as mental breaks between other subject lessons (107). *You do not have to think about some complicated problems in these lessons all the time; you have the opportunity to relax a bit and express yourself by making music, painting or writing (G8). Creative subjects reduce stress, boredom and depression, they help you get out of the "rat race", rest and refresh your brain (G9). These subjects motivate me to come to school, because in these lessons I can be what I really am. (G9). Additional math, English, and other "valuable" subjects should not be added to our timetable at the expense of art subjects. This might make us smart subordinates, but it would fail to develop our individual creative self-*

consciousness (G9). *Young people, who study so many sciences today, must also be taught Estonian culture, especially for the sake of our future (B9).*

Students often cited a need to have a break from other, more difficult subjects (47). *I like music lessons especially, as they give me some rest from ordinary school subjects and the whole school day; it is an enjoyable lesson, where everything is not regulated and there is also some space for creativity and my own thoughts. It can greatly support and balance an individual's mental health; it can calm you down; everybody needs to listen to soothing sounds and beautiful melodies, such as native or folk music (B8). Music gives me a place I can disappear into, away from the world (G9).*

The calming, soothing effect of these lessons was mentioned quite often (43). *Art, music, and literature help to reduce tensions and stress. Although I am not very good at these subjects, I still like these lessons; they are worthwhile and peaceful (B8). This lesson is very important to me, as I can think about my own ideas and problems in peace and tranquillity (G8). It is much easier after an art subject to be creative and open in the following lessons; in art lessons I always feel stress-free, and I can easily focus on drawing (B8).* Several students cited the opportunity to express their feelings through drawing (71). *I have learnt to express my feelings in art lessons by drawing, because it is much easier for me to express something without words (G9) I think these lessons have been included in the curricula with a specific aim: not all people should be turned into robots programmed with some prescribed amount of knowledge by the time they finish school; there should be some who can create something. That is the only way mankind can develop (G8).*

Students' recognition of opportunities to broaden their horizons is usually related to increasing their knowledge of specific art subjects. With regard to new knowledge about particular subjects, the students often cited the opportunity to learn about the musical culture of other countries (86), Estonian music (68), and the history and theory of music (53). Some noteworthy quotes: *Any self-respecting individual must know music and the theory of music (G7), we should know how to write music (52); I am now able to write my own melodies (G8). We also learn how to write music, which includes several mathematical operations and greatly supports the development of logical thinking skills (B8).* Several students (41) mentioned the importance of learning to play different instruments: *Playing different instruments helps me to keep my emotional balance (B9).*

With regard to literature, the respondents highlighted the development of reading skills (141). *Books have helped me to notice problems between people, and with their help I have been able to recognize several such cases in my own life; thanks to books I have a better understanding of how to solve some problems (G8).* The students also mentioned the development of their writing

skills, especially those needed to write different kinds of texts (106): *One has to do many kinds of writing in one's life and we learn how to do that in literature lessons* (B7). The importance of developing one's vocabulary was considered meaningful (90): *If I had a poor vocabulary, nobody would listen to me, because my talk would be boring* (B8); as was increasing one's motivation to read (87): *When reading passages from our literature textbook, I always find many new books that are worth reading, so reading has become one of my favourite ways of relaxing. Therefore, literature lessons are necessary for developing children's interest in reading and writing* (G8).

A number of students mentioned the opportunity to study the history of culture and literature (127). *...we learn about different cultures so we will not embarrass ourselves in future situations* (G8). *One can learn about real life through other peoples' writings, such as how they lived in earlier times* (B8). Knowledge of art history was also considered useful (104): *Art is really important for developing manual dexterity, but one should also know about how art has developed. Art history is so ancient and full of amazing facts, and it is interesting to learn about them* (B9). Knowledge of famous artists and their most outstanding work was given separate mention as an argument in favour of having art lessons in the timetable (67); several students mentioned the need to know something about the art culture of different countries (55): *We need the arts to be able to truly see the world* (G8).

Although the second basic criterion (art subjects are not necessary) was only supported by 4.6 % of all respondents, we think that their opinions deserve attention. Their main argument against learning art subjects is that they will not be necessary in their future lives (9). *In my opinion they will not give me much for my future, at least not as much as math and other sciences, because in science lessons we must use our thinking skills and logic so that it will be easier to find a job or attend university* (B9). *Lessons in music and literature could be replaced by free time for those who never intend to pursue them. These lessons should be for those who are already good at them and who usually study them individually* (G9). *Art and music make no sense; the students could go to some music or art school* (G8). *Literature does not give us anything in particular – it's just a bunch of thick and boring books* (G8).

The issue of evaluating students' performance in art subjects was also raised for both basic criteria. Music and art education were mentioned most often (9): *Art cannot be precisely evaluated, so there should be no marks awarded* (G8). *I do not like to do anything for a grade* (B7). *It would be unfair to give marks for singing, because not everybody has a talent for it* (G8).

Particular attention should be paid to the students' comments about teachers. 68 of the respondents mentioned the role of teachers in making lessons interesting, motivating, and worthwhile: *These subjects are necessary, but they*

should be taught by good teachers (B9). There's no need for literature, and I do not understand what the music teacher says (B7). These subjects could be optional, because some teachers are just not suitable, but everything depends on the teacher (G8). The teacher usually delivers a monologue, and nobody wants to discuss anything because the teacher immediately questions your opinion and makes you feel worthless (G8). Whether or not the lessons are interesting depends on the teacher's attitude; actually, everything depends on her (B9). I do not like music lessons because they are no fun; we must just fill in worksheets or write in copybooks as the teacher tells us, and we don't know how to do it (B7). We should not be awarded grades in these lessons; teachers often give marks according to their personal likes and dislikes (G8).

The results of the analysis have to be regarded as the subjective opinions and judgements of the respondents and cannot be generalised too widely. Yet, they provide grounds for preliminary conclusions and reveal clear tendencies in students' way of thinking and understanding the national curriculum policies expressed in their school timetables.

Conclusions

Arts subjects have always had a solid place in the National Curricula of Estonia and this necessity was supported also by pupils' opinions in this research. Generalizing the results of the present research it can be noticed that the majority of the respondents (95,4 %) supported the place of arts subjects in the curriculum and their answers revealed that these subjects were understood to support cognitive, affective and personality development as well as the development of social skills.

Accordingly, the results of the present study do not support the idea of some educational policy makers, who, led only by attempts to "optimize" educational costs, have proposed without any serious argumentation, to consider the possibility of reducing the importance and number of lessons dedicated to learning different arts. On the contrary, recent research in neurosciences has also revealed positive effects on child brain development (Huotilainen, Putkinen, & Tervaniemi, 2009; Brattico & Pearce, 2013). According to Gruhn, any active experience "engraves traces in the brain" (Gruhn 2011, p. 362), affecting and forming the structure plasticity of the brain, shaping the individual structure of it, according to the challenges to which it is exposed. He also stresses the importance of sequential learning "which has to be a developmental process in which earlier experiences provide the foundation for making sense to later ones" (Mercer, 1995; cited by Gruhn, 2011, p. 366).

The research on art subjects in national curricula from students' perspective has revealed interesting results and given grounds for further discussion.

Education, including music education is a moral enterprise beyond all other devices of human origin that can balance unpredictable developmental events of post-modern times providing support for cohesion in society (Sepp 2014, p. 63). Thus, the political idea of decreasing the role of art subjects in curricula for general comprehensive schools seems short-sighted and disadvantageous considering the development of all the generations to come, able to preserve and enrich our culture and cohesion in society.

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MATEMĀTISKĀS KOMPETENCES PILNVEIDE PAMATSKOLĀ PRASMJU PĀRNESEI JAUNĀS SITUĀCIJĀS

Improving Mathematical Competence in Primary School to Enable Skill Transfers in New Situations

Anita Sondore

Daugavpils University, Latvia

Elfrīda Krastiņa

Daugavpils University, Latvia

Elga Drelinga

Daugavpils University, Latvia

Pēteris Daugulis

Daugavpils University, Latvia

Abstract. *Mathematical competence is one of the basic competences defined in the EU. Results of international studies in recent years show that the percentage of pupils in Latvia with high level (5.,6.) of mathematical competence has decreased from 8 % (PISA, 2012) to 5,2 % (PISA, 2015). Observations of mathematical lessons show that individualization of studies is not a popular everyday feature, nonstandard problems are rarely used in the work with primary school pupils. Sustainable education can not be envisioned without creative thinking necessary for solving various nonstandard problems. Mathematical competitions also require creative applications of knowledge. The goal of this study was to analyze problems of Latvian mathematical contests for grades 4-6 of the last 3 years according to categories of mathematical content. The most important cognitive and metacognitive strategies necessary for their solution are shown. It is important to turn attention of teachers to much wider inclusion of contest problems into study process of primary school. It will enable to individualize studies and stimulate skill transfer to new situations for gifted pupils. The authors encourage teachers to use nonstandard (contest) problems as an individualization tool which will give opportunity for pupils to master knowledge and skill transfer. It will provide regular training of mind and positive emotions for pupils who are bored with solving standard problems.*

Keywords: *mathematical competence, problem solving, individualisation of studies, skill transfers in new situations.*

Ievads *Introduction*

Ilgspējīga izglītība nav iedomājama bez radošas domāšanas dažādu nestandarta problēmu risināšanā (Pipere et al., 2015; Salīte et al., 2016). Arī darba tirgū ir pieprasījums lietot zināšanas radoši, jaunās, mainīgās situācijās. Viena no ES izvirzītām pamatkompetencēm ir matemātikas kompetence (Eurydice, 2012), kas ietver problēmrisināšanas kompetenci (Eurydice, 2011). Problēmrisināšanas prasmes attīstība matemātikas mācību procesā balstās uz zināšanu pārnesi jaunās situācijās, kas atbilst OECD Starptautiskās skolēnu novērtēšanas programmas (SSNP) matemātikas kompetences 5., 6. līmenim. Matemātikas kompetences 5. līmeni sasniedz skolēni, kas spēj analizēt sarežģītas standarta situācijas, atrodot piemērotas problēmu risināšanas metodes. Bet 6. līmeni, ja skolēni spēj pielietot savas zināšanas nestandarta situācijās, radot jaunu pieeju, kā risināt nezināmus uzdevumus (Geske et al., 2013).

Pēdējo gadu SSNP rezultāti liecina, ka relatīvais skaits Latvijas skolēnu ar augstu (5., 6.) matemātikas kompetences līmeni samazinājies no 8 % 2012. gadā līdz 5,2 % 2015. gadā. Eiropā atbilstoši vidējais līmenis 2012. gadā bija 12,6 %, bet 2015. gadā - 10,7 % (Geske et al., 2013; Geske et al., 2016). I. Maslo uzskata, ka tikai komunikāciju veicinoša skolotāja attieksme sekmē skolas vecuma bērnu spēju attīstību, kā vienu no sociālās komunikatīvās mācīšanās prakses indikatoriem minot alternatīvus piedāvājumus standarta ietvaros (Maslo, 2006, 38).

Viena no alternatīvām pamatskolēnu matemātiskās kompetences pilnveidei ir matemātikas konkursu uzdevumu iekļaušana mācību procesā. Latvijā un citās valstīs rīkoto matemātikas konkursu uzdevumi (bieži vien ar atbildēm un pat uzdevumu atrisinājumiem) ir brīvi pieejami konkursu arhīvos, tie skolēniem piedāvā iespējas zināšanas pielietot nestandarta situācijās, bet skolotājiem īstenot mācību individualizāciju. Matemātikas mācību stundu novērojumi liecina, ka mācību individualizācija ikdienā nav populāra, darbā ar skolēniem pamatskolā reti tiek izmantoti problēmu uzdevumi.

Pētījuma mērķis ir analizēt pēdējo gadu 4.-6. klašu Latvijas matemātikas konkursu (turpmāk LMK) uzdevumus pēc matemātikas satura jomām, norādot uzdevuma risināšanai nepieciešamās būtiskākās kognitīvās un metakognitīvās stratēģijas, lai pievērstu skolotāju uzmanību matemātikas konkursu uzdevumu iespējami plašākai iekļaušanai pamatskolas matemātikas mācību procesā-individualizētās mācībās.

Pētījuma metodoloģija. Lai sekmētu šī mērķa sasniegšanu, autori veica pilotpētījumu, kura ietvaros datu ieguvei tika: 1) analizēti sekundārie dokumenti (Pipere, 2011, 188): pēdējo trīs mācību gadu LMK 4.-6. klašu uzdevumi (n=197) pēc matemātikas satura jomām; 2) telefoniski intervēti 11-12 gadus veci

Daugavpils skolēni (n=5), kuri regulāri piedalās dažādos LMK. Attālinātā intervija (Pipere, 2011, 170) tika organizēta, lai noskaidrotu, kas veicina un kavē skolēnus iesaistīties LMK uzdevumu risināšanā, apgūstot pieredzi prasmju pārnesē jaunās situācijās, 3) izmantota Daugavpils Universitātes (DU) studentu-topošo pamatizglītības skolotāju prakses dokumentācija (2014.-2016.), lai tiktu iezīmētas kopīgās tendences par problēmu uzdevumu izmantošanas biežumu mācību stundās (n=47). Šī dokumentācija tiek vērtēta kā primārais dokuments (Pipere, 2011, 188). Datu apstrādei izmantota kvalitatīvā kontentanalīze (Pipere, 2011a, 227).

Teorētiskie aspekti *Theoretical background*

Pētījuma teorētiskajā pamatā ir izpratne par kompetenču pieeju (De Corte, 2010), konstruktīvu mācīšanos (Hofmeister, 1998), dziļmācīšanos (deep learning)- mācīšanos, iedziļinoties uzdevuma būtībā (Fullan & Langworthy, 2014), un atklājumu mācīšanos (discovery learning) (Bruner, 1960), akcentējot cilvēku aktīvo darbību informācijas apstrādē un zināšanu radīšanā. Organizējot mācību individualizāciju, tiek īstenoti dažādi mācību modeļi, arī prasmju pārnesē un jēgpilnai pielietošanai jaunās situācijās (Maslo, 1995; Schneuwly, 2014).

Risinot problēmas, izziņas procesa attīstība notiek pieaugušo vadībā vai sadarbībā ar spējīgākiem vienaudžiem, tas palīdz pārvarēt plaisu starp to, ko zina un to, kas jāzina (Vygotsky, 1978; Martínez et al., 2001). L. Vigotskis, skaidro, cik svarīga skolēnu psiholoģiskajai attīstībai ir sociālā mijiedarbība. Zināšanas tiek konstruētas sociālā kontekstā, bet pielietotas individuāli (De Corte, 2010).

Lai pārnestu zināšanas un prasmes nestandarta situācijās ir svarīgi apvienot kognitīvās un metakognitīvās (domāšana par mācību procesu) mācību stratēģijas (Geidžs & Berliners, 1999; Hellmich & Wernke, 2009; Artelt & Moscher, 2005; Piaget, 1970; Fišers, 2005). Pēc (Hellmich & Wernke, 2009) iedalījuma svarīgākās kognitīvās stratēģijas, risinot problēmu, ir: 1) informācijas uztvere, kas saistīta ar atkārtotu teksta lasīšanu (arī strukturēta teksta lasītprasmi), informācijas apstrādi; 2) informācijas satura organizēšana, kas rosina saskatīt sakarības, meklēt analogijas; 3) atkārtošana, atmiņas aktualizēšana, tiek plānots problēmas atrisinājums, atceroties jēdzienu definīcijas, likumus, kā tika risināti līdzīgi uzdevumi, t.i., ko es jau zinu, ko varētu te pielietot; 4) kritiska rezultātu pārbaude. Metakognitīvās stratēģijas, savukārt, akcentē problēmrisināšanas procesa plānošanu, piemērotu risināšanas stratēģiju izvēli, šī procesa pašregulāciju, motivēšanu patstāvīgai darbībai, paškontroli, risinājuma izvērtēšanu. Konkrētu uzdevumu risināšanā skolēni lieto gan kognitīvās, gan

metakognitīvās stratēģijas. Katras problēmas risināšanu sāk ar informācijas apstrādi, balstoties uz jau zināmo. Risināšanas gaita tiek plānota, iegūtie rezultāti tiek kritiski izvērtēti. Daudziem skolēniem ir vajadzīga metakognitīvā vingrināšanās- pašregulācijas, pašnovērojuma, paškontroles, problēmu identificēšanas un analogiju meklēšanas treniņš. Centieni veicināt pārnesi būs daudz sekmīgāki, ja tiks izprasta apzinātas pieejas nepieciešamība zināšanu, prasmju apguvē (Geidžs & Berliners, 1999; Krastiņa et al., 2015).

LMK ir gara un tradīcijām bagāta vēsture. LU A. Liepas Neklāties matemātikas skola (NMS), kopš tās dibināšanas 1969. gadā, nodarbojas ar dažādu LMK organizēšanu Latvijā (Avotiņa & Šuste, 2016), tātad arī ar matemātikas satura jomu atlasī konkursu uzdevumiem, ievērojot Latvijas pieredzi un pasaules tendences. NMS mājaslapā (<http://nms.lu.lv>) atrodama informācija par LMK 4.-6. klašu skolēniem: Profesora Cipariņa klubs, Jauno matemātiķu konkurss, olimpiāde "Tik vai... Cik?" 4. klasei (notiek katru mācību gadu četrās kārtās), kā arī par olimpiādēm 5.-12. klašu skolēniem, kas Latvijā tiek rīkotas reizi gadā- atklātā matemātikas olimpiāde, matemātikas olimpiāde (2. posms), sagatavošanās olimpiāde matemātikā. Latvijā, sākot no 2012. gada, 2.-12. klases skolēni var piedalīties starptautiskā matemātikas konkursā "Kengurs" (skat., <http://kengurs.lv/index.php/lv/konkurss>).

Lai palīdzētu skolēniem risināt problēmu uzdevumus, nepieciešami skolotāji, kuri to prot darīt (Avotina & Šuste, 2015). Skolēni daudzus nestandarta uzdevumus var atrisināt, izmantojot tikai vispārīgus spriešanas paņēmienus, bez speciālām matemātikas metodēm, taču skolotājiem jāseko, lai uzdevumu atrisinājumi ir pilnīgi un skaidri pierakstīti (Andžāns et al., 2009). Tomēr daudzu matemātikas skolotāju kompetence, gan kā risināt šādus uzdevumus, gan kā darboties ar skolēniem, ir jāuzlabo (Avotina & Šuste, 2016).

Pētījuma datu analīze *The results of the research*

Pētījumā analizējam uzdevumus no pēdējo trīs mācību gadu četriem LMK. 4. klasei "Tik vai... Cik?" (olimpiādes kods T), bet 5.-6. klasei: atklātā matemātikas olimpiāde (kods A), matemātikas olimpiādes 2. posms (kods M), sagatavošanās olimpiāde matemātikā (kods S). Uzdevumiem izmantots šifrs ar četrām pozīcijām: olimpiādes kods- mācību gads- klase- uzdevuma numurs. Olimpiādes kodam T ir apakšindekss, kas norāda šīs olimpiādes kārtas numuru. Gadi tiek numurēti: 1 nozīmē 2013./2014., 2- 2014./2015., 3- 2015./2016. mācību gadu. Piemēram, T₂₋₃₋₄₋₅ apzīmē 5. uzdevumu no 4. klases 2015./2016. mācību gada olimpiādes "Tik vai... Cik?" otrās kārtas.

Pētījuma autori uzdevumus sadalīja piecās grupās pēc matemātikas satura jomām: *skaitļi un mērījumi; telpa un plakne; mainīgie un funkcionālas*

sakarības; dati un kombinatorika, loģiskie uzdevumi. Šādam iedalījumam par pamatu ņemtas OECD SSNP uzdevumu matemātikas satura jomas, kas konkretizētas atbilstoši 4.-6. klašu matemātikas saturam. Atsevišķi izdalīti loģiskie uzdevumi. Satura jomas ar lielu LMK uzdevumu skaitu ir sadalītas apakšjomās. Tādas kognitīvās un metakognitīvās stratēģijas, kā informācijas uztvere, risināšanas gaitas plānošana, piemērotu risināšanas stratēģiju izvēle, refleksija par atrisināto uzdevumu, nepieciešamas katra LMK uzdevuma risināšanā. Iekavās pie matemātikas satura jomām vai apakšjomām norādītas būtiskākās mācīšanās stratēģijas.

Skaitļi un mērījumi.

- *Aritmētiskās darbības ar naturāliem skaitļiem* (atmiņas aktualizēšana par darbībām ar naturāliem skaitļiem, darbības rezultātu kritiska izvērtēšana). Četras aritmētiskās darbības ar naturāliem skaitļiem, to izpildīšanas secība. Piemēram, $T_1-1-4-1$, $T_1-2-4-1$, $T_2-3-4-5$.
- *Skaitļu virkņu un tabulu analīze* (informācijas satura organizēšana, risināšanas procesa paškontrolē, sakarību vispārināšana). Atrast naturālus skaitļus, balstoties uz dotajām aritmētiskajām vai struktūras prasībām. Tipiskākie uzdevumi- jāaizpilda iesāktās skaitļu virknes un tabulas ar tukšām šūnām; jāievieto skaitļi, lai iegūtu patiesu vienādību, nevienādību. Piemēram, $T_2-3-4-6$, $T_2-1-4-5$, $A-3-6-1$.
- *Ģeometriski un fizikāli lielumi, mērījumi* (informācijas uztvere un apstrāde par lielumiem, mērvienībām, mērīšanas procesu, risināšanas procesa paškontrolē). Mērvienību pārveidošana, lai izpildītu aritmētiskās darbības ar lielumiem, izpratne par lielumu mērījumiem. Piemēram, $T_4-1-4-2$, $T_3-2-4-1$, $T_3-3-4-1$.
- *Skaitlisko likumsakarību analīze* (uzdevuma satura organizēšana, risinājuma plāna izstrādāšana, saskatot sakarības un meklējot analogijas, likumsakarību vispārināšana, konkretizēšana, pierādīšana, pārnese). Atrast skaitļus, kas apmierina norādītos nosacījumus; izpratne par jēdzieniem (naturāls un vesels skaitlis, daļskaitlis), četru aritmētisko darbību, kāpināšanas kvadrātā un naturālu skaitļu pozicionālā (decimālā) pieraksta īpašībām, kā arī skaitļu dalāmības teorijas elementiem- dalāmības pazīmēm, sadalīšanu pirmskaitļu reizinājumā, atlikumu aritmētiku. Piemēram, $T_3-2-4-5$, $S-1-5-4$, $M-3-5-2$, $A-2-6-4$.
- *Aritmētiskie teksta uzdevumi* (informācijas uztvere, risināšanas procesa plānošana, modelēšana). Teksta uzdevumu atrisināšana ar aritmētisko metodi, atrodot nezināmo lielumu pēc sastādītas skaitliskas formulas. Piemēram, $T_2-2-4-2$, $S-3-6-4$, $M-2-6-1$, $A-1-5-1$.
- *Konkrētu minējumu analīze* (informācijas uztvere, prognozēšana, minējumu kritiska pārbaude). Atbilžu izvēles uzdevumi par

skaitliskām likumsakarībām un uzdevumi, kuros var lietot risināšanas stratēģiju „mēģini un pārbaudi”, lai izpildītos norādītā skaitliskā likumsakarība. Piemēram, T₁-1-4-3, A-3-5-3, M-2-6-3, S-3-6-1.

- *Diskrētu skaitlisku objektu analīze* (atmiņas aktualizēšana par līdzīgu uzdevumu risināšanu, piemērotu risināšanas stratēģiju izvēle, sakarību vispārināšana). Iespējams saskatīt aritmētiskus un algebriskus invariantus, piemēram, M-1-6-5, M-2-5-2, kā arī izmantot Dirihlē principu, piemēram, A-3-5-5. Nezinot šīs risināšanas stratēģijas, iespējams izmantot vispārīgus spriešanas paņēmienus.

Telpa un plakne.

- *Ģeometriskie lielumi* (atmiņas aktualizēšana par ģeometrisko lielumu aprēķināšanu, informācijas satura organizēšana, risināšanas procesa plānošana). Ģeometrisku figūru malu garuma, perimetra un laukuma, kuba tilpuma, laužas līnijas garuma aprēķināšana nestandarta situācijās (bieži pēc dotā figūru kombinācijas vizuālā attēla). Piemēram, T₂-2-4-8, S-3-5-2, M-1-5-1, A-1-6-4.
- *Figūru pārveidošanas iespēju analīze* (vizuālās informācijas uztvere un apstrāde, risinājuma plānošana par figūru pārveidošanu). Dotā figūra jāsadala daļās tā, lai no šīm daļām varētu salikt norādīto figūru, piemēram, T₃-2-4-3, vai otrādi- kuras dotās figūras jāsavieno, lai saliktu norādīto figūru, piemēram, T₂-1-4-3. Plaknes figūras pārveidošana, to salokot, lai izveidotu trīsdimensiju figūru, piemēram, T₂-3-4-3. Noskaidrot, kāda daļa no figūras ir iekrāsota, piemēram, T₄-1-4-9, uz kuru pusi griežas katrs zobrats dotajā zobratu shēmā, piemēram, T₃-2-4-4.
- *Konkrētu ģeometrisku konstrukciju analīze* (informācijas uztvere, vizualizēšana un minējumu kritiska pārbaude). Praktiski darbojoties, veic un pārbauda dažādu ģeometrisku figūru konstrukcijas. Piemēram, S-3-6-5, M-3-6-3, A-3-6-5.
- *Figūru pārklājumi* (atmiņas aktualizēšana par līdzīgu uzdevumu risināšanu, piemērotu risināšanas stratēģiju izvēle, risinājuma pamatojums). Var izmantot invariantus konfigurāciju analīzē par figūras pārklāšanu ar norādītajām figūrām, piemēram, A-2-5-2. Uzdevumi, kur var izmantot Dirihlē principu par lielāko un mazāko vērtību atrašanu figūru pārklājumos, piemēram, A-1-6-5. Nezinot šīs risināšanas stratēģijas, jāizmanto vispārīgi spriešanas paņēmieni.

Mainīgie un funkcionālas sakarības.

- *Dotu funkcionālu sakarību analīze* (informācijas uztvere, atmiņas aktualizēšana par jēdzieniem vienādojums, nevienādība, algebriska izteiksme, sakarību analīze un interpretācija). Dotās algebriskās

izteiksmes, vienādojuma, nevienādības atrisināšana vai interpretācija, piemēram, T₁-1-4-7, S-1-5-5, A-3-6-2.

- *Funkcionālo sakarību atrašana un analīze* (uzdevuma saturs organizēšana, saskatot funkcionālās sakarības, risinājuma izvērtēšana). Problēmai atbilstošu vienādojumu, nevienādību, algebrisku izteiksmju sastādīšana, to atrisināšana vai izpēte. Piemēram, T₄-2-4-7, S-1-6-5, M-3-6-1, A-1-6-3.

Dati un kombinatorika.

- *Dati un to attēlošana* (strukturētas informācijas uztvere un apstrāde, secinājumu formulēšana). Ir jāatrod nepieciešamie dati no dažādā veidā strukturētas informācijas – no informāciju tabulām, stabiņveida un līniju diagrammām, piemēram, T₄-1-4-12. Dati jāattēlo diagrammā, piemēram, T₄-2-4-12.
- *Kombinatorikas elementi* (risināšanas procesa plānošana, piemērotu risināšanas stratēģiju izvēle un rezultātu kritiska pārbaude). Elementu izvēles iespēju atrašana ar dažādām metodēm – pilnā pārlase, tabulas, grafa, koka diagrammas konstruēšana u.c. Piemēram, T₁-2-4-6, S-1-6-2, M-1-5-4.

Loģiskie uzdevumi (risināšanas procesa plānošana, piemērotu risināšanas stratēģiju izvēle un rezultātu kritiska pārbaude). Dažādas grūtības pakāpes uzdevumi, kuros nepieciešama loģisko izteikumu veidošana un analīze, arī izpratne par loģiskajām operācijām. Piemēram, T₂-2-4-9, M-3-6-4, A-2-5-5.

Pētījums rāda, ka LMK uzdevumu risināšanā nepieciešama zināšanu un prasmju pārnesē jaunās situācijās. Visu uzdevumu formulējumi un risināšanas paņēmieni ir atbilstoši 4.-6. klašu skolēnu spējām. Daļai uzdevumu (apakšjomas *Figūru pārklājumi* un *Diskrētu skaitlisku objektu analīze*) risināšanā būtu noderīga Dirihlē principa un invariantu metodes izpratne, tomēr, arī izmantojot vispārīgus spriešanas paņēmienus, radot jaunu pieeju, skolēni var nonākt pie atbildes. *Loģisko uzdevumu* atrisināšanai nepieciešama apjomīga loģisko spriedumu analīze.

Aptuveni puse uzdevumu ir no jomas *Skaitļi un lielumi*, bet ceturtdaļa – *telpa un plakne*. Ir tādi LMK uzdevumi (pārsvarā 4. klasei), kuros tiek pārbaudītas matemātiskā instrumentārija lietošanas prasmes (skat., *Aritmētiskās darbības ar naturāliem skaitļiem*; *Ģeometriski un fizikāli lielumi, mērījumi*; *Figūru pārveidošanas iespēju analīze*), uzdevumus no apakšjomām *Konkrētu minējumu analīze* un *Konkrētu ģeometrisku konstrukciju analīze* (pārsvarā paredzēti 5.-6. klasei), var atrisināt ar paņēmieni „mēģini un pārbaudi”. Tomēr galvenokārt LMK uzdevumu atrisināšanai nepieciešama skolēnu kompetence matemātisko modeļu veidošanā un pētīšanā ar matemātikai raksturīgām metodēm.

Kā liecina intervijas ar Daugavpils skolēniem, viņiem svarīgs ir sava matemātikas skolotāja atbalsts LMK uzdevumu risināšanā. Visi intervētie ar nožēlu atzīst, ka *...vecāki nevar palīdzēt...*, savukārt *...ne visi skolotāji ir atsaucīgi...*, ka dažreiz *...atbildes uz e-vēstulēm ar komentāriem par risinājumu jāgaida ilgi...*, *...mācību stundās konkursa uzdevumus skolotāji neizvēlas...*. Arī DU studējošo dokumentācijas analīze parāda, ka matemātikas mācību stundās pamatskolā skolotāji reti pievēršas problēmu uzdevumiem, pārsvarā mācību procesā tiek izmantoti uzdevumi, kas palīdz nostiprināt pamatzināšanas un izmantot tās līdzīgās situācijās pēc parauga. Atbildot, kas motivē iesaistīties LMK uzdevumu risināšanā, visi intervijas dalībnieki uzsvēra, ka motivē *...prieks un sajūsma...* par atrisinātu uzdevumu, pie tam, risinot kopā ar skolotāju, *...esam līdzīgi- ne es, ne viņš sākumā nezina, kā īsti jārisina*. Skolēni palīdzību LMK uzdevumu risināšanā meklē interneta vidē, populārākās mājaslapas ir uzdevumi.lv, NMS uzdevumu arhīvs, DU Tālmācības studiju centra mājas lapa, jo arī DU docētāji strādā ar skolēniem Jauno Matemātiķu Skolā.

Prasmju pārneses pieredze un panākumi, kas gūta jaunākajās klasēs-pirmajos matemātikas konkursos vai, risinot nestandarta uzdevumus, mācību procesā, motivē iesaistīties konkursos arī vēlākajos gados. Tā pakāpeniski tiek nodrošināta skolēnu matemātiskās kompetences pilnveide.

Diskusijai **Discussion**

Starptautisko pētījumu OECD SSNP rezultāti liecina, ka Latvijas skolās par maz uzmanības ir pievērsts pamatskolas skolēniem, lai attīstītu viņu pieredzi pielietot zināšanas un prasmes nestandarta situācijās. Lielāka uzmanība līdz šim veltīta tam, lai mazāk būtu skolēnu ar zemu kompetences līmeni.

Skolotāju prasme strādāt ar konkursa uzdevumiem motivētu arī skolēnus uz augstākiem mācību sasniegumiem.

Mācību stundās dažādojamas mācību darba formas un metodiskie paņēmieni. Atklāto stundu videoierakstos vēlams demonstrēt mācību individualizācijas dažādus paņēmienus grupu darbā - meklējumdarbības un diskusiju organizēšanu. Īstenojot mācību individualizāciju, svarīgi ir analizēt dažādās pieredzes, kas apgūtas konkrētās tēmas apgūvē, dažādas risināšanas stratēģijas, parādot, kā domāt, kā plānot risinājumu. Labāko skolēnu paraugs un iesaistīšanās diskusijā demonstrē, ka arī pārējiem skolēniem nav neiespējami atrisināt nestandarta uzdevumus. Veidojamas instrukciju kartītes ar nestandarta uzdevumu risināšanas paņēmieni algoritmiem, norādēm par iespējamiem variatīviem risinājumiem.

Secinājumi Conclusions

Konkursu uzdevumu izmantošana matemātikas mācību procesā ir viena no iespējām kā tematiski individualizēt mācības skolēniem, kuriem ir interese par matemātiku.

LMK uzdevumi ir izaicinājums arī skolotājiem, lai uzlabotu savu problēmrisināšanas kompetenci.

Skolotājiem lietderīgi 5.-6. klasē, gatavojoties olimpiādēm, iepazīstināt skolēnus ar elementārās matemātikas speciālām metodēm un tādām matemātikas tēmām, kas pārsniedz skolas standartu apjomu un grūtības pakāpi (*kopu un funkciju teorija, kombinatorika, matemātiskā loģika, Dirihlē princips, invariantu metode*) un loģisko uzdevumu risināšanas paņēmieniem.

Summary

Results of international studies OECD PISA show that insufficient attention is devoted to pupils in primary schools in Latvia in terms of developing application of knowledge and skills in nonstandard situation. One of the tools of improving mathematical competence of primary school pupils is inclusion of problems of mathematical contests into the study process. In order to transfer knowledge and skills to nonstandard situations it is important to unify cognitive and metacognitive learning strategies (Geidžs & Berliners, 1999; Artelt & Moscher, 2005; Fišers, 2005; Hellmich & Wernke, 2009).

A qualitative content analysis was performed as a part of this pilot research analyzing data from 3 sources. Contest problems (n=197) of the last 3 years of Latvian mathematical olympiads for grades 4-6 were analyzed as secondary documents depending on their mathematical content areas, the most important cognitive and metacognitive strategies necessary for their solutions were indicated. A remote interview (n=5) with pupils from Daugavpils aged 11-12 years was conducted, its goal was to get a perception about what are the factors that stimulate or hinder participation in various mathematical contests. Primary documents – practice documentation (2014-2016, n=47) of DU students, future basic school teachers, were analyzed, the goal of this analysis was to find common tendencies about usage of contest problems in lessons.

The authors divided contest problems in five groups depending on mathematical content categories: *quantity, space and plane, variables and functional relationships, data and combinatorics, logical problems*. This division is based on mathematical content categories of OECD PISA problems. These categories are made more specific according to mathematical requirements of grades 4-6 in Latvia. Logical problems are considered separately.

The analysis of these problems show that transfer of knowledge and skills to new situations in all five content categories is necessary for solving the problems.

Analysis of the documentation of DU practice show that individualization of teaching is not popular, contest problems are rarely used in primary schools. Interviews with pupils show that teacher should use contest problems and other nonstandard problems in mathematics lessons and individual teaching in order to support pupils' interest in mathematics. Teachers' skills in solving contest problems would motivate pupils for higher study accomplishments.

Forms and teaching methods in lessons should be variable. Implementing individualization of studies it is important to analyze different experiences which are obtained for specific themes, different problem solving strategies. It is important to show how to think and plan solutions.

Conclusions. Usage of contest problems in the study process is one possibility to individualize studies for those pupils who are interested in mathematics. Contest problems is also a challenge for teachers to improve their problem solving competence. For teachers preparing pupils for olympiads in grades 5 and 6 it is useful to familiarize them with special methods and themes of mathematics which exceeds school standards and complexity (set and function theory, combinatorics, mathematical logic, Dirichlet principle, method of invariants) as well as methods for solving logic problems.

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SKOLOTĀJU PRASMES UN TO PILNVEIDOŠANA KVALITATĪVAS IZGLĪTĪBAS NODROŠINĀŠANAI STEM IZGLĪTĪBAS PROGRAMMĀ

Teachers Skills and Their Development for Provision of Quality Education in STEM Education Program

Aivars Vilkašte

Rēzeknes Tehnoloģiju akadēmija
Austrumlatvijas Tehnoloģiju vidusskola

Abstract. State higher education institutions constitute a new type of schools, in which the education process takes place in an integrated - school / university environment implementing Science, Technology, Engineering and Mathematics (STEM) education program and students are motivated and purposefully prepared for studies and career in the field of science and engineering. Teachers' professional training is an important component for the successful implementation of education programs and for provision of the achievement of the objectives with the greatest likelihood of success. Teachers and students are constantly interacting and only highly qualified teachers, who have certain skills, can form and develop them in their students. Within the framework of the work there has been analysed teachers' understanding of the aggregate of scientific principles of natural science and engineering and teachers' collaboration and feedback provision skills and their impact on students, as well as there has been revealed the necessity to improve teachers' professional skills.

Keywords: teachers' skills, collaboration, feedback.

Ievads

Introduction

21.gadsimta skolas izaicinājums ir sagatavot skolēnus sekmīgai nākotnei strauji mainīgā pasaulē, ne tikai iegūt zināšanas un prast mērķtiecīgi un atbildīgi tās izmantot, bet arī attīstīt skolēnu spēju un vēlmi turpināt mācīties. Izglītība mūža garumā ir ceļš uz cilvēka individuālās dzīves kvalitāti, zināšanu sabiedrības veidošanu un valsts ekonomisko izaugsmi un labklājību.

Ekonomikas ministrijas veiktajos pētījumos ir identificētas Latvijas darba tirgus disproporcijas: liels speciālistu pārpalikums humanitāro un sociālo zinātņu jomās un ilgstoši saglabājusies neatbilstība starp pieprasījumu un piedāvājumu inženierzinātņu speciālistiem, kas turpinās saglabāties ilgtermiņā (Saeima, 2014).

Arī globālās tendences un pētījumi izglītībā rāda, ka Eiropas Savienībā vidēji ar STEM jomu saistīto studiju absolventu īpatsvars no visiem absolventiem ir samazinājies no 24,4% 2001.gadā līdz 21,4% 2010.gadā (Eurydice, 2014). Tikai 20,3% no Latvijas augstākās izglītības iestāžu absolventiem ir matemātikas, zinātnes un tehnoloģiju jomās, kas ir viens no zemākajiem rādītājiem Eiropā (Eurydice, 2016).

Ir nepieciešams kompleks problēmu risinājums, lai nākotnē mazinātu iespējamās darba tirgus disproporcijas, nodrošinot tautsaimniecības attīstību un valsts konkurētspēju, kā arī sasniegtu augstāku labklājības līmeni.

Lai novērstu darba tirgus disproporcijas draudus nākotnē, ir nepieciešams palielināt studējošo īpatsvaru dabaszinātnēs un inženierzinātnēs no kopējā studējošo skaita (Saeima, 2014). Taču ir grūti palielināt studējošo skaitu dabaszinātnēs un inženierzinātnēs, ja jau pamatizglītībā un vidējā izglītībā skolēniem ir vājas zināšanas un maza interese par eksaktajiem mācību priekšmetiem (Saeima, 2014).

Kā vienu no problēmas risinājumiem valsts augstskolas saskata jauna tipa skolu veidošanā, kurās izglītības process notiek integrētā – skola/augstskola vidē un skolēni tiek motivēti un mērķtiecīgi gatavoti studijām un karjerai dabaszinātņu un inženierzinātņu jomās.

Valsts augstskolu dibinātajās skolās ir principiāli cita darba organizācijas filozofija, kā arī jauna pieeja mācību procesa organizēšanai, vadīšanai un vērtēšanai, lai sasniegtu visaugstākos rezultātus, kas veidojas mērķtiecīgā skolēnu, skolotāju, vecāku un sabiedrības sadarbībā. Īpaša uzmanība tajās tiek veltīta STEM (*Science, technology, engineering and mathematic*) jomas mācību priekšmetu apguvei un skolēnu zinātniski pētnieciskajai darbībai.

Šīs skolas prasa citādu mācīšanu no skolotājiem un citādu mācīšanos no skolēniem (Fullan, Langworthy, 2014).

Ir būtiski un ļoti svarīgi, lai mācību procesu šajās skolās nodrošina augsti kvalificēti skolotāji, jo to profesionālā sagatavotība ir svarīga komponente, lai sekmīgi īstenotu izglītības programmu un nodrošinātu mērķu sasniegšanu ar lielāko izdošanās iespējamību.

Pētījuma mērķis ir pētīt skolotājam nepieciešamās zināšanas un prasmes, lai efektīvi īstenotu STEM izglītības programmu; parādīt to ietekmi uz skolēnu mācīšanās ilgtspēju un motivāciju veidot karjeru STEM jomā; apzināt skolotāju, kas strādā skolā, kur īpaša uzmanība tiek veltīta dabaszinātnēm, inženierzinātnēm un skolēnu pētnieciskajai darbībai, pašreizējo viedokli par to, kādas prasmes viņiem ir un kādas ir nepieciešamas efektīvam darbam.

Pētījuma metodes: dokumentu analīze, zinātniskās literatūras analīze, metodiskās literatūras analīze un skolotāju aptauja.

Izglītība un skolotājs 21.gadsimtā ***Education and teacher in the 21st century***

21.gadsimta izglītība aizvien vairāk ir par radošumu, kritisko domāšanu, komunikāciju un sadarbību, apzinoties, atzīstot un izmantojot jauno tehnoloģiju potenciālu (Šleihers, 2017). Izglītības veiksmē vairs nav zināšanu reproducēšanā, bet gan zināšanu praktiskajā lietojumā, piemērojot tās jaunās un nebijušās situācijās. Vairs nav svarīgi, ko zinām, bet gan ko varam izdarīt ar to, ko zinām. Tāpēc arvien lielāka loma ir daudzpusīgi izglītotiem cilvēkiem, kas spēj piedāvāt augstas prasmes dažādās jomās, situācijās un pieredzē, kas spēj pielāgoties, gūstot jaunas iemaņas, veidojot attiecības un pieņemot jaunas lomas (Šleihers, 2017). Īpaši svarīga ir indivīda spēja mācīties un attīstīties, lai pozicionētu sevi strauji mainīgajā pasaulē.

Tāpēc aktuāls ir jautājums par to, kādam ir jābūt skolotājam, lai viņš grib un var sagatavot skolēnus straujākām ekonomiskajām un sociālajām pārmaiņām kā jebkad agrāk, darba vietām, kas vēl nav izveidotas un tādu tehnoloģiju izmantošanai, kas vēl nav izdomātas (Šleihers, 2017).

2014.gadā "Samsung Electronics Baltics" un izglītības pētnieku grupas pētījumā "Skolotājs 3.0", kura ietvaros tika aptaujāti 1243 respondenti, tostarp 329 vecāki, 629 skolēni un 285 skolotāji, tika izveidots izcila nākotnes skolotāja portrets. Izcils skolotājs ir saprotošs, pacietīgs un ar humora izjūtu, atbalsta skolēnu radošumu un inovatīvu domāšanu, parāda, kā mācītais noder dzīvē, eksperimentē ar dažādām mācību metodēm, ir digitāli prasmīgs inovāciju mednieks, atrod individuālu pieeju skolēniem un spēj saskatīt viņu talantus (Samsung, e – klase, 2014).

Ievērojot, ka izglītības kvalitātes pētījumi apliecina, ka skolotāju darba kvalitāte ir būtisks skolas līmeņa faktors (OECD, 2005; Jensen & Reichl, 2011) un skolēnu mācību sasniegumi lielā mērā ir atkarīgi gan no katra atsevišķa skolotāja motivācijas un snieguma klasē, gan no visu skolas skolotāju kopīgās darbības, skolotājs blakus skolēnam ir mūsdienu izglītības paradigmas otrs nozīmīgākais komponents (Kozlovska, 2015).

Apzinoties, ka nevar būt mācīties spējīga sabiedrība, ja nav mācīties spējīgu skolēnu, un nevar būt mācīties spējīgi skolēni, ja nav mācīties gribu un spējīgu skolotāju (Fulans, 1999), kā arī valsts augstskolu dibināto skolu stratēģiskos mērķus, skolotājiem ir patstāvīgi jāpilnveido sava profesionālā kompetence. Profesionālā pilnveide ir svarīgs priekšnoteikums, lai skolotājs varētu sekmīgi veikt savu darbu, papildinot savas zināšanas un prasmes, spētu pielāgoties mainīgajām sabiedrības prasībām un tiktu galā ar nestandarta situācijām un jauniem izaicinājumiem, spētu radoši un atbilstoši kontekstam piemērot mācību programmas un būt sava mācību priekšmeta speciālists (Kozlovska, 2015).

Mācīšanās katalizatori *Learning catalysts*

Skolotājiem mūsdienās ir jādara daudz vairāk nekā tikai jāmaca. Skolotājiem ir jāpārvalda ļoti daudzi faktori, kas ietekmē mācīšanās ilgtspēju un rezultātus. Šodienas skolotāju izaicinājums ir – kā, izmantojot jaunas metodes un moderno tehnoloģiju sniegtās iespējas, sasniegt visaugstākos rezultātus un izvairīties no mazsvarīgiem īstermiņa risinājumiem, kā arī prasmīgi vadīt pārmaiņas nesagraujot. Šie jautājumi ir aktuāli arī mācot skolā, kuras viens no stratēģiskajiem mērķiem ir motivēt skolēnus karjerai dabaszinātņu un inženierzinātņu jomās.

Pasaules vadošais izglītības tehnoloģiju izstrādātājs un ražotājs Promethean, kas ir iesaistījies izglītības kvalitātes pētījumos, ir identificējis četrus katalizatorus, kas motivē skolēnus mācīties (Leahy, 2016) un var palīdzēt skolotājiem sekmīgi tikt galā ar minētajiem izaicinājumiem. Tie ir: iesaistīšana, personalizācija, sadarbība un atgriezeniskā saite (skat. 1.tab.).

1.tab. Mācīšanās katalizatori
Table 1 Learning catalysts

Iesaistīšanās	Skolotāji un skolēni aktīvi iesaistīti zināšanu pilnveidē un mācību laikā skolēni ir uzmanīgi, izrāda zinātkāri, interesi un optimismu.
Personalizācija	Skolēni ir iesaistīti neformālā, pastāvīgā mācību procesā un pašrefleksijā. Nodarbības un mācību aktivitātes tiek pielāgotas individuālajām vajadzībām un interesēm.
Sadarbība	Skolēni tiek iesaistīti nodarbībās, kas paredz savstarpēju atkarību un sadarbību, lai spētu sasniegt sekmīgu rezultātu. Pastāv dalīta atbildība lēmumu pieņemšanā.
Atgriezeniskā saite	Atgriezeniskā saite tiek izmantota, lai parādītu pašreizējā snieguma atšķirību no ideālā, lai skolēniem ir rīki un prasmes sniegt un saņemt atgriezenisko saiti gan par savu, gan cita darbu. Ar efektīvu jautājumu un uzdevumu palīdzību, veicinot dialogu klasē, plānojot mācīšanās nākamsoļus, atgriezeniskai saitei ir jābūt reālā laikā un nepārtrauktai.

Lai gan minētie katalizatori ir unikāli, un tie būtiski pastiprina izpratni par dabaszinātņu un inženierzinātņu zinātnisko principu kopumu, ko ir iespējams izmantot praksē, lai izgudrotu, konstruētu, uzturētu vai uzlabotu dažādas struktūras, sistēmas, mašīnas, iekārtas, materiālus un ražošanas procesus.

Efektīva katalizatoru darbība veicina mērķtiecīgu skolēnu līdzdalību mācību procesā un mācību procesa individualizāciju, kā arī pastiprina savstarpējo sadarbību, nodrošinot nepārtrauktu informācijas apmaiņu starp skolēniem, skolotājiem, vecākiem un skolas vadību. Iesaistīšanās katalizatora piemērošana

rada skolēniem iespēju aktīvi iesaistīties mācību satura radīšanā un reālu projektu īstenošanā, kas var tikt izmantoti skolas un arī sabiedrības vajadzībām. Skolotāji, pielāgojot mācību saturu un definējot skolēniem viņu individuālos mērķus (personalizācija), var attīstīt skolēnu prasmi patstāvīgi risināt problēmas. Piemērojot sadarbības katalizatoru skolotāji attīsta skolēnu spēju mācīties sadarbojoties, kas ir vērtīga prasme, kura ļauj skolēniem un skolotājiem risināt praktiskus un pētnieciskus uzdevumus. Savukārt, atgriezeniskā saite māca skolēniem ne tikai aktīvi komunicēt, bet arī attīsta klausīšanās, vērtēšanas un sava argumentēta viedokļa sniegšanas prasmi.

Promethean identificēto mācīšanās katalizatoru piemērošana veicinās arī veiksmīgāku pāreju uz kompetencēs balstītu izglītību, kas balstīta uz pieņemumu, ka būtiska ir indivīda spēja reflektēt, izmantot savas meta kognitīvās prasmes (domāt par domāšanu), būt radošam, patstāvīgam savā domāšanā, kā arī kritiski izvērtēt savu rīcību un uzņemties par to atbildību (Catlaks, 2015).

Tāpēc ir būtiski, lai jebkura skolotāja darbība izvirzīto mērķu sasniegšanai palielinātu šo katalizatoru efektivitāti.

STEM programmas skolotājiem nepieciešamās zināšanas un prasmes *Necessary knowledges and skills for STEM programmes teachers*

Aktuāls ir jautājums par to, ko un kā skolotājam mācīties un pilnveidot, lai viņa darbība būtu efektīva un atstātu pozitīvu ietekmi uz skolas attīstību un skolēnu mācību sasniegumiem. Tāpat ir jāsaprot, kādas zināšanas un prasmes skolotājam ir nepieciešamas, lai pastiprinātu skolēnu apziņu, ka dabaszinātnēm un inženierzinātnēm ir nozīmīga loma ceļā uz individuālās dzīves kvalitāti, ekonomisko izaugsmi un labklājību, kas ir sevišķi svarīgi skolā, kurā tiek īstenota STEM virziena izglītības programma.

Šodien pasaules izglītības sistēmas ir ceļā uz dziļmācīšanās (Deep Learning) modeli (Leahy, 2016), kas ļauj gūt panākumus mūsdienu sarežģītajā pasaulē un tāpēc notiek akcentu pārbīde uz zināšanu lietošanu daudzveidīgās situācijās un kontekstos, produktīviem uzdevumiem, sadarbību un iesaistīšanos un uz jēgpilnu atgriezenisko saiti par mācīšanās procesu. Tas prasa no skolotājiem jaunas pieejas, metodes un atbildību. Saskaņā ar Latvijas Universitātes Starpnozaru izglītības inovāciju centra pētījumu rezultātiem (LU SIIC & VISC, 2016) skolotāju prasmes ir iespējams sagrupēt trīs galvenajās kategorijās: mācīšanās vadīšana, analizēšana un reflektēšana, sadarbošanās (skat. 2.tab.).

Ievērojot minēto, varam apgalvot, ka skolotājam jābūt pilnīgai izpratnei par dabaszinātņu un inženierzinātņu zinātnisko principu kopumu un iespējām to izmantot, kā arī prasmēm iesaistīt, personalizēt, sadarboties un sniegt atgriezenisko saiti. Šīs prasmes ir svarīgas ne tikai īstenojot STEM jomas izglītības programmu, bet arī piedaloties Latvijas izglītības sistēmas pārmaiņās

pārejā uz kompetencēs balstītu izglītību un tās prasa no skolotāja atvērtību pārmaiņām, spēju pārvarēt individuālās kvalitātes izpratnes sliekšni, kā arī izpratni, ka profesionālo izaugsmi var sasniegt tikai sadarbības pedagoģijā un skolas kolektīvā darbībā.

2.tab. Skolotāju prasmes
Table 2 *Teachers' skills*

Mācīšanās vadīšana	Mācīšanās plānošana, sasniedzamā rezultāta izvirzīšana un komunikēšana ar skolēniem katrā stundā un ilgtermiņā. Efektīvāko mācību paņēmieni meklēšana, lai iegūtu pēc iespējas lielāku pievienoto vērtību mācību procesā. Maksimāla ikviena skolēna iesaistīšana mācīšanās procesā. Mācību uzdevumu izvēlēšanās, lai procesu padarītu produktīvāku. Jēgpilna IKT rīku izmantošana mācību procesā. Atgriezeniskās saites sniegšana katram skolēnam – informēšana, cik daudz ir izpildīts no sasniedzamā rezultāta un ko vēl nepieciešams darīt (katras stundas ietvaros).
Analizēšana un reflektēšana	Spēja analizēt savu stundu, izvērtēt un uzlabot. Objektīva atgriezeniskās saites sniegšana kolēģiem, lai palielinātu mācību procesa efektivitāti. Atgriezeniskās saites nodrošināšana mācību procesā skolēnu vidū.
Sadarbošanās	Spēšana sastrādāties ar kolēģiem, veidojot un plānojot mācību procesu. Sadarbības veicināšanas skolēnu vidū mācību procesa laikā. Sadarbošanās ar vecākiem, lai atbalstītu bērna mācīšanos. Iesaistīšanās ilgtermiņa mācībās, veidojot kopīgas stundas, stundu plānus, rubrikas, kritērijus, projektus.

Avots: LU Starpnozaru izglītības inovāciju centrs

Skolotāji, tāpat kā visa sabiedrība, ir iesaistīti meta – mācīšanās procesā. Mēs [sabiedrība] pārbaudām savus mācīšanās mērķus un stratēģijas, pastāvīgi uzraugām un pārdomājam savus panākumus un neveiksmes un nepārtraukti mācāmies no savas pieredzes, izmēģinot inovācijas, lai pārveidotu izglītību, piemērojot to mūsu laikiem. (Fadels, Bialika, Trilings, 2017).

M.Fulans secina, ka labus skolotājus nekas nevar aizstāt (Fulans, 1999), jo augstas klases mācību spēki, kas vienmēr mācās, ir obligāts priekšnoteikums, lai tiktu galā ar dinamisko sarežģītību, t.i. palīdzētu veidot pilsoņus, kas paši var vadīt savu dzīvi un veidot attiecības ar apkārtējiem nemitīgi mainīgā pasaulē.

Skolotāji un skolēni atrodas nepārtrauktā mijiedarbībā un tikai augsti kvalificēti skolotāji, kuriem piemīt noteiktas prasmes var tās veidot un attīstīt arī skolēniem.

Sadarbība *Collaboration*

Starp 2016.gada Pasaules ekonomikas forumā apspriestajām TOP 10 pieprasītākajām prasmēm nākotnē bija prasme sadarboties, jo sadarbība mūsdienās ļauj pieņemt labākus lēmumus, nekā jebkurš no indivīdiem to spētu individuāli, jo tā ļauj aplūkot problēmu no vairākiem skatpunktiem.

Pētījumos ir pierādīts, ka sadarbības mācīšanās uzlabo mācību rezultātus, veicina interesi par priekšmetu, paaugstina pašapziņu un ievieš dažādību. Turklāt, kad skolēni mācās sadarboties, viņi pozitīvāk raugās uz skolu, priekšmetiem un skolotājiem, kā arī viens uz otru. Prasme sadarboties veicina arī kritisko domāšanu un radošumu (Fadels, Bialika, Trilings, 2017).

Skolotāja prasme sadarboties ar skolēniem, kolēģiem, skolēnu vecākiem un ikvienu cilvēku ir svarīgs skolotāja profesionalitātes rādītājs, kas būtiski ietekmē skolēnus. Pētījumi apliecina, ka, ja skolotāji strādā sadarbojoties, tad skolēni apzinās, ka cilvēki mācās kopā ar citiem cilvēkiem un ka mācīšanās nav “ceļojums vienatnē”, kā arī novērtē citus cilvēkus, kā savas mācīšanās avotu (Tankersley u.c, 2016) un saprot, ka kopā var daudz efektīvāk risināt problēmas un uzdevumus.

Lai pilnveidotu savas sadarbības prasmes, parādītu skolēniem sadarbības svarīgumu mācīšanās procesā un dotu pozitīvu ieguldījumu skolēnu nākotnē, skolotājam ir svarīgi strādāt sadarbojoties.

Viens no veidiem, kā strādāt sadarbojoties, ir dalīties ar citiem savā pieredzē, zināšanās un prasmēs. Aktīva dalīšanās ar citiem, iesaistoties dažādos pieredzes apmaiņas procesos, nozīmē, ka skolotāji spēj stāstīt par savu pieredzi un viedokļiem, ka viņi ir gatavi uzklaut citus un gatavi kopīgi meklēt vislabākās atbildes uz profesionāliem jautājumiem. Tāpat tas nozīmē, ka skolotāji ir gatavi palīdzēt citiem vai arī lūgt palīdzību, ja tas ir nepieciešams. Daloties skolotāji apzinās un saprot, ka viņi nav vieni mācīšanās un attīstības procesā un viņi kļūst pārliecinātāki savā darbā.

Sadarbības prasmi ir iespējams attīstīt strādājot starpdisciplinārās komandās, ko skolotāji veido ar citiem profesionāļiem, lai nepārtraukti uzlabotu izglītības un mācību programmas un profesionālo kopdarbību.

Tāpat sadarbību var mācīties un attīstīt aicinot citus skolotājus piedalīties savās stundās un kopā ar viņiem pārdomāt un analizēt vēroto, kā arī apmeklēt kolēģu stundas un iepazīt viņu pieredzi, lai pēc tam to saistītu ar savējo.

Ir daudz dažādu citu iespēju, kā skolotāji var mācīties un pilnveidot sadarbības prasmi, taču ir būtiski, lai viņi neaprobežojas tikai ar savu skolu, bet piedalās arī pasākumos ārpus skolas: semināros, konferencēs, darba vizītēs un citos, kur ir iespējams demonstrēt savu un iepazīt citu pedagogu pieredzi.

Atgriezeniskā saite Feedback

Atgriezeniskā saite ir būtiska izglītības procesa komponente, jo objektīva atgriezeniskā saite nodrošina kvalitatīvu izglītības procesu. Tā palīdz pieņemt izsvērtus un pārdomātus lēmumus par turpmāko darbību, ieviest un izvērtēt pārmaiņas savā darbībā un tuvoties izcilībai.

Tas, ka skolotāju darbam ir nepārtraukta atgriezeniskā saikne, rada viņiem iespējas un motivāciju pilnveidot savu mācīšanas praksi, kam savukārt var būt spēcīga pozitīva ietekme uz skolēnu mācību rezultātiem (Rečs, 2015).

Izglītības pētījumi apliecina, ka, ja skolotāji pārdomā, izvērtē, gūst atgriezenisko saiti un novērtē savas pedagoģiskās darbības kvalitāti un profesionālo zināšanu līmeni, un vajadzības gadījumā veic nepieciešamās izmaiņas, tad viņu skolēni mācās, ka pārdomas par savām darbībām dod labumu viņu attīstībai, izprot, ka zināšanas, prasmes un viedokļi nepārtraukti mainās un mācīšanās ir nepārtraukts process visiem cilvēkiem (Tankersley u.c, 2016).

Minētais palīdz skolēniem pieņemt nepārtrauktās mūsu gadsimta pārmaiņas kā svarīgu un nepieciešamu ikdienas dzīves sastāvdaļu un apliecina, ka skolnieki piedalās augstas kvalitātes mācību procesā.

Lai mācītos un pilnveidotu prasmi gūt un sniegt kvalitatīvu atgriezenisko saiti, skolotājiem pastāvīgi ir jāanalizē, jāvērtē un jāuzdod jautājumi par tā, kas notiek klasē saturu un procesiem. Vērtējot savas darbības dažādās puses, kā arī iegūstot atgriezenisko saiti no kolēģiem, skolēniem un skolēnu ģimenēm, skolotājs veido saikni starp savu pārlicību, mērķiem un rīcību, kas ļauj veikt nepieciešamās korekcijas mācību procesā un sasniegt izvirzītos mērķus.

D.Tankerslejs apgalvo, ka, lai sniegtu kvalitatīvu un objektīvu atgriezenisko saiti, skolotājam jāpāriet no vienkāršiem jautājumiem “kā to darīt” uz jautājumu “kāpēc” uzdošanu par mācīšanas un mācīšanās procesu, klases vadības stratēģijām nevis kā par galīgām, vispārzināmām lietām, bet kā tikai par daļu no plašākiem izglītības aspektiem (Tankersley u.c, 2016).

Skolotāji var gūt atgriezenisko saiti noskaidrojot skolēnu un skolēnu vecāku viedokli par lietotajām metodēm, paņēmieniem un pieejām, tādā veidā gūstot idejas, ko un kā vajadzētu mainīt savā darbībā, lai mācību process būtu interesants un efektīvs. Tas dod arī pārlicību skolēniem un skolēnu vecākiem, ka viņu viedoklis ir svarīgs un, ka arī viņi ir pārmaiņu nesēji nevis upuri. Skolotāji var paskaidrot skolēniem, kā viņi paši mācās no tā, kas notiek klasē, un kāpēc ir svarīgi arī pieaugušajiem uzlabot savu darbu, balstoties uz atgriezenisko saiti. Tas palīdz skolēniem saprast atgriezeniskās saites svarīgumu un priekšrocības, kā arī rosina skolēnus izdarīt pārmaiņas savā darbībā, analizējot, kas darbojas un kas nedarbojas, kas viņiem patīk un kas nepatīk viņu darbībās, kā tās uzlabot un kāpēc tās jāuzlabo un kādas pārmaiņas ir nepieciešamas (Tankersley u.c, 2016).

Izaugsmes speciālisti apgalvo, ka profesionālā izaugsme kļūst daudz bagātāka diskusijās ar kolēģiem, vecākiem un ekspertiem (Millikan, 2003), tāpēc skolotāji var paplašināt kolēģu ieguldījumu, lūdzot viņiem nodrošināt atgriezenisko saikni vienam par otru, tādā veidā pastiprinot arī savas un kolēģu sadarbības prasmes.

Līdzīgi kā pilnveidojot savas sadarbības prasmes, arī atgriezenisko saiti skolotāji var pilnveidot, iesaistoties dažādos pētījumu projektos, kur viņi var pārbaudīt izmantotās pieejas, metodes, paņēmienus utt., lai noskaidrotu, kas darbojas vislabāk dažādās situācijās.

Izpratne par dabaszinātnēm un inženierzinātnēm *Comprehension about natural sciences and engineering*

Raksturojot skolotājiem nepieciešamo kompetenci OECD (Organization for Economic Cooperation and Development) sekretariāta Globālās kompetences ekspertu grupa kā pirmo min skolotāju zināšanas, kas ietver sevī disciplinārās, interdisciplinārās un praktiskās zināšanas (OECD, 2015). Tas ļauj domāt, ka strādājot skolā, kurā tiek īstenota STEM izglītības programma un skolēni tiek mērķtiecīgi motivēti veidot savu karjeru dabaszinātnēs, inženierzinātnēs un tehnoloģiju jomā, ikvienam skolotājam, arī tam, kurš nav tieši saistīts ar STEM, ir jābūt zināšanām minētajā jomā, jo tas palīdz apzināties skolas misiju, tās mērķus, uzdevumus un sekmīgi tikt ar tiem galā.

Kopīgā izpratne par dabaszinātnēm un inženierzinātnēm palīdz skolotājiem sadarboties un efektīvi strādāt starpdisciplinārajās grupās. Tā ļauj atrast, izvēlēties un pielietot visefektīvākās stratēģijas un metodes, lai palīdzētu skolēniem būt veiksmīgiem mūsdienu pasaulē.

Skolotāji izpratni par dabaszinātnēm un inženierzinātnēm var iegūt, piedaloties dabaszinātņu, inženierzinātņu un informācijas komunikāciju tehnoloģiju konferencēs, darbnīcās, darba vizītēs un semināros, kuri nav tiešā veidā saistīti ar viņu darbu, tomēr var bagātināt viņu profesionālo darbību.

Jaunu zināšanu apgūšana ļauj skolotājiem parādīt skolēniem savu pozitīvo attieksmi pret mācīšanos un apliecināt mūžizglītības nozīmi. Tas skolniekiem parāda, ka mācīšanās ir nepārtraukts process visiem cilvēkiem un palīdz veidot plašāku perspektīvu un dziļāku izpratni par dabaszinātņu, inženierzinātņu un tehnoloģiju lomu un nozīmi.

Pētījuma organizācija un rezultāti *The organization and results of the research*

Katram skolotājam ir jāsaprot, kuras prasmes un kādā līmenī viņam ir un kas vēl jāpilnveido.

Lai apzinātu skolotāju, kas strādā skolā, kur īpaša uzmanība tiek veltīta dabaszinātnēm, inženierzinātnēm un skolēnu pētnieciskajai darbībai, viedokli par to, kādas prasmes viņiem ir un kādas ir nepieciešamas efektīvam darbam, 2016.gada decembrī tika veikts pētījums vienā no skolām, kas īsteno minēto programmu. Pētījumā tika iesaistīti 15 skolotāji. Pētījuma veikšanai tika izveidota anketa. Tajā tika iekļauti jautājumi, kuri atklāja skolotāju viedokli par viņiem esošajām vispārējām pedagoģiskajām, izglītības jomas un izglītības procesa vadības prasmēm, kā arī parādīja viņu viedokli par nepieciešamajām prasmēm un atklāja profesionālās pilnveides vajadzības.

Ievērojot atgriezeniskās saites nozīmi mācību procesā, pētījumā tika noskaidrots skolotāju viedoklis par prasmi sniegt atgriezenisko saiti skolēniem par viņu izaugsmi un līdzdalību, kā arī prasmi vērtēt mācību procesu un skolēnus. Lai gan 73% respondentu uzskata, ka viņu prasme vērtēt mācību procesu un skolēnus ir ļoti augstā līmenī, tomēr tikai 27% domā, ka viņu prasme sniegt atgriezenisko saiti ir tādā pašā līmenī. Vairums to vērtē kā labu (60%) vai viduvēju (13%). Aptaujas rezultāti arī atklāj, ka 40% respondentu vērtē savas analīzes un sintēzes spējas kā ļoti augstas, bet 27% domā, ka tās ir labā līmenī. Tikai 33% respondentu vērtē ļoti augstu savu kritiskās domāšanas prasmi, kas ir svarīga atgriezeniskās saites sastāvdaļa.

Lai noskaidrotu viedokli par skolotāju prasmi sadarboties ar skolēniem, kolēģiem un skolēnu vecākiem, respondentiem tika lūgts novērtēt savu prasmi pielāgoties jaunām situācijām, starppersonu saziņas prasmi, komandas darba prasmi, prasmi strādāt starpdisciplinārā komandā, prasmi risināt problēmas komandā, kā arī prasmi vadīt un koordinēt starpdisciplināras pedagoģu komandas.

40% respondentu vērtē savu starppersonu saziņas prasmi ļoti augstu, taču interesanti, ka 27% respondentu to vērtē kā viduvēju, 13% kā zemu, bet neviens no respondentiem to nevērtē kā labu. Pētījums atklāj, ka savu prasmi strādāt komandā respondenti vērtē ļoti kritiski. Lai gan 40% to vērtē ļoti augstu un 13% kā labu, tomēr 13% to vērtē kā viduvēju un 27% savu prasmi strādāt komandā novērtē kā zemu. Līdzīgu viedokli respondenti pauž arī vērtējot prasmi strādāt starpdisciplinārā komandā – 40% to uzskata par viduvēju un 40% par ļoti augstu, bet 13% to vērtē kā zemu. Tāpat 73% respondentu kā viduvēju novērtē savu prasmi vadīt un koordinēt starpdisciplināras pedagoģu komandas.

Prasmi pielāgoties jaunām situācijām, kas ir svarīga sadarbības attīstībā, tāpat kā problēmu risināšanas prasmi, 73% respondentu vērtē kā labu un 27% kā viduvēju.

Pētot respondentu viedokli par to zināšanu un prasmju līmeni dabaszinātnēs un inženierzinātnēs, kā arī izpratni par to vietu un lomu, respondentiem tika lūgts novērtēt savu zināšanu un prasmju līmeni dabaszinātnēs un inženierzinātnēs robežās no 1 (ļoti zems) līdz 5 (ļoti augsts).

Respondenti sniedz visai kritisku viedokli, jo tikai 33% savu zināšanu un prasmju līmeni dabaszinātnēs un inženierzinātnēs uzskata par augstu, 13% respondentu to novērtē kā viduvēju, bet vairums (54%) to uzskata par zemu. Visi respondenti, kuri savu zināšanu un prasmju līmeni dabaszinātnēs un inženierzinātnēs uzskata par zemu nav tiešā veidā saistīti ar tām. Taču 93% respondentu vēlas mācīties, lai iegūtu jaunas zināšanas un pieredzi.

Apkopojot respondentu atbildes, var secināt, ka iegūtie rezultāti iezīmē problēmas skolotāju starpdisciplinārajās un praktiskajās zināšanās, kā arī parāda nepietiekamas sadarbības un atgriezeniskās saites iegūšanas un sniegšanas prasmes. Nepietiekamās zināšanas dabaszinātnēs un inženierzinātnēs nākotnē var kavēt starpdisciplināru komandu izveidi un darbu, kas, savukārt, negatīvi ietekmētu skolotāju profesionālo kopdarbību un kavētu izglītības programmu attīstību un pilnveidi. Nepietiekamās sadarbības prasmes ietekmē skolotāju vēlmi un iespējas dalīties ar savu pieredzi un viedokli, kas traucē pieņemt labākos lēmumus par tālāku attīstību un atstāj negatīvu ietekmi uz skolēnu sasniegumiem. Tāpat arī objektīvas atgriezeniskās saites trūkums neļauj pilnveidot izglītības procesu, lai tas būtu interesants un efektīvs. 93% respondentu apzinās profesionālās pilnveides nepieciešamību un tās nozīmīgumu, vērtējot to kā ļoti augstu. Tas ļauj domāt, ka skolotāji ir pārvarējuši individuālās kvalitātes izpratnes sliekšni un ir gatavi pilnveidot savas prasmes.

Secinājumi **Conclusions**

1. 21.gadsimtā īpaši svarīga ir skolotāja spēja mācīties un attīstīties, lai pozicionētu sevi strauji mainīgajā pasaulē, kur būtiska loma ir radošumam, kritiskajai domāšanai, komunikācijai un sadarbībai.
2. Skolotāju zināšanas un izpratne par dabaszinātņu un inženierzinātņu zinātnisko principu kopumu un iespējām to izmantot, kā arī skolotāju prasmes sadarboties un sniegt atgriezenisko saiti būtiski ietekmē skolēnu mācību sasniegumus, mācīšanās ilgtspēju un motivāciju veidot karjeru STEM jomā.
3. Veiktā pētījuma rezultāti norāda uz to, ka ir jāuzlabo skolotāju zināšanas un izpratne par dabaszinātņu un inženierzinātņu zinātnisko principu kopumu, kā arī būtiski jāpilnveido skolotāju prasme sadarboties un sniegt objektīvu atgriezenisko saiti.
4. Ir nepieciešama diskusija par to kā uzlabot skolotāju zināšanas un izpratni par dabaszinātņu un inženierzinātņu zinātnisko principu kopumu un pilnveidot skolotāju prasme sadarboties un sniegt objektīvu atgriezenisko saiti.

Summary

State higher education institutions constitute a new type of schools, in which the education process takes place in an integrated - school / university environment. There has been implemented Science, Technology, Engineering and Mathematics (STEM) education program in these schools and students are motivated and purposefully prepared for studies and career in the field of science and engineering. Professional preparedness, i.e. knowledge, skills and attitude of teachers of these schools is an important component for the successful implementation of education programs and provision of the achievement of the objectives with the greatest likelihood of success.

The goal of the study is to investigate knowledge and skills necessary for a teacher to effectively implement STEM educational program; to show their impact on the sustainability of student learning and motivation to pursue a career in the field of STEM; to identify teachers who work in the school, where special attention is devoted to natural science, engineering and students' research, to determine the skills they have and what skills are necessary to acquire to work effectively.

In order to achieve the goal there has been analysed the knowledge and skills the teachers should possess to implement STEM education program to enhance students' awareness of the importance of natural sciences and engineering on the way to the individual's quality of life, economic growth and prosperity, as well as what and how teachers should learn and develop to work effectively and have a positive impact on the development of school and pupils' achievements and learning sustainability.

In the study there have been obtained the results as follows:

In the 21st century the teacher's ability to learn and grow is particularly important to position himself in a rapidly changing world where creativity, critical thinking, communication and cooperation play a significant role. Teachers' knowledge and understanding of the aggregate of research principles of natural science and engineering and possibilities of their use, as well as teachers' skills to interact and provide feedback have a significant impact on students' learning achievements, learning sustainability and motivation to pursue a career in the field of STEM. There is a need to improve teachers' knowledge and understanding of the aggregate of research principles of the field of science and engineering, as well as significantly improve teachers' ability to collaborate and provide objective feedback and the necessity for a discussion of how to do it.

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ФОРМИРОВАНИЕ У МЛАДШИХ ШКОЛЬНИКОВ ДЕЙСТВИЯ НРАВСТВЕННО-ЭТИЧЕСКОГО ОЦЕНИ- ВАНИЯ

The Junior Learner's Moral – Ethical Evaluation Action Buildup

Irina Vitkovskaya

Pskov State University, Russian Federation

Tatiana Khrabrova

Pskov Humanitarian Lyceum, Russian Federation

Abstract. *The moral – ethical evaluation action in the federal state educational standard of primary education is regarded as a universal educational activity, the formation of which provides the optimal development of junior learners, the possibility of a successful continuation of education, adaptation in society.*

The article describes one of the approaches to the formation of the action based on the content of the subject "Fundamentals of Orthodox Culture"

Keywords: *universal educational action, moral – ethical evaluation action, the problem of moral and ethical content, training course "Fundamentals of Orthodox Culture."*

Введение

Introduction

В современных условиях развития системы образования с особой остротой встает проблема формирования духовного мира, мировоззренческих позиций и нравственных качеств, этических потребностей подрастающего поколения.

Осознание этой проблемы педагогическим сообществом привело к включению в Федеральный государственный образовательный стандарт начального общего образования (ФГОС НОО) личностных результатов образования младших школьников как составляющей качественного образования. Среди таких результатов стандарт называет в том числе: «развитие этических чувств, доброжелательности и эмоционально-нравственной отзывчивости, понимания и сопереживания чувствам других людей, ...развитие самостоятельности и личной ответственности за свои поступки ...на основе представлений о нравственных нормах, социальной справедливости и

свободе» (цит. по ФГОС НОО, 2009: 5). Данных результатов можно достичь, в том числе, на основе формирования у младших школьников личностных универсальных учебных действий, и в первую очередь, предложенного в примерной основной образовательной программе начального общего образования (ПООП НОО, 2015) – действия нравственно-этического оценивания (НЭО).

Проблема нравственного развития младших школьников на основе формирования действия НЭО, несмотря на определенную разработанность (Асмолов, 2008; Калинина, 2014), остается актуальной, т.к. существует противоречие между необходимостью формирования этого действия и недостаточной изученностью его структурных элементов, а также методической разработанностью путей формирования действия НЭО на начальной ступени обучения в российской школе.

Целью данной статьи является описание одного из подходов к формированию у младших школьников действия НЭО на основе изучения факультативного курса «Основы православной культуры».

Заметим, в связи с этим, что ФГОС НОО требует осуществлять воспитание личности на основе «толерантности, диалога культур и уважения многонационального, поликультурного и поликонфессионального состава российского общества» (Цит. по ФГОС, 2009: 3). Православная традиция рассматривается в рамках факультатива исключительно как культурный феномен, что не нарушает права лиц, исповедующих идеалы иных религий и конфессий. При этом посещение факультатива является добровольным и согласованным с родителями обучающихся.

Теоретическая основа темы *The theoretical background*

Теоретико-методологической основой формирования у младших школьников действия НЭО на основе преподавания факультативного курса «Основы православной культуры» являются:

- принципы культурно – исторического подхода, как методологии педагогических исследований (Выготский, 2005), предполагающего рассматривать социальную среду как главный источник развития личности;
- положения деятельностного методологического подхода (Леонтьев, 2005; Рубинштейн, 1999; Каган, 1974; Эльконин, 1989; Давыдов, 2004), в том числе роль ведущей деятельности в развитии человека;
- теория морального развития Л. Кольберга (Kohlberg, 1981);

- модель непосредственного целенаправленного формирования учебной деятельности младшего школьника (Раев, 2006; Вергелес, 2015; Витковская, 2010, 2016) как основы формирования у него универсальных учебных действий.

Деятельностный подход, заявленный во ФГОС НОО в качестве методологической базы разработки основной образовательной программы, требует, как известно, рассматривать деятельность как основу развития человека вообще и обучающегося в частности. Морфологической единицей любой деятельности является действие. Нравственно-этическое оценивание рассматривается в данной статье как феномен, классифицированный в ПООП НОО в качестве личностного универсального учебного действия.

Из всей совокупности универсальных учебных действий, описанных в ПООП НОО, личностные характеризуются наибольшей размытостью и неопределенностью, что затрудняет поиск путей формирования этого действия у младшего школьника, и, как следствие, создаёт проблемы в практической реализации требований стандарта.

Не вызывает сомнения, что нравственно-этическое оценивание – это универсальное действие, так как школьник должен уметь оценить и поступок героя литературного произведения на уроках чтения, и моральное содержание деятельности людей, связанной с отношением к живой и неживой природе на уроках окружающего мира, и моральные аспекты собственного отношения к учению, к одноклассникам, к учителю, вместе с которыми строится учебный процесс, на всех без исключения уроках.

Определяя понятие «нравственно-этическое оценивание как универсальное учебное действие» необходимо обратиться к определению учебного действия оценки. Согласно энциклопедическому словарю, функция оценки состоит в фиксации соответствия фактического результата учебной деятельности ее конечной цели (Ивин, 2004). Таким образом, нравственно-этическое оценивание можно охарактеризовать, на наш взгляд, как надпредметное (универсальное) действие, направленное на установление степени соблюдения (выполнения) субъектом (другим или самим оценивающим) той или иной моральной нормы, или их совокупности. Истинно учебный смысл любого умственного действия можно понять в рамках сущности учебной деятельности, которая представляет собой деятельность по решению учебных задач (Вергелес, 2015; Эльконин, 1989). Учебное действие всегда направлено на решение учебной задачи: научиться чему-либо, овладеть общим способом действия по отношению к чему-либо.

Личностные действия школьника в учебном процессе направлены на реализацию воспитывающей функции обучения. В рамках деятельностного подхода, как известно, ведущим способом воспитания является проектирование, конструирование и создание ситуаций воспитывающей деятельности

(Степанов & Лузина, 2008; Каиров, 1989). Мы считаем, что специально созданные педагогом ситуации (задачи), содержащие в себе коллизии, связанные с нарушением той или иной этической нормы, носят именно учебный характер и предполагают выделение и усвоение обучающимся общего способа действий, приводящего к разрешению противоречия и решению задачи. То есть действие нравственно-этического оценивания приобретает истинно учебный характер, когда обучающийся оценивает не только процесс и результат решения конкретной нравственно - этической задачи, но и сам способ своих действий, приводящий к решению всех подобных задач.

Деятельность оценивания невозможно выхватить из общего процесса решения нравственно-этической задачи. Структуру учебного действия НЭО необходимо выявлять, но нашему мнению, на основе структуры более общего действия – оценки, конкретизируя ее моральным содержанием объекта оценки. При этом важно учитывать возрастные особенности развития моральных представлений и суждений младших школьников. Так, согласно исследованиям Л. Колберга младший школьный возраст характеризуется переходом от доконвенционального к конвенциональному уровню развития моральных суждений, когда школьник выполняет правила нравственного поведения не из желания избежать наказания, а из стремления подчиниться принятым в обществе моральным требованиям для получения одобрения авторитетных взрослых (Kohlberg, 1981). При этом, как отмечает Г. Крайг, «детей важно научить не только *действовать* в соответствии со своими представлениями о хорошем и плохом, но и просто различать их» (Крайг & Бокум, 2005: 467).

Наконец, деятельностный подход требует формирования субъектных свойств личности, что предполагает развитие самостоятельности ученика при решении им задач нравственного содержания. При этом учитель должен сориентировать обучающегося в способе такого решения и обеспечить функционирование этого способа в деятельности младшего школьника при решении им нравственных задач.

Таким образом, действие нравственно-этического оценивания может включать в себя, на наш взгляд, следующие компоненты (совокупность действий и операций):

- определение объекта оценки (что именно надо оценить: действие (процесс и результат), событие, поступок): выделение морального содержания ситуации: что произошло, предварительная (первичная) оценка нарушения моральной нормы (первое впечатление)
- установление образца, нормы для сравнения объекта с ними: какая именно этическая норма нарушена, насколько «строга» эта норма?

- определение критериев оценки: на что обращать внимание при сравнении объекта с данной нормой?
- соотнесение объекта с нормой по критериям, вывод о степени соответствия объекта норме (оценка действий с точки зрения нарушения/соблюдения моральной нормы). На этом этапе решения задачи необходимо учесть объективные последствия нарушения нормы, мотивы субъекта при нарушении нормы, чувства и эмоции субъекта при нарушении нормы;
- решение нравственной задачи (как поступить с учетом всего вышесказанного; как ты бы поступил в такой ситуации?*);
- итоговая оценка решения, которая предполагает способность аргументировать правильность решения этической задачи;
- рефлексия: были ли у тебя подобные случаи; можешь ли ты рассказать о них?*

Важно, чтобы обучающиеся осуществляли перенос сформированных способов деятельности нравственно-этического содержания на собственную деятельность. Именно поэтому в алгоритм включены вопросы: «Как ты бы поступил в такой ситуации»? «Были ли у тебя подобные случаи»? «Можешь ли ты рассказать о них»? Они обозначены звёздочкой, так как являются очень личными и не предполагают обязательный ответ на них.

Таким образом, мы избрали путь прямого непосредственного формирования у младших школьников действия нравственно-этического оценивания, предполагающий целенаправленное овладение ими структурой этого действия.

Действие НЭО проявляется, а, следовательно, и косвенно формируется на всех дисциплинах, изучаемых в начальных классах школы. Но для его непосредственного формирования следовало определить учебный предмет, обладающий для этого оптимальными возможностями. В качестве такого предмета мы избрали факультативный учебный курс «Основы православной культуры» (ОПК). Работа велась на основе учебно – методического комплекта (УМК) А. В. Бородиной. Конечной целью изучения основ православной культуры данный УМК определяет: «помочь российскому школьнику вырасти человеком добрым и честным, трудолюбивым и ответственным, почтительным к родителям, благодарным учителям и воспитателям, любящим свою Родину, стремящимся помогать тем, кто нуждается в помощи, и благожелательно относящимся к людям других национальностей, верований и убеждений» (Бородина, 2010: 12).

Методы и организация исследования *Methodology and organization of the research*

Формирующий эксперимент предполагал три этапа.

На первом этапе - мотивационном, решались следующие задачи: сформировать у участников эксперимента положительное отношение к действию нравственно-этического оценивания, понимание необходимости овладения этим действием для успешного обучения, социализации, жизни; отобрать содержание курса «Основы православной культуры», которое будет оптимальным для решения данных задач; познакомить обучающихся со структурой действия нравственно-этического оценивания (алгоритм) при решении нравственных задач.

Второй этап, практический, был направлен на формирование элементов действия нравственно-этического оценивания и предполагал достижение следующих задач: отобрать из литературы и апробировать комплекс методических приемов для формирования элементов действия НЭО; разработать задания по курсу «Основы православной культуры», содержащие нравственные задачи, для решения которых необходимо целостно применять данное действие; формировать все умения, входящие в структуру действия НЭО.

На третьем, обобщающем, этапе необходимо было обеспечить функционирование действия нравственно-этического оценивания на уроках «Основы православной культуры».

На этапах констатирующего и контрольного эксперимента использовалась методика «Как действовать», разработанная нами по аналогии с методиками, диагностирующими степень сформированности компонентов учебной деятельности (Вергелес, 2015). Обучающимся предлагалась нравственная задача и задание: «Как действовать, чтобы решить эту задачу? Запиши алгоритм. Реши задачу». Считаем, что такая методика может характеризовать степень владения младшими школьниками действием НЭО, так как позволяет проверить и когнитивный и поведенческий компонент сформированного умения.

В эксперименте приняли участие 52 обучающихся двух вторых классов (экспериментального – 26 и контрольного - 26) Гуманитарного лицея г. Пскова.

Результаты эмпирического исследования *The results of the empirical research*

Для решения задач мотивационного этапа эксперимента мы разработали и провели вводное занятие на тему «Знакомство с понятием «нравственная задача», с алгоритмом действия НЭО при решении нравственных

задач. Цели занятия: формировать понятие о нравственной задаче, о ее отличии от других задач, познакомить с компонентами действия нравственно-этического оценивания.

Суть структурных компонентов действия нравственно-этического оценивания сложна для понимания младших школьников, поэтому мы попытались обозначить их визуально (схематичными рисунками), а также упростить формулировки. Сам алгоритм был составлен второклассниками в совместной деятельности с учителем в результате рефлексии по итогам решения нескольких нравственных задач и в конечном варианте включал в себя следующие положения, сформулированные от первого лица: Что произошло? Нравится ли мне? Нарушена ли норма поведения? Какая? Как правильно поступать? Сравниваю поступок героя с нормой. Делаю вывод о нарушении (соблюдении) нормы поведения. Объясняю свою оценку. Как я бы поступил? Для прочности усвоения картинная схема, визуализирующая алгоритм, была вывешена у доски.

На втором этапе эксперимента были отобраны оптимальные для нашего исследования темы курса ОПК. Например, «Нормы права и морали. Виды моральных норм», «Золотое правило нравственности», «Добро и зло в человеческом мире», «Нравственный выбор». Было проведено восемь занятий, на каждом из которых дети решали нравственные задачи того или иного содержания, воспроизводя описанный выше алгоритм, но объектом специального формирования (более пристального внимания) становилось какое-либо конкретное умение, входящее в состав действия нравственно-этического оценивания. В завершении занятия обсуждался вопрос: «Как вы решали нравственную задачу?», «Что помогало вам при решении задачи?». Обобщая ответы детей, учитель обязательно помогал воспроизвести общий способ решения нравственной задачи (алгоритм), каждый раз обращая внимание на его картинную схему у доски.

Итогом формирующего эксперимента явилось обобщающее занятие на тему «Использование действия нравственно-этического оценивания в различных жизненных ситуациях», где обеспечивалось функционирование сформированного действия НЭО в самостоятельной деятельности обучающихся. Класс был разбит на малые группы. Каждая группа получила текст с описанием нравственной задачи: например, рассказ В. Осеевой «Плохо» (Осеева В., 2014.). Было предложено решить эти задачи. При этом не предлагалось никаких подсказок, связанных с алгоритмом решения. При обсуждении результатов работы учитель спросил: «Как вы решали свою задачу? Чем пользовались при ее решении?». Все группы сослались на алгоритм и с легкостью привели примеры его использования при решении задачи. Следует отметить достаточно глубокие для возраста второклассников выводы при решении моральных дилемм, содержащихся во всех предложенных

нравственных задачах, например: «Собака нападала на котенка, а два мальчика просто смотрели на это. Они нарушили норму помощи, потому что ничего не сделали, чтобы спасти котенка, еще им не было стыдно за свое поведение. Мальчики поступили плохо. Конечно, собака была большая, но они даже не попытались её отогнать. Я бы так никогда не поступила» (Злата Я.); «Очень жаль, что мальчики такие жестокие, безжалостные, ведь котенок мог бы погибнуть. Хорошо, что рядом оказалась добрая женщина. Я бы посоветовала мальчикам стать добрее. Надеюсь, они сделали для себя правильные выводы» (Лиза С.).

При подведении итогов занятия учащимся было предложено задание: «Как вы считаете, научились ли вы решать нравственные задачи, используя алгоритм нравственно-этического оценивания? Поднимите зеленую карточку, если вы считаете, что научились решать нравственные задачи, вам все понятно, желтую - если нужно поучиться решать нравственные задачи и вам не все понятно, и - красную - если вы считаете, что вы не научились решать нравственные задачи. Отметим, что красную карточку не поднял ни один ученик. Из 26 обучающихся экспериментального класса лишь шестеро подняли желтую карточку. Таким образом, 20 человек (77 % обучающихся класса) считают, что овладели действием НЭО в достаточной степени.

Самооценка второклассников несколько завышена, что подтверждается результатами использованной нами диагностической методики «Как действовать». Вместе с тем, данные констатирующего и контрольного этапов исследования показывают существенные сдвиги в овладении обучающимися экспериментального класса действием НЭО. Так, 27 % второклассников полностью представили компоненты действия НЭО и правильно решили задачу, продемонстрировав высокий уровень сформированности действия НЭО, 73 % решили задачу в целом правильно, но неполно представили компоненты действия НЭО (средний уровень). Отметим, что на констатирующем этапе эксперимента 81 % респондентов экспериментального класса вообще не справились с заданием (низкий уровень) (на контрольном этапе таких не оказалось) и лишь 19 % - выполнили задание на среднем уровне.

В контрольном классе, где на факультативе «Основы православной культуры» не проводилась специальная работа по формированию действия НЭО, не произошло существенных изменений в овладении обучающимися личностным универсальным учебным действием нравственно-этического оценивания. Покажем это на диаграммах.

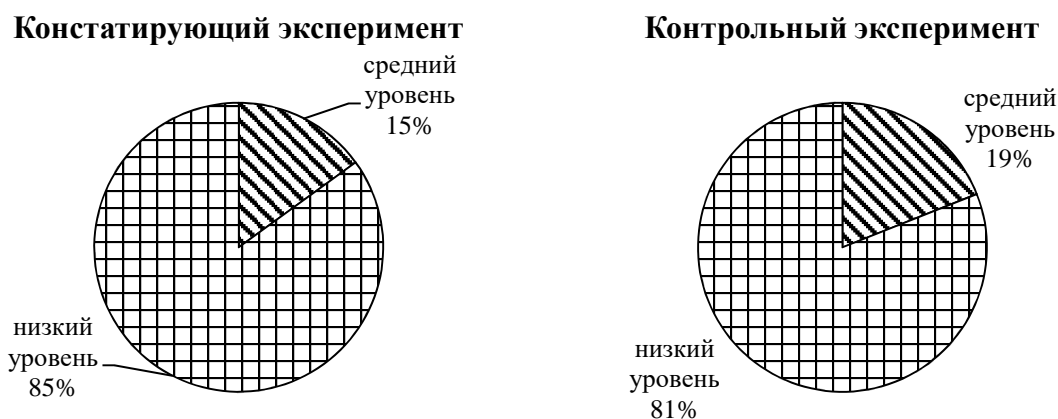


Рис.1. Степень сформированности у младших школьников действия нравственно-этического оценивания в контрольном классе
 Fig.1 Levels of possession the younger students action ethical evaluation in the control class

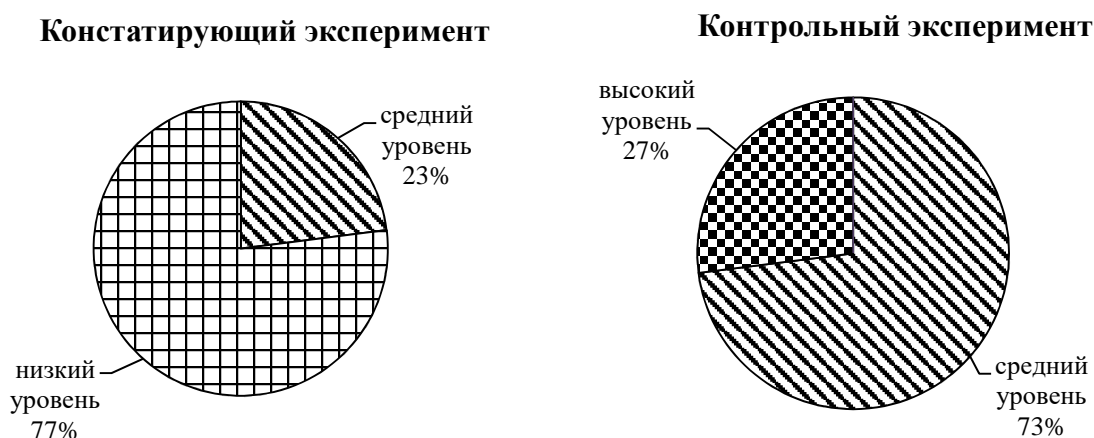


Рис.2. Степень сформированности у младших школьников действия нравственно-этического оценивания в экспериментальном классе
 Fig.2 Levels of possession the younger students action ethical evaluation in the experimental class

Заключение Conclusions

Подводя итоги, отметим следующие результаты исследования:

Определено понятие «универсальное учебное действие нравственно-этического оценивания» – это надпредметное действие, направленное на установление степени соблюдения субъектом той или иной моральной нормы, или их совокупности, предполагающее оценку учеником не только процесса и результата решения конкретной нравственной задачи, но и сам способ своих действий, приводящий к решению всех подобных задач.

Установлена структура действия нравственно-этического оценивания (способ действия), которая предполагает следующие компоненты: определение объекта оценки, выделение морального содержания ситуации, предварительную оценку нарушения моральной нормы; установление образца, нормы для сравнения объекта с ними; определение критериев оценки; соотнесение объекта с нормой по критериям, вывод о степени соответствия объекта норме; решение нравственной задачи; итоговую оценку решения, которая предполагает способность аргументировать правильность решения этической задачи; личностную рефлексию.

Доказано, что действие нравственно-этического оценивания в младшем школьном возрасте может быть успешно сформировано на основе содержания учебного курса «Основы православной культуры» путем прямого непосредственного формирования у обучающихся этого действия, предполагающего целенаправленное овладение его структурой.

Результаты эмпирического исследования позволили установить эффективность предложенной методики формирующего эксперимента. Так, в контрольном классе не произошло существенных сдвигов на этапах констатирующего и контрольного экспериментов: средний уровень показали 15 % обучающихся на констатирующем этапе и 19 % - на контрольном этапе, низкий уровень продемонстрировали соответственно 85 и 81 процент респондентов. В экспериментальном классе показаны существенные сдвиги в овладении универсальным учебным действием НЭО: так, количество обучающихся, показавших средний уровень владения действием НЭО, увеличился с 23 % до 73 %, низкий уровень исчез, а 27 % школьников показали высокий уровень сформированности данного действия.

Summary

Here are the research results, to conclude:

Universal learning action of moral-ethical evaluation is defined: this is such an action, which is aimed at defining the subject's level of moral norms compliance, supposing child's evaluation of not only the process and result of a particular moral task solution, but the way of his/her action, which leads to the same tasks solution.

The structure of action of moral-ethical evaluation is defined. There are the following components: evaluation target definition, situational moral component definition, preliminary assessment of moral norms violation, example making, object correlation to the norm in accordance with criteria, the level of object's norm correlation conclusion, moral task solution; final decision estimation and ability to give reasons for the correct task solution; self-reflection.

It is proved that action of moral-ethical evaluation in elementary-school age can be successfully nourished, based on the course Orthodox Culture Basic Concepts.

The results of empiric study proved the effectiveness of the described methodology of the educational experiment. In the reference class there were no significant changes at ascertaining and control experiment stages: average results were shown by 15 % of students at the ascertaining stage and 19 % at the control stage. Low-level results were shown by 85 % and 81 % of students respectively. In the experimental class there were substantial improvements in acquisition of universal learning action of moral-ethical evaluation: the number of students that demonstrated average level of mastering the action of moral-ethical evaluation increased from 23 % to 73 %, there were no students with low-level results, and 27 % of students showed high level of this action acquisition.

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Irina Vitkovskaya, Tatiana Khrabrova. Формирование у младших школьников действия нравственно-этического оценивания

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PIRMSSKOLU PEDAGOĖIJA
PRESCHOOL PEDAGOGY

DVĪŅU SITUĀCIJAS IETEKME UZ PERSONĪBAS VEIDOŠANOS

The Twins' Situation Impact on the Personality Development

Anita Dumbraska

Riga Teacher Training and Educational Management Academy, Latvia

Abstract. *Since the moment of their birth between the twins develop a relationship that differs from the brother and sister relationships. Two children of the same age, growing under the same conditions, promote and develop their personalities. The twins' connections are so close that at a short time separation from each other, the twins suffer the same as been separated from their mother. The aim of the research: to research the twins' situation impact on the child's personality development. The research involves the analysis of the scientific pedagogical and psychological literature, structured interviews are used in the empirical research. The obtained data from the parents interviews of 37 twins' pairs have been analyzed. Results: the role distribution, the twins bilateral/reciprocal competitiveness, speech-therapist's necessity, self-contentedness inside the pair, communication with other children, amount of vocabulary at an early age are clarified in the twins pair, presence of cryptophasia, emphasizing of similarity, difference, difficulty to formulate thoughts and emotions by words. Conclusions: twins' situations impact essentially differs, depending on the type of twins: MZ, DZ or different gender. Their bilateral/reciprocal interrelation indexes are different: the role distribution in the pair, desire to competitiveness, be closely self-contained inside their pair and disallow to let others into their dyad or to be open to communication with other people.*

Keywords: *competitiveness, cryptophasia, dizygotic twins (DZ), monozygotic twins (MZ), twins' situation.*

Ievads

Introduction

Pētījumos par dvīņiem ir analizētas dvīņu attīstības īpatnības. Jau 1960. gada pētījumā R. Zazzo (Zazzo, 1960) ir atklājis, ka dvīņu personības attīstību būtiski ietekmē dvīņu situācija. Viņš norāda, ka dvīņu attīstību ietekmē katra dvīņa ģenēze un raksturīgās īpatnības (Zazzo, 1978). Šim pētījumam svarīgs ir fakts, ka dvīņi pārī bieži veido savu īpašu mikropasauli (mikrokosmu), kuru raksturo vairākas īpatnības pāra iekšienē savstarpējās attiecībās, ar citiem cilvēkiem un vidi. Īpašā dvīņu vide rada daudz tuvākas attiecības starp dvīņiem.

Ir novērots, ka patstāvīgi pārvietoties vēl neiemācīties mazs zīdainītis neticamā veidā pagriezies gultiņā tā, lai būtu tuvāk otram, stiepj tam pretī rociņas, ieklausās viņa elpā. Dvīņiem ir raksturīgi vietniekvārda „es” vietā lietot vietniekvārdu „mēs”. Viņi vēlāk kā pa vienam dzimušie sevi atpazīst fotogrāfijās (MZ dvīņi vēl 3 mēnešus vēlāk kā DZ) un spogulī. Dvīņi vēlāk kā pa vienam dzimušie sāk izrunāt savu vārdu. Viņi atsaucas ne tikai uz savu, bet arī uz otra dvīņa vārdu. Pilnībā uzskatīt sevi par otram dvīnim identisku, tieksmi nebūt nekādā veidā atšķirīgam, zinātnieki noformulējuši par dvīņu vienības efektu. Šā dvīņu vienības efekta izpausme ir atšķirīga no tā, kādi ir dvīņi: saites starp MZ dvīņiem ir daudz ciešākas kā starp DZ dvīņiem (Зырянова & Пьянкова, 1993).

I. Smirnova uzskata, ka divas tēmas - vienība un pretējība, saplūduši nedalāmība un sāncensība kā noteikta psiholoģiska realitāte saistīta ar dvīņiem raksturīgo savstarpējo attiecību veidiem. Zināt dvīņu attīstības likumsakarības un problēmas, kas rodas dvīņu audzināšanas procesā, nepieciešams ne tikai vecākiem, bet arī skolotājiem un visiem, kas strādā ar bērniem. Smirnova ir pārliecināta, ka, risinot dvīņu audzināšanas problēmas, vērā būtu ņemami sociāli - psiholoģiskie un psiholoģiski - pedagoģiskie aspekti, dvīņu pasaule skatāma kā specifisks bērnu mikrokolektīvs, kuram nepieciešama palielināta uzmanība no vecāku un skolotāju puses, prasot īpašu audzināšanas pieeju (Смирнова, 2010).

Raksta mērķis ir pētīt dvīņu situācijas ietekmi uz bērna personības veidošanos.

Materiāli un metodes *Materials and methods*

Pētījumā izmantotas teorētiskās metodes: pedagoģiskās un psiholoģiskās zinātniskās literatūras analīze un empīriskās pētījuma metodes: strukturētās intervijas (37 dvīņu pāru vecāki), veikta datu apkopošana un analīze.

N. Zirjanova un S. Pjankova uzsver dvīņu vienības efekta kā palēninātāja lomu dvīņu personības attīstībā, jo vēlme it visā būt viens otram līdzīgiem, identificēt sevi ar dvīņu partneri (abpusēja identifikācija) ietekmē pašapziņas veidošanos un apgrūtina dvīņu individualizācijas procesu. Viens no centrālajiem veidojumiem tapšanā par personību bērnam ir „es” sistēma. Psiholoģijā termins pašapziņa nozīmē subjekta darbību virzītu uz savas rīcības, pārdzīvojumu, savas vietas dzīvē apzināšanos. Šādas apzināšanās rezultāti nostiprinās pašvērtējumā. Līdz 3 gadu vecumam bērnam pašvērtējums veidojas stihiski, radies pieaugušā attieksmes rezultātā. Individualizācijā svarīgi ir apzināties sevi kā subjektu. Lielā dvīņu abpusējā identifikācija ir cēlonis tam, ka viņu pašapziņas veidošanās process būtiski atšķiras no pa vienam dzimušo pašapziņas veidošanās procesa.

Dvīņu personības attīstība, paša identitātes veidošana, ar tai raksturīgu sevis atdalīšanu no citiem, sava ķermeņa pārvaldīšana daudzkārt atkarīga no savstarpējam attiecībām dvīņu pāri, no tā, kā viņi uztver sevi un viens otru. Viņas norāda, ka dvīņu savstarpējās attiecībās ir svarīgi trīs nosacījumi: 1) dvīņu kopā pavadītais laiks, 2) viendzimuma DZ (dizigotu) dvīņu tiekšanās atšķirties un MZ (monozigotu) dvīņu tiekšanās būt vienādiem, 3) sociālo lomu sadalījums pāri, kas norāda uz atšķirību veidošanās raksturu partneru individualizācijai. Dvīņi starp viņiem noteiktā veidā sadala dažādas funkcijas. Ja viens atbild par saziņu ar apkārtējo pasauli, pilnībā uzņemoties pāra parādīšanu citiem cilvēkiem, tad otrs var vispār neattīstīt saziņas prasmes, jo dvīņi, uztverot sevi kā vienu veselu un nedalāmu kopumu, uzskata, ka pietiek vismaz vienam būt ar attiecīgajām iemaņām. Noteikts lomu sadalījums dvīņu pāri var saglabāties visa mūža garumā un radīt adaptācijas traucējumus pieaugušā vecumā. Pilnīgas savstarpējas atkarības gadījumā, kad dvīņi ir ar viens otru papildinošām personības īpašībām, būdami vieni, viņi jūtas pilnīgi bezpalīdzīgi. Vecāki paši nereti stimulē lomu sadalījumu pāri, „pierakstot” noteiktas rakstura īpašības dzimušajam pirmajam vai smagākajam, vai, gluži otrādi, vājākajam (Зырянова & Пьянкова, 1993).

I. Smirnova secinājusi, ka daudzos pāros lomu sadalījums „līderis - vadāmais” saderas ar pietiekami harmonisku katra dvīņa attīstību un nenomāc kādas principiāli svarīgas rakstura iezīmes, nerada vienpusīgu attīstību. Kad runājam par lomu sadalījumu pāri, būtisku ietekmi uz dvīņu personības attīstību, viņa uzsver to, ka šo sadalījumu rada nevis pašas par sevi agrīnās atšķirības, bet gan apkārtējo attieksme, kas saistīta ar šīm agrīnajām atšķirībām. Gadījumā, ja viens no dvīņiem ir ar lielāku svaru, vecāki var uzskatīt viņu par stiprāku un mierīgāku, otru ar vieglāku svaru- par vārgāku, kaprīzāku, infantilu (Смирнова, 2010). Gadījumos, kad viens no dvīņiem dominē, pāri spēlēdams aktīvā lomu, bet otrs pakļaujas, it visā viņam piekāpdamies, aktīvākajam bērnam var veidoties despotiskas rakstura iezīmes, bet otrs aug pasīvs, kautrīgs un par sevi nepārliecināts (Авдеева et. al., 1996).

Lai izprastu dvīņu attīstības likumsakarības, nepieciešams aplūkot mijiedarbību starp dvīņu vienības efektu un dvīņu pāra partneru tieksmi individualizēties. Analizējot dvīņu savstarpējās attiecības, dvīņu pāri var izdalīt 4 formas: 1) sacensība, kas izraisa diverģenci starp dvīņiem, 2) komplimentāra pakļaušanās, kas izraisa dvīņu tuvināšanos un viņu savstarpējo atkarību vienam no otra, 3) līdztiesība un 4) konformitāte (pasīva pakļaušanās, pielāgošanās), izraisot pilnīgu abu dvīņu partneru līdzību (Зырянова & Пьянкова, 1996).

Ciešā dvīņu pieķeršanās viens otram, vēlme vienmēr būt kopā rada to, ka bērni sadarbojas tikai viens ar oru, izslēdzot no saziņas loka vienaudžus, varbūt pat visus pārējos. Noguruma un aizņemtības dēļ dvīņu mātes mazāk runā ar dvīņiem kā mātes ar pa vienam dzimušajiem bērniem, līdz ar to runas iemaņas

aizkavējas. Dvīņiem sarunājoties savā starpā, mazinās iespējas apgūt jaunas runas iemaņas, runas trūkumi padziļinās. Šai situācijā iespējama autonomās runas - kriptofāzijas (tikai dvīņiem vien saprotamas runas) rašanās. Laikus nepievēršot uzmanību, neveidojas pareizā runa (dvīņi saprot viens otru, bet pārējie viņus neinteresē), bet tas ir būtiski bērna garīgajai attīstībai kopumā (Зырянова & Пьянкова, 1996). Autonomo runu jeb kriptofāziju kā bērna personības attīstību kavējošu parādību uzskata arī N. Avdējeva, S. Meščerjakova un V. Ražņikovs. Vecāku nepietiekamas uzmanības rezultātā dvīņi paliek divatā un noslēdzas pāra iekšienē. Viņi sāk runāt savā valodā, viegli sazinās ar žestu un mīmikas palīdzību, apkārtējiem tā ir nesaprotama. Tas apgrūtina pareizas runas apguvi un sagādā grūtības skolā (Авдеева et. al., 1996).

T. Petrova uzskata, ka dvīņi runas attīstībā atpaliek no normas. Kā vienu no iemesliem var minēt to, ka pieaugušie nerunā pietiekošā daudzumā ar saviem mazuļiem. Dvīņu vecāki runā ar bērniem vienkāršāk un ir mazāk aktīvi, jo spiesti sarunāties ar diviem bērniem vienlaicīgi. Divi cilvēki (māte un bērns) sarunas laikā vairāk atbild uz partnera replikām kā sarunā trijātā (māte un dvīņi). Uzzrunātajiem diviem bērniem ir izvēle: atbildēt vai nē. Dvīņi nav mazāk ieinteresēti, un vēlme runāt ar pieaugušajiem viņiem nav mazāka kā pa vienam dzimušajiem, bet vecāki reizēm ietur stingru pozīciju un bieži neatbild uz dvīņu replikām. Pētījumi rāda, ka katrs no dvīņiem reaģē aktīvāk, ja sarunājas ar māti, neesot klāt brālim vai māsai. Iznāk, ka situācija sazinoties trijātā nevis bērnu runas attīstības līmenis būtiski ietekmē pieaugušā runas intensitātes samazināšanos attiecībā uz dvīņiem. T. Petrova secina, ka tādad dvīņu situācija ir kā cēlonis runas attīstības atpalcībā (Петрова, 2015).

I. Smirnova uzskata, ka atpalcība runas attīstībā ir cēlonis visu pārējo psihiskās darbības veidu atpalcībai, visam, kas atkarīgs no pilnvērtīgas socializētas runas apguves (Смирнова, 2010). Lai nepieļautu šīs nosauktās nevēlamās sekas, vecākiem pret saviem dvīņu bērniem vajadzētu izturēties tā, lai stimulētu viņos neatkarību, „es” apzināšanos, pievērstu uzmanību abu bērnu atšķirībām, sauktu viņus vārdos. Tas nozīmē izturēties pret viņiem kā diviem atsevišķiem un dažādiem indivīdiem, nevis kā pret cilvēcisku būtni divos eksemplāros. Vecākiem ieteicams censties iepazīt katru bērnu atsevišķi. Dvīņiem vēlams katram atsevišķi būt gan kopā ar vecākiem, gan patstāvīgi sazināties ar citiem bērniem.

N. Zirjanova, S. Pjankova uzsver individuālās pieejas nozīmi svētku reizēs, iesakot atsevišķus pīrāgus, dāvanas, apsveikumus (Зырянова & Пьянкова, 1996). Brīvo laiku pavadīt atsevišķi ar katru bērnu kā nozīmīgu atzīmē Dž. Fridmana (Fridman, 2008). Pareizas runas attīstības sekmēšanai vecākiem nepieciešams runāt ar katru bērnu atsevišķi un ieteikt to darīt citiem cilvēkiem. Kriptofāzijas gadījumā vēlams paplašināt draugu loku, iespējams ievietot bērnus atsevišķās pirmsskolas iestādes grupās, lai stimulētu katra dvīņu bērna vajadzību

pēc apkārtējo uzmanības un izpratnes. To darot, vēlams konsultēties ar psihologu, jo agra bērnu šķiršana dvīņiem var radīt nevēlamu ietekmi uz viņu tālāko attīstību. Ievērojot un veicinot bērnu atšķirību, būtiski rīkoties piesardzīgi, jo dvīņi pret partnera sekmēm un sasniegumiem mēdz izturēties greizsirdīgi un pat slimīgi. Dažreiz tas viņu attiecībās rada saasinātu sacensību un konkurenci, pat izraisa nenoslāpējamu konfliktu. Vairāk tas iespējams pusaudža vecumā, kad dvīņi sāk attālināties viens no otra (Зырянова & Пьянкова, 1996; Авдеева et. al., 1996).

Dvīņi vienmēr ir divi, tāpēc, mātes uzmanību pilnībā iegūt nespējot, katrs no viņiem mazāk vēlas šo uzmanību, ja blakus ir otrs dvīnis. Tas nav tikai tāpēc, ka dvīņi viens otram dod drošības un komforta izjūtu, bet arī tāpēc, ka bērns apzinās, ka māte nedod otram vairāk uzmanības kā viņam. Līdzīga greizsirdības izjūta pret māti var rasties arī pa vienam dzimušiem bērniem - brāļiem un māsām, taču dvīņu ģimenēs greizsirdība parādās agrāk un izpaužas stiprāk. Parasti dvīņi cenšas izvairīties no greizsirdību provocējošām situācijām. Tādēļ reizēm dvīņi mēdz kļūt tuvāki viens tēvam, otrs mātei. Cits veids, kā izvairīties no greizsirdības, ir pieprasīt to pašu, kas ir otram dvīnim- rotaļlietas, vecāku uzmanība u.c. Vecākiem nepieciešams palīdzēt saviem bērniem atrast savu „es”, tādēļ vajag izturēties pret dvīņiem tā, lai katrs no viņiem apjaustu savu vienreizīgumu, apzinātos savu atšķirību no brāļa vai māsas. Pretējā gadījumā pastāv iespēja, dvīņiem pieaugot, tā arī neklūt par pašpietiekamām un neatkarīgām personībām (Зырянова & Пьянкова, 1996; Fridman, 2008).

Uzsākot skolas gaitas, kā problēma starp dvīņiem parādās atšķirības uzdevumu risināšanas veidā, mācību materiāla apguves tempa ziņā, sasniegumos. Aktuāls kļūst jautājums par dvīņu ievietošanu vienā klasē vai katru savā, taču šis jautājums saistīts ar īpašām attiecībām, dvīņu īpašu savstarpējo pieķeršanos un ar nepieciešamību nodrošināt katram dvīnim individuālu, neatkarīgu attīstību. Ciešā saite, kas vieno dvīņus, var viņiem atvieglot adaptāciju skolā. Lielam vairumam dvīņu spēja labi funkcionēt atsevišķi, pārliecība par saviem spēkiem attīstās lēni. Dvīņu dalīšana agrāk, pirms viņi tam ir gatavi, abiem var būt kā stresa faktors, kurš aizkavēs viņu neatkarības vienam no otra attīstību. Dažreiz starp dvīņiem ir lielas temperamenta un fiziskās atšķirības. Tādā gadījumā labāk dvīņiem apmeklēt katram savu klasi jau no paša sākuma, ļaujot viņiem vienam otru pa laikam apmeklēt, un skolotājiem to vajadzētu respektēt (Зырянова & Пьянкова, 1996).

Dž. Fridmana iesaka ļaut dvīņiem dzīvot katram savu dzīvi savā skolā vai klasē, atšķirt viņu draugus un vaļaspriekus (Fridman, 2008). Dažādu dzimumu dvīņi aug tādos pašos unikālos apstākļos kā visi dvīņu pāri. Atšķirībā no viendzimuma dvīņiem zēnam un meitenei dvīņiem var būt dažāds miega režīms, atšķirīga ēdienu izvēle. Sociālās prasmes, iemaņas sazināties ar citiem cilvēkiem, dažādu veidu sociālo lomu apguve, saistīta ar prasmi pakļauties un

izpildīt likumus- to visu agrāk apgūst meitenes. Ir labi, ja zēnam parādās kāda darbības joma, kurā meitene viņu neapsteidz (Зырянова & Пьянкова, 1996; Fridman, 2008).

N. Avdējeva, S. Meščerjakova un V. Ražņikovs uzsver, ka dvīņi jau no dzimšanas tiek audzināti pāri, viņi nepārtraukti vēro viens otru, pēc tam iedarbojas viens uz otru. Dvīņu neparastā līdzība dara viņus kā otra atspulgu, tāpēc katram bērnam nav viegli izjust un apzināties sevi kā patstāvīgu personību. Šo problēmu padziļina tas, ka vecāki un apkārtējie parasti jūsmo par bērnu līdzību. Tas dvīņiem var radīt iespaidu, ka apkārtējo uztverē viņu vienīgā vērtība un ievēribas cēlonis ir būt līdzīgiem. Rakstura veidošanās gaitā un personības attīstībā būtiska ir dvīņu savstarpējās atkarības problēma. Daudzos gadījumos, tieši pateicoties dvīņu situācijai, dvīņi kļūst par spēcīgām personībām: viņiem agri izveidojas neatkarības no vecākiem izjūta, labāk par citiem bērniem viņi spēj pielāgoties kopīgām nodarbībām un rotaļām. Parasti dvīņi ir aktīvi un rosinoši, bet attiecībā viens uz otru izrāda uzticību un augstsirdību. Lai izvairītos uzsvērt dvīņu līdzību, zinātnieki vecākiem iesaka nedot skanējumā līdzīgus vārdus, uzrunāt katru atsevišķi, līdzīgi ģērbt tikai agrīnā vecumā. Lai dvīņi nepierastu tikai viens otra sabiedrībai, pēc iespējas agrāk viņiem nepieciešams nodrošināt saziņu un sadarbību ar citiem bērniem. Atbalstāms būtu katram savs draugu loks. Ciemos var doties viens no dvīņiem, tad viņš var parādīt savas spējas, iniciatīvu rotaļās ar draugiem, turpretī otrs pilnībā gūt vecāku uzmanību (Авдеева et. al., 1996). Dž. Fridmana uzsver, ka dvīņu kopība nav jauzskata par pastāvīgu lielumu (Fridman, 2008).

I. Smirnova uzskata, ka jebkuras novirzes, kura var ietekmēt tālāko psihisko attīstību, cēlonis nav dvīņu vienība kā tāda, bet gan vispirms vecāku un pedagogu, kuri nav ņēmuši vērā dvīņu situācijas specifiku, pieļautās rupjās pedagoģiskās kļūdas. Galvenais virzītājspēks kā normālai personības attīstībai, tā arī, par nožēlu, personības attīstības novirzēs no normas - ir pieaugušā attieksme pret bērnu un viņu mijiedarbība. Dvīņu vecāku uzmanība pievēršama noteiktiem apstākļiem, ko rada dvīņu psihiskās attīstības likumsakarības. Audzināšanā būtiski ir šādi nosacījumi: 1) ja neveidos prasmi dažreiz būt vienam bez otra, dvīņi var arī turpmāko dzīvi noslēgties pāra iekšienē; 2) nav vēlams uzsvērt (nemitīgi un vispārēji) dvīņu līdzību ar to liekot viņiem tiekties būt it visā vienādiem; 3) nav vēlams izcelt atšķirību starp dvīņiem, nedrīkst sistemātiski stādīt vienu otram par paraugu (Смирнова, 2010).

Rezultāti un diskusija *Results and discussion*

Pētījumā piedalījās 37 Latvijā dzīvojošas ģimenes, interviju sniedza 34 māmiņas, 1 tētis, 2 vecmāmiņas. Apkopoti un analizēti 37 intervijās iegūtie dati.

Vecāki atbildēja uz jautājumiem, kas raksturotu dvīņu situāciju viņu ģimenēs, kur aug un par personībām veidojas dvīņi. Pētījumā iesaistīto dvīņu vārdi ir mainīti.

1.tab. **MZ (monozigotu) dvīņu situācijas raksturojums**
Table 1 *Characteristics of monozygotic twins (MZ) twins' situation*

Nr. p.k.	Bērna vārdi	A	B	C	D	E	F	G	H	I	J	K	L
1.	Pollija, Endija	mainās	vienādas	jā	jā/nē	nē	jā	plašs	jā	līdzību	jā	es	ir
2.	Kate, Rigonda	mainās	vienādas	jā	jā/jā	jā	nē	plašs	jā	atšķirību	jā	mēs	ir
3.	Annemarija, Klaudija	mainās	vienādas	jā	nē/nē	nē	jā	vājš	jā	atšķirību	nē	es	ir
4.	Armīns, Timurs	mainās	vienādi	jā	jā/jā	jā	nē	vājš	jā	līdzību	jā	mēs	nav
5.	Reinis, Raitis	mainās	vienādi	jā	jā/jā	nē	jā	vājš	jā	līdzību	jā	mēs	nav

Apzīmējumi

A - lomu sadalījums, B - fiziskais spēks, C - savstarpējā konkurence, D - bijusi nepieciešamība pēc logopēdiskās palīdzības, E - noslēgšanās pāra iekšienē, F - saziņa ar citiem bērniem, G - vārdu krājums agrīnā vecumā, H - kriptofāzija, I - līdzības, atšķirības uzsvēršana, J - grūtības formulēt domas un emocijas vārdos, K - personas vietniekvārdu lietošana, L - personīgie draugi.

No 1. tabulā ievietotajiem datiem redzams, ka MZ (monozigotu) dvīņi neatkarīgi no dzimuma visos 5 pāros mainās lomām. Abi ģenētiski identiskie bērni ir fiziski vienlīdz spēcīgi un savstarpēji nepārtraukti konkurē. Noslēgšanās pāra iekšienē ir nepārliciecināma (2 no 5), tomēr tieši tie bērni, kuriem ir vēlme noslēgties, nav atvērti saziņai ar citiem bērniem. Visiem 5 MZ dvīņu pāriem ir bijusi kriptofāzija. Gandrīz visiem ir bijusi nepieciešamība pēc logopēdiskās palīdzības (4 pāros no 5). Agrīnā vecumā vairākumam ir bijis vecumposmam neatbilstošs vārdu krājums (3 pāros no 5), grūtības formulēt savas domas un emocijas vārdos (4 pāros no 5), vēlme uzsvērt līdzību nevis atšķirību (3 pāros no 5). MZ dvīņiem raksturīgi vietniekvārda „es” vietā lietot vietniekvārdu „mēs”. Personīgie draugi ir meiteņu, nevis zēnu pāriem.

No 2. tabulā ievietotajiem datiem redzams, ka DZ (dizigotu) dvīņiem neatkarīgi no dzimuma lomu maiņa (13 no 22) ir biežāka. Lomu maiņa un viens no dvīņiem fiziski spēcīgāks ir 9 pāros no 22 (5-os zēnu no 11 pāriem, 4-os meiteņu no 11). Lomu maiņa un abi bērni fiziski vienlīdz spēcīgi ir 4-os no 22 pāriem (2-os zēnu no 11 pāriem, 2-os meiteņu no 11). Pārī līderis un viens fiziski spēcīgāks ir 6 pāros no 22 (2-os zēnu no 11 pāriem, 2-os meiteņu no 11). Pārī līderis un abi fiziski vienādi attīstīti ir 3-os no 22 pāriem (2-os zēnu no 11 pāriem, 1-ā meiteņu no 11). Savos pāros fiziski spēcīgākie zēni ir līderi 2-os pāros no 2, meitenes, būdamas fiziski spēcīgākas, ir līderes 3-os pāros no 4. Lomu maiņa un konkurence ir 9-os no 22 pāriem (6-os zēnu no 11 pāriem, 3-os meiteņu no 11). No 22 pāriem 8-os (3-os zēnu no 11 pāriem, 5-os meiteņu no

11) ir bijusi kriptofāzija. No 8 pāriem ar kriptofāziju logopēdiskā palīdzība bijusi nepieciešama 5-os (2-os zēnu, 3-os meiteņu). Noslēgšanās pāra iekšienē konstatēta 8 pāros no 22 (4-os zēnu pāros, 4-os meiteņu), savukārt, saziņas trūkums ar citiem bērniem konstatēts 7-os no 22 (5 zēnu pāri, 2 meiteņu). Vairākumā noslēgšanās pāra iekšienē parāda nevēlēšanos sazināties ar citiem bērniem. Lomu maiņa un grūtības formulēt savas domas un emocijas vārdos ir 3 pāros no 22 (2-os zēnu, 1-ā meiteņu), līderis pāri un grūtības formulēt savas domas un emocijas vārdos ir 5 pāros no 22 (3-os zēnu, 2-os meiteņu). Ja pāri ar līderi grūtības formulēt savas domas un emocijas vārdos ir tikai vienam, tad tas nav līderis. 6-os no 22 pāriem (2-os zēnu, 4-os meiteņu) vietniekvārda „es” vietā lieto vietniekvārdu „mēs”, tikai vienā no tiem dvīņi uzsver atšķirīgo.

2.tab. **DZ (dizigotu) dvīņu situācijas raksturojums**
Table 2 *Characteristics of dizygotic (DZ) twins' situation*

Respondenti	A	B	C	D	E	F	G	H	I	J	K	L
Aldis, Niklāvs	mainās	vienādi	jā	jā/jā	nē	jā	plašs	nē	atšķirību	jā/jā	es	jā
Rūdolfis, Arnis	mainās	stiprāks	nē	jā/jā	jā	nē	plašs	jā	neuzsver	nē/nē	es	jā
Felikss, Marks	mainās	stiprāks	jā	jā/jā	nē	jā	plašs	nē	neuzsver	jā/jā	es	jā
Jurģis, Mareks	mainās	stiprāks	jā	nē/jā	nē	jā	plašs	nē	neuzsver	nē/nē	es	jā
Aleksis, Gundars	mainās	stiprāks	jā	nē	nē	nē	plašs	nē	atšķirību	nē/nē	es	jā
Andris, Agris	mainās	vienādi	jā	nē	nē	jā	plašs	nē	atšķirību	nē/nē	es	jā
Laimonis, Valts	līderis	stiprāks	nē	jā/nē	jā	nē	plašs	jā	atšķirību	nē/nē	es	jā
Ramons, Rolands	līderis	vienādi	jā	nē	jā	nē	plašs	nē	neuzsver	jā/nē	mēs	nē
Leons, Kazimirs	mainās	stiprāks	jā	jā/jā	nē	jā	plašs	nē	līdzību	nē/nē	es	jā
Olafs, Laimnesis	līderis	vienādi	jā	jā/nē	jā	nē	plašs	jā	atšķirību	jā/nē	mēs	nē
Jegors, Krišs	līderis	stiprāks	jā	jā/jā	nē	jā	plašs	nē	atšķirību	jā/jā	es	jā
Raimonda, Dace	mainās	vienādas	nē	nē	nē	jā	plašs	jā	neuzsver	nē/nē	es	jā
Kamilla, Amēlija	līderis	stiprāka	jā	nē	jā	jā	vājš	jā	neuzsver	nē/nē	mēs	nē
Rudīte, Una	līderis	vienādas	nē	jā/nē	nē	jā	plašs	nē	atšķirību	jā/jā	es	jā
Ulrika, Madara	mainās	stiprāka	jā	nē/jā	jā	nē	plašs	nē	atšķirību	nē/nē	es	jā
Ariadne, Magda	līderis	stiprāka	jā	jā/jā	nē	jā	plašs	jā	neuzsver	nē/nē	es	jā
Kaiva, Elīna	līderis	stiprāka	jā	nē	jā	jā	plašs	nē	līdzību	nē/nē	mēs	nē
Ulla, Unda	mainās	stiprāka	jā	nē	nē	jā	plašs	jā	līdzību	nē/nē	es	jā
Nikola, Margita	līderis	stiprāka	nē	jā/jā	nē	jā	plašs	nē	atšķirību	nē/jā	es	jā
Andīna, Anitra	mainās	stiprāka	nē	nē	nē	jā	plašs	jā	neuzsver	nē/nē	mēs	nē
Sibilla, Stefanija	mainās	vienādas	nē	nē	jā	nē	plašs	nē	līdzību	nē/nē	mēs	nē
Evija, Agrita	mainās	stiprāka	jā	jā/nē	nē	jā	plašs	nē	atšķirību	jā/nē	es	jā

Apzīmējumi

A - lomu sadalījums, B - fiziskais spēks, C - savstarpējā konkurence, D - bijusi nepieciešamība pēc logopēdiskās palīdzības, E - noslēgšanās pāra iekšienē, F - saziņa ar citiem bērniem, G - vārdu krājums agrīnā vecumā, H - kriptofāzija, I - līdzības, atšķirības uzsvēršana, J - grūtības formulēt domas un emocijas vārdos, K - personas vietniekvārdu lietošana, L - personīgie draugi.

3.tab. Dažādu dzimumu dvīņu situācijas raksturojums
Table 3 Characteristics of different gender twins' situation

Bērnu vārdi	A	B	C	D	E	F	G	H	I	J	K	L
Ella, Matīss	līderis	vienādi	nē	nē/jā	jā	nē	plašs	jā	atšķirību	nē/jā	mēs	ir
Judīte, Alvis	mainās	vienādi	nē	nē/jā	nē	jā	plašs	nē	atšķirību	nē/nē	es	ir
Marita, Raivis	mainās	vienādi	jā	jā/nē	jā	nē	plašs	nē	atšķirību	nē/nē	es	ir
Kitija, Jēkabs	līderis	stiprāks	jā	nē	nē	jā	plašs	nē	atšķirību	nē/jā	es	ir
Elija, Elviss	līderis	stiprāka	nē	jā/jā	jā	nē	plašs	jā	atšķirību	nē/nē	es	ir
Ingrīda, Rubens	mainās	vienādi	jā	jā/jā	jā	jā	plašs	nē	neuzsver	nē/nē	mēs	ir
Tija, Janeks	līderis	stiprāks	jā	jā/jā	nē	jā	plašs	jā	neuzsver	jā/jā	es	ir
Krista, Artis	līderis	stiprāks	jā	nē	jā	nē	plašs	jā	atšķirību	nē/jā	es	ir
Silva, Ingars	mainās	vienādi	nē	nē/jā	nē	jā	plašs	nē	atšķirību	jā/jā	es	ir
Lauma, Justs	mainās	stiprāks	jā	nē/jā	nē	jā	plašs	jā	atšķirību	nē/jā	es	ir

Apzīmējumi:

A - lomu sadalījums, B - fiziskais spēks, C - savstarpējā konkurence, D - bijusi nepieciešamība pēc logopēdiskās palīdzības, E - noslēgšanās pāra iekšienē, F - saziņa ar citiem bērniem, G - vārdu krājums agrīnā vecumā, H - kriptofāzija, I - līdzības, atšķirības uzsveršana, J - grūtības formulēt domas un emocijas vārdos, K - personas vietniekvārdu lietošana, L - personīgie draugi.

No 3. tabulā ievietotajiem datiem redzams, ka dažādu dzimumu dvīņi 5 pāros no 10 mainās lomām, 5 pāros no 10 ir līderis (4 pāros tā ir meitene). Lomu maiņa un viens no dvīņiem fiziski spēcīgāks ir 1-ā no 5 pāriem. Līderis un viens fiziski spēcīgāks ir 4-os pāros no 5. Būdami fiziski spēcīgāki, zēni nav līderi. Konkurence iespējama gan pāros ar lomu maiņu, gan pāros ar līderi. Kriptofāzija ir bijusi 5-os (no 10) pāros, no tiem 4-os pāros bijusi nepieciešamība pēc logopēdiskās palīdzības. Noslēgšanās pāra iekšienē konstatēta 5-os no 10 pāriem, savukārt, saziņas trūkums ar citiem bērniem konstatēts 6-os no 10 dažādu dzimumu dvīņu pāriem. Tāpat kā MZ un DZ, dažādu dzimumu dvīņiem noslēgšanās pāra iekšienē parāda nevēlēšanos sazināties ar citiem bērniem. Pāros, kuros notiek lomu maiņa (3-os no 5), ir mazāk grūtību formulēt savas domas un emocijas vārdos. Gan līderim, gan meitenēm ir mazāk šādu grūtību. 2-os no 10 dažādu dzimumu dvīņu pāriem vietniekvārda „es” vietā lieto vietniekvārdu „mēs”. Dažādu dzimumu dvīņi uzsver atšķirīgo, viņiem ir savi personīgie draugi.

Secinājumi Conclusions

Dvīņu personības veidošanās procesā vecākiem un pedagogiem būtu jāņem vērā nosacījumi, kurus diktē dvīņu situācija, kad bērni atrodas īpašos apstākļos

un ir grūtības ar sevis nodalīšanu no otra dvīņa un savas identitātes attīstību. Domāšana un valoda dvīņu pāri labāk attīstās līderim.

Dvīņu situācijas ietekme būtiski atšķiras no tā, kādi ir dvīņi: MZ (monozigotu), DZ (dizigotu) vai dažādu dzimumu. Atšķirību nosaka dvīņu savstarpējās mijiedarbības dažādie rādītāji: lomu sadalījums pāri, vēlme konkurēt, cieša noslēgšanās pāra iekšienē un citu nepieņemšana savā diādē, atvērtība saziņai ar citiem cilvēkiem, cenšanās it visā līdzināties vai atšķirties, īpašo apstākļu radītās kriptofāzijas parādīšanās un tās negatīvās sekas.

Dvīņu situācijas ietekmes mazināšanai vecākiem ieteicams iespējami vairāk laiku pavadīt darbībā ar katru bērnu atsevišķi, vērsties pie katra individuāli. Vecākiem nepieciešams atturēties ietekmēt lomu sadalījumu, ņemot vērā bērnu fiziskos rādītājus, jo ne vienmēr fiziski spēcīgākais izveidojas kā līderis.

Summary

The child, which was born alone, has a problem to overcome the symbiotic connection with his/her mother. The twins have an additional problem – to draw a borderline between oneself and the partner in the twins' pair. In the twins' personality development process, the parents and the pedagogues should consider the conditions dictated by the twins' situation, when the children undergo peculiar conditions and have difficulty to separate oneself from the other twin and develop of one's own identity. The leader in the twins' pair better develops thought processing and language skills. The twins' situation impact essentially differs according to the type of the twins: MZ (monozygotic), DZ (dizygotic) or different genders. Differences are determined due to the twins' different *bilateral/reciprocal* interrelation indexes: the role distribution in the pair, desire to competitiveness, close self-contentedness inside the pair and denial of admission into their dyad, openness to communication with other people, striving for similarity or differences, appearing of cryptophasia due to the peculiar conditions and its negative consequences. The parents should spend as much time as possible in activities with each child separately, address each twin individually for minimizing of the twins' situation. The parents need to abstain from influencing the distribution of the roles by considering the physical condition of the children, as the strongest physically not always becomes the leader.

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DRAMA INTERPRETATION OF THE FAIRY TALE THE SNOW QUEEN BY HANS CHRISTIAN ANDERSEN

Olimpia Gogolin

Eugeniusz Szymik

University of Silesia in Katowice, Poland

Abstract. *The theoretical part introduces the most frequently used drama techniques in early school education of Polish language. The practical part presents drama interpretation of the fairy tale The Snow Queen by Hans Christian Andersen. In the article, drama is introduced as a method that triggers students' creative expression, which helps them understand the literary text better and ask proper questions.*

Keywords: *fairy tale, H.Ch. Andersen, drama method, the Polish language early childhood education.*

Introduction

Hans Christian Andersen – considered to be the "master of literary fables" (Kuliczewska & Tylicka [eds.], 1979, p. 27) – was born on 2 April 1805 in Odense, and died on 4 August 1875 in Copenhagen. He wrote numerous poems, comedies, and dramas, but he was most well known for his fairy tales, full of humanity, which were translated into more than 80 languages.

"The life, personality, and visual appearance of Andersen arouse interest, induce empathy and encourage to learn about the life and artistic situation of the author – to get in his shoes, examine the facts and the era, capture significant features of the man, who still wanted more, suffered mentally and physically, but was also acknowledged" (Ogłóza, 2014, pp. 7–8).

Andersen started writing *The Snow Queen* on 5 December 1844, and completed it only five days later. According to Ewa Ogłóza, quoted above, the author of the book *Wokół opowieści Hansa Christiana Andersena. O radości czytania* (*Around the stories of Hans Christian Andersen. On the joy of reading*), this fairy tale is composed of two myths: the myth of Gerda, whom Papuzińska identified as "an extraordinary child with a warm, loving heart, created in order to <<bury the source of evil>>, capable of the greatest sacrifices, radiating love so powerful that it is capable of overcoming all obstacles" (Papuzińska, 1997, pp.

40–45), as well as the myth of "Kays-Cains", whose vision of the world is full of despair, disgust and the desire to escape.

From a set books addressed to the young reader, we chose one of the fairy tales for the purposes of the drama activities, due to the presence of these fairy tales in the core curriculum for Polish language early childhood education. Teaching practice suggests that third grade students usually gladly reach for this literary genre, since their attention in fairy tales is drawn by: intriguing plot, lively and fast action, and fascinating adventures of the protagonists, filled with dangers. At this age, pupils are particularly sensitive to the charm of the world of magic. In addition, lessons covering fairy tales provide them with strong emotions, since during those lessons, the students not only listen to the fairy tale, but also tell stories and express their emotions. Fairy tales – as a "philosophy of life, the deepest wisdom in the most available form" (Tuszyńska–Chechłacz, 1986, p. 340) – help "build self-confidence, integrate with the world, build the capacity to maintain significant and permanent bonds with people" (Laskowska, 2007, p. 48), since "these tales concern universal human problems, especially those problems that occupy the mind of a child" (Bettelheim, 1985, p. 43).

According to Bruno Bettelheim, the existential problem, constituting the most important domain of life, corresponds to the children's way of thinking and their imagination, since the characters are not ambivalent, but rather clear-cut, black and white. Even though evil is presented as attractive, the ending of the fairy tale expresses the need for justice to triumph and for evil-doers to be punished, which is encoded in the child's psyche. The world is generally a bad place, but fairy tales give hope that a good person can find a way out of a difficult situation. "A fairy tale records – in a fantastic form – the folk views on interpersonal relations, presents the ideals of good and justice, and the evaluation criteria of human actions" (Tyszkowa, 1974, p. 28). Ewa Sowa–Behtane emphasises that "axiological education, focused on teaching the students about the world of values, becomes a process of gaining knowledge on values – knowledge, which should be internalised and converted into worldly wisdom. Wisdom involves the ability to distinguish between good and evil, namely the determinants of axiological space, which cover, on the one hand, positive values, and on the other hand, negative values" (Sowa–Bethane, 2015, p. 99). Children's fairy tales make for a suitable tool that is recommended for use in axiological education¹.

Drama, as a method activating the pupil in the education process, also helps children better understand the fairy tales or other literary texts.

¹ Beata Kosová writes in more detail about education, placing it in the philosophical and global context in her book *Filozofické a globalne súvislostiedukácie* (Kosová, 2013).

Barbara Thieme, in the article entitled *Metoda dramy na lekcjach języka polskiego (Drama method in Polish language lessons)* (Thieme, 1988, pp. 44–46), discusses the forms of work that may prove useful during lessons devoted to analysis and interpretation of text:

- **interviews** with protagonists of the readings, aimed at presenting the literary character, draw attention to this character's different personality aspects;
- **human sculptures** – force students to engage in creative thinking, and also require justification of a given gesture, mimics, stance; particularly useful for character description, or to draw attention to the emotional aspect of the work or to reinforce abstract terms;
- **playing sculptors and materials** tightens cooperation between children and develops their imagination;
- **trying to make the children interested in the text prior to its reading**, e.g. by presenting an illustration related to the subject matter of the work; the students would try to explain the situation presented in the picture;
- adding single words associated with a given **keyword related to the text** (e.g. names of the protagonists);
- **using voice intonation** – the students say one simple sentence in various intonations (e.g. with joy, anger, enthusiasm, shyly); the other class participants try to guess the type of person they are dealing with; this kind of lessons enrich character description through voice and mimics, as well as help practice how to correctly interpret a given statement;
- **pantomime** has a great cognitive value; it can be used e.g. after discussing the text, as its summary;
- **one student presenting two literary characters** – the child engages in an improvised dialogue with himself;
- **speaking about poetry** with its simultaneous illustration through movement.

Drama activities in Polish language early childhood education

Below, we present a detailed description of drama techniques we used during a lesson on analysis and interpretation of Andersen's fairy tale *The Snow Queen*. These techniques included: individual and group human sculptures, drawing, mini-discussion, role-playing, interview with the main protagonist.

Building **human sculptures** consists in collective work guided by the teacher's instructions. The tasks of building group human sculptures are always prepared in advance by me and recorded on sheets of paper. Each group receives

a card with an instruction, usually related to a specific fragment of the book. The task of the students building the sculpture is to present – using body language, but in a static manner (the sculpture cannot move) – a certain situation from the concerned work. The students outside the scene are helped guess the sense of the images through questions addressed thereto, such as: Is this image clear for you?, What does it present?, Can you guess the roles assumed by your friends?, Who is presenting which character in this scene?, Which fragment of the concerned text is it (e.g. initial or final)?, Who can retell this fragment for us?, etc.

Drawing is one of the artistic and manual techniques in drama, which consists in the students drawing or painting individually or in small groups, using various materials, such as crayons, markers, paints. Drawing allows the students to particularise their ideas, stimulates their imagination and develops the ability to observe and, at the same time, does not require any artistic skills.

Mini-discussion usually concerns a specific issue. Thanks to this method, the third-graders learn logical association and how to properly draw conclusions, as well as realise what they have learned.

The "**role-playing**" technique consists in a student playing the role of a literary protagonist and assuming his way of thinking, empathising with him, thus building an emotional connection with the protagonist. The "role-playing" student has the opportunity to identify with other people, directly experience a given situation, look at it from a different point of view. As a result, he develops the ability to solve problems, make decisions and formulate own judgments. Therefore, the student, while assuming the role of a literary protagonist, is familiar with his vices and virtues, however, he has to face his own emotions, accompanying the acting out of the role. This requires empathy and understanding of the motivation of the literary character. When role-playing, the student also invokes his own life experiences, thus gaining more awareness of the motivations for his own choices, the way of thinking and acting.

Interview involves asking the right questions and answering them. During an interview, the psychological portrait of the protagonist is specified, and the students, by observing their own reactions and the behaviour of their friends, gain valuable knowledge about another human being, especially his emotions and experiences.

We gave a lesson on: *Truth and fantasy in the fairy tale "The Snow Queen" by H. Ch. Andersen* in the 3rd grade of primary school, under Polish language education. Drama activities were an element of the cycle of lessons devoted to analysis of the work of Hans Christian Andersen. Below, we give an account of the course of an authentic lesson, thus the account is written in the first-person-plural point of view.

At the beginning of the lesson, the students were asked to, using the available instruments (flutes, pipes, bells, xylophones), choose how to use one of them and try to find the proper sounds emphasising the nature of the situation and illustrating: fantastical events (extraordinary music) and realistic events (more simplistic music).

In order to defuse the tension typical of the school environment, we also suggested exercises for focusing and stimulating the imagination:

- a) introduction to the fairy tale land "Once upon a time...",
- b) building individual human sculptures for the following keywords:
king – wizard
princess – fairy.

The point was to indicate the difference between realistic and imaginary figures. The characters do not really exist, they are fictitious, made-up, although a king is more ordinary than a wizard, and a princess is more believable than a fairy.

In the central part of the lesson, we reminded the students of the distinction – introduced beforehand – between the following concepts: fiction and fantasy, indicating the superiority of fiction, and we also proposed another game – painting a portrait of the Snow Queen (after prior thorough reading of her description in the text).

Then, we divided the students into five groups. Each of them was instructed to build immobile human sculptures, illustrating a specific fragment of the Andersen's fairy tale. The first two groups were supposed to present realistic scenes, while the other three – fantastical scenes. Particular groups did not reveal their intentions until the presentation of the human sculptures. During the presentation, the other teams tried to predict the meaning of the presented images.

Group I: Children playing in the garden.

Group II: Sleighing.

Group III: Kay pierced with the mirror shard.

Group IV: Gerda's conversation with flowers.

Group V: Kay and Gerda meeting in the Snow Queen's palace.

We noted that, in the course of this drama exercise, human sculptures stimulated the students' imagination, evoked emotions. When describing the human sculptures, the students verbalised their feelings, using rich vocabulary. Since this fragment of the lesson involved problems presented further on, it was a preparation for the role-playing and the problem analysis.

Then, we offered the students to meet the heroine of the fairy tale. After the entire class expressed its consent, a selected student played the role of Gerda and briefly presented the story of the protagonist in the form of a few sentences.

Here is a sample monologue of the student:

My name is Gerda. I will tell you a short history of my friendship with Kay. When Kay was a little boy, I used to play with him in the garden, and in the winter, we sleighed together.

One day, Kay disappeared. I decided to find him and so I went on a journey. Before I reached the Queen's palace, I had many adventures.

The student's story was interrupted by questions of other students. We noticed that the interview technique not only helped develop thinking and imagination, and was an opportunity for a speaking exercise, but also deepened interpretation of the text, due to personal involvement of the student, who had to demonstrate her familiarity with the text and, while playing the character, create her own story based on the Andersen's fairy tale.

The children asked various questions, involuntarily learning how to properly formulate them. They asked both important and less important questions, but still shed new light on the protagonist from different angles. For instance:

- What helped you survive in difficult situations when searching for Kay?
- What did you feel when Kay did not recognise you in the Queen's palace?
- Do you like nature, animals?

Then, the student was brought back from the role she played.

The summary of the lesson constituted a mini-discussion, during which the students tried to answer the following question: What does the fairy tale "The Snow Queen" teach us?

We noted that active participation in the mini-discussion allowed the students to better understand the text and interpret it in contexts contemporary for them (e.g. personal, social experiences). The students noticed that the fairy tale contains a universal message – good (Gerda's attitude) prevails over evil (the mirror shard in Kay's heart). During the mini-discussion, the students explored the motivations and reasons for the behaviour of the presented characters. It was also clear that this drama element provoked the young readers to exercise maximum mental effort, to spontaneously exchange thoughts with each other.

The last element in the course of the described drama activities was assigning the following homework to the students: Create and write a short story, in which the hero/heroine changes for the better.

Conclusion

It is beyond doubt that drama activities with the use of drama techniques: individual and group human sculptures, role-playing, interview, and drawing, "livened up" the text through action, allowed the children to connect the discussed

matters with their personal experiences, helped them better understand the protagonist. During the mini-discussion, the students often discovered the motivations and reasons for the behaviour of the presented character. It turns out that drama helped the children both experience the reading, as well as understand the problems that the heroine of the Andersen's fairy tale had to face. Drama, just like the fairy tale itself, becomes "the source of relief and release of the accumulated tension through a substitute experience, as a result of identifying with the protagonist" (Tyszkowa, 1974, no. 3, p. 30).

On the other hand, our role was completely different than in a traditional lesson. We encouraged students to display non-verbal and verbal behaviours. Students, who wanted to take active part in the drama exercises, had to previously thoroughly read the literary text, try to specify the traits of the discussed character and understand this character's motivations.

The conducted lesson convinced us that drama not only involved the students emotionally, but also intellectually.

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ПЕДАГОГИЧЕСКИЙ ИНСТРУМЕНТАРИЙ РАЗВИТИЯ МИЛОСЕРДИЯ У ОБУЧАЮЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ С УЧЁТОМ ИХ ПСИХОЛОГИЧЕСКИХ ТИПОВ

The Pedagogical Tools for the Development of Compassion of the Primary School Children with Regard to Their Psychological Types

Victoria Guseva

Pskov State University, Russian Federation

Abstract. *The article contains the development of pedagogical tools of the compassion in the primary school children in the educational process with regard to their psychotypes. It also includes examples of learning activities for primary school teachers.*

Keywords: *primary school children, psychotypes, development of compassion.*

Введение **Introduction**

Актуальность проблемы, рассматриваемой в настоящей статье, объясняется задачей духовно-нравственного воспитания младших школьников в образовательной деятельности школы на основе системы базовых национальных ценностей российского народа.

Решение данной поставленной перед начальной школой задачи обуславливает определённые качественные изменения в организации образовательной деятельности на первой ступени школьного обучения. Это, прежде всего, внимание учителей начальных классов к проблеме развития милосердия у младших школьников и осознание педагогами потребности в овладении педагогическими средствами, направленными на достижение указанной задачи.

В силу сказанного, целью данной статьи является презентация педагогических средств развития милосердия у младших школьников в образовательной деятельности на основе их психологических типов.

Теоретическая основа темы *The theoretical background*

Теоретико-методологической базой данного исследования являются следующие работы:

- учение о психологических типах К. Г. Юнга (Юнг, 1984, 1998);
- классификация типов личности И. Майерс-Бриггс и К. Бриггс (Майерс-Бриггс & Бриггс, 2010);
- технология использования соционики в педагогике В. В. Гуленко, В. П. Тыщенко (Гуленко & Тыщенко, 2010);
- исследования в области теории типов личностей П. Д. Тайгер, Б. Бэррон-Тайгер (Тайгер & Бэррон-Тайгер, 2003; 2005а; 2005б).

Педагогические средства, направленные на воспитание и развитие милосердия у детей, были неоднократно охарактеризованы в ряде научно-методических работ (И. А. Княжевой, 1985; В. А. Шутовой, 1999; Л. С. Ощепковой, 2001 и др.).

Однако они, на наш взгляд, были ориентированы на некоего «усреднённого» ребёнка, пренебрегали его индивидуально-характерными чертами личности. Иными словами, не отвечали сути антропологического принципа, сформулированного К. Д. Ушинским: «если педагогика хочет воспитывать человека во всех отношениях, то она должна прежде узнать его тоже во всех отношениях» (Ушинский, 1950: 22).

В нашей опытно-экспериментальной работе, на поисковом этапе, осуществляя нестандартизированные наблюдения за ответными действиями младших школьников на различные педагогические воздействия со стороны учителя, мы заметили, что у одних детей происходит ожидаемая реакция, а другие ученики просто не реагируют на них. Возник вопрос «Почему использование определённого педагогического средства, направленного на развитие милосердия у младших школьников, оказывает влияние на одну группу детей, а для других детей не срабатывает?».

Изучение психологической литературы позволило найти ответ на данный вопрос у создателя первой типологии характера К. Г. Юнга. Оказалось, что эффективность воздействия педагогических средств развития милосердия у младших школьников будет зависеть от учёта педагогом в образовательной деятельности преобладающей направленности типа характера ученика.

Развивая идеи К. Г. Юнга о наличии у людей следующих четырех типов: мыслительный, чувствующий, ощущающий и интуитивный, практикующие психологи И. Майерс-Бриггс и К. Бриггс предложили, на наш взгляд, очень удачную классификацию: «экстраверты» и «интроверты»,

«логики» и «эмоционалы», «сенсоры» и «интуиты», «тактики» и «персиверы», которая может быть широко использована педагогами начальной школы.

Известно, что тип личности является врожденным, проявляется у ребенка уже в раннем возрасте и сохраняется у человека на протяжении всей жизни. Исследователи выделяют четыре компонента или аспекта, описывающих тип характера: по ориентации жизненной направленности (экстраверт-интроверт); по способу ориентировки в ситуации, способу отбора информации (сенсор-интуит); по основе принятия решений, приоритетности направленности внимания (логик-эмоционал), по способу подготовки решений, организации «мира» вокруг себя (тактик-персивер).

Отметим, что в психике человека присутствуют два полюса каждой дихотомии, но при этом один всегда превалирует над другим (Филатова, 2013). По мнению, П. Д. Тайгер, Б. Бэррон-Тайгер, ежедневно человек использует обе стороны каждой дихотомии, однако с неравной частотой, легкостью, энергией и успехом (Тайгер & Бэррон-Тайгер, 2003; 2005а; 2005б). Другими словами, у каждого человека есть естественная, врожденная склонность к той или иной дихотомии, которая у одних людей может проявляться сильнее и явственнее, чем у других.

Для данного исследования значима мысль, что у каждого человека есть склонность к одной из сторон каждой дихотомии. Учитывая ведущий психотип школьника, учителю можно, по словам П.Д. Тайгер, Б. Бэррон-Тайгер, изменить свои методики воспитания, чтобы подчеркнуть позитивные и конструктивные аспекты индивидуальной природы ребенка (Тайгер & Бэррон-Тайгер, 2005б).

Другими словами, учитель начальных классов, используя в образовательной деятельности младших школьников учебные задания, направленные на одну из сторон перечисленных пар дихотомии, будет отражать предпочтения ученика в каждом измерении. В данном случае, для педагогов на первый план выступает учет особенностей каждой дихотомии, а не ее различные комбинации.

Предпримем попытку описания психологических типов младших школьников, с точки зрения отбора педагогических средств развития милосердия у детей в образовательной деятельности начальной школы.

Так, младшие школьники интровертированной направленности при проявлении помогающего поведения, милосердия стремятся к уединению, предпочитают индивидуальную работу, так как погружены в свой внутренний мир мыслей, чувств и опыта, тщательно продумывают каждую фразу, действие. Обучающиеся-экстраверты, напротив, общительны, открыты, социально адаптивны, легче идут на контакт, чтобы помочь.

Школьники-логики при принятии решения оказать помощь, проявить милосердие руководствуются рациональным взвешиванием различных вариантов на основе фактов, доводов и доказательств, а ученики-эмоционалы больше интересуются чувственной составляющей человеческого мира, межличностными отношениями.

Оказание даже гипотетической помощи ребёнком-сенсором возможно при условии выяснения им деталей и ориентации в собственных ощущениях, в отличие от интуитов, действующих антагонистично.

Когда нужно проявить милосердие, тактики более склонны принимать решения помочь незамедлительно, действовать быстро, а персиверам на это требуется гораздо больше времени. Однако при принятии решения персиверы предпочитают действовать без детальной предварительной подготовки, больше ориентируясь по обстоятельствам, а тактики предпочитают планировать свои действия по оказанию помощи.

Представив теоретическую основу исследования, приведём примеры учебных заданий для учителя начальных классов, направленные на развитие милосердия у младших школьников, и составленные с учетом их психологических типов.

Методы и организация исследования *Methodology and organization of the research*

В статье представлены материалы, полученные с помощью теоретического анализа литературных источников и метода наблюдения.

Базой исследования явились образовательные учреждения города Пскова: МБОУ «Центр образования «Псковский педагогический комплекс», МАОУ «Лицей экономики и основ предпринимательства №10», МБОУ «Средняя общеобразовательная школа №23 с углубленным изучением английского языка».

Эмпирическая часть исследования заключалась в организации, проведении, обработке и интерпретации результатов нестандартизированного наблюдения за деятельностью учителей начальных классов и младших школьников.

Результаты эмпирического исследования *The results of the empirical research*

На пилотном этапе опытно-экспериментальной работы было решено убедиться в правомерности деления учеников 3-х, 4-х классов на основе их психологических типов.

Так, на уроке окружающего мира в четвёртом классе по теме «Кого можно назвать человеком?» учитель предложил младшим школьникам в парах обсудить возможные варианты решения открытой задачи: *«Идя домой после школы, вы услышали слабое мяуканье. Оказалось, что котёнок упал в узкую щель асфальта с отвесными краями, которую не успели заделать строители. Котёнок уже выбился из сил, пытаясь выбраться. Как помочь котёнку, если щель глубокая, рукой до него не достать?»*.

Наблюдая, мы зафиксировали, что, несмотря на замечания учителя о групповом выполнении задания, в классе есть дети, которые предпочитают всё равно работать индивидуально. Данная особенность характерна для обучающихся интровертированной направленности, что подтверждает на практике классификацию детей на «экстравертов» и «интровертов». Стоит отметить, что по нашим наблюдениям, рядовому учителю не составляет труда отличить ребёнка-экстраверта от интроверта.

Далее учитель-экспериментатор в нашей опытной работе убедился в правомерности деления детей на логиков и эмоционалов. На уроке внеклассного чтения в четвёртом классе педагог предложил младшим школьникам поработать над произведением И. С. Тургенева «Милостыня» с помощью приёма «Чтение с остановками».

Задание. Прочитайте текст до первой «остановки».

По широкой проезжей дороге шёл старый больной человек. Он шатался на ходу, его исхудалые ноги, путаясь, волочась и спотыкаясь, ступали тяжело и слабо, словно чужие; одежда на нём висела лохмотьями. Он присел на придорожный камень, наклонился вперёд, закрыл лицо руками – и сквозь искривлённые пальцы закапали слёзы.

Поразмышляйте над вопросами первой «стоянки».

- *Какое настроение возникло у вас по прочтении художественного отрывка?*
- *Какую картину вы представили? Опишите внешний вид главного героя. По вашему мнению, почему он так выглядит?*
- *Как вы думаете, почему человек заплакал? Прочитайте текст до второй «остановки».*

Он вспоминал...

Вспоминал он, как и он был некогда здоров и богат... Однако здоровье истратил, а богатство промотал. И вот теперь у него нет ни куска хлеба – и все его покинули, друзья ещё раньше врагов...

Поразмышляйте над вопросами второй «стоянки».

- *Что случилось с главным героем? Кем он был? Кем он стал сейчас?*
- *Как вы думаете, в чём причины нынешнего положения героя?*

- *Считаете ли вы, что герой получил по заслугам? Почему?*
- *Какие чувства вызывает у вас герой? Поясните.*
- *Как вы относитесь к данной ситуации? Объясните свою позицию.*
И т.д.

Отвечая на вопросы учителя, ученики-логики принимали сдержанное участие в обсуждении и делали акцент на том, что «это теперь проблемы человека», «за что боролся – на то и напоролся». Подобная реакция детей объясняется тем, что ребёнок-логик сосредоточен на фактах, реалиях мира, закономерных связях, структурированности и крайне редко интересуется чувственной составляющей человеческого мира, межличностными отношениями. Напротив, младшие школьники-эмоционалы сопереживали герою, были готовы его понять и помочь, невзирая на обстоятельства.

Организуя опытно-экспериментальную работу на основном этапе исследования, были целенаправленно включены в образовательную деятельность третьеклассников и четвероклассников учебные задания, направленные на развитие у них милосердия на основе их психологических типов.

Открывая серию уроков окружающего мира в четвёртом классе по теме «Россия в начале XX века» (УМК «Планета знаний», авторы Е. В. Саплина, А. И. Саплин), младшим школьникам «логикам» и «эмоционалам» были предложены учебные задания, составленные с учётом их индивидуально-характерологических особенностей, и наблюдали за ответной реакцией детей.

Зафиксировано, что педагогическое воздействие на учеников-логиков в рамках нашего исследования оказывают учебные задания, составленные на основе документальных примеров, исторических фактов, использования чётких речевых конструкций и выдержанной логики.

Задание. *Прочитайте следующий текст.*

Исторически известно, что во время Первой мировой войны императрица Александра Федоровна заботилась о раненных солдатах. В госпитале императрица строго выполняла обязанности хирургической сестры: готовила солдат к операции, подавала инструменты врачу, уносила ампутированные руки и ноги, обрабатывала и перевязывала солдатские гнойные раны. Несмотря на то, что некоторые придворные называли её «ненормальной», «холодной» и «необщительной», солдаты с радостью общались с государыней, плохо говорившей по-русски.

- *Что Вы заметили? Всё ли так в этом тексте?*
- *Найдите противоречие (несоответствие, расхождение) между поведением и прозвищем императрицы.*
- *Найдите в тексте слово, которым выражено противоречие.*

- *Поразмышляйте и предположите, почему придворные так непривлекательно называли государыню, а солдаты нет?*
- *Попробуйте объяснить, почему сама императрица Александра Федоровна работала в госпитале для раненных солдат?*

На этом же уроке окружающего мира было замечено, что ученики чувствительного типа «откликаются» на учебные задания, вызывающие у них сильную эмоциональную реакцию и построенные с использованием широкого спектра эмоциональной выразительности (отрывки стихов, музыкальное сопровождение, речевая экспрессия и др.). Также наблюдалось, как дети «эмоционалы» сопереживали матери погибшего солдата и были готовы оказать ей свою посильную помощь, пусть пока и воображаемую.

Задание. Представьте, что идёт Первая мировая война. Страна объята ужасом и страданиями от человеческих смертей и горя. Что вы чувствуете в данный момент?

Послушайте стихотворение «Молитва матери» (1914) и попробуйте увидеть картину, описанную поэтом С. А. Есениным.

(Учитель читает выразительно и эмоционально стихотворение на фоне музыкального сопровождения.)

На краю деревни	Сына видит в поле –
Старая избушка.	Павшего героя.
Там перед иконой	На груди широкой
Молится старушка.	Запеклася рана,
Молится старушка,	Сжали руки знамя
Сына поминает –	Вражеского стана.
Сын в краю далёком	И от счастья с горем
Родину спасает.	Вся она застыла,
Молится старушка,	Голову седую
Утирает слёзы,	На руки склонила.
А в глазах усталых	И закрыли брови
Расцветают грёзы.	Редкие сединки,
Видят они поле –	А из глаз, как бисер,
Это поле боя,	Сыплются слезинки.

(Эмоциональная пауза.)

- *Какую картину вы представили? Какое настроение возникло у вас по прочтении стихотворения?*
- *В рабочем листе представлены изображения разных эмоциональных состояний людей. Выберите то из них, которое возникло у вас под влиянием стихотворения.*

- *А теперь раскрасьте подходящим цветом квадрат, который нарисован под выбранной картинкой, изобразите цветом ваши эмоции.*
- *Подумайте, запишите или нарисуйте в альбоме, какую помощь в данной ситуации могли бы оказать матери погибшего солдата лично вы?*

Таким образом, в результате наблюдения, можно сделать вывод, что при принятии решения помочь нуждающемуся, проявить милосердие, младшими школьниками чувствующего типа руководят эмоции, а учениками-логиками, напротив, рациональное взвешивание различных вариантов. Если для эмоционала достаточно создание ситуации сильного эмоционального воздействия, чтобы подтолкнуть его к оказанию помощи, то для логика этого недостаточно, ему требуются факты, доводы, доказательства.

В процессе опытно-экспериментальной работы у младших школьников также были выявлены определённые «штампы» при отборе информации в образовательной деятельности, позволяющие разделить их на сенсоров и интуитов.

Так, учитель-экспериментатор в начале внеурочного занятия кружка по теме «Благодарные животные» в 3-м классе, предложил младшим школьникам рассмотреть репродукцию картины С. Фесенко «Южный берег Крыма» и задал детям вопрос «Что вы видите на этой картине?». Проанализировав ответы младших школьников на вопрос педагога, мы заключили, что часть ответов детей содержала конкретную информацию (*чайки, волны, камни, ветви дерева* и пр.) и принадлежала «сенсорам», а остальные ответы учеников («интуитов») были ориентированы на предоставлении обобщённой информации (*морское побережье, берег моря, морской пейзаж* и пр.). Затем учитель предложил младшим школьникам выполнить следующее учебное задание.

Задание. Прочитайте текст.

Одна пожилая женщина любила прогуливаться вдоль морского берега. Она с удовольствием кормила морских чаек, которые в определённое время ежедневных прогулок ожидали её в одном и том же месте.

И вот однажды во время прогулки, оступившись, женщина упала с крутого откоса и сильно разбилась.

- *Подумайте, какие действия вы бы предприняли, оказавшись свидетелем данной ситуации?*
Если вы затрудняетесь ответить сразу, выберите вариант ответа из предложенных:

- *первая мысль – «А почему она упала?»; - «Как она пострадала?»;*
- позову взрослых; - сразу же побегу оказывать первую помощь; -
вызову службу спасения.
- *Как вы думаете, а что было потом? Почему?*
Если вы затрудняетесь ответить сразу, выберите вариант
ответа из предложенных:
- *женщине помогли спасатели; - она сама смогла вызвать скорую*
помощь; - очевидцы несчастного случая спасли героиню; - чайки
пришли ей на выручку.

Выполняя данное задание, ученики-сенсоры предпочитали выбирать готовые варианты ответов, а интуиты, напротив, проявили себя как генераторы идей.

В работе сделано интересное наблюдение, согласно которому, чтобы оказать даже гипотетическую помощь пострадавшей от несчастного случая пожилой женщине, сенсорам важно было выяснить детали («Как она пострадала?», «Почему?», «Может ли сама встать?», «Она упала в море?» и др.), а ученики-интуиты были готовы «сразу же бежать оказывать первую помощь» (даже не зная правил её оказания). Любопытным оказалось и то, что младшие школьники-сенсоры стали говорить о чувствах, ощущениях пострадавшей женщины («Ей наверно больно», «Она, наверно, плакала», «Может ей холодно или мокро» и др.), а дети-интуиты приводили примеры того, как в аналогичных ситуациях оказывались или действовали их знакомые, родные или они сами.

Впоследствии, на формирующем этапе эксперимента, учителям было предложено уже целенаправленно использовать дифференцированные педагогические средства, направленные на развитие милосердия у детей сенсоров и интуитов. Приведем пример такого задания для интуитов с занятия кружка «Дела доброй воли» в 3-м классе по теме «За что уважают мудрость?».

Задание. *Прочитайте отрывок текста.*

Когда-то давно старый индеец сказал своему внуку: «В каждом человеке борются два волка. Первый волк представляет зло: эгоизм, жестокость, равнодушие... Второй волк представляет добро: мир, веру, любовь, милосердие, надежду».

Маленький индеец, тронутый до глубины души словами деда, на несколько мгновений задумался, а потом спросил: «А какой волк побеждает?»

Интересно, что ответил старый индеец?

- *Итак, давайте перенесёмся в далёкое прошлое и представим, что вы издалека видите старого индейца и его внука. Опишите обстановку их разговора.*
- *Подумайте и выскажите ваши предположения о том, что же ответил дедушка-индеец своему внуку.
(«Лицо старого индейца тронула едва заметная улыбка, и он ответил: «Всегда побеждает тот волк, которого ты кормишь».)*
- *Как вы понимаете выражение «кормить волка»? Попробуйте объяснить.*
- *В чём заключается главная идея беседы между дедушкой-индейцем и его внуком?*
- *Давайте перенесёмся в настоящее время. Как вы думаете, останется ли актуальным смысл их беседы в наши дни? А в будущем?*

Работая над данным заданием с помощью приёмов «Системный оператор», «Фантастические гипотезы» («Что потом?»), «Мозговой штурм», мы зарегистрировали ответную реакцию от учеников-интуитов, которые проявили себя как фантазёры и генераторы идей. Они целостно восприняли ситуацию, легко «ушли» мыслями в прошлое и инициировали будущее. Также обучающиеся интуитивного типа правильно «уловили» смысл абстрактного выражения «кормить волка», смогли понять суть притчи, абстрагируясь от её деталей. Однако было замечено, что при выполнении шаблонной работы (по образцу) у младших школьников-интуитов возникали трудности. Несмотря на то, что руководствуясь внутренним голосом, в ситуации оказания помощи интуиты действуют сразу, они бывают рассеянными и чрезмерно мечтательными («витали в облаках»).

В качестве иллюстрации использования педагогических средств развития милосердия у младших школьников, выбранных на основе учёта особенностей ребёнка-сенсора, приведём пример фрагмента внеурочного занятия (тренинг взаимопомощи) по теме «Если друг оказался вдруг...», осуществлённого в форме игры по станциям.

Задание. *Собрать карту путешествия.*

План работы:

1. *Рассчитаться от 1 до 6 в командах.*
2. *Каждому номеру следовать своей инструкции при выполнении задания.
(№1 и №2 работают только левой рукой, №3 работает с закрытым правым глазом и пр.)*
3. *Собрать и склеить карту за три минуты.*

(Дети выполняют задание. Самопроверка.)

- *Ребята, с помощью словаря чувств, поделитесь своими ощущениями во время работы. (Мнения детей.) - Прочитайте начало предложения. Выберите, на ваш взгляд, верное продолжение.*

Самое главное в этом задании – ...

- *собрать и склеить карту; - уметь договориться и уступить; - выполнить задание первыми; - помогать друг другу; - быть дружными и внимательными друг к другу.*

Итак, младший школьник с ощущающим типом при поиске информации ориентируется на свои сенсорные ощущения, их восприятие конкретно – он «здесь и сейчас». При выполнении группового задания ребёнок-сенсор легко замечал по незначительным деталям трудности, испытываемые одноклассником, и помогал ему в выполнении задания. При этом он абстрагировался от собственных неприятных ощущений и входил в обстоятельства выполнения задания своим одноклассником. Таким детям свойственно действовать по образцу и при возникновении ситуации оказания помощи они реализуют свой имеющийся опыт милосердного поведения.

Проанализировав с позиции нашего исследования работу младших школьников на уроках и занятиях кружка, мы также удостоверились в уместности деления детей на тактиков и персиверов. Проиллюстрируем выявленные различия при работе над учебными заданиями в образовательной деятельности начальной школы тактиками и персиверами.

Первым шагом учитель предложил младшим школьникам открытую задачу на уроке окружающего мира в 4-м классе по теме «Великая Отечественная война и Великая Победа» (авторы А. А. Плешаков, Е. А. Крючкова).

Задание. Прочитайте ситуацию.

Во время Великой Отечественной войны из блокадного Ленинграда вывезли 12 вагонов детей и привезли их в Самарканд. Пока шли приготовления для размещения детей в приюты, их оставили жить в детских садах. Когда приготовления закончились, то оказалось, что селить в приюты уже некого.

- *Догадайтесь, как такое оказалось возможным.*

Подсказка. «Где сыты пятеро, там и шестой голодным не будет» (узбекская пословица).

Наблюдая за работой четвероклассников, было замечено, что тактики и персиверы различаются способом подготовки решений. Так, тактики стремились незамедлительно выдвигать решения для этой задачи, а

персиверы, наоборот, созерцали и следили за происходящим, предпочитая откладывать принятие какого-либо решения. Когда учитель попросил младших школьников порассуждать о том, как узбекские семьи отважились приютить чужих детей, персиверы выдвинули гипотезу, что семьи без особых раздумий согласились взять их к себе на воспитание («чужих детей не бывает»). Тактики же предположили, что это ответственное решение люди принимали тщательно, взвесив свои возможности («где они разместят детей?», «как их собственные дети отнесутся к этому?» и т.п.).

Действительно, в ситуации, когда нужно проявить милосердие, тактики более склонны принимать решения незамедлительно, действовать быстро, а персиверам требуется гораздо больше времени для принятия решения помочь. Однако при принятии решения персиверы предпочитают действовать без детальной предварительной подготовки, больше ориентируясь по обстоятельствам, а тактики, напротив, предпочитают планировать свои действия. Приведём пример задания для тактиков с урока окружающего мира «Человек среди людей», А. А. Вахрушев, 4 класс.

Задание. Прочитайте ситуацию.

«В твоём классе появился ребёнок-инвалид. Год назад он попал в аварию, долго лечился, но ещё некоторое время проведёт в инвалидной коляске. Он не смог учиться вместе со своими одноклассниками, которые ушли вперёд, и теперь будет учиться с тобой. Ребята в классе отнеслись к нему настороженно, никто не захотел с ним дружить и принять в свою компанию, некоторые стали дразнить его за то, что он не мог так же бегать, как они, играть в подвижные игры и так далее» (Вахрушев, 2012: 116).

- *Хотел бы ты помочь своему новому однокласснику? Какую помощь ты бы мог ему предложить?*
- *Как ты думаешь, а что надо сделать, чтобы ребята перестали нарушать общечеловеческие правила? Составь план своих действий.*

Приведём пример отрывка этого же урока, ориентированного на персивера.

- *Есть люди, жизненный принцип которых «Своя рубашка ближе к телу». Как ты относишься к таким людям?*
- *Подумай, должен ли настоящий друг помочь советом своему оступившемуся товарищу? Прочитай ситуацию.*

«Один из твоих друзей решил, что теперь он будет жить по пословице «Своя рубашка ближе к телу». Он перестал помогать старшим, не реагировал на замечания окружающих, не помог малышу, которого испугала собака. На все попытки поговорить с ним, он отвечал, что народная

мудрость не может ошибаться, именно так и надо жить – делать только то, что ты хочешь, заботиться только о себе» (Вахрушев, 2012: 116).

– *Подумай, как убедить друга, что он неправ.*

Таким образом, можно сделать вывод о том, учитель при организации образовательной деятельности в начальной школе, учитывая индивидуальные особенности психологических типов младших школьников, имеет возможность с помощью педагогических средств эффективно воздействовать на процесс развития милосердия у младших школьников на уровне психических функций, то есть сознательно, глубоко и сделать его управляемым.

Обобщение **Conclusions**

Педагогические средства, направленные на воспитание и развитие милосердия у детей, должны учитывать индивидуально-характерные черты личности младшего школьника (антропологический принцип К. Д. Ушинского).

Эффективность воздействия педагогических средств развития милосердия у младших школьников зависит от учёта педагогом в образовательной деятельности преобладающей направленности типа характера ученика: «экстраверты» и «интроверты», «логики» и «эмоционалы», «сенсоры» и «интуиты», «тактики» и «персиверы» (по классификации И. Майерс-Бриггс и К. Бриггс).

Осуществляя нестандартизированные наблюдения за образовательной деятельностью в начальной школе, мы обнаружили, что:

- при решении оказать помощь ученики-экстраверты коммуникабельны, социально адаптивны, открыты для контакта с другими людьми; младшие школьники интровертированной направленности предпочитают принимать решение оказать помощь или нет, находясь наедине с собой, тщательно подбирают слова и обдумывают свои действия;
- младшие школьники-логики рационально принимают решение о проявлении милосердия, основываясь на фактах, доводах и доказательствах; ученики эмоционального типа больше интересуются чувственной стороной человеческого мира, межличностными отношениями, что и является решающим для них при принятии такого решения;
- ребёнок-сенсор ориентируется на собственные ощущения, даже при оказании только потенциальной помощи, обращает внимание

на детали, замечает мелочи и действует привычным для него способом; младшие школьники-интуиты, напротив, оценивая ситуацию в целом, принимают нестандартные решения;

- обучающиеся-тактики быстро принимают решение помочь и тщательно, шаг за шагом, планируют свои действия; ученикам-персиверам необходимо больше времени для принятия такого решения, но когда оно принято, они действуют сразу, без предварительной подготовки.

Экспериментально обнаружено, что эффективно воздействовать на процесс развития милосердия у младших школьников на уровне психических функций возможно, если на тематическом учебном материале:

- учитель предлагает детям экстравертам групповые формы работы, нацеленные на общение, диалог, дискуссию, а интровертам – индивидуальные задания, ориентированные на внутренний диалог и размышления;
- учитель включает в образовательную деятельность для младших школьников-логиков учебные задания, составленные на основе документальных примеров, исторических фактов, с использованием чётких речевых конструкций и выдержанной логики;
- педагог составляет задания для учеников чувствительного типа с использованием широкого спектра эмоциональной выразительности (отрывки стихов, музыкальное сопровождение, речевая экспрессия и др.), которые вызывают у них сильный эмоциональный отклик, а затем подталкивают детей-эмоционалов к оказанию своей посильной помощи, пусть пока и воображаемой;
- учитель начальной школы предлагает ученикам-сенсорам учебные задания, концентрирующие их внимание на деталях, ощущениях, и предполагающие в задании выбор готовых вариантов ответа, работу по образцу; для интуитов, напротив, задания, составленные на основе приёмов, предполагающих генерирование идей (приёмы «Системный оператор», «Фантастические гипотезы» («Что потом?»), «Мозговой штурм» и др.);
- для тактиков и персиверов педагог составляет учебные задания, включающие разные способы подготовки решений.

Summary

The pedagogical tools to foster the development of compassion in children must take into account the individual characteristic personality traits of primary school children (the anthropological principle of K. D. Ushinsky).

The effectiveness of the pedagogical tools compassion development in primary school children depends on the accounting educator in the educational activities of the predominant orientation of the type of pupil character: "extroverts" and "introverts", "logic" and "emotional", "sensors" and "intuitive", "tactics" and "persevere" (according to the classification of I. Myers-Briggs and K. Briggs).

Implementing non-standardized observation of the educational activities in the primary school, it was found that:

- the decision to provide assistance to pupils-extroverts are sociable, socially adaptive, open to contact with other people; primary school pupils- introverts prefer to take the decision to help or not, being alone, choose any words carefully and think about their actions;
- the primary school pupils-logic rationally decide to show compassion based on some facts, arguments and evidence; pupils of the emotional type interested in the sensual side of the human world, the interpersonal relationships, which is crucial for them when making this decision;
- a child-sensor focused on their own feelings, even when rendering only of the potential assistance, pays attention to details, notice the little things, and acts his usual way; the pupils-intuitive, on the contrary, assessing the situation as a whole, accept non-standard solutions;
- the pupils-tactics decide to help quickly and plan of the action carefully, step by step; primary students-perseveres need more time for the decision, but when it is taken, they act immediately, without preparation.
- Experimentally was found that effectively influence the development of compassion in primary school children on the level of mental functions is possible if the thematic educational material:
- the teacher asks the children to the extroverts group forms of work aimed at communication, dialogue, discussion, and introverts – individual task-oriented inner dialogue and reflection;
- the teacher includes in educational activities for pupils-logic, formulated on the basis of the documentary examples, historical facts, using clear speech structures and logic;
- the teacher is the job for pupils is the sensitive type, using a wide range of the emotional expressiveness (excerpts of poetry, music, verbal expression, etc.) that cause them to have a strong emotional response, and then encourage children to provide emotional help, albeit imaginary;
- the teacher invites pupils to sensors, concentrating their attention on the details, feelings, and involving in the task selection of ready-made answers work in sample; for the intuitive, on the contrary, of the task based on the techniques involving the generation of ideas (techniques for "System operator", "Fantastic hypotheses", "Brainstorming", etc.);
- the teacher is a learning task, including different ways of preparing solutions for the tactics and perseveres.

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MODERN CONCEPT OF CHILDREN'S PRESCHOOL EDUCATION: CHANGES AND CHALLENGES

Daiva Malinauskienė
Šiauliai University, Lithuania

Abstract. *The article deals with a modern concept of children's preschool education and scientific research meant to substantiate a positive impact of high-quality preschool education on a child's life and his/her academic achievements in future. The analysis of foreign and national sources, research and strategic documents on education focusing on the evaluation of essential changes in the sector of preschool education and the discussion of the prospects of institutional preschool education has been conducted. The issues that must inevitably become a part of the work schedule of the Lithuanian education policy have been distinguished: accessibility of educational institutions, high quality (self-)education, the necessity of help for a child belonging to a risk group, ensuring education and social services for families and children in poverty, education of talented and gifted children, the situation of (self-)education of children in rural areas and other issues that are important for the practice of children's (self-)education of today.*

Keywords: *changes and challenges of preschool education, high-quality education, preschool education.*

Introduction

In the recent decade in the education system of Lithuania quite many important strategic decisions that influenced the essential changes in the sector of preschool education have been taken. The changes have taken place in many fields of the system of preschool education – methodological field, the fields of the contents, process and methods of education, types and structure of institutions, teacher training and in-service training, the management and development of facilities (Monkevičienė et al., 2009). One of possible impulses of the occurrence of these changes was the project “Development of Preschool and Pre-primary Education” started to be implemented in Lithuania in 2009 and financed by the structural funds of the European Union (hereinafter EU). The aim of the project is “to enhance the availability and variety of preschool/pre-primary education, especially in rural areas, decreasing social exclusion and differences between municipalities; to ensure flexible and high-quality services, necessary educational support taking children's individual educational needs into account” (About the Project, 2012). The project is the component of the *Programme of the Development of Preschool and Pre-primary Education for*

2011-2013 of the Ministry of Education and Science of the Republic of Lithuania.

Ambitious aims of the reconstruction of the preschool sector initiated by the Ministry of Education and Science of the Republic of Lithuania and the project obliged the educational community to achieve measurable results in quite a short time.

To ensure the development of preschool and pre-primary education *Methodical Recommendations on the Variety of Forms of the Organization of Preschool Education* (2013), *Methodical Recommendations for Non-governmental Providers of Preschool and Pre-primary Education* (2013) have been prepared. In order to help preschool education teachers to get to know a modern child better and to more purposefully adjust educational aids to the needs and abilities of a particular child *Description of Achievements of Preschool-age Children* (2014) and *Methodical Recommendations for Preschool Education* (2015) have been prepared. *General Curriculum of Pre-primary Education* (2014) and other documents that help teachers to forecast successful directions of activity for child's high-quality (self-)education and (self-)assessment of achievements, etc. have been updated.

Obvious changes are being observed in other fields of preschool education as well: preschool institutions are being modernized, innovative models of the organization of preschool education, because of which the quality of education becomes higher, are being implemented, private preschool institutions and multifunctional centres are being more and more actively established (until 2015 it was forecast that in municipalities 78 centres would have been opened), new preschool education groups in general education schools are being created, new workplaces for pedagogical and other employees and coordinators of interinstitutional collaboration who would render support for children from their birth to 7 years of age are being established (The Implementation of the UNESCO Initiative Education for All in Lithuania, 2014). One more important change that took place in the system of education and came in force from 1 September, 2016 is *compulsory* pre-primary education in Lithuania that that will help children to appropriately get ready for school.

Changes in the sector of preschool education are characteristic not only to Lithuania. In Europe early childhood education, especially of children from families of social risk and exclusion, is considered a priority field of education, which is reflected in the main EU strategic document "*Europe 2020*", the strategy of smart, sustainable and inclusive growth. This document according to the exemplary initiative "Mobile Youth" obliges the partner states to uphold all the fields of the system of education and training including preschool and general education: allocate necessary funds, improve educational outcomes, coordinate the curriculum with the demands of future education and labour

market. “Implementing the programme “*Education 2020*” the European countries strive that at least 95 per cent of children from 4 years of age to the age when education is compulsory participate in early childhood education. Most of the European countries committed to ensure places for education for all children or legally establish that education is compulsory at least in the last year of preschool education” (Pre-primary education – from Comprehensive to Compulsory, 2014, p. 1). The actions of the accessibility and improving quality of preschool education are set in another Communication from the European Commission “*Early Childhood Education and Care: Providing all our children with the best start for the world of tomorrow*” (2011).

Strategic documents of Lithuania that set the priorities of education are congruent with the EU strategy “*Europe 2020*”. In *the National Strategy for Education for 2013-2022* (2013) much attention is paid to preschool education speaking about the aspects of its accessibility and quality. In *Lithuania’s Progress Strategy “Lithuania 2030”* it is also emphasized that it is important “to ensure the accessibility of preschool childcare institutions. This aspiration is a component of the initiative of strengthening the institution of family establishing favourable conditions to balance the commitments of family and work” (Lithuania’s Progress Strategy “Lithuania 2030”, p. 12).

Contemporary policy of preschool education of Lithuania demands to give an opportunity to children and their families to use other services provided by the state as well: provide bigger support for working families, create more diverse forms of educational and social services corresponding to parents’ and children’s needs, look for various models of financial support to families with low income as well, etc. (Monkevičienė et al., 2008). However, there still remain problems to be solved that should become a part of the work schedule of the education policy: accessibility of education and ensuring its quality, support for children at risk, necessity for educational and social services for a family and its children in poverty, education of talented and gifted children, the situation of the education of rural children and other issues that are important for children’s further high-quality (self-)education, their academic achievements, social adaptation skills necessary in the competitive and knowledge-based society of today.

The object – modern concept of children’s preschool education.

The aim of the research – to analyse the modern concept of children’s preschool education, the research conducted in Lithuania and abroad in the field of high-quality preschool education revealing the changes of this education and the challenges it faces.

Methods: analysis of scientific literature and strategic documents of education, meta-analysis.

Substantiation of the importance of preschool education in a child's life

In Lithuania preschool education is a primary element of the system of education that is developed with regard to general ideas of the education of the society and an individual (a child). This primary element is given quite much attention in the education system of Lithuania. Lithuania, focusing on the EU education policy directed towards the integration of educational and social services providing support for a child and family, turns from a narrow specialization of an institutional direction (nursery school, kindergarten, care home) to comprehensive education (Development of Preschool Education: Will We Change the Model of Financing? 2006, p. 2).

In Lithuania preschool education is started to be provided from the child's birth until he/she is provided with pre-primary education (Law on Education of the Republic of Lithuania, 2011). In scientific literature and strategic documents of education it is emphasized that preschool education is a primary and basic element of (self-)education of an individual, on the basis of which education in other elements can be realized. Today pedagogues, researchers, strategists of the education policy and all who care for the welfare and education of a young child do not doubt that it is in childhood when the basement of child's successful future is laid. It is stated that:

- early childhood is a special period important for child's purposeful and high-quality (self-)education and life in present and future.
- High-quality education positively influences children, however, it becomes especially important for children growing under the conditions of social risk and social exclusion, their further social and emotional development, helps to reduce poverty.

Analogous conclusions have been presented by the group of researchers (Taggart et al., 2015), who have generalized the results of the biggest (from the aspect of sample) and the longest in Europe (from the aspect of time: 1997-2014) scientific research "Effective pre-school, primary and secondary education project (EPPSE 3-16+)". The researchers in 141 preschool education institution of the United Kingdom monitored 2800 children (from 3 years of age until the end of their compulsory education at school), who were growing in poor families and were not attending preschool education institutions and those who were growing in well-off families and were attending preschool education institutions. The results of the research have revealed enormous differences in children's achievements (over 38 per cent) in future and big added value of high-quality early education. It was identified that there was a big probability that children who had been growing in poorer families and not attending preschool education institutions later were worse at learning and when grown up

they live on the dole or even tend to delinquency. The researchers' insights were confirmed after more than ten years when the children under monitoring were already 16 years old and were taking graduation examination that is compulsory in the country. The results of the test confirmed that the influence of high-quality preschool education remains for a very long time; child's early experience that he/she gains while attending a preschool education institution determines how good he/she will be at learning in future, what his/her achievements in the fields of reading, mathematics, nature sciences and other fields will be. It is also illustrated by the results of international (TIMSS, PIRLS, PISA) research.

The Lithuanian scientists O. Monkevičienė, V. S. Glebuviienė, K. Stankevičienė, M. Jonilienė, S. Montvilaitė, A. Mazolevskienė (2009) have analysed and generalized many researches conducted by foreign scientists where the advantages of high-quality preschool education were revealed and the achievements of children attending and not attending kindergarten were compared. The researchers have presented the conclusions of the analysis stating that "children's achievements in the stage of high-quality preschool education have direct influence on the development of a child's communication in the native language; high-quality education enables immigrants' children to learn a state language; those who received high-quality educational services in their early childhood learn more diligently, more persistently seek higher education; high-quality education has influence on the development of children's interpersonal, intercultural, social relations; the participants of the research who attended preschool educational institutions tend to act responsibly to a greater extent, take care of their health; high-quality preschool education ensures a financial return in future" (Monkevičienė et al., 2009, p. 31).

Consequently, the results of the research on the impact of high-quality preschool education oblige to strive for making education accessible and giving every child an opportunity to receive high-quality educational services as early as possible. It should be one of the main educational priorities of every country. Regarding this issue the situation of Lithuania of today is not good enough. In *the Education and Training Monitor 2015 of the European Commission* (2015, p. 6-7) it is stated that the "participation of four year olds in ECEC was 86.5 % in 2013, noticeably below the EU average of 93.1 %". The situation is even more worsened by the data of the Department of Statistics of Lithuania of the year of 2014 that illustrate that the level of the participation in these programmes in rural and urban areas differs almost by 50 percentage points (92,2 % in urban and 42,8 % in rural areas). Partially it is because of insufficient accessibility of schools in rural areas. The national aim of Lithuania set in *the National Strategy for Education for 2013-2022* (2013) is to ensure that in 2017 the institutions of early education and care would be attended by 90 per cent of

four year olds, meanwhile in 2022 – by 95 per cent of four year olds (Education and Training Monitor 2015, 2015, p. 6). Due to the fact that so far in Lithuania preschool education is not compulsory, it is rather an ambitious aim, to fulfil which it is possible only by revising the priorities of the education policy of the state and municipalities and joining up the efforts of all the participants of the process of education.

Challenges that preschool education faces

While reviewing the essential changes of the recent years that took place in the sector of preschool education in Lithuania we notice that indeed much work has been done implementing the aims and objectives set for the development of preschool education in strategic documents of education. However, the retrospective analysis of the change allows stating that the aim set more than two decades ago – “to guarantee happy childhood to a child, to ensure child’s physical, psychical and social welfare not violating his/her rights” – is still relevant today as well” (Concept of Preschool Education of the Republic of Lithuania, 1989, p. 59).

The preschool education policy of today in Lithuania is inseparable from the main landmarks and values of the development of education of the European Union. Although in Lithuania the scope of preschool education is increasing, however, it is still not sufficient. Striving for higher quality of children’s education, the welfare and security of families, the promotion of national identity in many strategic educational documents of Lithuania and Europe the most important challenges that preschool education faces have been highlighted. Some of the challenges are especially relevant to Lithuania (The Presentation of the Description of Achievements of Preschool-age Children and Methodical Recommendations for the Preparation of Curriculum Programmes of Preschool Education at Municipalities, 2013):

- Accessibility of education. The issue of *accessibility* is especially relevant to children living in bigger cities and rural areas.
- Early childhood education. In many countries of Europe including Lithuania education starts from the birth. There is a tendency to make the beginning of *compulsory education* earlier.
- Aims of child’s education and their implementation. The countries of Europe including Lithuania intensively and purposefully strive for higher quality of preschool education. The set aims and the ways of their implementation in different countries can be different, however, referring to the attitude accepted in many countries that a child is in the centre of preschool education, education should be based on the child-focused paradigm that requires a holistic approach towards

child's personality, the skills he/she possesses and the desires to act freely and not being restricted by anyone.

- Child's achievements and their evaluation. It is an important factor to know children and their development better and improve the quality of education. The evaluation of child's achievements allows observing the progress the children make and forecast the guidelines of further (self-) education. In many countries much attention is paid to early monitoring of child's progress.
- Child's knowing how to learn. It is one of the main competences that become especially important at preschool age. Other not less important competences – social, health protection and strengthening, cognition, communication, artistic.
- Early teaching of foreign language(s). When Lithuania became the member state of the EU early teaching of foreign languages is becoming an important challenge not only in primary classes but also at preschool age.
- Education of bilingual, multilingual children and children speaking other languages. To make the education of such children successful the partnership of the educators (parents, pedagogues, children, other specialists) is necessary tolerantly accepting cultural and social differences of families, respecting their native language, religion, traditions and customs.
- Education of children with special educational needs. The success of education will depend on the friendly attitude of the community of the institution (and the society) and collaboration, suitably chosen methods of (self-)education, adjustment of educational environment, etc.

The challenges that are raised clearly define particular aims and directions of further activity that should be a priority in the education of today and for which we should strive responsibly, initiatively and consistently for the sake of high-quality (self-)education of our children.

Conclusions

- In scientific literature and many strategic documents of education it is emphasized that preschool education is a primary and basic element of individual's (self-)education, on the basis of which education in other elements can be successfully realized.
- Scientists discussing the importance of high-quality education to a child state that early childhood is a special period important for child's

purposeful and high-quality (self-)education and life in present and future. The research has proven that high-quality early education positively influences all children. However, it becomes especially important for children growing under the conditions of social risk and social exclusion, their further social and emotional development, helps to reduce poverty and gives more opportunities to have higher academic achievements in future.

- In many strategic educational documents of Lithuania and Europe the challenges that preschool (self-)education faces have been highlighted: accessibility of education; early childhood education; aims of child's education and their implementation; child's achievements and their evaluation; child's competences; child's knowing how to learn; early teaching of foreign language(s); bilingual education; education of children with special educational needs.

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PEDAGOGICAL STRATEGIES THAT IMPROVE CHILDREN'S PLAY-BASED LEARNING

Ona Monkevičienė

Kristina Stankevičienė

Birutė Autukevičienė

Marija Jonilienė

Lithuanian University of Educational Sciences

***Abstract.** This article focuses on the analysis of the issue of children and play-based learning. The theoretical position that play and learning are frequently integrated processes for a child and that there are methods of teacher-child interaction which make play-based learning more efficient, is followed. The pedagogical strategies that enable a child to learn through play without disrupting the authenticity of the play itself are theoretically substantiated: the strategy for promotion of children's learning "en passant", the strategy for initiation and promotion of joint attention, the strategy for promotion of children's learning from peers, the strategy for promotion of communicative teacher-children encounters in play and the strategy for promotion of children's reflection on play-based learning. On the basis of the qualitative research, the specific methods of practical implementation of each strategy have been described.*

***Keywords:** early childhood, learning, pedagogical strategies, play.*

Introduction

The scientific substantiation of children's play-based learning is an urgent problem. Though play is the activity that meets children's educational needs best, educational institutions frequently concentrate on learning rather than on play (Pramling Samuelson & Asplund Carlsson, 2008). This situation is predetermined by the peculiarities of the organisation of education in general. The early childhood education curricula provide for certain learning outcomes. Seeking a targeted attainment of the outcomes, teachers initiate activities aimed at children's direct learning. Play cannot be directly used in the pursuance of learning outcomes by teachers because it is initiated and developed by children themselves. Therefore, less time is allocated to play. In this case, play and learning are viewed as two separate activities.

Research studies have intensively focused on another conceptual framework, where play and learning are seen as an intertwined totality (Brock, Dodds,

Jarvis, & Olusoga, 2009; Sommer, Pramling Samuelson, & Hundeide, 2010; Cutter-Mackenzie & Edwards, 2013). The studies of recent years have emphasised that play and learning are not always separate activities when approached from the child's perspective. The concept of "the playing learning child" is highlighted (Pramling Samuelson & Asplund Carlsson, 2008, p. 624). The researchers also emphasise the shift from children's learning to their development in instructions (Eun, 2010; Hatch, 2010; Fumoto, 2011; Yelland, 2011).

The formulation of the aforementioned approach raises the issue of pedagogical strategies. Cheng and Stimpson (2004) outline that the involvement of an adult in children's play is not clearly understood or practised. Their research revealed a conflict between the theory of play-based learning as understood by teachers and the reality of play. A number of teachers use play only for raising children's interest and then proceed to direct teaching. Other teachers focus either only on free play or on direct learning. A positive investigative attitude of teachers towards children's play-based learning is necessary, where teachers search for appropriate pedagogical strategies. Conducting research into the teacher's role in 4 and 5 year old children's consumption of media via computers, mobile phones, etc. and the playing of computer games, Vangsnes and Økland (2013) identified the phenomenon of didactic dissonance. The authors perceive didactic dissonance as situations where a teacher and a child assume different conflicting roles and have different expectations, which impedes the process of children's learning. Teachers also encounter a similar didactic dissonance searching for their own didactic role in children's role-play. Involved in role-play, a child plays an assumed role of a performer as well as an observer and creator of a play situation. The didactic role of the teacher in children's role-play should be the creation of didactic interpersonal interaction with a child on the basis of the play situation. At present, teachers either avoid interfering in children's play, i.e. they do not establish didactic interpersonal relationships and learning situations, or they make attempts to supervise children's play, i.e. they deprive children of the joy of play development and turn play into an official process of learning. Few teachers assume the role of an assistant to a playing child, which does not contradict the position of children as players and observers of their own play. Through interpersonal interaction with children, such a teacher facilitates creation of learning situations for children, which naturally merge with the play developed by children themselves.

According to Pramling Samuelson and Asplund Carlsson (2008) the concept of the objective should be at the centre of pedagogical strategies. A playing learning child is concentrated on something, on an objective, whereas during the process of learning the emphasis is laid only on what has to be learnt. Because of this, the pedagogical strategies for promotion of children's play-based learning

and the strategies for initiation and maintenance of learning are different. Direct orientation of a child during his/her play towards learning outcomes planned in advance may ruin the very play of a child. Teachers have to apply techniques which contribute to retaining the child's authentic play (freedom to choose what and how to play, a free flow of thoughts and imagination), and simultaneously draw attention to the object of learning. Teachers are not supposed to choose the object of learning in advance. It should arise from the child's play and should be given central attention by the child and the teacher for significant time. This article presents the research on what pedagogical strategies and techniques may improve children's play-based learning without destroying children's authentic play.

The goal of this research is to reveal methods of practical implementation of pedagogical strategies that enable children's play-based learning, which do not disrupt children's authentic play. The data were collected and analysed applying the qualitative research approach and the strategy of grounded theory (Corbin & Strauss 2008).

Theoretical framework

The theories of constructivism and social constructivism are significant for theoretical modelling of strategies for promotion of children's play-based learning. Children's play-based learning is explained by the concept of learning "en passant" (Reischmann, 1986; Hille, Evanschitzky, & Bauer, 2013). Reischmann (1986, p. 2) argues that the following features are characteristic of such learning: "a) short learning situations, b) situations where less than half of the person's total motivation is on learning, c) contents that are not "clear in the sense that the learner knows in advance what and how to use it or whether it will produce some lasting changes in himself". Hille et al. (2013) adapt these ideas to activities and play of early age children stating that while learning "en passant", efforts of children are directed not towards what he or she wants to learn but towards a different goal, i.e. to playing his/her favourite game, to experience something memorable or to communicate with others. Pursuing other goals, a child learns many useful things. Such learning may also be referred to as *unintentional*, *informal*, or *non-formal*, but according to some researchers, the prefixes *un*, *in*, and *non*, create a negative connotation, whereas this way of learning is essentially positive and highly efficient. Seeking to empower a child for learning, a teacher should apply pedagogical strategies for promotion of learning "en passant". The main scheme of their application is presented in Figure 1a (p. 6).

Much of children's play is based on social interaction. Therefore, while playing, children learn from each other; they gain interest, observe, model their play and help each other (Eggum-Wilkens, Fabes, Castle, Zhang, Hanish, &

Martintc, 2014; Tatsis, Kafoussi, & Skoumpourdi, 2008). Children tend to investigate “each other’s conflicting ideas”, “ways of thinking”; they negotiate, discuss and provide arguments to accept or reject concepts, which are mentioned by their peers (Pramling Samuelson & Asplund Carlsson, 2008, p. 627). In the social context of learning, the theory is grounded on the ideas of Vygotsky’s social constructivism and highlights the synergetic effect of learning together, the establishment of a common educational field and the construction of common knowledge (Vygotsky, 1981, 1987, 1997, as cited in Smidt, 2009). It is important for teachers to apply the strategy for the promotion of children’s learning from peers. The scheme of its application is provided in Figure 1c (p. 6).

Pedagogical strategies, which are used to promote children’s play-based learning without destroying the authenticity of child’s play are grounded on the theory of joint attention. According to Pramling and Pramling Samuelsson (2011), early childhood didactics is the interaction and communication between a teacher and a child, when they achieve intersubjectivity and joint attention or sustained shared thinking. Joint activities, and communication in particular, serve as a basis for natural interaction during children’s play. This is significant for a teacher in order to identify and sense what a child focuses on while playing, to demonstrate that a teacher is interested in the same things as a child is (to take a look either at the object from the point of view of a child, to use pointing gestures, to comment or ask), to encourage a child to constantly shift his/her attention from the object to the teacher, to feel an emotional connection with a child and to coordinate the process of maintaining attention with him/her, and to respond to the child’s initiated wish to establish joint attention with the teacher (Barton & Tomasello, 1991; Hobson, 2007; Racine & Carpendale, 2007). When a child is young (1-3 years), the situation of joint attention embraces the concept of *the initiator of attention*, the one who *responds* and simultaneously coordinates glances, gestures and speaks, as well as *a real object of interest*. When a child is older (4-6 years), the object of interest may be symbolic (speaking about something, involving in fantasies, thinking together, etc.). Sewell, St George and Cullen (2013) conducted research focussing on both joint participation of teachers and children in play, and only on that of children. Joint participation is a reciprocal activity of a dialogic and responsive nature and it is based on joint attention. Initiating and maintaining joint attention with a playing child, a teacher may enhance the child’s learning. However, it is also highly important to notice a child’s interest and to allow him/her to develop authentic play joining the flow of a child’s thoughts, supporting and expanding them, encouraging a child to create personal meanings and common knowledge rather than directing a child’s play in a new direction. The scheme of the pedagogical strategy for initiation and maintenance of joint attention is presented in Figure 1b (p. 6).

The theory of communicative–didactic encounters between a teacher and a child (Pramling & Pramling Samuelsson, 2011), based on ideas of two-way interaction between a teacher and a child, concentrates on a child’s empowerment, scaffolding (Zurek, Torquati, & Acar, 2013), co-constructing of knowledge, thinking, joint problem solving, educational dialogue (Skidmore, 2007; Littelon & Howe, 2010), listening and responding to children’s talk, questioning, modelling, and challenging and encouragement (Yelland, 2011). Applying these methods in encouraging children’s play-based learning, a teacher should approach play from the child’s perspective, i.e. to interpret children’s play and learning as two interconnected processes. The interaction between a teacher and a child during play should comply with the nature of a child’s play; a teacher has to be involved in the play just like a child and has to create genuine learning situations that naturally merge with play. The set educational goals also have to comply with the nature of play; a teacher should aim to encourage a playing child to learn about the surrounding world and to create meanings and should do it by supporting the child’s ideas, drawing his/her attention to the objects that are relevant to exploration, creating challenging situations for a playing child and applying other methods that do not destroy the authenticity of the play (Pramling Samuelson & Asplund Carlsson, 2008). The scheme of the strategy for promotion of communicative teacher-children encounters in play is provided in Figure 1d (p. 6).

Meta-cognitive and meta-communicative theories are useful for the development of strategies for promotion of children’s play-based learning. They also substantiate the benefit of reflection on the experiences and learning techniques obtained during play. The research conducted by Robson (2010, p. 228) shows that child’s meta-cognition consists of three components of meta-cognitive knowledge: the first one embraces perception of the self and others as learners as well as understanding the learning processes, the second one includes distinction of intentions or goals and “recognition that different tasks make different types of cognitive demand”, the third element refers to awareness of “strategies to be used to solve identified problems and to meet goals”. Lee, Teo and Bergin (2009) distinguish the following subcomponents of children’s meta-cognition: procedural knowledge, declarative knowledge and conditional knowledge. Besides meta-cognitive knowledge, the authors also single out meta-cognitive regulation, whereas Robson (2010, p. 232) sees “emotional and motivational regulation” as particularly significant. In Robson’s opinion, manifestations of children’s meta-cognition may be naturally observed in their play, and its development has a considerable influence on children’s self-regulated learning. Self-reflection and reflective dialogues are of significance to children’s meta-cognitive knowledge and regulation (Bernard, Proust, & Clément, 2015; Robson, 2010). Children’s reflection on play-based learning may be conducted in different ways: “verbally, in drawings, in play, in experiments“.

It helps “to make the invisible visible for children” (Pramling Samuelson & Asplund Carlsson, 2008, p. 635). Thus, seeking to encourage children's play-based learning, teachers may successfully apply strategies for promotion of children's reflections on learning experiences and techniques. Application of the aforesaid strategies does not disrupt children's authentic play because experiences are reflected upon when play is over. Reflection is particularly useful to the future play of children, i.e. it is oriented towards the future. The scheme of strategy for promotion of children's reflection on play-based learning experiences and techniques is presented in Figure 1e (p. 6).

The aforementioned pedagogical strategies are implemented by early childhood teachers and applied in various ways. The strategies were singled out and described in the organised qualitative research.

The research is based on the synthesis of the theories of Piaget's cognitive constructivism and Vygotsky's social constructivism (Piaget, 1951, 1961, Vygotsky, 1978, as cited in Pollard, Anderson, Maddock, Swaffield, Warin, & Warwick, 2008), which predetermines the choice of a methodological approach. According to the above-mentioned theories, a child constructs his own world-perception and ways of learning about his surroundings with the help of social interactions. From the ontological perspective the reality of education is interpreted as relative, holistic and dynamic, whereas approaching education epistemologically, the reality is perceived as subjective, transactional and interactive (Arthur, Waring, Coe, & Hedges, 2012). The data were collected and analysed applying the qualitative research approach and the strategy of grounded theory (Corbin & Strauss, 2008). Such an approach allowed the researchers to reveal teachers' experiences (Cohen, Manion, & Morrison, 2011), i.e. what methods they use applying different strategies for promotion of children's play-based learning, concepts of which are elaborated on in the theoretical framework of the article. Following Brown (1987), the activity strategy is understood as a totality of goal-oriented methods and ways of monitoring results of their application. The research aimed to disclose one aspect of pedagogical strategy application – to distinguish specific methods promoting children's play-based learning that are applied by teachers.

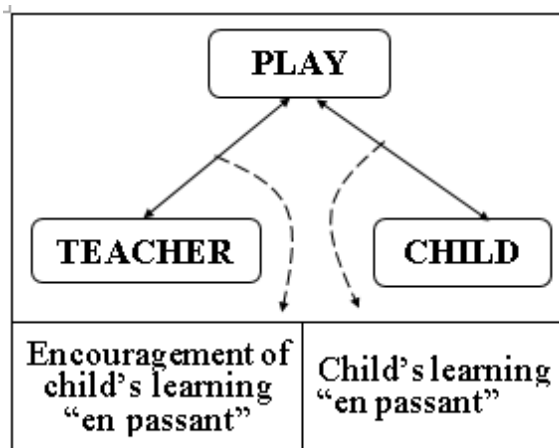


Figure 1a The strategy for promotion of child's learning "en passant"

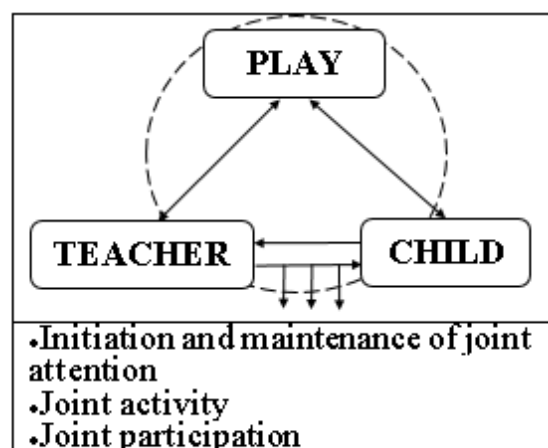


Figure 1b The strategy for initiation and promotion of joint attention

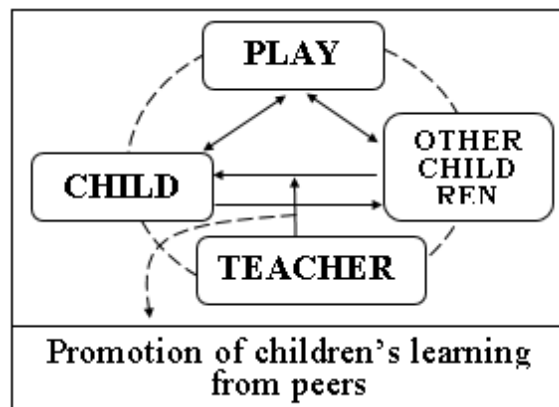


Figure 1c The strategy for promotion of children's learning from peers

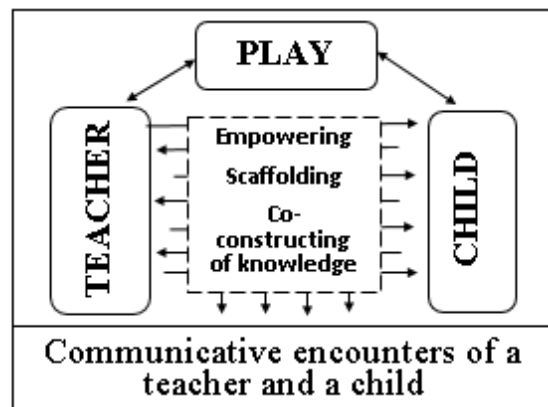


Figure 1d The strategy of communicative – didactic encounters of a teacher and a child in play

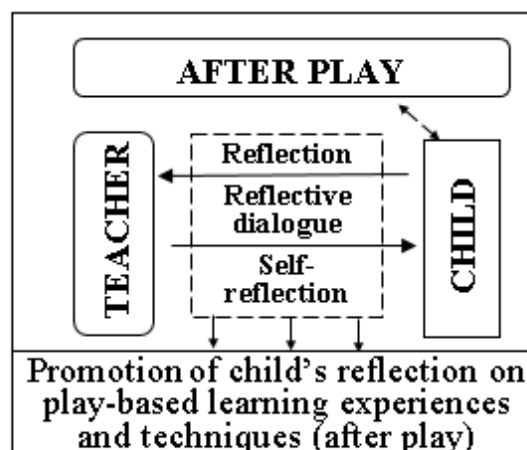


Figure 1e The strategy for promotion of child's reflection on play-based learning

Figure 1 Pedagogical strategies for promotion of child's play-based learning

Methodology

Participants. The practical application of pedagogical strategies that enable children to learn through play and do not interfere with children's play is a subtle pedagogical problem. The depth of the research can be ensured only by working with professional teachers, who are able to reflect upon educational practice. Therefore, a number of requirements for participants were set by the researchers. The participants in the research were teachers with at least five years of practical experience, who organise the process of education from the child's perspective and are holders of a Master's degree. The method of theoretical sampling was applied (Corbin & Strauss, 2008, pp. 143-145), where the research is conducted until it reaches the point of saturation. The sample consisted of 17 teachers.

Measurement instruments. The strategy of grounded theory is appropriate for research analysing interactions between individuals. The researchers used individual semi-structured interviews with the teachers to collect the data. The participants were provided questions regarding application practices of five strategies that enable children's play-based learning in their groups. The interviews were recorded and transcribed later.

The data were analysed in several stages (Corbin & Strauss, 2008, pp. 159-160). The three phases of coding (open, axial and selective) were utilised to interpret the transcribed interviews. During the first stage one of the researchers carried out open coding of the material of the first interviews with the teachers. Then the other three researchers looked through and together reflected upon all the possible meanings of open coding concepts. During the axial coding phase, the codes were reanalysed and combined into broader themes. All four researchers conducted the analysis at this stage. Having completed this stage the research field was revisited and the procedure was repeated. During the stage of selective coding the researchers distinguished the concepts of highest level, i.e. the best methods of interfering with play to enable children's play-based learning.

The triangulation of data source, methods and researchers was ensured (Miles, Huberman, & Saldana, 2014, p. 299).

Findings

The results of the data analysis are presented separately, showing practices of application of five pedagogical strategies. The tables firstly indicate a specific method of the teacher's interference with play or its stimulation to promote play-based learning, and then one or several extracts from the interview with the teachers are presented.

Methods of practical application of the strategy for promotion of children's learning "en passant" (unintentional, informal learning). The observed practices of teachers reveal that establishment of a rich learning

environment that engages with play, its constant renewal as well as sufficient time for starting and developing play may be considered the most important aspects of promotion of children’s learning “en passant”. Several cases in practice were observed where teachers themselves initiated children’s play or facilitated involvement of a certain child into play. Only one specific method to encourage children’s learning “en passant”, was identified and it involved communication with children during their preparation for play (Table 1). All the teachers who took part in the research emphasised that play is the main activity that contributes to children’s development.

Enrichment, change and conversion of environment evoke new ideas for play. When play occurs under different conditions, new problems and opportunities are opened up and, thus, children’s learning “en passant” is stimulated. The teachers emphasised that children learn naturally while playing, they do not set goals to learn something and their intentions are “to play the game they have thought of”, “to play with their own toy”, “to communicate with a friend”, “to do something with others”, and “to manage others”. However, a number of children’s intentions can be linked to learning: “to experience interesting things”, “to try out new activities in play”, “to demonstrate in play what has been read to them”, “to apply what has been learnt during other activities in play“. On the other hand, the aforementioned reaction of teachers during the interviews shows that they do not observe features of children’s learning “en passant”, emphasising that it occurs spontaneously. This is why they do not specifically search for ways to stimulate children’s learning “en passant”.

Table 1 **Methods to promote children’s learning “en passant”**

Methods	Interview with teachers
Establishment of environment that engages play, its constant renewal, setting of time.	“I notice what children are interested in and create an appropriate educational environment”, T1; “I make attempts to supplement groups with new aids”, “I strive to motivate children to play with new toys or toys that are interesting in one or another way”, “My children know that they are allowed to play at any time of the day”.
Change of location and time of play to activate it.	“When children’s play falls into routine, we rearrange the group together with children and come up with new ideas for play”, “Friday is a day, when children bring toys from home and this increases the variety in their play”.
Communication with children during their preparation for play.	“While children get ready for play, we talk, consult with children or rejoice at something”.
Initiation of play.	“Sometimes I start an unexpected game with children and then leave them to further develop it”, “I start playing with a child, who is not accepted by other children, and when others join us, I leave them to further play together”.

Methods of practical application of the strategy for promotion of children's learning from peers. Children learning from each other is grounded on a variety of interactions, which creates a field of opportunities, as well as being based on the depth of the interactions. The data provided in Table 2 show that the teachers tend to more frequently focus on such methods that promote children's learning from peers, which increase the variety of opportunities for interaction. They encourage children to change play partners, regroup, address another child for information or help and to offer information or help to others, and share information received from the teacher with other children. A few methods applied by teachers to promote the depth of children's interactions were singled out: creation of situations where children solve emerging problems together, and encouragement of children's dialogues and discussions.

A limited application of methods that enhance children's learning from their peers may be observed because of insufficient teacher understanding. The teachers notice only less complex ways of children's peer learning: observation and modelling, provision of advice, explanation, exchange of possessed information, and support and collaboration. Failing to notice more complex processes of peer learning, the teachers are not able to search for and test methods of pedagogical effect that stimulate the aforesaid processes.

On the other hand, the methods to stimulate children's learning from peers that are applied by the teachers are non-academic, sufficiently efficient and, above all, do not disrupt the authenticity of children's play.

Table 2 Methods to promote children's learning from peers

Methods	Interview with teachers
Encouragement of children's play in pairs or groups to create opportunities to observe each other, and to cooperate and learn from each other.	"Children's abilities, interests and experience are different. Therefore, I encourage them to play not only in the same pair or group but also with other children. Thus, children get more opportunities to learn from others."
Creation of situations where children have to share information, solve problems together, and learn from each other.	"If playing school or hairdresser's parlour the same child takes the role of a teacher or a hairdresser, it is possible to suggest one or another role to a different child and children will "learn" from each other different things."
Proposal to address another child for information or help; to share information with another child or to help him/her.	"When children play together and one of them does not know something and I know that another child knows this, I always say: "Go to him or her and ask", "I frequently encourage children to come with new ideas about play from home and to develop new plots with others", "when I notice that one child helps another, I always praise them".

Encouragement of children’s dialogues and discussions among themselves.	“I start a dialogue with a playing child and encourage his/her dialogue with other children to exchange their different ideas”, “I bring the difference in opinions to their attention”.
Teaching of several children through play to enable them to teach other children.	“Firstly I show to the children, who are more interested at that moment and they teach others”.

Methods of practical application of the strategy for initiation and maintenance of joint attention. The situations of joint attention or joint participation facilitate establishment of a teacher’s close personal relationship with a child and have a deep educational value. The research highlighted a whole range of ways to initiate and maintain joint attention which may be grouped into physical proximity and maintenance of eye contact; conversation about the object of children’s interest; asking questions that are based on children’s experience, stimulating his/her thinking or activity; performing activities together with a child, maintenance of emotional connection (Table 3).

Table 3 **Methods to initiate and maintain joint attention of a playing child**

Methods	Interview with teachers
Physically approaching a child	“I come up to a child, sit down next to him/her”, “we sit down together on the carpet”.
Shift of a glance from a child to an object, catching of child’s eye contact and maintaining it.	“When a child shows an object, I look at it and show my interest”, “if a child speaks about something, I also talk about it with him/her”.
Showing an object of interest to a child (if the object is real) or its emotional designation (if the object is symbolic).	“I show a more interesting object from the ones that a child is interested in”, “I show the details that make difference or are somehow special”, “I name it expressively”.
Speaking about the object of interest to a child in play in an expressive voice and body language.	“I listen to what a child wants to say to me”, “I say something to a child if he/she needs it”, “I speak in an emotional way”.
Asking questions that concentrate on revelation and reflection of a child’s experience.	“I ask targeted questions to enable a child to remember what he/she knows or is able to do”, “I remind a child of what he/she has already done or may apply in a new play situation”.
Asking questions: presentation of problem-based questions, questions that evoke thinking, re-asking of questions.	“I ask the questions that children don’t expect”, “when a child says “I don’t know”, I ask them questions, which encourage a child to make attempts to learn to do it”.
Asking questions that facilitate discovery and trial of new ways of play and activities.	“I ask something in such a way, which encourages a child to play in an unusual or different way”, “when children speak about something, I suggest them implementing it practically”.

Using the object of interest to a child in activities together with a child, doing what a child proposes or asks.	"I join the child's play", "a child tells me what to do and I obey the instructions".
Involvement of a child in a situation of joint attention through demonstrative activities.	"I play with what a child likes and the way a child likes", "I create an interesting situation", "I become a certain character".
Sincere interest in children's play, maintenance of emotional relation with a child.	"When I smile, a child smiles back", "we laugh together", "I make every attempt to wonder at something".

The methods applied by the teachers are thoughtful, stimulate children's improvement, expand their world perception and enrich their learning strategies. Moreover, it is a two-way process, as a teacher also applies such methods as a response to joint attention situations initiated by a child.

The methods to initiate and maintain joint attention that are applied by the teacher are of particular value because the teacher follows the direction of a child's interest, the flow of his/her thoughts and, enriches his/her knowledge, and develops a child's broader thinking for new opportunities for activities and learning. Thus, a teacher's didactics merges with the direction of a child's authentic play and moments of impact are short and situation-based. Being aware of the educational outcomes to be pursued, a teacher finds an appropriate moment to get involved, when prerequisites for expansion of a child's knowledge or for development of a certain ability emerge.

The teachers demonstrated that they are able to recognise the features of a child's interest in something: "I notice what kind of play scenarios a child creates", "a child plays a certain game for a long time", "a child undertakes constructing in one place, then does the same in another", "he/she plays with an object", "asks adults and friends questions", "a child shows an object, explains something", "he/she asks to read about something or to tell something", "a child tells about something that is interesting to him", "he/she collects something", "I notice something following a child's emotions".

Methods to initiate and maintain joint attention are applied in the spirit of respect for authenticity of children's play.

Methods of practical application of the strategy for communicative didactic encounters of a teacher and a child in play. The communicative didactic encounters of a teacher and a child in play are different from the situations to initiate and maintain joint attention because the teacher expands and enriches the direction of a child's authentic play by the pedagogy of dialogue, which is more oriented towards creation of specific learning situations or acquisition of learning skills through play.

The methods applied by the teachers, when they apply the aforementioned strategy, (Table 4) are various and thoughtful because the majority of early

childhood education strategies are appropriate for stimulation of play-based education: support acquiring necessary abilities, modelling, challenging, educational dialogue, co-construction of knowledge as well as ways to promote learning to learn (drawing attention to characteristic features of the problem; encouragement to foresee future; asking questions that stimulate drawing conclusions; linking with already possessed knowledge and experience) and confirming feedback. The teachers also indicated other methods which are less linked to creation of specific learning situations and development of learning abilities.

On the other hand, application of methods of promoting children’s play-based learning has to be rather subtle to avoid the transition from child’s play to learning, i.e. to prevent turning a child’s goal to play into the goal to learn, to prevent turning a child’s freedom to fantasise into following a course of thought connected to adult regulated activities.

Table 4 Methods of communicative didactic encounters of a teacher and a child in play

Methods	Interview with teachers
Empowerment – support acquiring necessary abilities.	“If it is necessary, I teach a child something what he/she could use in play”, “I teach children who lack certain play skills playing together with them”.
Modelling	“I make every attempt to use more complex verbal constructions, to demonstrate models of behaviour”, “I encourage children to teach me”.
Challenging	“Asking questions or using other ways I try to create new and more complex situations for children to provide them with challenges”, “I direct them towards activities, which can teach children something new”.
Educational dialogue	“I conduct dialogues with children, which promote information exchange, problem solution”, “I maintain dialogues of spontaneous exchange of thoughts”.
Drawing attention to features characteristic of the problem.	“When children encounter a certain problem and do not know how to cope with it, I try to enable them to understand why this is a problem”.
Encouragement to foresee future.	“I teach children to think about the consequences and future“, “I encourage them to understand consequences of their behaviour and actions”.
Asking questions that stimulate drawing conclusions.	“I encourage children to think about possible ways out”, “I aim at encouraging children to make conclusions themselves”.
Confirming feedback.	“I always notice, when a child succeeds and I praise him or her“, “I encourage not to give up and when a child succeeds, I’m happy about it”

Methods of practical application of the strategy for promotion of child's reflection on play-based learning. Children's reflection on what was played and how, what was understood or learnt in play, how they learnt themselves, how they taught others, what difficulties were encountered and how they were addressed, help to draw their attention to learning situations in play, develop their meta-cognitive abilities and meta-cognitive regulation. Understanding that he/she learns all the time, how he/she learns and how a goal can be achieved, a child uses those abilities in their own play in a targeted way. Nevertheless, play retains its essence and self-regulating nature, and children's intentions to play and experience of pleasure do not undergo any changes.

Table 5 Methods to encourage children's reflection on play-based learning

Methods	Interview with teachers
Observation of child's spontaneous reflections and reactions to them.	"Children constantly reflect what happened and how, what their intentions were, how they acted, whether they succeeded or not and why".
Encouragement of parents to ask their children what they played and what they learnt.	"Children's parents tell me what children speak about at home. I encourage them to ask what and how they have learnt in play."
Encouragement of interest in reflections of other children and learning from each other how to do it.	"I ask children to listen to what other children speak. I also ask if they understand what their friend has learnt."
Encouragement to verbally express the acquired experience, to demonstrate by actions, to reveal in drawings or symbols.	"I encourage children to draw what got stuck in their heads", "I stimulate children's reflection using traffic light colours", "using the images of ears, eyes, hands and feet: what I have heard, noticed or seen, done, etc."
Encouragement to remember events that got stuck in their memory, their sequence and play situations.	"We reflect on what games we have played over the day, how we have played and what has happened".
Encouragement a child to express what they learnt in play and how it happened, what and how a child taught others and what and how he/she learnt from others.	"We discuss what we have learnt during the day, what we have understood, whom we have helped", "I ask what the girl and other children have learnt".
Encouragement to speak about what was successful, what difficulties were encountered and how they were eliminated.	"We reflect at the end of the week: what we have succeeded in, what we have failed and why", "I asked in what way they tried to cope with challenges and whether it was successful".

The research found that the teachers apply various methods to encourage children's reflection (Table 5), which embrace spontaneous reflections (communicating with friends, parents, teachers) as well as targeted reflections stimulated by adults (asking special questions); children are encouraged to express the acquired experience in various ways (verbally, acting, in drawing,

symbols, etc.), the reflection is based on questions that enable children to understand the self and others as learners – how they and others are able to learn, how they do this; to perceive the strategies of goal attainment – what intention a child had, how he/she attained it and whether it was successful.

The teachers understand very well and emphasise the benefit of reflection to a child and for development of the basics of a child's abilities to learn.

Discussion and conclusions

Following the ideas of developmental pedagogy (Pramling Samuelsson and Pramling, 2013), dialogue pedagogy (Sheridan and Samuelsson, 2013), to play and learning centred pedagogy (Pramling Samuelson and Asplund Carlsson, 2008), five strategies for promotion of children's play-based learning have been modelled: the strategy for promotion of learning "en passant", the strategy for promotion of children's learning from peers, the strategy for initiation and maintenance of joint attention, the strategy of communicative-didactic teacher-child encounters in play, and the strategy for promotion of a child's reflection on play-based learning.

All five pedagogical strategies are based on interactive pedagogy and embrace child-teacher interactions before, during and after play. Learning is interpreted as formation of a child's new perspective rather than a narrow process of academic knowledge acquisition. It is considered that play, which provides opportunities to explore and discover, creates learning situations, whereas engagement of adults with children's play and interaction with them contributes to enhancement of children's play-based learning.

The encouragement of children's play-based learning relies on unintentional learning, when a child does not possess any preconceived intention to learn something but actually learns "en passant" or spontaneously through short intentional learning situations emerging in the general context of play without depriving a child of his/her intention to play. Such a theoretical position predetermines the position of teacher's engagement with play. The teacher is not inside the children's imaginary play. Such a teacher's position is highlighted by Fleer (2015), and is referred to as valuable in developing child's play rather than promoting child's play-based learning. The position of the teacher in the pedagogical situations modelled in the article is different. The teacher is outside of children's play when she applies the strategies for promotion of children's learning "en passant" or children's reflection on play-based learning. The teacher is following the children's play implementing the strategy for initiation and maintenance of joint attention. In such cases there is a difference in a child's intention and in that of the teacher. However, the child's intention is the dominating one: a child's intention is to play, he/she is fully engaged into the play

developed by him/her. Meanwhile, the teacher's intention is to employ the child's interest in something and to expand his/her experience as well as finding ways of exploring the world and stimulating change in the child's perspective, i.e. to promote their learning through play. The teacher episodically engages with children's play and endeavours to create short situations of co-construction of knowledge applying the strategy of communicative-didactic encounters of a teacher and a child in play. In this case intentions are different as well. Moreover, they are in dialogue interaction: the child's intention is to play, whereas that of the teacher is to enhance or even to provoke short learning situations in the context of child's play. In some cases, the child's intentions naturally change from the intention to play to the intention to learn something and then again to the intention to play and, thus, short episodes, where the intentions of a child and a teacher coincide, may occur. When a teacher applies the strategy for promotion of peer learning among children, she may be outside of children's play, may follow it or be engaged with it.

All the modelled pedagogical strategies create prerequisites for improvement of children's play-based learning and do not disrupt authenticity of children's play if applied professionally. Practical implementation of the strategies for promotion of children's learning "en passant" and children's learning from peers has not been developed yet.

The goal and nature of the research did not allow for the modelling of situations of pedagogical effect and testing of their efficiency. Further research is needed whereby a methodological approach in cooperation with teachers could model and test the efficiency of pedagogical strategies. The results of the research suggest that a teacher's knowledge of play theory either encourages or limits application of certain pedagogical strategies. Scientific verification of the aforementioned statement is needed.

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YOUNG CHILDREN'S FREEDOM OF CHOICE IN CHILD-CENTRED EDUCATIONAL PRACTICE

Aija Ozola

Rezekne Academy of Technologies

Abstract. *The importance of young children's freedom of choice has been discussed since Froebel's and Montessori's contribution to the pedagogical ideas related to early childhood education. However, the theoretical framework of the term and its contents in modern early childhood education does not offer detailed description and would rather be characterized as incomplete and fragmented. The current study is an attempt to partly fill the gap between educational theory and practice basing on early childhood teachers' empirical experience and beliefs on children's freedom of choice.*

The aim of the study is to identify early childhood teachers' beliefs on children's freedom of choice in child-centred educational practice. Focus group discussions were conducted with early childhood teachers implementing early childhood curriculum in municipal early childhood education institutions located in Riga, the capital city of Latvia. Data were analysed using the method of qualitative content analysis. The findings revealed very positive attitude of teachers towards children's freedom of choice and existence of teachers' personal meaning of the term and its contents. The benefits and possible risks of implementing children's freedom of choice were identified as well as factors enabling and hindering its implementation.

Keywords: *child-centred education, early childhood education, freedom of choice, teachers' beliefs.*

Introduction

The importance of young children's freedom of choice has been discussed since Froebel's and Montessori's contribution to the pedagogical ideas related to early childhood education that to a large extent conduct early childhood education even in contemporary postmodern and globalized world. However, the theoretical framework of the term and its contents in modern early childhood education does not offer detailed description and would rather be characterized as incomplete and fragmented. The current study is an attempt to partly fill the gap between educational theory and practice basing on early childhood teachers' empirical experience and beliefs on children's freedom of choice and taking advantage of the inductive method in exploration of problems.

The aim of the study is to identify early childhood teachers' beliefs on children's freedom of choice in child-centred educational practice.

The following research questions were posed: (1) what is teachers' general attitude towards children's freedom of choice, the origin of the underpinning knowledge and beliefs, the personal meaning of the concept; (2) what are the benefits and possible risks of the implementation of children's freedom of choice; (3) what are contributory and hindering factors of the implementation of children's freedom of choice?

To identify teachers' beliefs, focus group discussions were conducted with early childhood teachers implementing early childhood curriculum in municipal early childhood education institutions located in Riga, the capital city of Latvia. Data were analysed using the method of qualitative content analysis.

Theoretical framework

Childhood is a social construct and as such should be contextualized in specific historical and social changes (Ariès, 1962). Therefore, each era comes with its own attitude towards the child based on the values of the society. In postmodern society the importance of children's freedom of choice is determined by the attitude of the society towards human as a value. Freedom is a prerequisite for the human's life in democratic society, at the same time the idea of freedom that is realized as freedom of choice should be balanced with the responsibility for the consequences of the choice (Mūrnieks, 2010).

Historically child's freedom in early childhood education is one of the cornerstones of Montessori (1912) system of pedagogical beliefs. Montessori emphasizes child's freedom to explore and follow its own natural impulses. The child must experience freedom of movement, freedom of exploration, freedom to interact socially, and freedom from interference from others that leads to a freedom of choice. Montessori's view on child's freedom is very broad and comprehensive. She believes that the concept of liberty (the concept *liberty* used in English translation of 1912 is considered as a synonym of *freedom*) in child's earliest years must be understood as demanding those conditions adapted to the most favourable development of his entire individuality (Montessori, 1912). At the same time Montessori recognizes the limited nature of child's freedom. Montessori connects child's freedom with discipline emphasizing that discipline must come through liberty (Montessori, 1912).

The recent research into young children's freedom of choice generally focuses on the psychological aspects arguing that the sense of having a choice promotes motivation and child's free will (e.g., Bao & Lam, 2008; Chernyak et al., 2010). In some research studies at the end of the 20th century (Iyengar & Lepper, 1999) freedom of choice has been equated to autonomy. More recent

studies (Bao & Lam, 2008) distinguish the terms of *autonomy* and *freedom of choice* arguing that it is possible for individuals to feel autonomous when they follow a choice made by others.

Child's freedom of choice is mostly topical in the framework of the child-centred education and is looked at as its essential component (e.g., Perren et al., 2017; Robertson et al., 2015; Tzuo, 2007). At the same time vague boundaries of the concept of *child-centred education* should be noted. The review of theoretical findings reveals more than 40 meanings of the term ranging from learning based on children's interests to children's participation in decisions related to their learning and to the development of individual potential (Chung & Walsh, 2000).

The current study is based on the definition of the term as education characterised by the autonomy of children, freedom of choice, responsibility, integration of activities and the acceptance of the role of adults as supporters of learning (Ryan, 2007). Vague theoretical boundaries of child-centredness causes essential differences in its interpretation in educational practice and excludes the possibility to assess dichotomically neither the child-centredness in general nor its individual components, including children's freedom of choice. Thus, children's freedom of choice is understood as a scale of options in different aspects of educational process.

Research methodology

Research Instrument and Procedure

To identify empirically early childhood teachers' beliefs on children's freedom of choice in child-centred educational practice the method of focus group was used. Activities were designed for completion in several small groups of teachers. After discussions were carried out in small groups participants shared group opinions in the entire group.

Several sets of questions structured according to the research questions were created for the discussion in the focus group: (1) teachers' general attitude towards children's freedom of choice, the origin of the underpinning knowledge and beliefs and the personal meaning of the concept contents; (2) the benefits and possible risks of the implementation of children's freedom of choice in educational practice; (3) contributory and hindering factors of the implementation of children's freedom of choice.

Participants

Focus group participants were nine early childhood teachers. All the participants had earned Bachelor's or Master's degree in early childhood pedagogy. Participants ranged in experience working with young children from 10 to 32 years (mean time = 17 years). Since according to Latvian legislation,

early childhood education includes children aged from 1 year 6 months to 7 years, selection of focus group participants' focused on inclusion of teachers representing teaching experience of the entire age range of the local early childhood education.

Findings and discussion

The analysis of early childhood teachers' beliefs reveals versatile view on children's freedom of choice in educational practice and existence of personal understanding of the concept, including benefits and possible risks, as well as contributory and hindering factors of its implementation.

When evaluating own attitude towards children's freedom of choice in educational process teachers mainly express positive attitude using statements like "completely positive", "it goes without saying", "freedom of choice is very important". All the participants agree that their knowledge about child-centred educational practice and children's freedom of choice as its component is acquired in pre-service training contents of higher education or in professional development contents for the teachers with longer working experience. In Latvia, early childhood education focuses on a child-centred approach purposefully since 1990's. State legislation acknowledges the aim of child-centred education content, i.e., to promote child's all-rounded and harmonious development, considering its developmental characteristics and needs, knowledge, skills and attitudes necessary in personal and social life, therefore providing child with an opportunity to prepare purposefully for the acquisition of primary education (Ministru kabinets, 2012). Since 1990's a new generation of teachers has entered early childhood education, thus it could be concluded that the most part of early childhood teachers currently involved in active educational practice has received teaching degree in the conditions of democratic education where respect of child's interests and needs in early childhood education is highly valued.

At the same time, it should be taken into account that the term *child-centred education* often has been opposed to the term of *adult-directed education* denoting everything that does not characterize adult-directed educational practice (Robertson et al., 2015) and thus comprising a variety of different educational theories and practices. Vague theoretical boundaries of the concept are the cause of essential differences in the interpretation of child-centred approach in educational practice. Participants agree with the perspective that more freedom of choice children get during the independent play where during the teacher-initiated activities freedom of choice is rather small. Although in educational process play and learning are mostly separated in time as well as in space (Pramling Samuelsson & Aslund Carlsson, 2008), teachers

recognize that in practice it is often difficult to separate play and learning, because teacher-initiated activities naturally develop into child-initiated exploration, experimenting or creative activities that have characteristics of both teacher-directed and child-initiated learning. Teachers recognize that blending of play and learning is a productive way of acquiring learning skills for highly self-motivated children, but a necessary prerequisite is the choice given to the child, i.e., less interested children “finish” the task faster and begin independent play not connected with the theme of learning, while highly interested children continue to explore the theme of learning during independent activities that started as teacher-initiated but developed as completely child-directed.

Teachers recognize the activities in the educational process that could be considered as obligatory, i.e., presence in the morning circle. Individualized approach in implementing children’s freedom of choice by taking into account children’s age and individual psychological characteristics such as self-regulation skills and self-awareness is essential.

Table 1 Early childhood teachers’ beliefs on children’s freedom of choice

Belief category	Subcategories	Indicators
Teachers’ general attitude towards children’s freedom of choice and origins of underpinning knowledge and beliefs	General democratic tendencies of education in Latvia since 1990’s	Attitude of the society towards human as a value The child-centred goals of education
	Teachers’ professional education	Contents of pre-service training in higher education Contents of professional development
	Educational practice	Requirements of state legislation Requirements within the early childhood education setting
Teachers’ personal understanding of children’s freedom of choice	Child-centred principles of child-teacher communication	Teacher’s ability to accept child’s different view Encouraging questioning
	The limited nature of children’s freedom of choice	Mandatory activities of educational process, e.g., presence in the morning circle time Differences in the degree of children’s freedom of choice during teacher-directed learning activities and children’s independent play
	The necessity of an individualized approach to implementation of children’s freedom of choice	Dependence of the degree of child’s freedom of choice on child’s development Dependence of the degree of child’s freedom of choice on child’s self-regulation skills Dependence of the degree of child’s freedom of choice on child’s self-awareness

Conclusion based on the above-mentioned is that teachers' beliefs on children's freedom of choice root in general democratic tendencies of education in Latvia since 1990's, teachers' professional education and requirements for educational practice on state legislative and institutional level. By general very positive attitude towards children's freedom of choice teachers have individualized personal understandings about child-centred principles of child-teacher communication, limitations and implementation of an individualized approach (see Table 1).

Teachers recognize some psychological factors as benefits of implementation of child's freedom of choice: (1) development of self-awareness, (2) intrinsic motivation for participation in learning. Some emotional factors are also mentioned among the benefits: (3) children's well-being in early childhood environment, (4) resistant positive emotional condition. Teachers clearly recognize (5) versatile development of children's autonomy as a result of practicing freedom of choice (see Table 2).

Table 2 Benefits and possible risks of the implementation of children's freedom of choice

Belief category	Subcategories	Indicators
Benefits from children's freedom of choice	Children's benefits from children's freedom of choice	Development of self-awareness Increasing children's intrinsic motivation for participation in learning Child's wellbeing in early childhood environment Resistant positive emotional condition Children's autonomy
	Teachers' benefits from children's freedom of choice	Opportunity for the teacher to get new information and learn from the children Opportunity to involve children in planning
Possible risks	Children's knowledge and skills	Probability that children do not sufficiently acquire the necessary knowledge and skills Vague and unclear structure of a learning activity Essential digression from the theme of learning
	Behaviour problems	Teacher is not able to manage children's freedom Child-dominated educational process
	Teachers' competencies	Need for very broad knowledge and erudition to be able to address child's interests comprehensively Stress management

Through analysis of the factors that contribute or hinder child's freedom of choice, it can be concluded that high importance is granted to the collaboration with parents and especially similar attitude of teachers and parents towards child's autonomy and freedom of choice. Teachers recognize the impact of family upbringing as both contributing and hindering aspect. Researchers recognize that parents in Latvia mostly trust kindergartens (preschool education institutions - term currently used in legal terminology) as institutional form of early childhood education which both historically and today had allowed families to assign part of educational functions to early childhood settings (Žogla et al., 2011). Teachers recognize increasing disinterest of parents in child's everyday life, assigning responsibility for child's development to an early childhood setting and other similar tendencies that are in a way *dark side* of post-Soviet state early childhood education based on a long-lasting centralised and well-developed system (Žogla et al., 2011). In the meantime, researchers note growing interest and anxiety in treating children as consumers (Stearns, 2006).

Along with the family impact teachers recognize organisational aspects of educational process and factor of learning environment (see Table 3).

Table 3 Contributory and hindering factors of the implementation of children's freedom of choice

Belief category	Subcategories	Indicators
Factors contributing to children's freedom of choice	Upbringing and attitude towards child's freedom of choice in the family	Parent interest in child's everyday life Parent involvement in children's learning
	Organisational aspects of educational process	Opportunity to involve teacher's assistant in learning Opportunity to collaborate with the single subject teachers like music and sports
	Learning environment	Plentiful of tools Diversity of educational materials
	Teacher's professional development	Opportunity for appropriate teacher's professional development activities Opportunity to use professional development days for preparation of teaching materials
Factors hindering children's freedom of choice	Upbringing and attitude towards child's freedom of choice in the family	Parent disinterest in child's everyday life Limited experience of freedom of choice in the family
	Organisational aspects of educational process	Age gap of children in multi-age early childhood group too broad Single subject classes like music, sports, speech therapist scheduled in the middle of educational process

	Learning environment	Size of classroom and lack of extra space Insufficient or outdated tools Insufficient educational materials
	Teacher's competencies and teaching practice	Lack of skill to divide attention evenly for all children Overload of teachers working in more than one educational institution

Discussion

Further research needs to be undertaken to examine the correspondence of the ascertained views within a larger sample of early childhood teachers and to identify the extent of verity of the data on the situation in early childhood educational practice. There is a risk that the research data present a rather optimistic perspective. From such perspective, focus group discussions should be considered to be the first stage of the study requiring further research and triangulation of qualitative and quantitative data.

It is important also to take into account the fact that teachers' beliefs might not correspond with the real educational practice (Kimer et al., 2016). Researchers also notice that teachers' self-efficacy could be a stronger predictor of educational practice than teachers' beliefs related to teaching approach (Perren et al., 2017).

The theoretical findings as well as the teachers' beliefs reveal that changing the daily practices of teachers involves more than changing the curriculum and other national documents and providing theoretical training on the new approach to learning. Educational practice clearly demonstrates the necessity of specific guidelines on how to change practice and how to provide feedback for teachers on their work (Kimer et al., 2016).

Conclusions

Although results of the study cannot be generalized since they do not represent the beliefs of the majority of the teachers, it should be noted that they highlight some very essential tendencies concerning teachers' attitude towards children's freedom of choice within educational practice, therefore highlighting directions for the further research.

First, children's freedom of choice is considered to be a typical trend of modern early childhood educational practice determined by teachers' personal understanding of the essence of children's freedom of choice as well as its relatively high position in the hierarchy of teachers' educational values. The opportunities for the freedom of choice are provided through child-centred

educational practice as a framework and prerequisite for implementing children's freedom of choice. The teachers' perspectives deeply root in general democratic tendencies characterizing the education of Latvia since 1990's on both – state legislative and institutional – levels.

Child's freedom of choice in early childhood educational practice is implemented to varying degrees ranging from episodic respect towards child's freedom of choice to active encouragement of it with inclusion of extensive and varied domains for implementation of child's freedom of choice. The extent of freedom of choice is determined by children's age and level of self-experience as well as teacher's skills to manage it. Curriculum requirements and teacher's competencies determine the limited nature of children's freedom of choice in educational process.

Secondly, the main benefit provided by freedom of choice is development of self-awareness, intrinsic motivation for participation in learning, children's well-being in early childhood environment, resistant positive emotional condition and child's autonomy.

Thirdly, implementation of child's freedom of choice could be promoted or hindered by the impact of family, organisational aspects of educational process and factor of learning environment.

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OPTIMIZATION OF ACHIEVEMENTS ASSESSMENT OF PRESCHOOL CHILDREN

Sada Ramanauskienė

Klaipeda University, Lithuania

Aida Norviliene

Klaipeda University, Lithuania

Abstract. *In this article the authors present the system assessing the achievements of preschool children in Lithuania, the teacher's opinion regarding the description of achievements assessment of preschool children and its adaptation in a preschool education institution. This article presents the recommendations for the optimization of achievements assessment of preschool children. The quantitative research was applied in accordance with the interpretative attitude, a total of 130 preschool education teachers and managers from Klaipeda region. The results: optimization of implementation of description, assessing the achievements of preschool children, by preparing the model of description; motivation of teachers to improve the skills of assessing the achievements of children, rationalizing and allocating the cost of labor in the teaching process; better education planning process with regard to children's individual needs and abilities, which are determined in the model of achievements assessment of preschool children.*

Keywords: *preschool children, assessment of achievements, optimization of assessment.*

Introduction

Preschool education focuses on the education of a child. According to the United Nations Convention on the Rights of the Child (1989), each child is recognized as a unique, changing and active personality. The Lithuania's Progress Strategy "Lithuania 2030" focuses on public education and training. The strategy notes that creativity and leadership must be assessed and fostered from an early age, also, that there is a need to build and implement learning programmes, which are open to creativity, exploration and development in all educational institutions, and the system of assessment and self-assessment of one's competence. In The National Education Strategy 2013 – 2022, regarding the achievements of Lithuania in the field of access to education, it is emphasized that there is a need to develop alternatives of education system that would be affordable, attractive and valuable to social groups that are now poorly included into education – preschool children, social risk group adolescents,

adults, as well as rural population (The National Education Strategy 2013 – 2022; 2013).

The pursuit of preschool education – to help a child to develop the basics of self-sufficiency, healthy lifestyle, positive interaction with adults and children, creativity, knowledge in their environment and country, the ability to learn, referring to child's natural abilities, his individual experience, in accordance with the evolution regularities. As a result, *The Description of the Achievements of Preschool Age Children (2014)* was framed, which enabled to assess child's achievements more accurately. The education and learning process is based on the values of social justice, equivalence and tolerance. A presumption, that a child is educated and educates during his stay in preschool or day group, is pursued.

Problematics and overview of previous researches. Lately, the issue of quality of educational services, regarding preschool education, is particularly being analyzed and discussed. This was inspired by a number of circumstances related to the change elements in child's social role, representation of the interests of education service users (pupils' parents), the transfer and application of general principles of quality in the sector of preschool age children's education.

Many Lithuanian and foreign scientists: Glebuviene et al., 2006; Brassard & Boehm, 2007; Juodaitytė, Gaučaitė, & Kazlauskienė, 2008; Neifachas, 2008; Songailienė, 2008; Boyd & Bee, 2011; Brenneman, 2011; Alasuutari & Markstrom, 2011; Bernotienė et al., 2012; Žukauskiene, 2012; Diamond et al., 2013; Bath, 2012; Gerd et al. 2013; Indrašienė & Žibėnienė 2014; Rintacorpi, Lipponen, & Reunamo, 2014; Knauf, 2015; Bernotienė et al., 2015; Gaižauskaitė & Valavičienė, 2016; et al., researched the assessment, documentation and information of child's achievements. However, only few researches that reveal teachers' attitude towards the evaluation and documentation of child's progress and achievements are accomplished. The assessment is very important in order to improve the educational process, since the quality of education is also assessed regarding children's achievements. The data of continuing studies (by The Organization of Economic Cooperation and Development – OECD, 2008) reveal that qualitative preschool education helps to solve many social problems – poverty, unemployment, reduces addictions, improve academic performance and has a positive impact on the well-being (The Quality of Early Childhood Education, 2012).

The aim – the optimization of implementation of "The Description" while assessing the achievements of preschool aged children.

The methods of analysis: analysis of literature and documents, questionnaire, quantitative and qualitative methods of data analysis, interpretation.

The Concept of Assessment of Preschool Children

Bernotienė, Juraitienė and Jakavonytė-Staškuvienė (2012) point out the aims, which, according to the authors, are assessed in order to: know the child (his educational needs, interests, hobbies, power, style and peculiarities of character, cultural differences); reveal child's efforts and progress and promote his development; contemplate (reflect) the achievements of programme's goals and objectives; plan further education prospects individually for each child and a group of children; adjust education plans, after summarizing the available assessment information; provide a child, his parents and other educators with assessment information.

According to Indrašienė and Žibėnienė (2014) the assessment should reflect what a person seeks to learn, who has learned something, in which ways the educational process takes place, whether it takes place without ignoring the individual pupil's learning pace and methods, referring to pupil's needs, whether the assessment changes pupil's learning, promotes learning motivation, guiding him to lifelong learning. It depends on the evaluation objectives which assessment type to choose.

Three types of assessment are distinguished: diagnostic, formative and summative. Diagnostic and formative assessments are used in the education process of children, in order to obtain feedback on the achievements and progress of children and the quality of the educational process. Summative assessment is used after finishing a part of the program or an entire program (pre-school methodical recommendations: How to monitor and assess children's learning achievements and progress, 2015).

While planning the assessment of child's educational achievements, the following aspects are provided:

- attributes/criteria for evaluating child's progress (individualized educational areas of children's learning achievements symptoms, such as cognitive skills token willingly explores the environment);
- periods (monthly, quarterly, half-year or so on.). The assessment of achievements of preschool children is recommended to be carried out twice a year - at the beginning of the school year and at the end. Intermediate assessments are carried out only in cases when large gaps in education are revealed.
- participants (child, teachers, parents and other educators), their awareness of child's performance techniques. The evaluation results are discussed in private conversations with parents, institution's administration and preschool teachers during the methodical group meetings;

- methods (observation, conversation, audio, video, blogs, teacher's notes, self-assessment of children's educational achievements, etc.).
- recording and documentation (portfolio, achievements description, observation protocols, video, audio material, etc.). Information about a child, his achievements and progress made is gathered in "Child's folder", in which child's observation protocols, creative work examples that reflect the achievements, child's sayings about himself, the surrounding people, the life in a group, family, teachers' observations, parents' thoughts about a child, friends' assessments are collected and stored;
- other options (assessment options/particularities of alternative education systems) (Bernotienė, Juraitienė, & Jakavonytė-Staškuvienė, 2012; Rintakorpi, Lipponen, & Reunamo, 2014).

While observing children a teacher can choose acceptable and appropriate educational techniques and methods which help to get captured the data of preschool children's achievements and progress, the results of their activities, analysis of their works. It is necessary to involve parents in the educational activities in order to pursue the successful results regarding the achievements of children.

A Short Description of the Achievements of Preschool Aged Children

In 2014, while implementing The EU Structural Funds Project, *The Description of the Achievements of Preschool Age Children* (hereinafter – The Description) was framed. "The Description" – a guidance to preschool class teachers and other educators, which provides the whole of acquired moral values and basic skills, also the achievement steps, describing the progress of a child from birth to six years of age.

According to the group leader of promoters of "The Description" Monkevičienė (2015) states that "The Description" is not a standard, this is a guidance document, which aims to help to improve the quality of education. It is based on the attitude that all children are different, and each educates at a different pace. "The Description" is regarded as a document, identifying the direction of children's educational progress. It helps teachers to understand better how the capacities of a child develop, and to organize education (learning) more appropriately, so that child and the teacher's efforts would be directed towards the development of these abilities.

While implementing "The Description", an assumption that each child's progress depends on his individual strengths and professionalism of educators, is being followed. The purpose of "The Description" – to help preschool class

teachers and other educators to identify children's learning achievements and needs, to develop preschool education programme purposefully, to implement the curriculum, by adapting it to each child and a group of children, to observe children's progress and educate each child purposefully.

"The Description" indicates its purpose, provisions on its formation, guidance on the improvement of preschool education and the educational process, the educational achievements and their steps of preschool aged children are presented, also, the signs, which encourage a teacher to draw attention towards child who experiences difficulties, are introduced. The main part of "The Description" is the educational achievements of preschool aged children, referring to the stages that reveal the progress of a child from birth to six years of age. Achievements are divided into 18 areas, each of which is described in 7 steps, which relatively refer to the educational year regarding child's age. The following development areas are provided: 1. The daily living skills, 2. Physical activity, 3. Emotion perception and expression, 4. Self-regulation and self-control, 5. Self-perception and self-esteem, 6. Relationship with adults, 7. Relationship with peers, 8. Oral language, 9. Written language, 10. Environmental cognition, 11. Calculation and measurement, 12. Artistic expression, 13. Aesthetic perception, 14. Initiative and perseverance, 15. Exploration, 16. Troubleshooting, 17. Creativity 18. Ability to learn. The abilities, which are assigned to each step from 1st to 7th, are described.

The research methodology and results

The research aimed to optimize the implementation of the preschool age children achievements by preparing the model of "The Description" application; to encourage teachers to improve the skills of assessing the achievements of children by rationalizing and allocating working time in the teaching process; to plan the educational process better, referring to children's individual needs and abilities, which are determined using research-based model of assessing the achievements of children.

A questionnaire method in writing was selected for the research. The questionnaire method was used because of its versatility and optimal use of time to achieve the foreseen research results (Cohen, Manion, & Morrison 2011; Kardelis, 2016). By means of this method the attitudes of respondents towards assessing the achievements of preschool children were studied. The quantitative research in accordance with the interpretative provisions was used, 130 teachers and principals from 12 preschool institutions of Klaipeda region were interviewed. The survey was conducted from October to December, 2016; the questionnaire consisted of three sets of questions: demographic, problematical and forward looking questions. The semi-opened and open questions were used.

The aim was to ensure the principles of anonymity and confidentiality, free will and justice, the highest ethical standards in research were being followed.

After the analysis of scientific literature and articles, it was obvious that there was no particular template or model how to mark the achievements of a child. While analyzing, a number of different schemes or tables, which can be marked with the child's achievements, were also found, but the research sought to find out what scheme or pattern is used by the respondents. The data revealed that all the respondents more or less follow The Description in their work.

Table 1 **The system of children's achievements assessment, used by teachers**

Follow the scheme composed in accordance with The Description	51 %
Follow their own pattern in accordance with The Description	40 %
Use the table, provided in The Description	9 %

The majority of teachers (51 %) indicate that they use "The general step assessment system, created in their educational institution". Usually, preschool educational institutions create a unique system for assessing children's abilities and all the teachers follow it in their work. This is quite convenient for the administration of educational institutions, however, in this case teachers work uncreatively, according to the same scheme. 40 % indicates that they follow „their own assessment pattern, based on the steps, presented in The Description". And only 9 % of teachers use the tables, provided in *The Description of the Achievements of Preschool Age Children*.

During the research it was pursued to ascertain the common attitude of teachers towards "The Description". The options of responses to this question were divided by means of ordinal scale. The majority of respondents provided positive answers, as "very good" and "good" were marked by 77 % of the respondents (cf. 40 and 37). Indifferently, a response "Neither bad nor good", was chosen by 17 % of respondents and 6 % of the surveyed teachers evaluated "The Description" as "bad". It can be stated that "The Description" is valued positively by the majority of preschool teachers, however, nearly one-fifth of the teachers are not in a hurry to assess or evaluate the Description unfavorably.

It was pursued to find out what methods and techniques are used by teachers while assessing children's achievements. Observation is always applied by the majority, i.e. (92 %), of the respondents. 87 % of respondents note that they always apply: a conversation with a child, a conversation with parents and professionals (85 %). Teachers often apply the photos of children (82 %), the tasks, performed by children (51 %), children's stories (49 % of respondents). Many, i.e. 90 %, respondents note that they rarely use video, audio materials of children's activities, 57 % rarely uses plus-minus system.

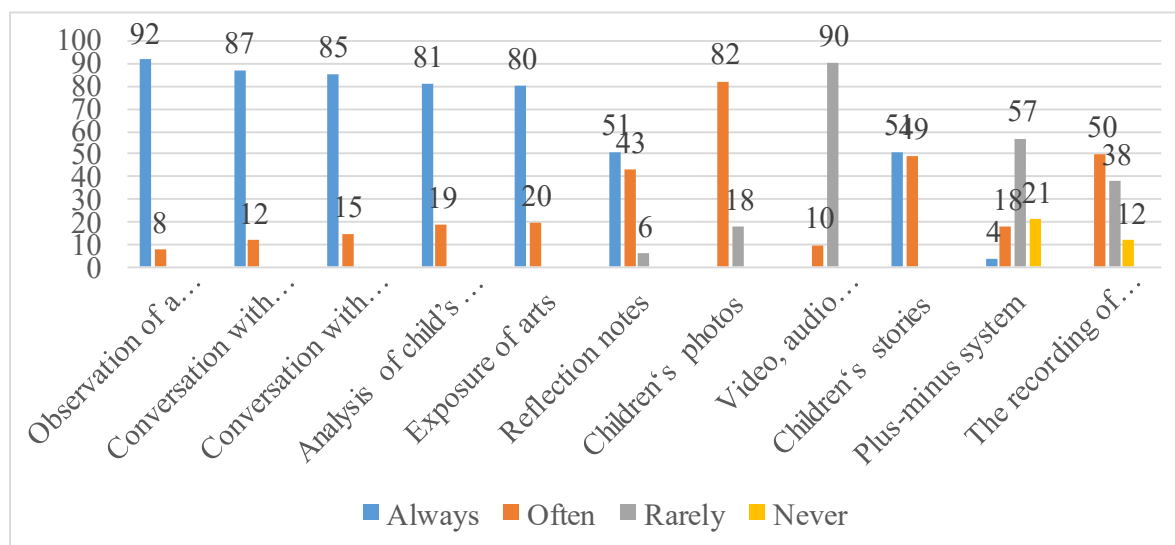


Figure 1 **Methods and ways while assessing children's achievements**

By means of open questions, it was pursued to know the manner, in which teachers observe and record children's achievements. The respondents indicated that they observe children daily: "In the activities of daily living", "Everyday", "Every day during the activities and games", "During activities of daily time", "During activities". The answers were received, that certain situations are being created. In addition, it was said that they take notes of their observations in writing, on a piece of paper", "Tables are filled in by hand/in writing", "Observations are noted every day". Computers are also used: "While assessing, The Description on the computer is read", "Two ratings charts are created on the computer".

During their work, teachers constantly observe children, record their activities and create certain situations in order to assess child's abilities more thoroughly. Observation of children takes place all year round, however, the achievements themselves are also summarized in achievements lists, child's folders or other documents and are recorded usually 2-3 times per school year. The majority of respondents, i.e. 86 %, carry it out 2 times a year, 14 % captures 3 times a year, other options were not pointed out by the respondents.

Teachers usually record the data of children's observation by marking the achievements steps in tables or graphs, carry out children's observation every day and they have to mark a variety of observations regarding children's progress. The informants use computers only while reading The Description, or creating a variety of charts, which aim to compare the results and to record the progress or lack of it in certain areas of education.

By means of open questions it was pursued to find out what has changed in teachers' work since the Description began to be used. The received responses

can be divided into 3 parts. 57 % of respondents state that the introduction of The Description has made the work more convenient, "I can perceive children's difficulties more easily", "It is more clear and easier to notice children's achievements", "More easier". The majority of respondents, i.e. 52 %, state that it is better to organize the individualization of child's education: "I notice who needs more help", "Much easier to analyze a child individually", "Can plan individual education plans more accurately", "Each competence is analyzed in more detail", "It has been observed that insufficient attention is paid towards each child individually". Also, the noticing of strong – weak areas of children has become easier for 38 % of teachers: "The strong and weak areas of children's abilities can be seen", "Has helped to notice the backwardness of some children in certain areas". It can be seen that the majority of teachers observe the positive side of "The Description", are aware that pedagogical work has become more convenient, the achievements of children and their assessment are more clearly defined, an opportunity to better assess the abilities of each child and all educational group, in general, is provided.

The aim was to find out, in which ways "The Description" makes teacher's life easier and in which – more difficult. The majority, i.e. 72 % of respondents consider their work to be easier, since the following "The Description", the assessment of children's achievements is carried out more precisely: "It is easier to plan the curriculum", "Every step is described in "The Description", "The Description" and methodological recommendations provide exact information on what a child should be able to do", "I assess children's capacity regarding his competencies more accurately". It is also more convenient to look deeper into each child's abilities: "Each child gets more precise individual insight". According to the respondents, it is important that the areas and steps of "The Description" are related to the competence. "There is exact information on what a child should be able to do", "I assess the abilities of children, regarding their competences, more accurately". In this way the continuity between preschool education and preprimary education is being carried out. Even 87 % of the respondents replied to the question, regarding difficulties while applying "The Description", that its usage in pedagogical work takes a lot of time: "It takes a lot of time", "There are a lot of areas and steps, the assessment takes a lot of time", "Time-consuming", "It takes a long time". 63 % of the respondents state that in order to use "The Description", it must be analyzed very carefully: "There is much to read, to go deeper", "It takes a lot to read and analyze "The Description", "It is hard to understand, which step to mark for a child". 30 % states that the process of assessment should include children's parents. "Soon, the parents will be included in the assessment", therefore, it is likely that the teacher, who performs the assessment of children's achievements, will have much work, since the children will be also evaluated by their parents. The

results show that the pedagogical work has become more precise, educators can better pay attention towards each child's individuality, but all agree on the fact that the usage of "The Description" takes a lot of time and effort. It is likely that after a few years, teachers will remember the steps of each area by heart and it will be easy to choose the achievement, suitable for a child, however, assessment of achievements will require much of teachers' working time until they have not learned the description of each step.

The aim was to get suggestions from teachers on how to optimize the assessment methodology. It was found out that, according to the teachers, The Description has too many areas: "I would adjust the areas, they should be less and more specific", "A lot of areas", "Without a book there is no work, the essence of some areas and steps are repeated", "The essence of areas are repeated", "Similar descriptions of some steps". The respondents complained that the size of "The Description" is inconvenient: "Long description". All the respondents indicated that the contents of fields and steps in "The Description" are too huge, it is also noted that the areas or steps are very similar, therefore, according to the teachers, they are repeated and it is inappropriate to analyze very similar areas, because it takes a lot of time and effort.

Taking into the account the results of the research, it was expected to create a model that would fit the observations and steps to be noted down, however, while recording children's behavior, this template appeared to be inappropriate, it had to be adjusted until it was the most comfortable to be used. It was planned to note down each step achieved by a child in separate tables, by adding a comment or a picture next to it. During the course of the research it was noticed that separate tables for the all 18 areas take up too much space and are uncomfortable to be filled in. It was decided to create a combined table, which would list all 18 areas and include a space for recording the steps and comments. It includes all the information from the three observations, carried out during a year, while the bottom of it contains a necessary space for a summative comment. The model, assessing the achievements of preschool aged children, is shown in Figure 2.

While preparing the model for assessing the achievements, it has been observed that it would be more convenient for teachers to use an electronic version, which would create new opportunities not only for comments, summaries, records of each child's progress to be noted down, but also to preserve the material, illustrating the achievements: the videos of evaluation process, photos of children's art works, etc. It would become convenient to introduce the parents with the achievements and better involve them in the education and assessment process.

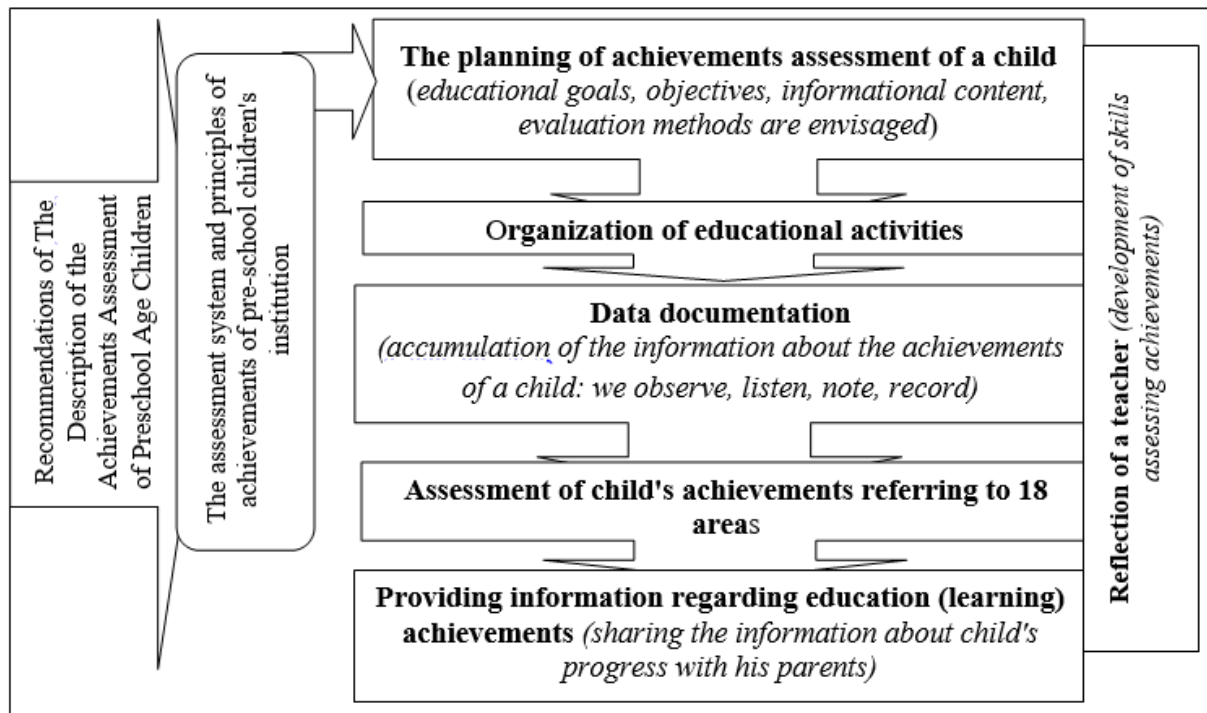


Figure 2 The model, assessing the achievements of preschool aged children

Thus, while pursuing to achieve the provided results of the current research, the course of it was adjusted – in the perspective it was intended to cooperate with IT specialists, who would create and / or adapt an electronic version of the model of preschool children’s achievements assessment.

Conclusions

Lithuanian strategic documents focus on improvement of the quality of education, they stress a need to develop alternatives of the education system. The pursuit of preschool education – to help a child to develop the basics of self-sufficiency, healthy lifestyle, positive interaction with adults and children, creativity, knowledge in their environment and country, the ability to learn, referring to child's natural abilities, his individual experience, in accordance with the evolution regularities. Referring to this provision, *The Description of the Achievements of Preschool Age Children (2014)* was framed, which enabled to assess child's achievements more accurately. After starting to use The Description, it became clear that there is a need to develop a model, assessing and documenting child's achievements, which would be convenient to use in practice.

Empirical research revealed that teachers mainly use the schemes either created by institutions or developed by themselves, referring to "The Description" and documentation of child's achievements assessment. It was found out, which methods and techniques teachers use while assessing children's achievements, how and how many times this is done. During the research it was found out what, according to the teachers, changed in their work after "The Description" had been introduced and how the evaluation and documentation system should be optimized. On the basis of this research the model of assessment and documentation of preschool aged children's achievements was framed. The implementation of this model will help to optimize the assessment of preschool children's achievements.

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BĒRNU AUDZINĀŠANAS GRŪTĪBU TENDENCES ĢIMENĒ UN PIRMSSKOLĀ

Trends of Child's Upbringing Difficulties in Family and Pre-school

Alīda Samuseviča

Blāzma Vikmane

Liepājas Universitāte, Latvija

Abstract. Based on findings of pre-school pedagogical and psychological theories on the importance of individualizing the socialization process in childhood, the authors of the paper detect the current typical difficulties of parents to nurture their children in family and the brightest children's undesirable behaviors in pre-school educational institutions. For children within the pre-school age group the nurturing effect from parents and the pedagogical values are particularly important. All the nuances of the family life and the system of mutual relationships create the specifics of child's individual socialization process. Authors of the paper emphasize and update the topicality of the democratic upbringing style in the family, characterize pedagogical reflection of pre-school teachers on contradictory trends of upbringing experiences of parents and the necessity to develop the pedagogical competence.

Keywords: child, parents, pedagogical competence, socialization, upbringing.

Ievads

Introduction

Mūsdienās, lai jaunie vecāki spētu pilnvērtīgi nodrošināt bērna socializāciju un konstruktīvi risināt audzināšanas procesa problēmas, ir nepieciešama atbilstoša pedagoģiskā kompetence. Tas nozīmē, ka jaunajiem vecākiem ir jābūt zinošiem bērna attīstības un audzināšanas pamatjautājumos, viņiem jāspēj orientēties nemitīgajās un svarīgajās pārmaiņās, kas katrā vecumposmā noris bērna attīstībā.

Bērna darbība kopā ar pieaugušajiem, viņa saskarsme un tuvība ar ģimenes locekļiem pirmsskolas vecumposmā ir nozīmīgākie viņa psihiskās un emocionālās attīstības nosacījumi, bērna emocionālās inteliģences veidošanās pamatfaktori. Tieši vecāku izpratne par bērna pirmajiem patstāvības mēģinājumiem un spēja tos saskatīt un produktīvi veicināt ir veselīgs pamats veiksmīgas socializācijas ģimenē nodrošināšanā, bērna personības īpašību un pašapziņas veidošanās procesā. Svarīgi ir pamanīt un ievērot bērna patstāvības un pašapziņas attīstības vissmalkākās nianšes un izpausmes, lai vecāki spētu

savlaicīgi novērst grūtību rašanos audzināšanā un spētu mērķtiecīgi kontrolēt vai vadīt socializācijas procesu arī ārpus ģimenes robežām. Vecākiem būtu jāzina, ka tieši pirmsskolas vecumā pieaug bērna nepieciešamība pēc ārējās pasaules iepazīšanas un palielinās jaunatklāsme, paplašinās bērna tieksme pēc patstāvīgas darbības, dzimst vairāk izziņas jautājumu un izpētes darbību, notiek pāreja no uzskatāmi tēlainās domāšanas uz abstrakti loģisko domāšanu, ievērojami bagātinās viņa sociālā pieredze un veidojas emocionāli vērtējoša attieksme pret pasauli. Visās šajās dzīves situācijās īpaši aktuāla un nozīmīga kļūst bērna vecāku un citu nozīmīgo pieaugušo attieksme, vērtības un konkrētās darbības kā uzskatāms un bērnam viegli uztverams un atdarināšanas cienīgs uzvedības paraugs. Tikai visas ģimenes dzīves nianšes un savstarpējo attiecību sistēma kopumā veido bērna individuālās socializācijas procesa specifiku.

Pētījumā īstenotā pedagoģisko problēmu, bērna reālo socializācijas grūtību izpausmju, salīdzinošā analīze ģimenē un pirmsskolas izglītības iestādē rosina mērķtiecīgāk iedziļināties mūsdienu sociālajā kontekstā dominējošās audzinošās mijiedarbības faktoru pazīmes un to iedarbīguma pretrunīgumā, kas bieži vien apliecina vecāku gan neapzināto, gan apzināto audzināšanas nekompetenci. Situāciju analīze izkristalizē vecāku vēlmi un motivāciju audzināšanas smaguma centru pārvietot no personīgās atbildības uz pirmsskolas pedagogu profesionalitāti un institucionālajām iespējām. Tādējādi lielā mērā tiek atslogota vecāku loma un pienākumi, kā arī, pašiem neapzinoties, tiek paaugstināts daudzveidīgo ietekmju risks bērna audzināšanā, radot pretrunīgas un bērna attīstību ierobežojošas situācijas.

Publikācijas mērķis: pamatojoties uz pirmsskolas pedagoģijas un psiholoģijas teoriju atziņām par socializācijas procesa individualizācijas nozīmīgumu bērībā, konstatēt praksē dominējošās mūsdienu vecāku grūtības bērnu audzināšanā, raksturojot vecāku pedagoģiskās kompetences būtību un to raksturojošās pazīmes.

Pētījuma metodes: pētījuma metodoloģija balstās kvalitatīvās pētniecības tradīcijās. Kvalitatīvais pētījums aplūko objektu (bērnu socializāciju) tā dabiskajā vidē, interpretācijā, balstoties uz jēgu, ko tam piešķir cilvēki. Vārds kvalitāte uzsver procesu un nozīmju pētīšanu, kas netiek mērīta kvantitatīvi (Reņģe & Austers, 2004; Silverman, 2006). Kvalitatīvās metodes ļauj atklāt līdzekļus un nosacījumus personības spēju, iespēju, potenciāla attīstībai un to izmantošanai kā sev, tā citu cilvēku labā (Špona & Čehlova 2004). Pētījumā izmantota interpretatīvi fenomenoloģiskās analīzes metode (Smith, Flower, & Larkin, 2009), lai izstrādātu teorētisko pamatojumu bērnu audzināšanas un socializācijas problēmu apzināšanai ģimenē.

Bērna audzināšanas un socializācijas situāciju analīze tiek īstenota, pamatojoties uz Vilema Duāza (Doise, 1986) raksturotajiem sociālpsiholoģisko pētījumu četriem analīzes līmeņiem, akcentējot otro analīzes līmeni – gadījuma

(uzvedības izpausmes) norises interindividuālo un situatīvo līmeni, aplūkojot indivīda mijiedarbību konkrētā situācijā, dažādas pozīcijas, kuras indivīds ieņem ārpus šīs situācijas netiek ņemtas vērā. Prioritārs ir kvalitatīvais pētījums, kas tiek balstīts uz pedagogu interviju izteikumu (Creswell, 2003) analīzi, lai iegūtu neieciešamo informāciju problēmas atklāšanai. Autoru īstenotais pētījums ir kvalitatīvs, jo uzmanība galvenokārt vērsta uz respondentu (pirmsskolas pedagogu) izpratni un argumentāciju, nevis uzskatu un viedokļu statistisko biežumu. Iegūtie dati atspoguļo bērnu audzināšanas grūtību tendences socializācijas procesā, kas ir labs pamats turpmākajiem pētījumiem.

Pētījumā izvēlēta interpretatīvā pētniecības paradigma, kas atbilst humānpedagoģijas un holisma principiem, jo akcentē katra pētījumā iesaistītā indivīda vajadzības un iespējas, vienlaikus paaugstinot vecāku un pedagogu līdzdalības un atbildības par bērna socializācijas procesa rezultātiem aspektus. Interpretatīvās teorijas akcentē pedagoģiskā konteksta nozīmi indivīda (vecāku, bērnu, pedagogu) sociālās rīcības un tās nozīmes skaidrojumus (Kļave, 2007), tajās ir aktualizētas daudzveidīgas kvalitatīva pētījuma pieejas – etnogrāfiskais novērojums, intervija (atvērtie jautājumi), ekspertu (pirmsskolas pedagogu) atbildes.

Pētījumā ir analizēti un interpretēti 42 empīriskās pieredzes gadījumi, kas atspoguļo dažādas bērnu īpašības un uzvedības izpausmes, kas apliecina audzināšanas grūtības ģimenē. Pētījuma dati iegūti, intervējot 42 ekspertus pirmsskolas vecuma bērnu socializācijas jautājumos - praktizējošos pirmsskolas pedagogus.

Teorētiskās nostādnes *Theoretical background*

Ģimenes ietekme uz bērnu ir fundamentāla. Tieši ģimenē bērns iegūst pirmo sociālo pieredzi, iemācās dzīvot starp cilvēkiem. Ģimenes audzinošā gaisotne ir tas pamats, kas socializāciju ģimenē padara iedarbīgu un paliekošu – bērna pirmo dzīves gadu ārējā pasaule nosaka viņa iekšējo pasauli turpmāk. Neizprotot savu bērnu vajadzības, vecāki nespēj pietiekami viņus atbalstīt ceļā uz pozitīvās audzināšanas mērķa sasniegšanu: izveidot stipras gribas, pašpārliecinātus, bet atsaucīgus un iejūtīgus bērnus: “*Šie stipras gribas bērni neļaujas vienaudžu spiedienam, viņi neizjūt vajadzību dumpoties, lai apliecinātu sevi. Viņiem ir pašiem savas domas, tomēr viņi labprāt pieņem arī vecāku padomu un palīdzību. Izejot patstāvīgā dzīvē, viņus nekavē citu aprobežotie uzskati. Viņiem ir iekšējs kompass, kas palīdz patstāvīgi pieņemt lēmumus*” (Grejs, 2001, 24). Mūsdienās bērni ir citādi, un viņus nevar audzināt pēc tradicionālām metodēm, kurās tik ierasti paņēmienu ir sodīšana, personības pakļaušana un ierobežošana. Tie tikai

izraisa bērna pretestību un liek viņam dumpoties, jo sodīšanas draudi padara vecākus par ienaidniekiem nevis par atbalstu, pie kā meklēt palīdzību.

Bērnām ir nepieciešami strikti priekšstati par labo un ļauno, lai izprastu savas rīcības iespējamās sekas un ka par tām pašam būs jāatbild. *“Ja tas nav iemācīts, sākas nedrošība (nav jēgas par pienākumu), kurai pieaugot, bērnos vairojas vēlme kontrolēt, ietekmēt pasauli (līdz varmācībai). Bērni tad liek sevi lietu (un pasaules) centrā, ir egocentriski un pat nenojauš, ko vēlas pārējie”* (Karpova, 2006, 278). Bērna audzināšanu ģimenē pozitīvi ietekmē ne tikai abu vecāku emocionāli siltās, mīlestības un cieņas pilnās attiecības pret bērnu, bet arī vecāku noteiktās, bet viņam saprotamās, vecumposmam atbilstošās un respektējamās robežas. J. Ū.Roge (2008) atzīmē, ka robežas sniedz bērnam drošību un pašlūgumu. Tās ir nepieciešamas ne tikai bērniem, bet arī pieaugušajiem – visiem tiem, kuri iesaistīti pedagoģiskajā procesā. *“Tas, kurš nenosprauž robežas, padara sevi par rīcībnespējīgu, par pakalpīgu vergu; bērni tādu neklausā un neciena”* (Roge, 2008, 6). Robežu nospraušana ir bērnu un pieaugušo savstarpējo attiecību – tiesību un pienākumu, noteikumu un kārtības abpusēja cienīšana un ievērošana.

Demokrātiskās attiecības, kurās vecāki ir autoritāte un bērniem atdarināšanas cienīgs paraugs, ir svarīgākais veiksmīgas socializācijas nosacījums. Tomēr ne visās ģimenēs tā norit pietiekami optimāli. Vecāku pārāk stingrais/autoritārais vai pretēji – liberālais/visatļaujošais audzināšanas stils jau kopš mazotnes ievirza bērna socializāciju neveiksmīgā virzienā, kuru var raksturot kā sociālo dezadaptāciju (Vikmane, 2009). Mainot ierasto sociālo vidi (ģimene) uz jaunu sociālo vidi (pirmsskolas izglītības iestāde, skola), bērnam ir ne tikai grūti izprast tajā pastāvošās robežas, savstarpējo attiecību (skolēni, skolotāji) kārtību, bet arī pašam sevi un savu rīcību. Bērna primārās socializācijas ģimenē sasniegtais rezultāts, ienākot jaunajā sociālajā vidē, atspoguļo, no vienas puses, vecāku audzināšanas stila un ģimenē pastāvošo robežu savstarpējo mijietekmi, bet, no otras puses, bērna personības rakstura iezīmes un turpmākās attīstības tendences (skat. 1.tabulu).

Bērnu audzināšana ģimenē ir abu vecāku – tēva un mātes pienākums un atbildība. Sabiedrībā visai cieši iesakņojies līdzšinējais stereotips par māti kā galveno vai pat vienīgo audzinātāju mainās. Vecāku fenomens ir integrālais divu personību (tēvs, māte) psiholoģiskais apvienojums kā vērtību sistēmas, nostādņu un gaidu, atbildības un ģimenes audzināšanas stila kopējā savdabība un katras personības – tēva un mātes – individuālās jūtas, attieksmes, pozīcijas un lomas realizācijas veids.

1.tab. **Vecāku audzināšanas stila ietekme uz bērna personības veidošanos**
Table 1 Influence of parenting style on the development of child's personality

Vecāku audzināšanas stils un robežas	Vecāku un bērna raksturojums
<p>Demokrātiskais – autoritatīvais stils: ģimenē noteiktās robežas ir skaidras, bērnam un pieaugušajiem abpusēji saprotamas un izpildāmas, bet nav sastingušas laika ziņā – bērnam augot, var saprātīgi paplašināties</p>	<p>Vecāki ir mīloši un saprotoši, ciena un uzklausa bērnu, respektē viņa viedokli un nebaidās uzslavēt. Kļūdas gadījumā nesoda, nekaunina, neizsmej un nepazemo bērnu, bet noskaidro situāciju un izskaidro bērnam tās sekas, saglabājot nepiekāpību iepriekš nosprausto robežu ievērošanā. Vecāki nebaidās no situācijām, kurās bērns vēlas pārbaudīt noteikto robežu “rāmjus” vai izrāda savas negatīvās emocijas, bet saglabā savas noteicošās pozīcijas un, nepieciešamības gadījumā, meklē un atrod saprātīgus kompromisus.</p> <p>Bērns ir dzīvespriecīgs, aktīvs un drošs, iniciatīvas bagāts un radošs, draudzīgi noskaņots, labestīgs, atvērts un empātisks, bet arī nebaidās izteikt un pamatot savu viedokli. Viņam veidojas pozitīvs <i>Es</i> tēls, attīstās uzvedības pašregulācijas spējas, kā arī citu cilvēku (bērnu, pieaugušo) vajadzību izpratne un vēlme palīdzēt. Sadarbojoties grupā, viegli un elastīgi pieņem uzticēto sociālo lomu, prot sadarboties, uzklausa citu domas, neuzspiež pārējiem savus viedokļus vai vēlmes, tomēr apliecina arī paļaušanos uz saviem spēkiem un stipru gribu.</p>
<p>Autoritārais – valdonīgais stils: robežas bērnam ir pārāk ciešas, vecāku prasības bērnam ir pārāk augstas, grūti izpildāmas, bet vecāki valdonīgi pieturas pie to ievērošanas</p>	<p>Vecāki valdonīgi ierobežo bērna tiesības uz brīvību, pieprasa bezierunu paklausību, nedod izvēles iespējas, par katru cenu cenšas demonstrēt savu varu un pārākumu, neizskaidro bērnam savu prasību jēgu, pieļauj visu veidu sodus, neslavē bērnu, izrāda nosacījumu mīlestību, kā arī necieņu pret bērna vajadzībām, interesēm, ignorē viņa sasniegumus, drīzāk atrod iemeslu izteikt kritiku (arī publisku), mīl moralizēt u.c.</p> <p>Bērns, no vienas puses, ir nepatstāvīgs, baidās izteikt savas domas, neiesaistās radošās diskusijās, neizrāda iniciatīvu, neizjūt patiesu emocionālo tuvību ar vecākiem. No otras puses, ir viegli uzbudināms, ērcīgs un neapmierināts ar citiem, ir tendēts uz opozīciju un konfliktiem, agresīvi un nekritiski aizstāv savu viedokli, attiecībās ar vājākiem vai jaunākiem vienaudžiem pauž savu vecāku valdonīgos uzskatus, atkārto viņu pielietotās frāzes, pazemo izrādot necieņu, pielietojot fizisku, verbālu un /vai emocionālu vardarbību.</p>
<p>Liberālais – visatļautības stils: robežas abpusēji ir neskaidras, izplūdušas, vecāku un bērnu attiecībās valda neprognozējamība, pat haoss</p>	<p>Vecāki neprot vai baidās izvirzīt bērnam skaidras robežas. Nesavtīgas, nekritiskas mīlestības apliecinājumi mijas ar pilnīgu vienaldzību, uzmanības un iejūtības trūkumu. Parasti izdabā bērnam un padevīgi izpilda visas viņa prasības, bet, no citiem cilvēkiem saņemto sūdzību gadījumā par bērna nepiedienīgu rīcību vai visatļautības pilno uzvedību, krīt izmisumā un reaģē ļoti asi – rupji izsmej bērnu, pat fiziski soda.</p> <p>Bērns aug impulsīvs, nepaklausīgs un agresīvs, neievēro sabiedrībā pieņemtās uzvedības normas, viņam nav izveidojusies paškontrolē un pašdisciplīna, atbildības izjūta, empātija un cieņa pret citiem cilvēkiem, taču var būt arī nedrošs, nepārlicināts par sevi, neuzņēmīgs un bailīgs, pat raudulīgs.</p>

Vecāku fenomens ietver sevī kognitīvo, emocionālo un rīcības komponentes. Kognitīvā komponente ir radniecisko saišu ar bērniem apziņa, priekšstats par sevi kā tēvu vai māti, domas par vecāka ideālu, priekšstats par savu dzīvesbiedru kā bērna otro vecāku, zināšanas par vecāku funkcijām un bērna tēlu. Emocionālā komponente ir sevis kā tēva vai mātes subjektīva uztvere, jūtas un attieksme pret bērnu un savu dzīvesbiedru kā bērna otro vecāku. Rīcības komponente ir prasmes un iemaņas, konkrēta rīcība, kas virzīta uz bērna aprūpi, materiālo nodrošinājumu, socializēšanu, abu vecāku savstarpējās attiecības kā ģimenes dzīves organizēšana (Oвчарова, 2006). Diemžēl, ne vienmēr bērns aug divu vecāku ģimenē. Augot viena vecāka ģimenē, bērns bieži vien mācās ar visu tikt galā pats. Ja ģimenē nav tēva, “*māte uzņemas abas funkcijas (vismaz par 90 %); arī bērns pārņem tēva funkcijas (vismaz par 10 %)*” (Karpova, 2006, 278). Svarīgi izprast, ka māte nekādi nevar būt sieviete un vīrietis vai sieva un vīrs vienā personā, (un arī otrādi: tēvs nevar pilnībā aizstāt mātes funkcijas) tāpēc vīra (sievas) un tēva (mātes) loma bērnu socializācijā ģimenē ir neaizvietoājama un nav pārvērtējama.

Pozitīvas audzināšanas nodrošināšanai ģimenē vecākiem ir jāievēro vairāki principi: uz klausīt savu bērnu, nodarbināt nevis izklaidēt viņu, veltīt savu laiku un mīlestību, mācīt darboties un pagaidīt nevis acumirkli izpildīt visas sava lolojuma iegribas (Herzka, 1989; Rigby, 2006). Tradicionālo “audzināšanas” metožu (visgudra pamācīšana, kritizēšana, prasību izvirzīšana, sodīšana: fiziska ietekmēšana, iespēju atņemšana, atraidīšana, kā arī manipulēšana) vietā iesaka labāk lietot mūsdienīgākas audzināšanas metodes (paust bērnam savu mīlestību, uz klausīt un ieklausīties, cienīt viņa izjūtas, intereses un vajadzības, atdalīt bērna rīcību no paša bērna, ieņemt viņa pozīciju un atcerēties arī sevi bērnībā, kā arī saprast, ka bērns tikai mācās dzīvot, tāpēc nav jābaidās sadalīt savu un bērna atbildību, saskatīt viņā labo, biežāk uzslavēt un atzīt tā unikalitāti u.c.) (Mayer & Schulte, 2007; Светлова, 2013).

Kādi audzināšanas principi un metodes tiek īstenoti praksē? Ar kādām grūtībām vecāki sastopas bērna audzināšanas procesā? Lai izprastu bērnu socializācijas grūtību tendences mūsdienu audzināšanas procesā un spētu tās mazināt vai novērst, ir jāiepazīstas ar pirmsskolas pedagogu kā zinošu ekspertu, vecāku padomdevēju, viedokļiem.

Rezultāti un to interpretācija *Results and Interpretation*

Socializācijas procesa pamatuzdevums bērnībā ir palīdzēt bērnam augt un attīstīties bez izteiktām ģimenes drāmām normālā, psiholoģiski drošā, saprotošā un atbalstošā vidē. Vecāku nozīme ģimenē, apzinoties bērna personības izaugsmes vajadzības, spēt nodrošināt tādu vidi, kas audzina, un garantēt cieņpilnas savstarpējās attiecības un konstruktīvu sadarbību ikdienas sadzīves un

mācību grūtību pārvarēšanā, mērķtiecīgi un iejūtīgi koriģējot nevēlamās bērna rakstura īpašības un uzvedības izpausmes. Tieši bērna socializācijas procesā arī paši vecāki apgūst audzināšanas prasmes un iegūst vecākiem tik nepieciešamo pedagoģisko kompetenci. Tas ir sarežģīts un pretrunīgs process, kas ir, piepildīts ar patiesu un apzinātu vecāku mīlestību, un vienlaicīgi to var raksturot arī pieaugušo nespēja kontrolēt un līdzsvarot mīlestības izpausmes, to intensitāti un patieso iedarbību, bieži vien radot bērna dzīvē nepārvaramus šķēršļus un izaicinājumus, kas nostiprina bērna uzvedībā dominējošas negatīvas reakcijas un attieksmes. Autoritāri valdonīgajās un liberālās visatļautības ģimenēs bieži rodas sociālie mijiedarbības modeļi, kas apgrūtina bērna un vecāku saprašanos, ievieš trauksmi un haosu savstarpējās attiecībās, sakāpina negatīvās emocijas un pārdzīvojumus, atstāj vilšanos un piekāpšanos, nostiprinot negatīvo audzināšanas tendenču iedarbības spēku.

Intervijās tika iesaistītas 42 pirmsskolas pedagoģes no Latvijas dažādu reģionu pirmsskolas izglītības iestādēm. Apkopot intervijās izteiktos pirmsskolas pedagogu ikdienas vērojumus un viņu refleksijas par bērna un vecāku mijiedarbību ģimenēs, var konstatēt, ka katrā pirmsskolas audzināšanas iestādē var sastapties ar uzskatāmiem bērnu nevēlamas uzvedības piemēriem, kas atspoguļo vecāku neadekvātas attieksmes un audzināšanas stila un paradumu nekompetenci. Pētījumā iesaistīto praktizējošo pirmsskolas izglītības skolotāju raksturotās 42 situācijas apliecina bērna audzināšanas grūtību tendences ģimenē un pirmsskolas iestādes vidē: vecāku zināšanu trūkumu un nespēju atbilstoši bērna attīstības vajadzībām izvairīties un nodrošināt konsekventas audzināšanas prasības bērna socializācijas sekmēšanai.

Mūsdienu ģimenēs, kā liecina ekspertu (pirmsskolas pedagogu) atbildes, vecāku un bērna savstarpējās attiecībās visbiežāk izpaužas liberālais – visatļautības stils ar neskaidrām, nenoteiktām jeb izplūdušām robežām. Augot šādā vidē, bērns ļoti ātri iemācās manipulēt ar saviem vecākiem un komandēt tos, bet vecāki padevīgi pakļaujas savam mīlulim un izpilda visas viņa iegribas. Piemēram, bērns nevēlas iet mājās, bet mamma sēd un lūdzas viņu. Bērns tomēr nav pierunājams un liek mammai braukt uz veikalu pēc saldumiem. Tikai tad, kad mamma ierodas ar nopirktajām konfektēm, bērns ir ar mieru pārtraukt rotaļāšanos un doties mājās. Līdzīga situācija: *“Vecāks lūdzas bērnam, ka jāiet mājās, un sāk piedāvāt dažādus labumus, bet bērns uz to nereagē.”* Bērna vara pār saviem vecākiem spilgti izpaužas arī šādā aprakstā: *“Vakarā mamma atnāk pakaļ savam bērnam, bet viņš atsakās doties mājās, kamēr mamma nav apsolījusi, ka iebruks veikalā un nopirks jaunu mašīnu. To visu bērns panāk ar raudāšanu, kliegšanu un histēriju, bet mamma ļoti ātri piekāpjas. Panācis savu, bērns ar smaidu dodas uz ģērbtuvī.”* Vai arī šāds piemērs: *“Puika nerespektē ne mammu, ne tēti. Izvirza tikai savus noteikumus un prasības.”* Raksturojot šā bērna uzvedību pirmsskolas vidē, skolotājas norāda, ka grupā viņš uzvedas skaļi, neievēro iekšējās kārtības

noteikumus, nevēlas iesaistīties rotaļnodarbībās un neklausā skolotājas, vienlaikus dusmojas, ja citi neizpilda katru viņa iegribu.

Bērna socializāciju un personības attīstību nelabvēlīgi ietekmē arī autoritārais audzināšanas stils ar ļoti šaurām robežām. Saskarsmē ar bērnu vecāki gandrīz nepārtraukti izsaka aizrādījumus un aizliegumus (*“Nedrīkst”, “Nevar”, “Neaiztiec”* utt.), bet bērns uz tiem nereaģē, jo vairs nesaprot, ko drīkst un ko nedrīkst. Tas spilgti izpaužas saskarsmē ar skolotājiem – *“pilnīgi ignorē lūgumus, norādījumus un smaida, kad saprot, ka skolotājs sācis dusmoties, jo domā, ka tā būs spēle, un nu tik būs jautrība.”*

Pirmsskolas pedagogi uzrāda dažādas bērna audzināšanas un socializācijas grūtības ģimenēs, piemēram: vecāku atšķirīga attieksme pret saviem bērniem, fiziska ietekmēšana, nepietiekama aprūpe, izmantošana šķirtu vecāku attiecībās, nesakārtots dienas režīms bērnam, vecāku uzmanības un/vai tēva trūkums ģimenē, bērna lutināšana, pieaugušo nesaskaņota rīcība u.c. Līdzās jau pieminētajām uzvedības problēmām skolotājas ir novērojušas arī bērna norobežošanos no pārējiem, agresiju pret saviem vienaudžiem un pieaugušajiem, autoagresiju darot pāri pašam sev, socializācijas prasmju attīstības kavēšanos u.c. Vecākiem ir nepieciešamas zināšanas, spējas un prasmes būt par labiem vecākiem. Vecāku pedagoģiskās kompetences raksturojums apkopots 2. tabulā.

Apkopojot pirmsskolas skolotāju aprakstītās bērnu uzvedības problēmas pirmsskolas grupas vidē, pirmajā vietā ar 34 izvēlēm (80,95 %) ierindoja dažādas negatīvas rakstura īpašības, piemēram: niķošanās, histēriskums, viegla aizkaitināmība (kašķīgums), dusmu izpausmes, nepacietība, haotiskums, nespēja koncentrēties un padarīt uzdoto, intereses par saskarsmi un nodarbībām trūkums, miegainība, apātiskums. Bieži ir novērots (18 izvēles, 42,85 %) bērna emocionālais jūtīgums: raud par katru pieskārienu, neļauj pat paskatīties uz sevi, raudot meklē mierinājumu pie cita pieaugušā, jūtas atstumts, vientuļš, ir nomākts, bieži noslēdzas sevī, bailīgs, neuzticas citiem, bieži slimo.

Saskarsmē ar vienaudžiem un skolotājiem tipiskākās uzvedības problēmas ir nepaklausība – protesti un neiesaistīšanās ikdienas aktivitātēs (15 izvēles, 35,71 %). Bieži novērojama bērna nežēlība – vēlme darīt pāri citiem (iekniebt, pagrūst, pasmieties par cita nelaimi, šķirot bērnus – patīk/nepatīk u.c.), sist saviem vecākiem vai pat pielietot autoagresiju (22 izvēles, 52,38 %). Kāda respondente stāsta: *“Pret bērnu mājās pielietotā fiziskā vardarbība izpaužas zēna rīcībā grupā. Ja viņam kas nepatīk, vienmēr cenšas sist ne tikai bērniem, bet arī skolotājai.”* Vēl cita skolotāja norāda, ka bērns *“bieži plēš sev matus, spļauj uz grīdas, dara pāri citiem.”*

Ikdienas saskarsmē pirmsskolas iestādes grupā ne mazāk traucējoša ir bērna vēlēšanās pievērst sev uzmanību ar skaļu, traucējošu uzvedību, mantu bojāšanu vai mētāšanu pa gaisu, krišanu pie zemes un histērisku kliegšanu, pat melošanu, vainas novelšanu uz citiem (17 izvēles, 40,48 %).

2.tab. Vecāku pedagoģiskās kompetences raksturojums pirmsskolas pedagogu skatījumā
(N=42)

Table 2 Characteristics of parental pedagogical competences in the point of pre-school teachers' view (N=42)

Kompetences struktūrelementi	Kompetenci raksturojošās pazīmes
Kognitīvā komponente	<ul style="list-style-type: none"> -izprot bērna vajadzības un intereses -zina par bērna attīstības īpatnībām un vajadzībām katrā vecumposmā -izprot bērna dienas režīma nozīmi – rīts, diena, nakts -zina par pirmsskolas izglītības programmu, ko apgūst bērns -prot nošķirt pieaugušo problēmas no bērna -atpazīst pazīmes, kad bērns manipulē ar viņu, kad nē -piedomā, par ko runā, ko saka bērna klātbūtnē u.c.
Emocionālā komponente	<ul style="list-style-type: none"> -vecāki ir līdzvērtīgi partneri bērna audzināšanā -ir pārliecināti par sevi -ir pozitīva attieksme pret apkārt notiekošo -ir pacietīgi pret bērnu -izjūt beznosacījuma mīlestību u.c.
Rīcības komponente	<ul style="list-style-type: none"> -prot uzņemties atbildību par bērnu -seko bērna attīstībai, interesējas par sasniegumiem -prot atrast ar bērnu kopīgu valodu, atrod kompromisu -ir vienoti savās prasībās, vienādi reaģē uz bērna rīcību -bērnam tiek prasīts, uzklausīts viņa viedoklis -bērns tiek uzslavēts par labām īpašībām, prasmēm -prot novērst bērna uzmanību no nevēlamas rīcības -bieži konsultējas ar pedagogu par bērna attīstību, sadarbojas -palīdz attīstīt dažādas prasmes, sociālās iemaņas -prot risināt problēmas mierīgā veidā -sadarbojas ar skolotāju, ja ir radusies kāda problēma -dod iespēju apgūt jaunās tehnoloģijas -māca bērnam apgūt ētiskās un kultūras normas -rosina bērnu saprast nevēlamo uzvedību, izskaidrojot situāciju -runā ar bērnu mierīgā tonī bez balss pacelšanas -prot iziet no nepatīkamas situācijas ar bērnu sabiedriskās vietās -interesējas un lasa jaunāko literatūru par bērna attīstību -iesaistās kopā ar bērnu dažādu radošo darbu veikšanā -pavada laiku kopā ar bērnu, iesaistās dažādās nodarbībās -uztic bērnam izpildāmus pienākumus mājas dzīvē -vienmēr ir blakus bērnam, bet ļauj pašam tikt ar visu galā -neiesaista bērnu vecāku strīdos -ievēro konsekvenci un rāda pozitīvu piemēru, paraugu -izskaidro bērnam un paši ievēro robežu pārkāpšanas sekas -nepieļauj, ka bērns ar raudāšanu (bļāšanu) panāk savu -kopā ar bērnu apmeklē kultūras pasākumus -problēmu risināšanā tiek iesaistīti speciālisti u.c.

Izvērtējot bērna negatīvās uzvedības izpausmes un personības īpašības kopumā, jāsecina, ka tās ir ģimenē radušās sociālās dezadaptācijas pazīmes, kas apgrūtina socializāciju pirmsskolas izglītības iestādē. Kā norāda respondentes, citi bērni izvairās un baidās no šāda bērna, bet arī viņam pašam ir grūti iejusties grupas vidē – nav izkoptas sociālās prasmes, nav pienākuma apziņas un atbildības izjūtas. Viņš nerespektē apkārtējos un dusmojas, ja kāds viņu nesaprot vai nepakļaujas viņa iegribām.

Novērtējot bērnu vecāku pedagoģisko kompetenci kopumā, pētījumā iesaistītie respondenti sniedz komentārus, ka tā ir gan pietiekama, gan vienlaicīgi arī nepietiekama, jo vecāki ir ļoti dažādi, katrs gadījums ir jāaplūko atsevišķi, ievērojot daudzus citus nosacījumus, un tāpēc izteikt vienu viedokli nav iespējams. Gandrīz visas respondentes (40 izteikumi no 42) uzsver, ka vecākiem un arī vecvecākiem noderētu konkrēti ieteikumi, kā rīkoties dažādās problēmsituācijās.

Secinājumi *Conclusions*

1. Pētījumā iegūtie dati apliecina, ka bērna audzināšanu un socializāciju nelabvēlīgi ietekmē vecāku pedagoģiskās kompetences trūkums visu ģimenes locekļu savstarpējās attiecībās, kurās bieži dominē bērna visatļautība, bet pieaugušie jūtas pedagoģiski nevarīgi un pakļaujas itin visām bērna iegribām. Ģimenē apgūto lomu valdonīgais bērns cenšas turpināt saskarsmē ar vienaudžiem un skolotājiem pirmsskolas izglītības iestādē demonstratīvi skaļas uzvedības veidā neklausot pieaugušos, neievērojot iekšējās kārtības noteikumus, pazemojot citus bērnus, darot tiem pāri, cenšoties pievērst sev uzmanību un kļūt par situācijas noteicēju.
2. Arī pārāk stingras un, iespējams, pat vardarbīgas audzināšanas rezultātā, bērna uzvedībā pret apkārtējo sociālo un lietu vidi pirmsskolas izglītības iestādē izpaužas ģimenē apgūtie destruktīvie saskarsmes modeļi, kuros dominē vardarbīgas attiecības, tomēr šādas socializācijas rezultātā bērna uzvedībā parādās arī pilnīgi pretēji uzvedības modeļi: bailīgums, neuzņēmība, intereses trūkums un apātija pret apkārt notiekošo, nepatstāvība, noslēgšanās sevī, raudulība, slimīgums.
3. Kopš mazotnes bērna un vecāku sociālajā mijiedarbībā izveidotās negatīvās rakstura īpašības kopumā apgrūtina socializācijas procesu pirmsskolas izglītības iestādē un apliecina nepieciešamību pilnveidot vecāku pedagoģisko kompetenci: izpratni, zināšanas, attieksmi, prasmes un iemaņas bērna socializācijas aktuālajās jomās.
4. Pētījums neatklāj vecāku fenomena kognitīvās, emocionālās un rīcības komponentes to veselumā (pilnībā), tomēr daļēji atklāj: 1) vecāku zināšanas

- par vecāku funkcijām robežu noteikšanā/ievērošanā un subjektīvo izpratni par bērna tēlu; 2) emocionālu sevis kā tēva vai mātes uztveri, jūtas un attieksmi pret bērnu; 3) vecāku rīcības komponente apvieno sevī kognitīvo un emocionālo komponentes kā viņu rīcības motīvs.
5. Pirmsskolas izglītības skolotāju raksturotās 42 situācijas apliecina audzināšanas grūtību tendences ģimenē un pirmsskolas iestādes vidē bērna socializācijas procesā. Pētījumā iegūtie dati nepārprotami korelē ar vecāku audzināšanas stila un ģimenē abpusējo robežu mijattiecībām ar bērna personības izveidi un viņa sociālo attīstību.

Summary

Theoretical studies confirm that child's activities together with adults, his/her contacts and closeness with family members within the pre-school age are the most important pre-conditions for his/her mental and emotional development as well as key factor for child's formation of emotional intelligence. Especially parental awareness and understanding of child's first attempts at self-sufficiency and independence, also parental ability to discern and to productively contribute to those attempts is a healthy basis for ensuring a successful socialization in the family, and process of formation of child's personality and self-esteem. In modern society parents treat their children by taking into consideration children desires, needs and individuality, which in turn leads to numerous upbringing difficulties and problems the young parents must face, but are not able to deal with and resolve. Empirical research data do not reveal the cognitive, emotional and action components of parent phenomenon as a whole, however, the data partially reveal: 1) parental knowledge about parenthood functions of setting and considering boundaries and subjective understanding of the child's image; 2) emotional self-perception of being a mother or a father, feelings and attitudes towards the child; 3) parental action component combines the cognitive and emotional components as their action motive. Pre-school education teachers described 42 the situations that confirm the existing trends of child's upbringing and socialization difficulties within the family and in the environment of pre-school. The research data clearly correlate with parenting style and the mutual boundary interaction in family with child's personality growth and his/her social development. Furthermore, it can be alleged that in formation of child's personality, parenting style in the family, parent educational values and upbringing expertise in resolving problems gain a very special relevance and significance.

Providing parents with the necessary professional pedagogical and psychological support in child's upbringing, parent awareness of child's needs at different stages of his/her development is raised, resulting in reduction of conflicts in the family and improving the mutual harmony, as well as reducing child's socialization difficulties in pre-school education phase.

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БИОГРАФИЯ РОДНОГО ГОРОДА: ВЗГЛЯД ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

Biography of Native City: a View of Preschool Children

Natalia Shlat

Pskov State University, Russian Federation

Abstract. *The article analyzes the peculiarities of perception of preschool children of their native city (for example, the city of Pskov). The author, based on OV Solntseva's experimental materials «Preschoolers about the city: from diagnosis to design the content of the pedagogical process» (2009-2010 years), gives the content and results of the self-study in the framework of the project "System of ethnocultural the education of children of preschool age in the border areas of Russia "(RFH, the project № 14-36-01242, 2014). The materials include the description of the experimental procedures, analysis of results of experimental study (ascertained experimental data), the findings underlying the construction of integrative technology of ethno-cultural education of children of preschool age on the content of architecture of their native city.*

Keywords: *preschool age, biography of the city, architecture of the city, ethnic identity, interactive technology.*

Введение *Introduction*

История города (прошлое, настоящее, будущее) - это его реальная биография и часть биографии страны, которую следует изучать разносторонне: через познание ярких событий, деятельность населения, культурную индивидуальность.

По мнению ученых (Анциферов, 1990; Каган, 1997), город по аналогии с живым существом представлен тремя взаимосвязанными элементами: анатомией (место, на котором построен город, (почва, рельеф, растительность), характер расположения площадей, прилегающие к ним улицы, мосты, дома); физиологией (функции города: место проживания, торговая, промышленная, центр развлечений); психологией (душа города, наиболее ярко отраженная в его архитектуре, в названиях улиц, площадей, храмов). «Душа города», его облик не являются неизменными, при этом вызывают противоречивое к себе отношение: от восхищения до неприятия.

Важно подчеркнуть то, что именно архитектура города отражает историю города, образ жизни горожан, формирует их психологию.

Изучение биографии города необходимо начинать с детства, так как в дошкольном возрасте дети особенно восприимчивы ко всему новому, благодаря особой эмоциональности детей в этот возрастной период, психологической готовности присваивать нравственные ценности через любование городом, воспитание к нему уважения (Солнцева, 2009).

Необходимо указать на существующее противоречие между, казалось бы, легкостью погружения в биографию города (все так близко и доступно!) и проблемой социально-педагогического сопровождения ребенка в его опыте принятия родного города, желании сделать его еще лучше, красивее. Таким образом, целью нашего исследования стало выявление своеобразия восприятия дошкольниками биографии родного города: особенностей его структуры (улицы, парки, развлекательные места и др.), архитектуры, исторических фактов.

Теоретическая основа темы *The theoretical background*

Архитектура города является объектом ежечасной, ежедневной, одним словом, постоянно сопровождающей частью жизни горожанина. Данная мысль подтверждается концепцией краеведческого образования и научным определением понятия «архитектура города», понимаемой как предметно-пространственная среда, отражающая культурно-историческое своеобразие города, его природные особенности и исторические функции (Анциферов, 1990; Гревс, 1999; Каган, 1997; Солнцева, 2009).

Итак, каковы же особенности представлений детей о городе, их восприятия «души (психологии)» города - его архитектуры?

Методы, организация и результаты исследования *Methodology, organization and results of the research*

Эксперимент проводился на базе детских садов г. Пскова и Псковского района. В нем приняли участие 220 детей старшего дошкольного возраста, преимущественно из полных семей. По национальному составу 223 ребенка – русские, остальные – армяне (3), литовцы (2), азербайджанец (1), белорус - (1). Проведение эксперимента было направлено на диагностику уровня интереса дошкольников к родному городу и процессу его познания (модификация методики К. В. Борчаниновой (Борчанинова, 2009)), уровня осведомленности детей об архитектуре родного города (Шлат & Орлов, 2012).

Были разработаны и использованы следующие методики:

1. Диагностика осведомленности дошкольников об архитектуре родного города (Шлат, 2010; Шлат & Орлов, 2012, 2014).

В основу конструирования данной методики была положена идея о действенном, практическом освоении мира ребенком–дошкольником (деятельностный подход). Поэтому познавательная деятельность ребенка в этом возрасте включает практические и умственные действия при наличии занимательного, эмоционально привлекательного стимульного материала. Процесс и результат решения дошкольниками логических задач позволяет выявить особенности: 1) знаний и представлений ребенка дошкольного возраста об архитектуре (архитектурные памятники города, характерные и существенные архитектурные детали); 2) отражения ребенком своих представлений в связной речи (в том числе, знание архитектурной терминологии); 3) внимания (а также воображения, памяти) при выполнении задания, проявления интереса к процессу решения логической задачи на содержании архитектуры города; 4) мыслительных умений (анализ и синтез, сравнение, классификация, установление причинно-следственных связей, например, между местоположением здания и его функциональным назначением и др.); 5) интереса к познаваемому.

В ходе эксперимента были выделены уровни осведомленности детей об архитектуре родного города, выявленные средствами логических задач:

Оптимальный уровень: ребенок знает, различает, называет более пяти архитектурных памятников города, выделяет их характерные и существенные признаки и части (фундамент, колонна, фронтоны, купол, шпиль и др.). Отражает свои знания в связной речи. Анализирует, сравнивает, обобщает, классифицирует архитектурные объекты по их характерным и существенным признакам. Сосредоточен на выполнении задания, проявляет устойчивый интерес к решению логической задачи.

Достаточный уровень: ребенок знает, различает три–пять архитектурных памятников города, но иногда затрудняется в верном их назывании; самостоятельно называет характерные, а с помощью педагога и существенные признаки архитектурных объектов. Отражает свои знания в связной речи, но не всегда использует верную терминологию. Анализирует, сравнивает, обобщает, классифицирует архитектурные объекты по признакам сходства и различия, не всегда точен, отражая их в речи. Сосредоточен на выполнении задания, проявляет устойчивый интерес к решению логической задачи.

Недостаточный уровень: дошкольник различает менее трех архитектурных объектов, не называет их или путается в их назывании. Ребенок затрудняется в поиске слов и в выражении мыслей; в речи не использует необходимую терминологию. Анализирует, сравнивает,

обобщает, классифицирует архитектурные объекты по отдельным характерным признакам, без помощи педагога не может выделить общие признаки этих объектов. Ребенок часто отвлекается во время выполнения задания, интерес к решению логической задачи неустойчив.

Ключевой диагностируемый показатель в данной методике - эмоционально-ценностное отношение к городу и интерес к процессу познания архитектуры г. Пскова. Представления детей о городе и его архитектуре анализируются: по содержанию (полные, верные, реалистичные), особенностям ответов (дети владеют некоторыми искусствоведческими терминами, знают названия предпочитаемых архитектурных сооружений, их назначение, местоположение, устанавливают связи между внешним обликом и назначением, между назначением и особенностями конструкции), эмоциональной окрашенности (употребление детьми эпитетов, метафор, связанных с городом, оценочных и сравнительных оборотов).

2. Рисунок города (Шлат & Орлов, 2012, 2014).

Ребенку предлагается лист нелинованной бумаги формата А4 и изобразительные средства (цветные карандаши, фломастеры, краски).

Инструкция: «Нарисуй Псков».

Примечание: количество времени на рисунок не ограничено (в рамках занятия), на все дополнительные вопросы и обращения ребенка к педагогу следует ответ: «Рисуй так, как тебе этого хочется».

Анализ рисунков проводился по следующим критериям и показателям:

1. Содержание рисунка:

- А) соответствие замысла изображения теме «Рисунок Пскова» соответствует (1 балл) / не соответствует (0 баллов);
- Б) реалистичность изображения – реалистично (похоже на Псков, конкретные архитектурные объекты) (1 балл) / нереалистично (0 баллов);
- В) оригинальность изображения – сюжетное рисование (2 балла) / предметное рисование (1 балл).

2. Художественные особенности рисунка:

- А) Детализированность изображения – детализированное (1 балл) / слабодетализированное (0 баллов);
- Б) Пропорциональность изображения – пропорциональность соблюдена (1 балл) / пропорции искажены (0 баллов);
- В) Цветовое решение – богатая цветовая палитра (1 балл) / бедная цветовая палитра (0 баллов).

3. Беседа о встречах с городом (Шлат & Орлов, 2012, 2014).

1. Как называется твой родной город?
2. Можно ли тебя назвать псковичем? Почему? И т.д. (полный перечень вопросов представлен при описании результатов эксперимента).

Проведение преобразующего этапа эксперимента включало апробацию содержания этнокультурного образования дошкольников на базе дошкольных образовательных организаций г. Пскова и Псковского района. Содержание: использование набора стимульных материалов «Архитектура Пскова в логических играх и задачах для дошкольников» (Шлат & Орлов, 2014). Контрольный этап эксперимента проводился на содержании констатирующего.

В связи с объективно существующим пределом объема предлагаемого материала, содержание научной статьи включает описание результатов, полученных на этапе констатации в ходе проведения методики «Беседа о встречах с городом». Важно отметить, что результаты сопутствующих методик не противоречили выводам по итогам беседы.

Так, согласно итоговым показателям по методике «Диагностика осведомленности дошкольников об архитектуре родного города» только 20 % дошкольников находились на оптимальном уровне осведомленности дошкольников об архитектуре родного города; 30 % и 50 % детей занимали соответственно достаточный и недостаточный уровни.

Рисунки 35 % детей соотносились с замыслом изображения, однако требовали проведения дополнительной педагогической работы с целью соответствия рисунков требованиям реалистичности, оригинальности, детализированности, пропорциональности. Только 15 % изображений можно было охарактеризовать с позиции соответствия данным критериям.

Результаты исследования показали, что все 95 % дошкольников знают название родного города Пскова, им нравится жить в родном городе. Для детей дошкольного возраста, которые затруднились назвать имя города, характерно либо сужение названия города до названия улицы, на которой они живут (10 % детей), либо расширение названия города до названия области, края, республики или страны – Башкортостан, Россия, Армения (10 % опрошенных дошкольников). Однако 25 % опрашиваемых детей отказались отвечать на вопрос о названии города.

Анализ ответов на вопрос «Можно ли тебя назвать псковичем? Почему?» показал, что большинство детей (75 %) дали утвердительный ответ с пояснением: *Да. Потому, что я живу в городе Псков; Пскович. Живу во Пскове. Любимый, самый родной город, дорогой, любимый Псков.*

Среди ответов дошкольников были нетипичные и отрицательные ответы, как с пояснением, так и без него: *Можно, потому что псковичка - это такая птичка (черно-белая); Нет, потому что я российский, живу в*

России; Нет, так некрасиво; Нет, потому что это не то название; Нет, потому что я ... (молчит). Да, забыла. Нет, потому что меня зовут Даша.

Анализ ответов на вопросы «Что такое город? (Что там есть? Для чего нужен город?, Какие ты знаешь города?)» показал, что большинство детей (55 %) рассказывали о типичных для любого города объектах и событиях: *Город - это, где много людей. В городе большие здания. Город нужен, чтобы жить, работать и растить детей. Города: Питер, Москва, Псков; Много школ, магазинов много. Город нужен, чтобы жить. Некоторые дети (15 %) представили описание событий по поводу объектов ближайшего окружения: Много магазинов, машин, много храмов; Город - это там, где мы живем. Есть дома, магазины, заводы, церковь, Кремль.*

Некоторые ответы детей выделяются среди остальных – дошкольники перечисляли отдельные объекты и события в городе в сравнении с другим городом, деревней или дает развернутое пояснение: *В деревне все спокойно, а в городе шумно. В городе большие дома; Есть садики, машины, асфальты, дома, магазины, иногда самолеты пролетают, деревья растут. В деревне дома деревянные, а в городе каменные; Есть карусели. Деревня маленькая, а город большой. В городе у людей нет огородов. В городе есть парки и скверы; Нужен, чтобы знать, где находишься, какая улица; Москва (где сапсаны водятся); Это когда люди рождаются, живут. Если бы не было города, то где бы жили все люди..? Среди ответов дошкольников встречались свидетельствующие о незнании существенных признаков «города» (25 %), и ошибочные (10 %): *Город - это жизнь, чтобы люди жили. Город лучше, чем деревня. Санкт - Петербург, дача, Украина; Город - это когда люди живут в стране. Магазин, дома, машины; это продукты там продают. Неелово (поселок), «Лента» (гипермаркет). Это по делам ехать; Город такой большой.**

10 % дошкольников отказалось от ответа или давали формальный ответ: *Город - это работа. Не знаю.* Необходимо отметить, что дети (30 %) знают российские и зарубежные города, а не только Москву, Санкт-Петербург и города Псковской области; дошкольники называли Йошкар-Олу, Омск, Брест, Киев, Париж, Лондон. Можно предположить, что у современных детей недостаточно сформированы понятия «улица», «город», «страна». Об этом свидетельствуют ответы детей (44 %) на предложение «Докажи, что Псков – это город»: *В Пскове можно жить, как и в других городах; Потому что он так называется – город; Там много машин; Город - то не деревня. В деревне есть ворота, а в городе - нет; Не ходят свиньи, коровы и овцы. Большой; потому что там асфальты, магазины. В городе работают, а в деревне отдыхают. Из камня сделаны стены, садик, дома высокие и есть поменьше; Это честно город! В деревне другая жизнь, есть Ершово (деревня). Есть карусели.*

Однако некоторые ответы (20 %) отличаются аргументированностью, наличием конкретных примеров, «городских» признаков: *Мало травы, много выхлопных газов, много домов, магазинов, заводов, вокзалов, но нет метро; Я живу в высоком доме, там много людей живет, большие магазины, много автобусов, машин; Много работы, магазинов. Есть парки и кино.* 35 % детей не смогли доказать утверждение «Псков – это город» или дали формальный ответ. Этот факт может являться следствием непонимания слова «доказательство» или неумения дошкольников выстраивать грамотное доказательное предложение: *Потому что я живу в Пскове; Потому что он так называется – город.*

При ответе на вопрос «Что интересного ты знаешь о Пскове?» дети выделяли особенности городской среды, связанные с теми местами, где ребенок чаще всего бывает с родителями: *А мы с мамой и папой ходили на реку Великую!* Представления о городе Пскове связаны для детей с наличием магазинов, детских садов, а также с «салютами, праздниками, детскими площадками, фонтаном». Это типичный образ города в сознании дошкольников. Реже дети называли особенные для их города черты: природные особенности, архитектурные сооружения, предприятия и пр.: *Он красивый, мы ходим в кино, в Ледовый дворец; Кинотеатр "Победа"; Два стадиона, "747" и "Машиностроитель", много памятников (Пушкину, княгине Ольке), Кремль, много церквей.*

Можно сделать вывод, что в представлениях детей присутствуют как известные архитектурно-художественные ансамбли города, так и современные достопримечательности развлекательной направленности - современные дошкольники выделяют фирменные магазины (особенно часто «Империал», «Максимус»). В рассуждениях детей включается личное участие в событиях города («Интересно гулять там, где не была»). Такие рассуждения имеют выраженную эмоциональную окраску. В характеристиках дошкольников присутствуют названия религиозно-культурных сооружений «*Есть Троицкий Собор*». Особенности города дети связывают с особенностями края: *Много церквей, памятников; Соединяются две реки: Великая и Пскова, Пскова вливается в озеро.* Практически не выделяют интересующие их объекты в городе 40 % дошкольников: *Я ничего не видел; Нравится играть; Псков - красивый.*

Для большинства дошкольников город – это среда обитания, место, где живёт их семья. Например, маленькие псковичи выделяют те достопримечательности города, которые имеют непосредственное отношение к его семье, связаны с местом жительства: *Я знаю, что недалеко живут мои мама с папой (бабушка); стадион есть рядом* и т. д.

В представлениях о родном городе у детей из Пскова прослеживается то, что характерно для данного города. Анализ детских высказываний

позволяет предположить, что на выделение особенного в городской среде влияют такие факторы, как: 1. Возможность увидеть тот или иной объект города своими глазами («Я там был»); 2. Личное участие ребенка совместно с членами семьи в событиях жизни города: праздниках, ярмарках. 3. Яркость или необычность архитектурно-художественных особенностей городской среды, их связь с природными условиями: *Пскова обмелела, много парков (Финский). Памятник Александру Невскому.* Более 90 % детей эмоционально положительно относятся к родному городу, утверждают, что любят его. В характеристике города у дошкольников преобладает эстетическое отношение к нему: «красивый». Возможно, это связано с тем, что взрослые часто обращают внимание детей на красоту города, природы, причем не разделяя их эстетические характеристики - эпитет «красивый» относится к целостному объекту городской среды.

Следующая группа вопросов была направлена на уточнение представлений детей об архитектуре, в целом, и архитектурных ансамблях города Пскова, в частности. Типичные ответы дошкольников представлены в таблице 1. Из данных таблицы видно, что на большинство вопросов достаточно много детей отказалось от ответа или давали формальный ответ. Полученный результат отражает мысль о том, что дошкольником, находящимся в городском пространстве, ближнее окружение познается быстрее, с большим интересом. При этом важную роль играет взрослый, направляющий и обогащающий восприятие ребенком города.

Таблица 1. Результаты диагностики по методике «Беседа о встречах с городом»
 Table 1 The results of the diagnosis by the method of «Talk about the meetings with the city»

Вопросы	Примеры ответов детей (содержание и %)
Ты знаешь, что обозначает слово «архитектура»?	85 % - отказ от ответа; 10% - неверный ответ (<i>Рисовать что-то....картины...; Архитекторы - это люди, которые придумывают разные скульптуры; Когда делают уроки; памятник Пушкину</i>); 5 % - верный ответ (<i>Троицкий собор-церковь, часовня Святой Ольги; Архитектор делает искусство (памятники, здания)</i>)
Предложить ребенку рассмотреть открытки с архитектурными объектами Пскова (Троицкий собор, Кремль, часовня св. Ольги, Мирожский монастырь, 3 церкви, Ольгинский мост, ЦУМ,	10 % - отказ от ответа (молчит), формальный или неправильный ответ: [на все картинки]: <i>это напоминает мне Россию, но не Россия; Церковь, город, больше ничего не знаю; Псковские; Видел.</i> 5 % детей назвали все архитектурные объекты; 35 % - более половины предложенных архитектурных достопримечательностей; 50 % дошкольников назвали менее половины объектов. 2 % детей дали развернутый ответ: <i>башня - ее построили очень давно, ее разрушили</i>

Псковский государственный университет, кинотеатр). Какие сооружения знаешь?	<i>войной это было давно. Храм (часовня) - там боженька живет, там за кого-нибудь молятся. Храм - Кремль (Троицкий собор), кинотеатр («Победа») - там показывают фильмы.</i>
Откуда тебе знакомы эти сооружения? (вопрос позволит выявить источники обогащения знаний детей о городе)	5 % - отказ от ответа; 30 % детей дали формальный ответ: <i>Видел там; Езжу.</i> 50 % указали на совместное ознакомление с архитектурой: <i>В садике говорили, с мамой гуляли по городу; Крестили сестру.</i> У 15 % детей источник информации – книги, телевизор и др.
<i>Предложить ребенку сравнить 2-3 архитектурных объектов.</i> Как ты думаешь, для чего построены эти архитектурные сооружения?	20 % - отказ от ответа, неправильный или формальный ответ: <i>Нужны; Для красоты; Троицкий собор - чтобы жить.</i> 50 % - правильный ответ по 2-3 предложенным объектам: <i>ЦУМ - чтобы что-нибудь купить, Троицкий собор - где всех крестят; Кинотеатр "Победа" - смотреть мультики.</i> 30 % - правильный ответ по менее, чем двум объектам: <i>ЦУМ - там разные игрушки, собор – молиться.</i>
Какие части архитектурных сооружений видишь? Если можешь, назови!	85 % - отказ от ответа или формальный ответ: <i>Не знаю, это что?; Я умею все видеть;</i> 15 % детей назвали верно некоторые видимые части архитектурных сооружений: <i>Кресты, купола...</i>
Чем отличаются эти архитектурные достопримечательности? Что у них общего? (например, можно сравнить ЦУМ, Троицкий собор и Псковский государственный университет; храм Александра Невского, часовню Ольги и кинотеатр «Победа»)	45 % - отказ от ответа или формальный ответ: <i>Похожи, не знаю. Не знаю; Магазин, ЦУМ, церковь.</i> 50 % детей назвали некоторые различия (и) или сходства архитектурных достопримечательностей: <i>Разные башнями: у этой одна, а у другой три"; Храм Александра Невского - там молятся, университет - там учатся; Один красный, другой белый.</i> 5 % - развернутый рассказ ребенка о характерных различиях, сходстве архитектурных объектов: <i>Троицкий собор - высокий, ЦУМ – маленький, на Троицком соборе нет украшений, а на ЦУМе есть, похожи антеннами на крыше.</i>

Необходимо отметить незнание детьми названий даже узнаваемых ими архитектурных объектов. Существенно то, что в ходе выявления общего и различий дошкольники указывали не только на внешние признаки, но и на функции объектов (*В храме молятся. В кинотеатре смотрят фильм*). Важно, что наряду с традиционными архитектурными достопримечательностями города (Троицкий собор, Храм Александра Невского и др.) современные дошкольники выделяют фирменные магазины, современные здания как объекты, представляющие особый интерес для изучения их биографии (*Гулял рядом. Надо еще пойти, узнать, что там внутри*). Можно сделать вывод, что для современных детей характерна

активная позиция в отношении познания города. Отметим, что большинство детей выделяют особенности архитектуры, подчеркивают особый облик города – указывают на множество храмов, знают части сооружений.

Выявленные особенности представлений дошкольников о родном городе и отношения к нему позволяют определить способы адекватного возрасту и потребностям детей познанию биографии города.

1. Укажем на необходимость уточнения соответствующего словаря детей: обогащения речи детей точными, полными названиями архитектурных объектов и их частей. Важно уточнить возможность освоения детьми таких понятий, как «улица», «город», страна».
2. Так как представления дошкольников о родном городе не отличаются полнотой и разнообразием, и дети склонны выделять в нем только объекты близкого социального и природного окружения (*детский сад, дома, детская площадка, клумбы*), значимо в повседневной жизни обращать внимание дошкольников на то особенное, что отличает каждый архитектурный объект, указывать на значимость данного архитектурного объекта в комплексе других сооружений. Требуется осмысления содержания детских представлений о «типичном» и «особенном» в городской среде.
3. Вслед за О. В. Солнцевой (Солнцева, 2009) отметим, что выделение «особенного» предполагает включение в содержание взаимодействия взрослых и детей: традиционных мероприятий, которые тесно связаны с пространством города, городских архитектурных ансамблей и имеют свою специфику проведения и характерны как для страны (знаменательные даты российского календаря, даты, связанные с памятью о великих людях), так и для города (знаменательные даты городского календаря, связанные с жизнедеятельностью знаменитых горожан); возможности личного участия ребенка в жизни города (поддержание чистоты, кормление птиц и др.).
4. «Введение» (а не просто информирование) детей в историческую реальность осуществляется за счет активизации мыслительных процессов и воображения и с помощью интегративной технологии, основывающейся на игровых методах и культурологической составляющей (архитектура города в интеллектуальной игре). Для дошкольника – это образовательные путешествия, направленные на воссоздание исторической реальности, прочтение интересных страниц биографии города (Шлат & Орлов, 2014).

Заключение **Conclusions**

Проведенное исследование показало, что дети легче выделяют типичное в среде родного города. Взаимодействие взрослого и ребенка-дошкольника должно определять объем и содержание представлений детей о типичном в городском пространстве и задавать единые ориентиры для познания особенного в среде города. Так как город характеризуется детьми с эстетической точки зрения, дошкольниками выделяется единство городского пространства с красотой природы, и при этом город - место проживания семьи, родственников и друзей, место работы родителей, место проведения семейного досуга, - то важно установление связи между жизнью города и жизнью семьи через участие в городских событиях (праздниках, при реставрации архитектурных сооружений и др.).

Таким образом, изучение биографии города в дошкольном детстве, не может быть ни культурологическим, ни историческим, оно должно носить интегрированный характер, в целях установления преемственных связей с последующими образовательными уровнями. При этом, эффективному изучению истории и культуры города способствует постановка детей в активную исследовательскую позицию.

Summary

The article we analyzed the possibilities of acquaintance of preschool children with the biography of his native city (for example, the city of Pskov). The study showed that the interaction of the adult and preschool child have to determine the scope and content of the typical representations of children in the urban space and to set common guidelines for knowledge of peculiarities in the city environment. Since the city is characterized by children from an aesthetic point of view, preschoolers distinguish the unity of urban space with the beauty of nature, and the city is a place where their families, relatives and friends live, a place of work of parents, a place of the family entertainment - it is important to establish links between the city life and the family life through participation in local events (festivals, in the restoration of architectural monuments, etc.).

Thus, the study of the biography of the city in the preschool age can be no cultural or historical, it has to carry an integrated character in order to establish continuity with the subsequent educational levels. At the same time the formulation of the children in the position of active research contributes for the effective study of the history and culture of the city.

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EXPRESSION OF DIALOGUE BETWEEN CHILD AND ADULT IN PRE-SCHOOL: THEORETICAL ASPECT

Inesa Vietienė

Šiauliai University, Lithuania

Abstract. *As economic, social and political conditions are rapidly changing and information and communication technologies are constantly developing, the approach towards the child and his education in childhood is changing in a modern society too. Child education is based on the mutual dialogue between child and adult which is often interpreted in the context of communication theory by addressing the question on the ways and forms of conveying information as well as by searching for the possibilities of correct and effective communication. A deeper understanding of dialogue expression is supplemented and enriched by the hermeneutic approach by the author which enables one to interpret the diversity of child and adult as well as learner and educator experiences. Hermeneutics provides conditions for child education to be perceived in a formal environment, i.e. pre-school, as a multi-dimensional and unique process. From the hermeneutic perspective, the dialogue between child and adult is oriented towards the problem of understanding where the understanding of the whole by interpreting personal experience and its perception rather than participation and interaction is of particular importance.*

Keywords: *dialogue between child and adult, pre-school, hermeneutics.*

Introduction

Current globalisation processes and rapid change of all spheres of life related to them, the growing knowledge-based society needs and requirements for the education system are changing the attitude towards a child and his education in childhood. The period of childhood is gaining a special significance in today's society as children are the youngest and most socially dependant social group.

According to O. Monkevičienė (2009), the education of a contemporary child is perceived as dependant on the socio-cultural field of communication: child and family, child and teacher, family and educational institution, educational institution and community, i.e. social and cultural environment of a child. Thus, the quality of education in pre-school is guaranteed by a full-pledged intercultural dialogue of a child and an adult and by the expression of this dialogue in a formal education environment. This process is studied and analysed in various aspects by many foreign scholars (Sotirou, 2012, 1993; Schröer, 2009; Freire, 2009; Tanaka, 2005; Gillert, 2003; Yoshida & Matsumoto, 2002; Schachinger, 2000; Sterfeldt &

Mathiasen, 1999; McLaughlin, 1997) and by Lithuanian scientists and practitioners (Garšvė, 2014, 2012, 2011; Čičelis, 2013; Lukočiūtė, Mickutė, & Mažeikis, 2009; Mažeikis & Lenkauskaitė, 2008; Martišauskienė, 2008; Duoblienė, 2006; Kontautienė, 2006; Juodaitytė, 2007, 2004, 2003, 2002; Bitinas, 2004; Jakavičius, 1998 and others).

According to A. Juodaitytė (2004), child-centered education liberates the child from addiction of adults and creates favourable conditions for the formation of competencies and development based on experience in acceptable ways. The scientist states that priorities are given to children's experimentations and testing as with such means children's relationship with the real world is strengthened. For children it is especially important to learn how to live and get along with different people and how to appropriately socialize in the surrounding environment.

The research problem. Compared to previous children generations, generation Z or digital technology children have special skills as they grow up with computers, interactive whiteboards, mobile phones, cameras, digital books and toys. They are confident and optimistic, willing to look for information, see and hear for themselves. They like to explore and solve problems. They quickly get interested in something and can be involved in several activities at the same time. They also may do something for a long time if the activity has game elements.

Taking into account abilities and needs of modern children, today's education is based on child-oriented paradigm which requires an aggregate approach to child's personality, his skills and aspirations to act freely and without restrictions. According to A. Juodaitytė (2002), in child-centered educational environment a child is expressing himself as a "part of nature" and a "creator of culture". A child as a "part of nature" frees his natural and innate abilities (activity, mobility, curiosity) and a child as a "creator of culture" adapts to the environment by perceiving and actualizing experience.

Thus, the rapid change of social life and its postmodernism in today's global society determine that education of children is based on a mutual intercultural dialogue between a child and an adult. Considering this, **research object** is the expression of a dialogue between a child and an adult in pre-school.

Research aim is to reveal the expression of a dialogue between a child and an adult in pre-school.

Research tasks are to present the meaning of dialogue, reveal possibilities of a dialogue expression between a child and an adult in pre-school based on the analysis of scientific literature and hermeneutics.

Research methods are analysis of scientific literature and meta-analysis.

The definition of dialogue

Dialogue is a conversation of two or more people (Jovaiša, 2003). L. Duoblienė (2006) considers that dialogue, in the strict sense, includes only two people in conversation and, in the broad sense, it includes a conversation of a group or even whole humanity.

Dialogue is a phenomenon that allows a person to interpret the world by instinctively “looking” for someone to communicate: to share experience or simply to convey accumulated emotions or feelings and to express opinion. Dialogue is held not only in words, but also by body language, facial expressions, movements and forms (Čičelis, 2013).

According to M. Gutauskas (2010), dialogue is the essential part of human existence which is of particular importance. This concept is found in politics, education, work, meetings, conferences and everyday life. Dialogue is understood as a connective unit which allows people to understand each other and agree to work together. As a process dialogue is a conversation between me and another person. Dialogue is also a situation of meeting, bodily interaction and staying one before another when spoken about something. Mutual meanings, understanding and consensus appear in conversation. During conversation partners are speaking, turning to each other, understanding and agreeing on something. Thus, for these aspects dialogue is communication, mutual understanding and consensus.

J. Rau (2005) states that dialogue is a way of communication that creates conditions for general perception and provides human relationship with meaning. The author emphasizes the process of dialogue when participating partners are of high opinion of each other. It starts when consciousness inhibit an equal sense of self-esteem and self-respect. Dialogue never happens between a “strong” person and a “weak” person as the “strong” person is trying to ignore the “weaker” or impose his worldview. During dialogue each person has to know who he is, on whose behalf he is speaking, what is his history and how others perceive him. This process cannot occur without tolerance which allows people of different ethical, cultural and political backgrounds not only be together, but also find mutual understanding.

Dialogue as a process of interaction and communication does not have to create a community of the world but has to reveal it. Dialogue always happens in a global context and makes it possible to find the right way by eliminating a subjective personal approach (Wojtyła, 1997). This view is shared by M. Gutauskas (2010). According to him, dialogue often interrupts regular life but never “removes itself” from world events. Relationship which stands the furthest from the essence of dialogue works in the dialogue. Space background of dialogue is communication which is anonymous, standardized and defined in social roles. In each conversation these aspects manifest in dialogue order, politeness, tact,

compliance with conversation boundaries, avoidance of certain topics, i.e. certain cultural norms and traditions are followed.

According to A. Kazlauskienė (2012), the interaction of dialogue is two-sided: information is transmitted and feedback information which has real changes is accepted. A. Mickūnas (2014) provides with another dialogue conception. According to him, dialogue is conducted in three directions: relationship with the subject, relationship with another person and oneself, and that is why it is sometimes defined as trinomial. During this dialogue two people have to take over each other's intentions which reveal the subject, topic, item or content. The same intention means that attitudes of both people coincide. In accordance with the conception of trinomial dialogue it is recognized that relationship of me and another person is a necessary condition for human relationship when one addresses another as a subject and not an object. One entity opens up to another equal entity that possesses direct experience. Trinomial dialogue consists of individuals who do not only stand in front of each other, but also speak about something or consider some kind of activity. Entities understand their positions, their similarities and differences related to some kind of an act or world requirements which shape their relationship. Trinomial dialogue, according to the author, is a form of communication, mutual understanding and certain consensus since the process of dialogue includes not only the speakers, their relationship, emotions and feelings, but also the content of conversation and language which marks objects, subjects and events. Dialogue participants create mutual understanding, feeling and protection of another. The structure of dialogue reveals itself as trinomial when I and another person are seeking for a common objective which is the third key object of dialogue.

G. Mažeikis and J. Lenkauskaitė (2008) note that dialogue has its own logic of development, goes beyond the limits of personal attitudes and extends horizons of understanding and explaining. A dialogue itself without the recognition of its evolution and conclusions is not a sufficient action of understanding which comes true by acknowledging it. P. Sotirou (1993) states that the most important feature of dialogue is its interpretation which is clarified by not one but at least two people. The author observes that understanding only occurs in partnership and during dialogue.

In summary, it can be said that very often dialogue is discussed in the context of communication theory by raising the question about the ways and forms of conveying information and by searching correct and affective communication possibilities. Still dialogue is one of the most versatile and interesting experiences in which not as much participation and interaction is important, as the understanding of whole by interpreting one's experience and perception.

Expression of intercultural dialogue in formal education environment – pre-school

Living in the present conditions of constant change and adapting to the post-modern life, it is getting interesting to see how the approach towards children being fully-pledged members of community change. According to V. Rubavičius (2003), in a post-modern society a person becomes Prometheus-like and unconstrained. However, this is not always applied to children as they remain „on the fringes of modernism not fulfilling rational and independent ideal of a person“ (Corker & Shakespeare, 2002, p. 3).

Thus, the concept of childhood requires a „new postmodern knowledge and understanding“ (Gellner, 1993, p. 93). The perception of childhood has an actual (at present) and long term (at past, present, future) state which's interpretation belong to hermeneutics (Juodaitytė & Savickis, 2013). Authors believe that the perception of childhood requires openness to the entire diversity of social reality phenomena, to levels of objectivity and subjectivity involving values, goals and meanings. Childhood is a phenomenon of new and postmodern culture and it does not admire a person but respects his dignity which inherits a set of meanings and also their permanent change.

In today's global reality of education children education is based on the ideas of free education paradigm and these ideas refer to philosophy of postmodernism. Postmodernism is associated with literature, language games and is identified as a new thinking and acting style, manner which is as if not based on anything, is free and at the same time is new, original. Postmodernism rejects conventional definitions, perspectives and limits. Boundaries between oppositions also shrink: real and fake, strong and fragile. Actions become more important than the result, the uncertainty than definition, the intermission than linearity, the difference than similarity, the copy than original, and the deconstruction than reconstruction. The permanent presence in a situation of uncertainty is associated with the immediate experience (Duoblienė, 2006).

In the process of education not only pedagogical principles and technical and practical application of training methods are important, but also their philosophical justification and interaction. Changes in society have an impact on transformation of educational paradigm; therefore, relevant social phenomena must be felt in the process of education in this way seeking for interaction of society and education (Garšvė, 2014).

Following postmodern ideas, we confront a completely new approach to the process of education, its theory and theory proportion to practice. In the process of education it is not necessary to have a clear situation, plan and results (Fullan, 1998). Already in the action of process one can move in uncertainty by adjusting the plan and the result is not the most important element of this process. In the

context of postmodernism human sense of self-creation reveals itself (Rubavičius, 2003). In A. Juodaitytė's (2003) opinion there is an opportunity to review complex links of child – adult – education system.

Child education in his childhood is designed on the basis of child's social-cognitive experience and it becomes a constantly evolving context of social interaction with environment. Such education is important not only for a child, but also for an adult because it is seen as a dialogue of two cultures. This dialogue means that a child and an adult mutually start creating a social project "here and now". The project is addressed to children and aims to solve most important social tasks in micro environment. By mutually learning solidarization and solving human problems, it is taught to solve them on the basis of interaction of people groups, a child and an adult who have different experience. Intercultural dialogue of a child and an adult provides their relationship with meaning (Juodaitytė, 2003).

V. Glebuviene, B. Grigaitė and O. Monkevičienė (2002) emphasize that a dialogue interaction of a child and an adult must not as much guarantee the cognitive child development, but has to help unfold his self-awareness and self-esteem. This dialogue must also help promote harmonious relations with the environment, people and a child himself. According to authors, the basis of such interaction is fast adult's reaction to child's needs, desires and requests, constant adult attention to child's activities, creation of opportunities for the child to communicate, development of emotional contact, child's recognition by little emphasizing or even not emphasizing his misbehaviour.

As for the mutual dialogue of a child and an adult and the expression of a dialogue A. Juodaitytė (2007) emphasizes that children's participation in social life opportunities are often perceived by the same criteria which are applied to adults. Children are classified as having socially insignificant roles and adults become supervisors and people of control. Children try to escape from their care in reasonable ways by contradicting to adult's opinion, ignoring it, behaving in a way which would be surprising and interesting to adults. In such ways children seek to become adults or behave similar to them. For this reason children choose a different path and in respect of adults they behave in a conformist way, early lose the ability to express their opinion, refuse to consider and decide individually and in any way seek for a positive adult approach to them.

According to L. Duoblienė (2006), modern education of children is based on the principle of dialogue by highlighting your reconsideration of position, assumption and power games. A dialogue is based on the project of questions and answers when it is important to recognise differences and treat another as a partner by seeking for an equal intercultural dialogue in the process of education.

When faced with different intercultural experiences in the process of education, most often it is confronted with uncertainty and failure to accept

another person. For this reason the conditions of an intercultural dialogue are not constituted. R. Godon (2004) emphasizes that hermeneutics in education comprises of three main elements which are among the most important factors in the process of education for children reflecting different experiences: understanding, personal identity and education. It creates possibilities to understand and analyse “different” children educational problems caused by the absence of a dialogue between a teacher and a learner. It follows that hermeneutics in the process of education must perform a function of meaning disclosure which would help to understand the diversity of children not as a negative aspect but as an organizational aspect of educational process, as an equal partner’s aspect of a child and an adult. Hermeneutics in the process of education allows revealing a process of change in understanding between learners and a teacher (Garšvė, 2011; Lukočiūtė et al., 2009).

A child and an adult have to learn from each other and a constant dialogue has to remain in their relationship. M. Buber (1984) confirms this in his works by analysing „I-you“ and „I-this“ relationship. When relationship of „I-this“ occurs a child to a teacher is someone who needs to be directed and given knowledge. A child is an object who is manipulated by a teacher. Relationship of „I-you“ creates preconditions for a teacher and a child to learn from each other. In developing such relationship, knowledge, feelings and aspirations are shared. Everyone involved in this relationship is a teacher as well as a learner communicating with the other as a person. According to the author, even though a teacher and a learner differ in knowledge, they are equal in a dialogue.

Intercultural dialogue and its expression in pre-school enable a different understanding of the relationship between a teacher and a learner: i. e. from a teacher as a subject and from a learner as an object. To understand this relationship two models are chosen: the theory of Banks’s Typology of Ethnicity and Milton Bennet’s model of intercultural sensitivity which are both focused on the process of education. This process oriented model specifies how participants of educational process change by realising cultural identity of another and refers how favourable conditions are developed through dialogue with another person. Also, this process-oriented model helps to construct behaviour of a teacher, his habits and relationship with a learner (Freire, 2009). As J. Banks (1994) states, a variety of experiences is raised, i. e. interactive methods of education are used: simulation, communication with people of different cultural backgrounds to allow the reflection of experiences.

L. Garšvė (2011) emphasizes that an important aspect for the development of intercultural understanding becomes a transition to phases of multiidentity and reflection. In this stage, a shift occurs from cultural aspects to deep ones, i. e. perception, value assessment, symbols. In this stage, a teacher and a learner create a reflective environment in which each of them accept each other’s experience by

sharing it and then they return to their experiences and reflect on it from the beginning. Openness for different cultures is being formed and the relationship between „I and the other” is given meaning. When in globalizing world changes relate to mixing of cultures, fundamental provisions of intercultural understanding become the search for cultural dialogue. This challenges new starting points and can promote an intercultural dialogue, search for new meanings, and self-reflection as education of self-cultivation in formal educational environment (Schachinger, 2000, p. 14).

L. Garšvė (2014) believes that the process of education in formal environment is not a static but a dynamic process which can be enriched with hermeneutics. According to the author, often the process of education is full of illusions because prejudices and stereotypes are not reflected. Hermeneutics focuses on the analysis of prejudices, habits and illusions not by rejecting them but trying to critically understand them. Hermeneutics also emphasizes the search for meanings and decodation of educational process participants who reflect different experiences. The importance of a child in formal educational process is emphasized by constantly paying attention to his experience at the same time encouraging him to get involved in the processes of experience development (Juodaitytė, 2003).

According to L. Garšvė (2014), hermeneutics is a method of understanding and interpreting experience. Interpretation of meanings is performed quite playfully and vaguely. The game field of hermeneutics is very wide and opens further horizons. The game is based on education as synthesis of horizons principle when faced with traditions is important to hear the voice of another person. The collision is perceived as a clash between the one who knows and the learner, between the learner and his object of learning. In this synthesis of horizons, understanding and language are important (Fairfield, 2011).

The role of hermeneutics teacher in formal education consists of three main domains: a) the change of teacher’s position in educational process, b) critical interactive relationship with socio-cultural, political, economic and technologic environments, c) teacher’s permanent need to learn and improve. Firstly, hermeneutics teacher changes from traditional teacher, i. e. teacher as an organizer of educational process, to learner assistant seeking for self-understanding in the process of education. A teacher is an assistant who creates connection between learner’s understandings of experiences. This relationship turns to openness of risk, misunderstandings, and contingencies on the basis of which dialectical connection between notoriety and otherness is built. Secondly, the role of hermeneutics teacher provides with the usage of new information technologies in the process of education, with critical creative relationship with disinformation, addictions, and social degeneration (such as personal isolation). An important role of a teacher as an interpreter of cultures. Thirdly, the role of hermeneutics teacher

in the context of existential philosophy must be based on creative self-education focusing on literature, body movement, artistic expression, improvisation and interpretation by developing cognitive skills as presumption to openness of otherness (Garšvė, 2014; Duoblienė, 2006a; Fullan, 1998).

Hermeneutical method allows explaining the multiplicity of human's being in the world and the multiplicity of education and it opens a way to a dialogue between "I" and "You", i. e. between a child and an adult. A dialogue offers opportunities to gradually overcome miscommunication (Juodaitytė & Savickis, 2013). In the process of education hermeneutics is based on the interpretation and adaptation of experience and practical application for a particular text. With the help of reflection a teacher is able to move the understanding of object and broaden the previous understanding which is constantly being improved with the help of reflection (Mažeikis & Lenkauskaitė, 2008).

According to L. Duoblienė (2006), hermeneutics in the process of education actualize the educational principle of skills interpretation. The act of interpreting does not rely on authorities and is a process performed freely in the format of the game which maintains a dialogue to achieve a different perception of reality. There is no final word in such environment. A dialogue and its expression help avoiding a forced consensus and increases involvement (Mažeikis & Lenkauskaitė, 2008).

Thus, in post-modern society childhood period is important in cultural, social and spiritual senses and that is why it takes on a significant meaning when dealt with children education. Modern education of children in pre-school is based on an intercultural dialogue, its expression which is complemented and enriched with hermeneutics. Hermeneutics in the context of global processes creates conditions to view children education as multi-dimensional, unique in respect of different cultures' process in formal educational environment.

Conclusions

A dialogue is created and developed through communication processes by seeking to change and discover new meanings and interpret experiences. A dialogue focuses on the problem of understanding where not as much participation and interaction are particularly important but the understanding of whole.

A dialogue as one of the most important communication forms of a child and an adult occurs in various educational environments: formal and informal by maintaining an open dialogue between two personalities with different cultural level, i. e. child's and adult's, in which the most important moment is constant attention to child's experience.

Modern education of children in pre-school is based on an intercultural dialogue, its expression which is enriched with hermeneutics. The method of

hermeneutics in formal educational environment allows revealing the change of understanding between a learner and a teacher who reflect different experiences. By applying this method a dialogue relies on the project of questions and answers when it is important to recognise differences and treat another person as an equal partner. Thus, intercultural dialogue and its expression of a child and an adult in pre-school allow revealing and understanding the diversity of experiences of a child and an adult, a learner and a teacher.

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MŪŽIZGLĪTĪBA
LIFELONG LEARNING

NETEHNISKO PRASMJU VĒLAMĀS UN REĀLĀS SITUĀCIJAS ANALĪZE

Non-Technical Skill Advisable and Actual Situation Analysis

Arnīs Bankovičs

Rīgas Pedagoģijas un izglītības vadības akadēmija

Ieva Ivaniņoka

Andris Jansons

Latvijas Jūras akadēmija

Abstract. *essential high-risk professions component is non-technical skills - human cognitive and social skill set. These skills gets and are integrated together with technical skills. This paper is discussed in the context of the three groups - cognitive skills, social skills and personal resource management skills. Each group includes important non-technical skills, without which high-risk professions would be unable to achieve the objectives and fulfill the tasks excellently. One of the following professions is ship navigator. It is believed that these skills are actual direct performance of their duties and non-technical skills are good performance to characterized "the perfect ship navigator." Skills gap arises because insufficient attention is paid to this problem, and due to this the young ship navigators performance is affected negative. This paper aims to describe and analyze the current situation in the preparation of the young ship navigators and compare them with experienced captains results. For performing the tasks was used complex methods to analyze and assess the desired and the real situation in this profession.*

Keywords: *cognitive skills, learning process, non-technical skills, social skills, personal resources management skills.*

Ievads

Introduction

Jauno tehnoloģiju ērā, specialitātēs, kas saistītas ar inženierzinātnēm tiek ieviesti aizvien jauni risinājumi tehniskajai pusei un iekārtu radītās kļūdas tiek novērstas līdz minimumam. Cilvēku radītās kļūdas šobrīd tiek definētas kā viena no lielākajām problēmām augsta riska profesijās. Lai mazinātu cilvēku radītās kļūdas ir nepieciešams pievērst uzmanību ne tikai tehnisko zināšanu kvalitātei, bet arī to kā tiek izmantotas šīs zināšanas kopā ar netehniskajām prasmēm. Darba mērķis ir raksturot un analizēt šī brīža situāciju augsta riska profesijā- kuģu

vadīšana, un analizēt situāciju sagatavojot jaunākos kuģu virsniekus un salīdzināt tos ar pieredzējušu kapteiņu sniegumu.

Par netehniskajām prasmēm tiek runāts ne tikai jūrniecības nozares kontekstā, kam tiks pievērsta uzmanība šajā rakstā, bet arī citās augsta riska nozarēs gan pasaules, gan Eiropas Savienības mērogā.

Eiropas Savienības komisijas vērtējumos par augstākas izglītības mērķu virzību un izpildi uz 2020. gadu, izskan bažas par augstskolu absolventu, kā speciālistu, ne sagatavotību mūsdienu darba vides prasībām. Transversālās prasmes, piemēram, spēja kritiski domāt, uzņemties iniciatīvu, risināt problēmas un sadarboties ar citiem, sagatavos individuus mūsdienu daudzveidīgajai un neparedzamajai karjeras virzībai. Tādēļ šīs prasmes tiek ierosināts iestrādāt jau savlaicīgi mācīšanās procesa laikā (EK, 2012).

Pēc profesiju klasifikatora kuģu vadītāji ir zinātnes un inženierzinātņu speciālisti, kuri komandē un vada kuģus un citus peldošos līdzekļus, pilda ar kuģa darbību saistītas funkcijas uz kuģa vai krastā, kā to pieprasa starptautiskie un Latvijas Republikas normatīvie akti (MK, 2010). Šī pētījuma mērķis ir raksturot un analizēt šī brīža situāciju sagatavojot jaunākos kuģu virsniekus un salīdzināt tos ar pieredzējušu kapteiņu rezultātiem.

Netehniskās prasmes

Non-technical skills

Netehniskās prasmes ir cilvēka kognitīvo un sociālo prasmju kopums. Šīs prasmes izpaužas un tiek integrētas kopā ar tehniskajām prasmēm. Netehniskās prasmes izpaužas rutīnas procedūru laikā un nestandarta situācijās (Flin, 2006). Negadījumu un rutīnas darba analīzes palīdz izprast kā netehniskās prasmes ietekmē darba vidi un cilvēkus (Flin, 2015).

Pirmo reizi par netehniskajām prasmēm tika runāts aviācijas nozarē 1960. un 1970. gados, saskaroties ar nelaiemes gadījumu izmeklēšanu (Saeed, 2016). Citas nozares, kuras ir saistītas ar paaugstinātu risku un lielu drošības aspektu, kā piemēram kodolenerģijas nozare, anestezioloģija, ķirurģija un militārā nozare arī pēta netehniskās prasmes (Saeed, 2016).

Netehniskās prasmes tiek iedalītas 3 lielās grupās, balstoties uz iepriekšējiem pētījumiem un avotu analīzi. Tās ir izziņas prasmes, sociālās prasmes un personīgo resursu vadības prasmes.

Izziņas prasmes

Pamatojoties uz pētījumiem izziņas process tiek izdalīts divās daļās, kas ir situācijas analīzes un lēmuma pieņemšanas prasmes (Flin, 2006).

- 1) Situācijas analīzes prasmei ir trīs daļas, kas ir uztvere, atmiņa un domāšana: Uztvere ir izziņas process, kad lietas un parādības iedarbojas uz maņu orgāniem. Tiek iegūts priekšstats par objekta vai parādības

- 2) atsevišķām īpašībām, un uz agrāko priekšstatu un zināšanu bāzes mūsu apziņā veidojas vienots tēls (Kupše, 2002). Kuģu virsnieku darbā visbiežāk tiek izmantota redzes un dzirdes informācijas uztveres veids, retāk oža.
- 3) Atmiņa-process, ar kura palīdzību tiek uzkrāta informācija. Atmiņa ir psihiķes sistēma, kas priekšstatu, jēdzienu un spriedumu veidā fiksē, glabā un reproducē informāciju (Garleja, 2000).
- 4) Domāšana-kādas problēmas vai uzdevuma risināšana, pamatojoties uz jau esošajām zināšanām. Domāšana ir vispārināta psihiskās darbības forma, kas veido attieksmi un nodrošina sakarus starp izziņas objektiem. Ar domāšanas palīdzību var atklāt sakarības un atšķirības, kas eksistē starp objektiem, parādībām un norisē (Garleja, 2000).

Lēmumu pieņemšana ir izziņas process, kura laikā tiek veikti spriedumi, izdarīta izvēle un izmantotas darbības, kas nepieciešamas dotajā situācijā. Tas ir nepārtraukts process, kad tiek kontrolēts un vērtēts uzdevums un nepieciešamās darbības. Lēmumu pieņemšanai tiek izmantotas dažādas metodes, kurās tiek iekļauti vairāki lēmumi, kuri tiek pieņemti dažādos laika posmos (Flin, 2003). Lēmumu pieņemšana var ietekmēt laika limiti, alternatīvu daudzums, atkarība no resursu un atbalsta daudzuma.

Sociālās prasmes

Sociālās prasmes galvenokārt raksturo indivīda spēju sadarboties, sazināties un sadzīvot ar citiem sabiedrības locekļiem. Šīs prasmes tiek iedalītas 4 apakšgrupās- Saziņa, ieskaitot kultūru daudzveidību; darbs komandā; pārraudzība-prasme sajūst darba procesu un rezultātu veselumā; vadība.

Saziņa ir divpusējs informācijas apmaiņas process, kura gaitā saņemta informācija ir saprotama abiem tās dalībniekiem (Tuckman, 1965). Jomās, kurās ir paaugstināts risks, saziņa ir viena no svarīgākajām netehniskajām prasmēm. Šī prasme ir neatņemama sastāvdaļa drošības un efektivitātes nodrošināšanai. Kā arī šī prasme ietekmē arī citas sociālās prasmes (Flin, 2006). Saziņa ir tikai daļa no saskarsmes. Un ievērojot mūsdienu tendences, tad aizvien vairāk cilvēkiem ir jāstrādā ar dažādu kultūru pārstāvjiem, tādēļ runājot par saziņu vai saskarsmi kā tādu, ir jāņem vērā arī kultūru daudzveidība un tās ietekmi uz uzdevuma vai mērķa izpildi.

Komanda ir cilvēku grupa, kas ir savstarpēji atkarīga viena no otras, lai sasniegtu kopīgu mērķi. Komandas efektivitāti sasniedz komandas veidošanas procesā (Tuckman, 1965). Lai sasniegtu vēlamo rezultātu komandai ir efektīvi jāstrādā kopā jau no paša formēšanas sākuma. Šī spēja galvenokārt tiek realizēta pateicoties indivīdu prasmēm (Saeed, 2016).

Prasme sajūst darba procesu un rezultātu veselumā ir elementu uztvere ņemot vērā telpu un laika apjomu, izpratne par nozīmīgumu un spēja projicēt tā stāvokli tuvākajā nākotnē. Tas apraksta indivīda spēju adekvāti rīkoties

kompleksas un dinamiskas situācijas laikā, kad nosacījumi var mainīties nelielā laika intervālā (Schulz, 2013). Prasmē sajūst darba procesu un rezultātu veselumā var iedalīt 3 fāzēs:

- Pirmā fāze, kad indivīdam jābūt pilnīgai elementu uztverei, lai varētu noformēt kopainu.
- Otrā fāze, kad indivīds ietver kombināciju no interpretācijas, informācijas uzkrāšanas un informācijas saglabāšanas, lai veidotu priekšstatu par situāciju, kurā saprot konkrētus objektus un notikumus.
- Trešā fāze, kad indivīds ir spējīgs izmantojot divas pirmās fāzes, projicēt notikumu gaitu nākotnē. Tieši trešā fāze ir svarīgākā pārraudzībā (O'Connor, 2011).

Komandas darbā koordinēšana un kontrole tiek veikta ar vadītāja jeb līdera palīdzību (Flin, 2006). Līderim ir jābūt spējīgam iedrošināt komandas biedrus un motivēt, tajā pašā laikā veikt novērojumus un deleģēt uzdevumus, tādus, kurus var izpildīt apkalpes loceklis atkarībā no savu zināšanu daudzuma un prasmēm. Ka arī nodrošināt pozitīvu darba vidi (Saeed, 2016). Vadītājam kā komandas sastāvdaļai ir jābūt spējīgam komunicēt un saprasties ar visiem komandas dalībniekiem, kā arī spēja tos vadīt jebkurā situācijā. Šādas situācijas var būt gan ikdienas procedūras, gan arī avārijas situācijas.

Personīgo resursu vadības prasmes

Stresa pārvarēšana- Stress tiek uzskatīts kā viens no faktoriem, kurš izraisa cilvēku radītās kļūdas. Stress rodas situācijās, kad cilvēks nespēj adekvāti tikt galā ar prasībām un radušos situāciju. Katrs cilvēks individuāli tiek galā ar stresu un tā radītajām sekām. Stress ir kā process, kas rodas mijiedarbojoties personai ar apkārtējo vidi (Vine, 2016).

Spēja kontrolēt nogurumu un paškontroles prasmes ir svarīgas jebkurā profesijā, kuras saistītas ar ilgu koncentrēšanos un neregulāru darba režīmu. Noguruma kontroles trūkums tiek norādīts kā viens no negadījumu faktoriem.

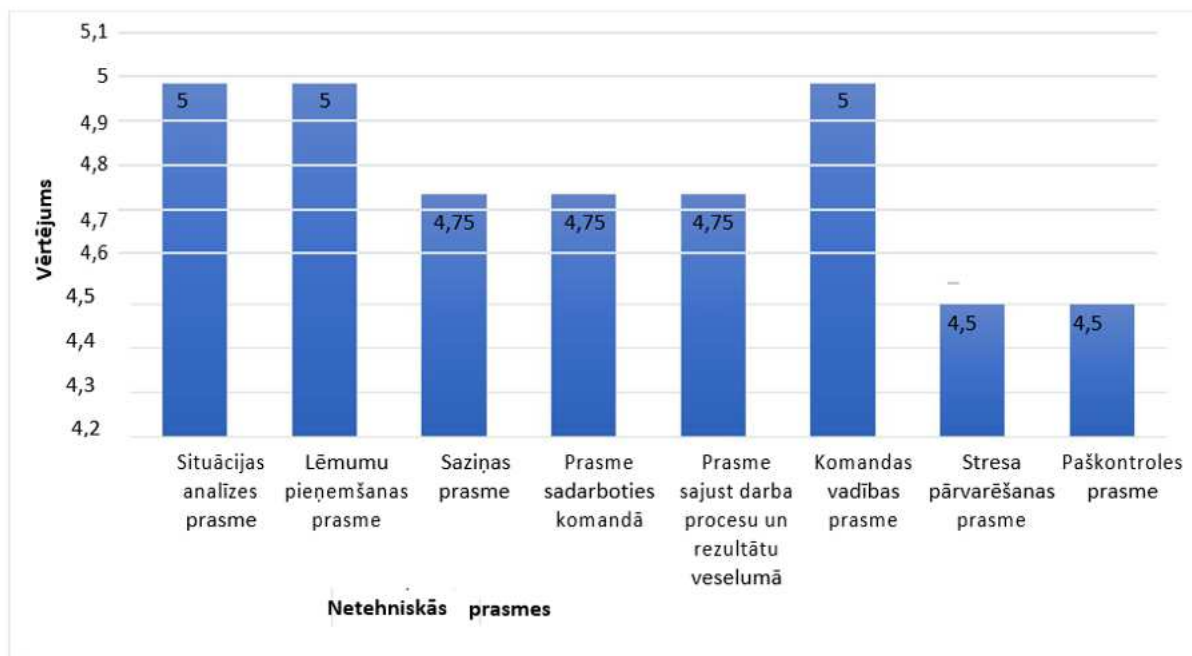
Vēlamās un reālās situācijas analīze *Advisable and actual situation analysis*

Pētījuma empīriskās daļas mērķis bija noskaidrot gan jaunāko kuģu vadītāju, gan pieredzējušo kuģu kapteiņu netehnisko prasmju līmeni izmantojot novērošanas metodi un uzvedības marķierus.

Uzdevuma izpildē un intervijās piedalījās 4 kapteiņi, kuri ir pieredzējuši sava aroda pārstāvji. Kapteinis ir jebkura virsnieka karjeras augstākais pakāpiens, ko var sasniegt uz kuģa un līdz ar to, ka jūrniecībā vēl jo projām nav noteiktu kritēriju pēc kuriem vadīties, noteikt un novērtēt netehniskās prasmes, tad pieredzējušu kapteiņu viedoklis var būt kā pamats jaunāko virsnieku sagatavotības noteikšanai. Analizējot vēlamā situāciju tiek pieminēts, ka, lai sagatavotu topošos speciālistus

ir nepieciešams pievērst pietiekamu uzmanību netehnisko prasmju apguvei un pilnveidošanai. Aprakstot “ideālo kuģu vadītāju” netehniskās prasmes ir vienas no noteicošajām. Tiek minētas saziņas prasmes, lēmumu pieņemšana, spēja uzņemties atbildību stresa situācijās, paškontroles prasmes un prasme sajūst darba procesu un rezultātu veselumā. Jaatzīmē, ka tehniskās prasmes, kuras iegūtas augstākās izglītības iestādēs, nozares mācībuursos un praktiskās iemaņas mācīšanās procesa laikā, tiek minētas kā pamats kuģu virsnieku sniegunam, bez kurām netehniskās prasmes nesniedz ieguldījumu virsnieku sniegunā. Kā arī kapteiņi uzsver tieši virsnieku motivāciju un atbildības sajūtu, kurai jāpiemīt strādājot šajā noteiktajā profesijā.

Šie kapteiņi izteica viedokli par netehnisko prasmju svarīgumu, gan arī par to, kādā līmenī šīm prasmēm būtu jābūt 5 ballu skalā, skat.1. att.



1.att. Netehnisko prasmju vērtējums

Fig.1 Non-technical skill rating

Situācijas analīzes prasmes un lēmumu pieņemšanas prasmes, kas tiek apvienotas vienā izziņu prasmju grupā tiek uzskatītas kā prasmes, kuru apguves līmenim jābūt maksimālām. Savukārt ar 4,5 ballēm tiek novērtētas personīgo resursu vadības prasmes, kuras iekļauj paškontroles un stresa pārvarēšanas prasmes.

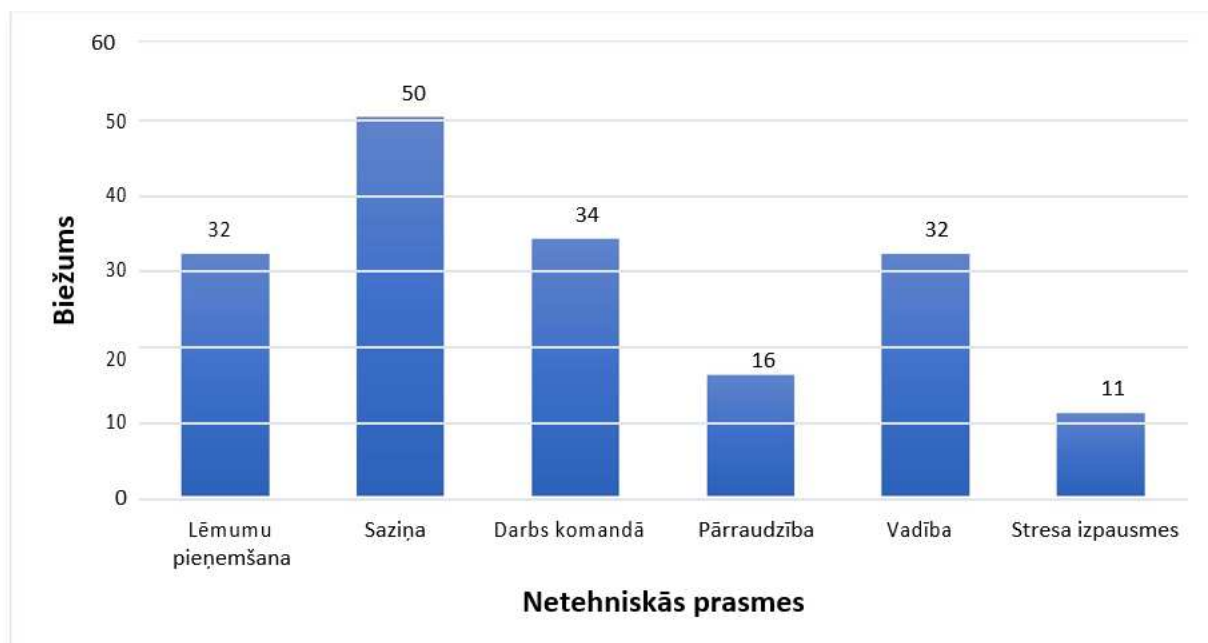
Lai novērtētu jaunāko virsnieku netehniskās prasmes tika veikts uzdevums uz “Full Mission Bridge Simulator” Transas NT PRO 5000 trenāžiera. Trenāžieris pēc iespējas tuvināts īstam kuģa tiltiņam, tādēļ darba aprīkojums un darba vide ir līdzīga reālām situācijām un nosacījumiem darbam uz kuģa. Uzdevumu veica 4 Latvijas Jūras akadēmijas absolventi, kuri var strādāt par kuģa jaunākajiem virsniekiem. Šādu pašu uzdevumu veica arī intervētie kapteiņi.

Visu tiltiņa komandu sniegums tika apstrādāts un analizēts ar programmatūras “The Observer XT” palīdzību. “The Observer XT” ir novērojumu programma, kuras pamatā ir spēja analizēt video ierakstus. Uzvedības marķieri tiek ievadīti ar kodu palīdzību un video skatīšanās laikā ar noteiktu burtu apzīmējumu, kuri nozīmē konkrētu netehnisko prasmi, tiek atzīmēta vieta video, kur šī prasme tika novērota. Uzvedības marķieri ļauj novērtēt netehniskās prasmes, kuras tiek pielietotas darba vidē (Klampfer, 2001). Šie marķieri var novērtēt kā individuālo darbu, tā arī komandas darbu. Marķieri ir sadalīti noteiktās kategorijās un apakš kategorijās. Šis rīks ir paredzēts situāciju novērtēšanai, lai veiksmīgāk varētu analizēt pozitīvo un negatīvo iznākumu, uzdevuma novērtēšanu.

Netehniskā prasme, kuras netika iekļautas novērojumu analīzes laikā ar “The Observer XT” bija situācijas analīze un noguruma kontrole.

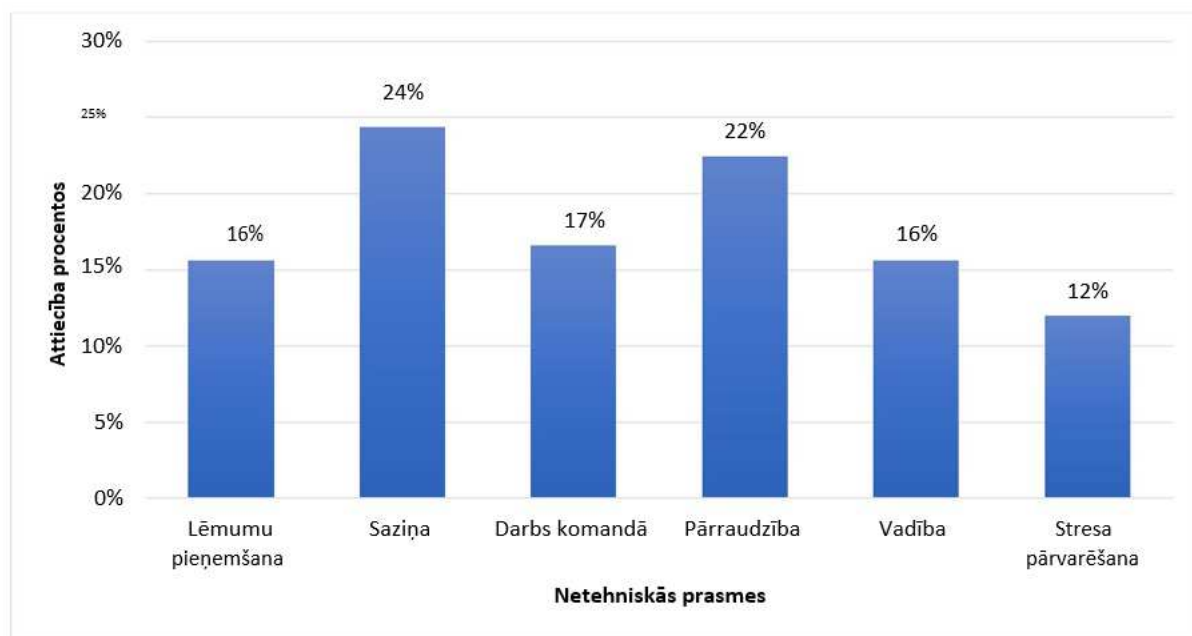
Netehniskā prasme, kuru nebija iespējams noteikt ar programmatūras palīdzību tās ierobežojumu dēļ bija situācijas analīze. Otrā netehniskā prasme bija noguruma kontrole un tās uzvedības marķieri kuri netika iekļauti novērojumos, jo jaunākie kuģu virsnieki, kuri piedalījās uzdevumā, bija izgulējušies, atpūtušies un neizrādīja nekādas pazīmes, kas liecinātu par noguruma klātesamību. Bet tas nenozīmē, ka šī netehniskā prasme, nebūtu vērā ņemama kuģu virsnieku vidū. Šādi mērījumi un novērojumi būtu jāveic darbā uz kuģa, kad ekipāža ilgstoši atrodas darba vidē un piedzīvo lielu darba slodzi.

Apkopojot iegūtos rezultātus par jaunākajiem kuģu virsnieku sniegumiem vienkopus un aprēķinot procentuāli iegūtos rezultātus, tika iegūti sekojoši dati:



2.att. *Netehnisko prasmju biežums jaunāko virsnieku vidū uzdevuma laikā*
Fig.2 *Junior officer non-technical skill frequency during task*

Tika aprēķināts pēc netehnisko prasmju biežuma uzdevuma laikā procentuāls sadalījums, pieņemot, ka visas prasmes sastāda kopā 100 % (skat. 3. att.), bet stresa izpausmes jāņem vērā kā apgriezts lielums, jo kā netehniskā prasme tiek vērtēta stresa pārvarēšana. Savukārt audio un video novērošanā var fiksēt stresa izpausmju situācijas.



3.att. Netehnisko prasmju sadalījums jaunākajiem virsniekiem procentos

Fig.3 Junior officer non-technical skill in percentages

Analizējot 3. attēlu, var secināt, ka sociālās prasmes ir vairāk izteiktas jaunāko virsnieku vidū un tieši saziņas un pārraudzības prasmes ir visvairāk izteiktas. Pēc kapteiņu sniegtajiem vērtējumiem, tika izdalītas procentuāli prasmes pēc sadalījuma analogi kā tas tika darīts pirms tam.

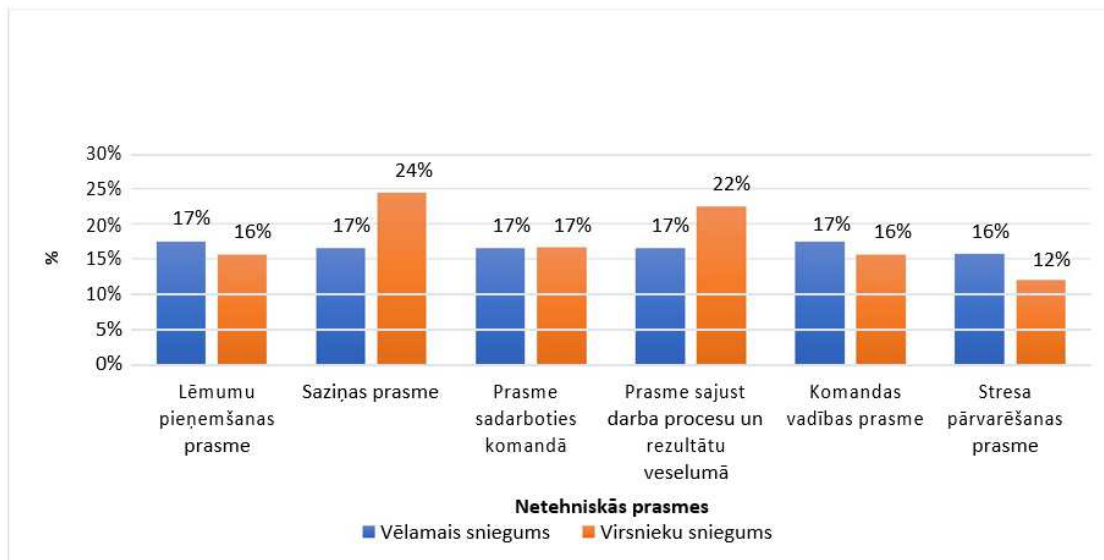
1.tab. Netehnisko prasmju vērtējumu tabula

Table 1 Non-technical skill rating table

Netehniskās prasmes	Sniegtais vidējais vērtējums prasmei	Vērtējums %	Vērtējums, pieņemot 100 %	Vērtējums 100 %, par 6 N. P.
Situācijas analīze	5	100%	13%	-
Lēmumu pieņemšana	5	100%	13%	17%
Saziņa	4,75	95%	12%	17%
Darbs komandā	4,75	95%	12%	17%
Pārraudzība	4,75	95%	12%	17%
Vadība	5	100%	13%	17%
Stresa pārvarēšana	4,5	90%	12%	16%
Paškontrolē	4,5	90%	12%	-

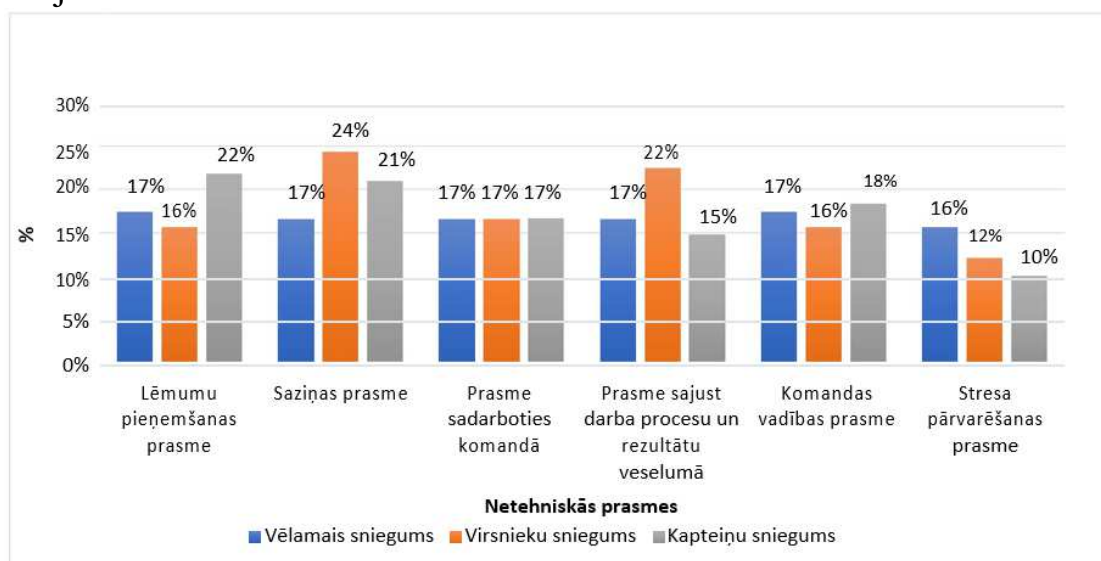
1. tabulā redzams, ka pēc kapteiņu domām vēlamajam rezultātam vajadzētu būt gandrīz pilnīgā balansā, un visām netehniskajām prasmēm uzrādīties teju pie 12 %-13 %, un izvēlētajām 6 netehniskajām prasmēm ap 17 %.

Pēc attēla nr. 4 var spriest kā saziņas prasmes un prasme sajūst darba procesu un rezultātu veselumā jeb pārraudzība ir augstākas par vēlamo rezultātu, savukārt stresa pārvarēšanas prasmes nesasniedz 16 % robežu.



4.att. **Netehnisko prasmju sadalījums attiecībā pret vēlamo sadalījumu (%)**
Fig.4 *Distribution of non-technical skills in relation to the desired percentage*

Lai labāk varētu izprast situāciju kāda šobrīd ir attiecībā uz netehniskajām prasmēm jūrniecības nozarē, iegūtos virsnieku datus salīdzina ar kapteiņu iegūtajiem rezultātiem veicot vienu un to pašu uzdevumu ar vienādiem nosacījumiem.



5.att. **Netehnisko prasmju salīdzinājums**
Fig.5 *Non-technical skill division*

Pēc attēla nr. 5 var redzēt, ka arī kapteiņu sniegunā ne visas netehniskās prasmes ir izpaudušās vienlīdzīgā sadalījumā. Vislabākā prasme kura uzrādās kā virsniekiem, tā arī kapteiņiem ir prasme sadarboties komandā. Tomēr kapteiņu uzrādītās prasmes vairāk tuvinās vienlīdzīgam sadalījumam, nekā virsnieku.

Kapteiņi atzīst, ka nepieciešami uzlabojumi ne tikai virsnieku netehniskajām prasmēm, bet arī pašu netehniskās prasmes pēc pašvērtējuma nav izcilas, tādēļ pastāv uzskats, ka katru netehnisko prasmi var uzlabot un iekļaut to attīstību jau mācīšanās procesa laikā. Piemēri kā varētu uzlabot katru no netehniskajām prasmēm, pēc kapteiņu uzskatiem: Situācijas analīzes un lēmumu pieņemšanas prasmju uzlabošanai būtu nepieciešams mācību procesa gaitā veidot nestandarta situācijas modeļus kuros rosina pieņemt lēmumus, kuri būtu atbilstoši un tādi, lai neradītu turpmākas sekas un pēc iespējas labāk novērstu radušos draudus. Sociālās prasmes var uzlabot pildot uzdevumus uz treniņiera un mainot komandas locekļus vietām, izmēģinot dažādas pozīcijas. Šādā veidā tiek stiprinātas un attīstītas visas 4 prasmes, kuras ir iekļautas kā sociālās prasmes. Savukārt personīgo resursu prasmes var tikt apgūtas ar aroda pārstāvju pieredzi un stresa menedžmentu.

Secinājumi

Conclusions

- Lai jaunākie kuģu virsnieki spētu ne tikai veiksmīgi un profesionāli darboties savā darbā vidē, bet arī konkurēt Eiropas Savienības darba tirgū ir nepieciešams attīstīt netehniskās prasmes.
- Netehniskās prasmes jāiekļauj jau mācīšanās procesa laikā apgūstot tās kopā ar tehniskajām prasmēm.
- Iekļaut netehnisko prasmju apguvi mācību procesa laikā var ar dažādām metodēm.
- Komandas darba prasme ir vienīgā prasme, kura sakrīt ar vēlamu un reālo situācijas analīzi.
- Stresa pārvarēšanas prasmes kā jaunākajiem kuģu virsniekiem, tā arī kapteiņiem nerasniedz vēlamus rezultātus.
- Saziņas prasmes pārsniedz vēlamās situācijas rezultātus un tiek parādīta kā visattīstītākā prasme jaunāko virsnieku un kapteiņu vidū.
- Jaunāko kuģu virsnieku netehniskās prasmes būtiskāk atšķiras no vēlamās situācijas, kas ir līdzvērtīgs sadalījums, nekā kapteiņu netehniskās prasmes.

Summary

Human error is now being defined as one of the biggest problems in high-risk professions. To reduce man-made errors, there is need to pay enough attention not only to the quality of technical skill knowledge, but also to non-technical skills. In nowadays professions there is need for specialists with good non-technical skills. In this publication, young officers and captains are representing the advisable and actual situation about non-technical skills. To assess the situation there was task on the simulator, which was attended by Latvian Maritime Academy graduates, who can work as the ships junior officers, and experienced masters. After gathering and processing data, the following conclusions were made: Junior officers must develop non-technical skills to run better not only work on ship, but also to compete better in labor market. Non-technical skills should be included already in studying by different methods. Team work is only skill that corresponds in advisable and actual situation analyses. Communication is the most developed skill from non-technical skills. Stress management is non-technical skill, that doesn't reach the advisable result.

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PRECONDITIONS FOR THE SUCCESSFUL INTEGRATION OF DISABLED PERSONS INTO THE LABOUR MARKET

Ingrida Baranauskienė

Klaipėda University, Lithuania

Iona Dobrovolskytė

Šiauliai University, Lithuania

Abstract. *Low activity level of disabled persons is closely related to the lack of their vocational skills, qualification, experience and motivation. All of the above mentioned elements are interrelated and can be the cause of each other.*

The aim of the research – to create the grounded theory for the successful integration of disabled persons into the labour market after their vocational rehabilitation. The given paper presents a model for the successful integration of disabled persons into the labour market. The model can be further used in order to improve the vocational rehabilitation process and, consequently, increase the number of employed disabled persons. Such integration does not only improve the employment indicators of disabled persons but also contributes to their socialization and wellbeing.

Keywords: *disabled persons, integration, labour market, vocational rehabilitation.*

Introduction

An individual's work and professional activities play significant importance in the process of one's socialization. Both disabled persons, looking for a job, as well as the employers, involved in the process of their employment, face certain difficulties and these have been actively discussed in Lithuania and the European Union (Baranauskienė & Juodraitis, 2008). The efficiency of vocational rehabilitation of disabled persons in Lithuania is based taking into account the number of employed people after the completion of a rehabilitation programme within the period of 6 months. According to the data of the Lithuanian Labour Exchange, being in charge of the efficiency of provided services, 65.7 percent of disabled persons were employed in 2014. Such high percentage has been achieved due to the fact that disabled persons could either acquire a new specialization or improve, rebuild their lost vocational skills (Lithuanian Labour Exchange, Results, 2015).

The scholars (Bond, Resnick et al., 2001; Drebing, Bell et al., 2012; Mueser, Becker et al., 1997; Siu, Tsang, & Bond, 2010) state that work is one of the therapy forms, allowing an individual to satisfy not only one's own physical but also emotional needs. While employed, disabled persons are often surrounded by other people, more frequently participate in social life and feel being valued and being active participants of social life rather than passive recipients of public services (Drebing, Bell et al., 2012). Vocational rehabilitation of disabled persons is based on the assumption that work does not only improve activity, social contacts, etc. but may also promote gains in related areas such as self-esteem and quality of life, as work and employment are a step away from dependency and a step to integration into society (Rossler, 2006). Low activity level of disabled persons is closely related to the lack of their vocational skills, qualification, experience and motivation. All of the above mentioned elements are interrelated and can be the consequence and / or the cause of each other.

Research problem – identify the preconditions for the successful integration of disabled persons into the labour market.

Research object – integration of disabled persons into the labour market.

Field of research – disabled persons after vocational rehabilitation and their integration into the labour market.

Research aim – to create the grounded theory for the successful integration of disabled persons into the labour market after their vocational rehabilitation.

Research data collection: the research data has been collected on the basis of a semi-structured interview. The interview questions have been designed in order to identify the acquired experience of disabled persons, to evaluate provided vocational rehabilitation services, to identify what has predetermined their life changes after vocational rehabilitation, focusing in particular on preconditions for the success, i.e. the situation of disabled persons on the labour market. Each respondent has been informed about the aim of the research, its implementation stages and interview questions as well as instructed with regards to the confidentiality of the research. Moreover, the respondents have been asked whether they agree for the interview to be recorded and later transcribed. Given the respondents' consent, the interviews have been scheduled during mutually convenient day and time for both parties.

Research participants: 6 disabled persons, having undergone vocational rehabilitation, have been interviewed. Four of them are currently successfully employed; the remaining two are still looking for a job and hope to be employed soon. Average age of the respondents is 39,5. The respondent group comprised one male and 5 females. The respondents have undergone vocational rehabilitation for the first time. One respondent had mental disability; others – physical disability: 3 acquired and 1 congenital. The disabled persons had 30-55 % capacity for work. In accordance with the legal regulations set by the Disability

and Working Capacity Assessment Office, if a disabled person is recognised as having 30-55 % capacity for work, he/she is deemed to be partly capable for work, can work under usual working conditions, subject to recommendations provided for in the Conclusion on the Nature and Conditions of Work (the Order of the Minister of the Social Security and Labour and the Minister of Health of the Republic of Lithuania on the *Description of the Criteria for the Assessment of the Level of Working Capacity and Approval of the Description of the Procedure for the Assessment of the Level of Working Capacity*, dated 21 March, 2005 No. A1-78/V-179).

Research empirical data analysis. The research data analysis has been done by following A. Strauss and J. Corbin's insights: 1) data coding; 2) data analysis. The collected interview data has been transcribed. The transcribed data has been coded by events. Afterwards, the first memos – insights – have been written in paragraphs. Having transcribed the whole interview, the data coding *line by line* has been done. The data coding has been done on an interpretative basis. According to A. Strauss and J. Corbin such coding has a systemic nature and comprises text transcription, paraphrasing, conceptualization and categorization.

Axial Coding and Description of the Phenomena

Two major categories have been identified: the role of social care/welfare institutions and personal motivation. Each phenomenon has been analysed separately by following the paradigmatic causal-consequential model.

Everything is “in the hands of” social care/welfare institutions: “the labour exchange has created a workplace specially for me”. This phenomenon shows that the successful integration of disabled persons into the labour market depends on the role of social care/welfare institutions and the quality of their provided services.

The importance of the role of social care/welfare institutions and the quality of their provided services have been evidenced by the following **causes**: disabled persons' despair, uncertainty, the feeling of lacking something, difficulties related to a job search and limited opportunities to find a suitable job.

The disabled persons, having lost their job due to: health problems (My health wasn't good; I was exceeding the sick leave allowance limit and they couldn't extend it anymore), unstable financial situation of a company (There was a redundancy situation at work), on the company's initiative (It was becoming more difficult to work and the company fired me; I left against my own will; It was getting harder and I was fired), the workplace did not satisfy their needs (I couldn't do any hard work; I couldn't walk and didn't return to work; I used to work 12 hours a day), got hit by the **“emotional crisis”**, which causes their despair (I was looking for some activity but none has offered me anything),

uncertainty (I was lacking something), fear (I acquired more fears), sadness (I became very sad, I shut myself down). Furthermore, the disabled persons face **difficulties while looking for a job** (didn't find a job), however, their constant search (I approached the labour exchange by chance; I was looking for some activity) makes them approach social care/welfare institutions, where they expect help. The persons with disabilities have limited opportunities to find a suitable job due to the lack of their qualification and psychosocial skills.

The context is being formed by the following **categories**: submitting the information, maintaining the relationship, mediation functions while looking for a job, and financial support.

Disabled persons' attitude towards the services provided by social care/welfare institutions partially depends on their needs and the support they get during the first meeting. In such a way the **feeling of security** is being developed. The disabled persons become more active having been given the necessary **information**, (I had a chance to talk to a school representative and everything became very clear to me then; I participated in a meeting; I asked immediately what I could do; The specialist told me that could send me for a training), when the **relationship with them is being maintained** (I was received in a very nice way, consulted and shown everything; The process was easy, everyone accepted everything and gave referrals), **get support** while looking for a job (They helped me to look for a job; Social worker helped me to prepare for a job search; I was advised to go for an accountancy training), and the **financial support** is provided (I was given some money, got a bursary). The services, provided by the labour exchange, are acceptable for disabled persons and they develop the feeling of security. Labour exchange keeps in touch with vocational training centres; different meetings are arranged as well as vocational rehabilitation is being promoted. The disabled persons are advised to undergo vocational consultation and orientation.

The difficulties, experienced by disabled persons and their current situation predetermine their choice and prompt their visit to the labour exchange, where they are provided the required services. Consequently, the disabled person is being advised to undergo vocational training or rehabilitation or a change of vocational qualification. During such a process the disabled person's **“intervening conditions“** can be met, **i.e. the lack of knowledge and practical skills** (First of all I wanted to acquire knowledge; I didn't have the senior secondary education and did not know what I could finish), **health as an obstacle for vocational adaptation** (My disease is not so simple; Nobody wants to employ a sick person; Would employers offer me a job at once, just like that), **financial difficulties** (I needed a job, did not have any money to study, yet what they were offering was acceptable for me). The disabled persons are offered vocational training, which is aimed at their abilities and skills after the vocational

consultation stage. After wards, they are suggested to undergo vocational rehabilitation, during which not only vocational training but also rehabilitation – improvement of their physical health - is offered. Other services, such as consultations with a psychologist and social worker, are provided too. The disabled persons also receive a bursary.

The **action and interaction strategy** is partially related to the context and intervening conditions. The action and interaction strategy itself can predetermine the disabled persons' positive attitude towards social care/welfare institutions, serving as a **“bridge”** towards the successful integration of the disabled persons into the labour market. Having approached the labour exchange, the disabled persons are advised to undergo **vocational consultation and orientation** (I was offered by the labour exchange; I was received in a very nice way, consulted and shown everything; I was advised to undergo an accountancy training). The next stage is **vocational training and rehabilitation** (The acquired qualification will be sufficient for me; Due to health problems I have been referred for massages, which I attended; My instructor helped me to buy everything I needed), which meets the disabled person's needs and abilities and the **benefit of provided services** (They provided information, showed interest and care; They helped me to look for a job; I acquired both knowledge and practical skills). Yet, one important aspect must be constantly observed: to ensure the high quality of provided services, to offer a wide spectrum of specialities and approachable conditions.

The consequences are interrelated with **emotional satisfaction** due to the ongoing changes (I learnt many new things, became younger; My free time and work are interrelated; I am planning to continue doing the same; I am feeling better, everything has changed and I feel the benefit of it), given **attention and support by the specialists** (They were very understanding as they understood that they were dealing with sick people; They provided information, showed interest and care; Professional and supportive pedagogues), **created new opportunities** (They helped me to become self-employed), **adjustment of the working place in accordance with the disabled person's needs and opportunities** (employment) (The internship place has become a workplace; the labour exchange has created a workplace specially for me).

Towards the quality of life: “I want the quality of my life to improve” – this is the second phenomenon, having occurred during the job search. This phenomenon highlights that the successful integration of disabled persons into the labour market depends solely on themselves.

Phenomenon – towards the quality of life.

The causes, influencing the needs of disabled persons to improve the quality of their life while looking for a job, are the following: **Lack of higher education** (I wanted to acquire a qualification; I wanted to renew my knowledge); **the need**

to socialize (I wanted to meet new people, new environment; There is no need to shut down oneself and sit at home; I was looking for some activity; There was very little socialization); **emotional motivation** (I wanted to be busier and not have time to think about my disease), **personal determination** (When I came to know about such a school, I decided that it is not worth hesitating).

Context. When seeking to improve the quality of life one's **educational needs** (I would like to gain more knowledge as everything is changing and improving; Improve my knowledge; I don't want to stagnate), **being personally active** (I wanted to acquire a qualification; I was looking for a job myself); **a wish to be independent** (I enquired and I am needed, yet I would like to be self-employed; This is more convenient and I would like to be independent) are of crucial importance.

Intervening conditions. A disabled person's aspiration to seek for a better quality of life can be influenced by his/her **family's support and motivation** (My family supported me a lot that is why I am here; My family pushes, supports me; If their attitude was negative, I wouldn't have come here), **by health being an obstacle for vocational adaptation** (I had to adjust my working pattern to my health; I didn't think that my health would worsen so much and I would not be able to work), **by financial difficulties** (I do not have any financial opportunities; I got the bursary for 6 months, yet the training took one year).

Action and interaction strategy. The disabled persons find the activities, which they take an active part in during their vocational rehabilitation process, of vital importance. They state such activities help them to create a better future and seek for a better quality of life, despite the occasionally arising difficulties. The below activities prevail: **improvement of social competences** (I would like to have the courage to apply for a job; I need to see people, observe what is happening in the world), **improvement of life skills** (I liked our meetings, when we did various personality tests, created our CVs, it was really helpful; I would like to have more of such workshops, studies independently (You need to improve these skills; I am studying independently, watch YouTube videos, read independently), **interest in employment opportunities** (First of all I was looking for a job, yet when couldn't find, went for vocational rehabilitation; I was looking for a job, yet there were no free vacancies; The opportunities aren't so good, yet these are advertised everywhere; I knew that I could either work in a salon or at home according to a suitable schedule).

Consequences. The disabled persons' active participation while seeking for a better quality of life: taking part in potential activities and assessing their opportunities in an adequate way results in the following consequences: **being socially active** (I would like to establish an association or another group with people having similar diseases; I found new friends), the **expectations having come true** (My expectations have come true; I am encouraging others to go for

vocation training; Others are afraid to leave home, others take care of children; Yet it is possible to find time, I did), **better quality of life** (I feel that something has changed for the better; I feel good already now), employment (I am self-employed; I have chosen the best option for myself).

Results of the Study

During the process of selective coding the central phenomenon is identified, whereas other phenomena are being “**broken**” and further and more detailed data analysis is done. While analysing the given data, the following core phenomenon has been identified – optimization of the employment process. The below *in vivo* „I was really eager and got huge support: not only from the centre but also the community“, revealing the phenomenon in the best way, has been adjusted to it (Figure 1).

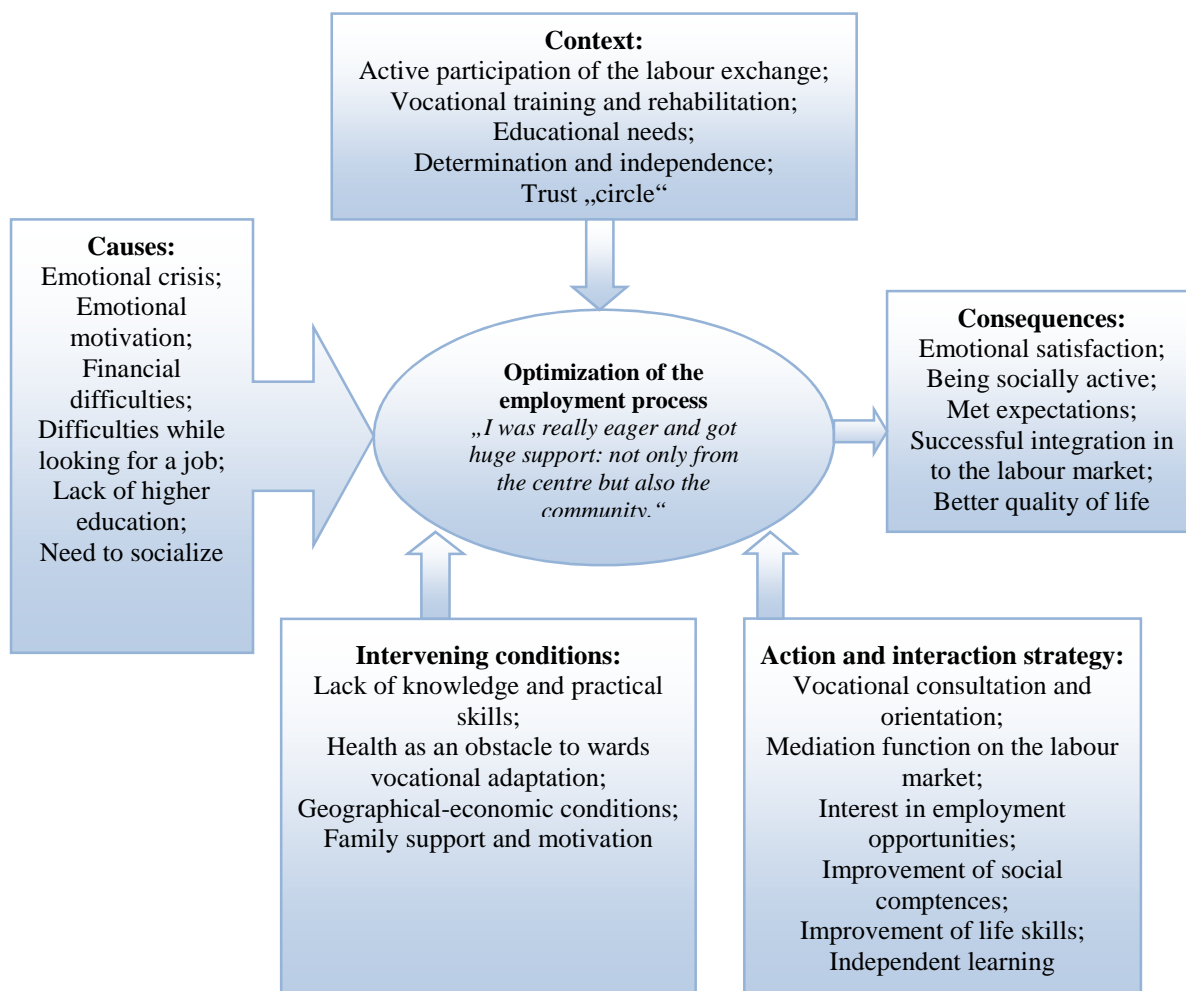


Figure 1 Central phenomenon – Optimization of the employment process

The causes of this phenomenon are predetermined by the physical health, psychosocial health and financial difficulties, experienced by disabled persons, i.e. their current or past life situation. The disabled persons, having lost their job due to worsened health, are hit by the emotional crisis, face financial difficulties and difficulties related to a job search. However, simultaneously, other causes such as emotional motivation, lack of higher education and the need to socialize, occur. Due to the arisen difficulties the disabled persons start an active job search and get interested in what and how they could do, i.e. „search for a new way“.

Context. Optimization of the employment process of disabled persons is predetermined by the close institutional (active participation of the labour exchange) cooperation (vocational training and rehabilitation) as well as active participation of the disabled person in the employment process. Personal features (determination, independence) of the disabled person, educational needs (I would like to gain more knowledge as everything is changing and improving; Improve my knowledge; I don't want to stagnate), are also equally important.

Such **intervening conditions** as the lack of knowledge and skills, health as an obstacle towards vocational adaptation as well as geographical-economic conditions highlight the need for vocational rehabilitation to be organised in such a way so that it is easily accessible by all disabled persons. Thus, social care/welfare institutions play an important role in providing the required information for the disabled persons, increasing their performance and extending the job search for disabled persons. Likewise, the disabled persons also need to get their family's support and motivation as this constitutes an important condition for the formation of the disabled person's inner motivation.

Action and interaction strategy. These strategies comprise both active institutional participation as well as an individual's active independent participation. Vocational consultation and orientation, provided by an institution, helps the disabled person to choose the profession, improves his/her social competences and life skills in order to increase and enable his/her social participation. Mediation provided by the labour exchange is of great importance as it helps to maintain the contact and relationship between a disabled person and an employer not only during the job search itself but also during the process of employment and adaptation at the workplace. However, this becomes complicated in case a disabled person turns being indifferent and does not take any interest in employment opportunities. Personal inner motivation and adequate assessment of one's own situation encourages independent learning: deepening the gained knowledge and improving skills.

Consequences. of the employment process – when not only the disabled person is being enabled but also the institutions actively participate by mediating, cooperating and carrying out transparent work of the labour exchange Active participation of all participants in the process results in such consequences:

emotional satisfaction (I learnt many new things, became younger; My free time and work are interrelated; I am planning to continue doing the same); **being socially active** (I would like to establish an association or another group with people having similar diseases; I found new friends), the **expectations having come true** (I am encouraging others to go for vocation training; Others are afraid to leave home, others take care of children; Yet it is possible to find time, I did), **successful integration into the labour market** (I am self-employed; I have chosen the best option for myself; the labour exchange has created a workplace specially for me), **better quality of life** (I feel that something has changed for the better; I feel good already now).

Conclusion

1. In accordance with the strategy of the grounded theory a model for the successful integration of disabled persons into the labour market has been created.
2. The model can be further used in order to improve the vocational rehabilitation process and, consequently, increase the number of employed disabled persons and ensure the benefit and importance of their provided services. Such integration does not only improve the employment indicators of disabled persons but also contributes to their socialization and wellbeing.

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SYNERGY OF LANGUAGE LEARNING AND VIRTUAL LEARNING PLATFORMS IN STUDIES

Rūta Buivydienė

Jelena Mamčenko

Inga Piscikiene

Brigita Šustickienė

Vilnius College of Technologies and Design, Lithuania

***Abstract.** The paper presents comprehensive study of applicability of various language learning platforms to the development of foreign language that are indicated in the Common European Framework of Reference for Language (CEFR). To carry out the research, a number of language learning platforms that are used as an alternative to Learning Management Systems (such as Moodle) was selected and on their basis a questionnaire was designed. The quantitative research involved faculty students and lecturers of Vilnius College of Technologies and design. The results of the research permitted us to draw a list of recommendations on which language learning platforms are best to be used in EFL classrooms to facilitate the development of foreign language competences.*

***Keywords:** apps, social media, e-learning, blended learning, Learning Management Systems.*

Introduction

Foreign language abilities not only widen cultural and social abilities, but they are among the main factors permitting an active participation in the knowledge society. They ensure a successful integration of Lithuania into European and the global society. One of the ways for Lithuanian institutions of higher education to consolidate their position in the international scientific research and higher education area is to find an appropriate learning instrument that would facilitate language study process for both students and lecturers. Ability to communicate in a non-native tongue is important not only to the prospective employers, it also provides students with a better possibility to participate in international exchange programmes (e.g. Erasmus), to study abroad, and to be a fully-fledged participant in study process (able to read literature in a foreign language, participate in multicultural discussions, etc.). It is important to ensure that Lithuanian graduates develop competitive edge for their future participation in Lithuanian and in global labour markets.

A good knowledge of two or three foreign languages is gradually becoming a compulsory part of higher education (a decision of LR Seimas 'Regarding regulations for national educational strategy in 2013-2022). High quality of language teaching and learning, and especially of ESP, is of vital importance for internalization of higher education institutions and for increasing employment possibilities of the graduates.

The concept of foreign language teaching in higher schools has been developed on the grounds of various documents regarding multilingualism and issued by Lithuanian Government, European Commission and Council.

The rapid development of information technologies resulted in their becoming an indispensable part of our daily routine; it comes as no surprise that such potential of technological innovations did not go unnoticed by foreign language instructors (Garrett, 2009).

Rapid development of technologies resulted in the drop of the prices of mobile devices (Geddes, 2004). Affordability of such gadgets as mobile phones, laptops, tablets, smart phones shaped environment conducive to the development of new learning methodology.

Affordable mobile technologies and their use in social networking is the reality of the 21st century. The last two decades saw the most successful and instantaneous integration of technology into everyday lives of common users (Katz, 2008).

Distance learning environment is no longer the only media that fosters foreign language learning. Since the emergence of mobile learning environment developing language skills has become a matter of individual mindset rather than the necessity to be taught (Lin & Hsieh, 2001).

Respondents acknowledge the additional value of such programmes in the language learning process. There is a widespread opinion that they present a prospective and beneficial language learning methodology with elements of gamification. On the other hand, experience of many users imply that the method is only valuable as supplementary to the traditional classroom foreign language learning activities. The reason for applications serving only supplemental function is predetermined by two limitations: lack of motivation to coordinate one's individual learning process and absence of formal assessment.

Review of Information Technologies Used in Foreign Language Learning

As information technologies are increasingly gaining centrality in everyday life, most of societal activities are inevitably affected. Educational institutions also do not hesitate to exploit technologies to achieve better quality of studies and

to meet the needs of contemporary community of learners. ICT developments to support teaching and learning form a core part of institutional strategy and policy (Conole, 2004). It is a common practice for a college or university to actively use virtual learning platforms. The latest research suggest that Moodle is the dominant course management system (Trends in eLearning, 2010) in higher education as it is distinguished by its convenience, quality, variety of functional elements that facilitate study process. Moodle is used by almost all institutions of higher education in Lithuania, among which is Vilnius College of Technologies and Design.

However, current trends in eLearning indicate that a single eLearning system, such as Moodle, will not meet every institution's demands (Britian & Liber, 2004), and eLearning solutions will continue to diversify in response to personalized needs. Institutions are faced with prioritizing solutions, with many focusing predominantly on mobile apps followed by web-based apps (Tamarkin & Rodrigo, 2011).

From the very beginning, the application of mobile technologies to foreign language learning has above all targeted English, with over 60 % of all implementations focusing on ESL/EFL (Burston, 2015).

Indeed, foreign language instruction is contributed by entire plethora of technological means to facilitate the learning process. One of the main characteristics of mobile devices is portability, which enables learners to move mobile devices and bring learning materials (Huang & Sun, 2010).

Mobile learning technology is more useful for doing activities outside the classroom. Such activities enable learning to be more directly connected with the real world experiments. Moreover, learning through mobile phones outside the classroom has the advantage of better exploiting the learner's free time; even the students on the move can improve their learning skills (Kukulska-Hulme, 2009).

Internet websites, differently from mobile apps, offer learners a lot of flexibility in terms of the material scope, since they provide information on how to find additional material on the studied topics, learners are usually presented with authentic material to support the learning process, they also provide students with ideas of what to expect and to require from classroom activities.

Research Method

The purpose of this research was twofold. First aim was to find out students' opinion about the benefits of incorporating mobile apps and internet sites into the Moodle environment in seeking to increase the quality of foreign language learning, and the second was to compare the suitability of these two language learning means to be used as part of the traditional classroom course. To achieve this end, students were asked to provide the names of apps and of websites that

they have used for educational purposes. Later, the list of five most frequently used apps and three websites were given to the target group. Students were asked to use the IT tools for two weeks. Eventually, researchers designed a survey and later analysed the obtained results.

Thus, this study employed a descriptive quantitative approach to elicit the perceptions of the learners about their experiences while using various language learning apps and internet sites for EFL. A quantitative data from the students was collected in 2016; it was obtained by the use of 234 questionnaires, filled in by full time students of Vilnius College of Technologies and Design (41 % first year students, 35 % second year students, 24 % third year students). 81% of respondents learn English as their first foreign language, 5 % study German and 14 % – Russian.

For many years VTDK has fostered a traditional „brick and mortar” classroom teaching. However, the growing importance and role of digital media in learners’ everyday lives, the need to be mobile even when studying has resulted in shifting to blended learning and incorporation of information technologies into the study process. This change has answered the needs of contemporary, technology savvy learner who no longer wants to stick to the classroom and does not link study process with course books.

Questionnaires were composed of 17 questions of both open and closed format. It ensured better grounded and more credible information.

Results of the Survey

The first survey question addressed the experience of improving foreign language skills. 87 % of respondents stated to have had experience in enhancing foreign language skills. 4 % of them said they had been improving grammar skills, 23 % had been working on listening, 47 % expanded their vocabulary, 26 % developed their spoken skills. Regarding the level of the foreign language skills, 83 % of respondents claimed their abilities were intermediate, 6 % reported to have upper-intermediate language skills, and 11 % - pre-intermediate. Since the foreign language of vast majority of respondents (82 %) appeared to be English, it was decided to address only those who studied this particular language. Majority of the survey’s participants (88 %) have been studying English for 11-15 years, 8 % have learned the language for 6-10 years, 3 % - 3 - 5 years, and 1 % admitted to have learned it for more than 15 years.

Respondents were also asked to describe their foreign language proficiency regarding the four competences named in the Common European Framework of Reference for Language (CEFR), i.e. reading, writing, spoken production and spoken interaction. The results are presented in Figure 1.

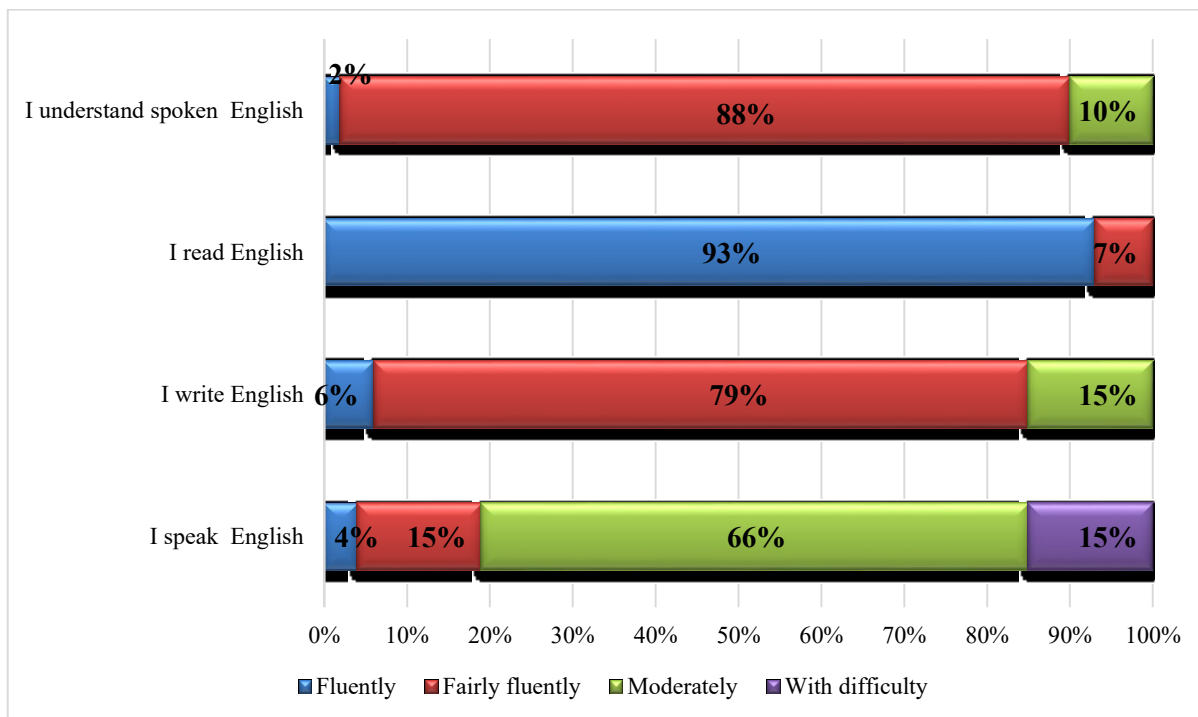


Figure 1 Foreign language proficiency

27 % of respondents explained they improved foreign language skills because they needed to communicate in English, 23 % wanted to retain the level of the skills they had already had, 14 % said they required English in professional activities, 12 % used it for studies, 17 % developed skills for leisure and travelling, 4 % of respondents claimed they used English to search needed information, while 3 % claimed they did not have any particular reason for studying the language and that they did not know where they would use the newly acquired knowledge.

When explaining their attitude to the use of technologies in foreign language learning, 76 % respondents claimed that development of reading, writing, spoken production and spoken interaction competences could be fostered by the extensive use of technology (e.g., class lecture notes online, computer simulations, PowerPoint presentations, streaming video or audio, etc.). 8 % expressed preference taking courses that use a moderate level of technology (e.g., e-mail, several PowerPoint presentations, some online activities or content). 5 % preferred taking courses that use limited technology features (e.g., e-mail to instructors and limited use of PowerPoint in class)., 5 % said they favored courses that use no information technology, and 6 % of respondents were strong believers in technology, they wished to attend courses that use technology exclusively (i.e., are entirely online with no required face-to-face interactions).

To develop reading, writing, speaking skills 72 % of respondents stated to have used mobile applications, 93 % reported having used internet websites. The

majority of the participants in the survey named such language applications as Duolingo, Busuu, Memrise, 6minuteenglish. The most popular websites among respondents were Englishlink.com, Anglu24.lt, esl-lab.com.

The 2nd figure presents the impact of information technologies on the development of language competences. As the figure depicts, vast majority of respondents feel they were able to improve their vocabulary and listening comprehension skills. Ability to speak was least affected by information technologies.

As it was discussed above, the technological age we live in has presented the global community with high numbers of language learning internet websites and mobile apps. Although these are usually easily accessible, the existing variety and wide choice tend to confuse users (Huffman & Barbara, 1998). Figure3 presents opinion of the respondents regarding the exploitation of two most frequently used technological devices in the process of language learning. As the Figure indicates, the three most popular uses of computers were reported watching authentic videos, looking up synonyms, and revising and practising grammar. Vocabulary and pronunciation, social networking and listening to music tended to be addressed by the use of mobile phones.

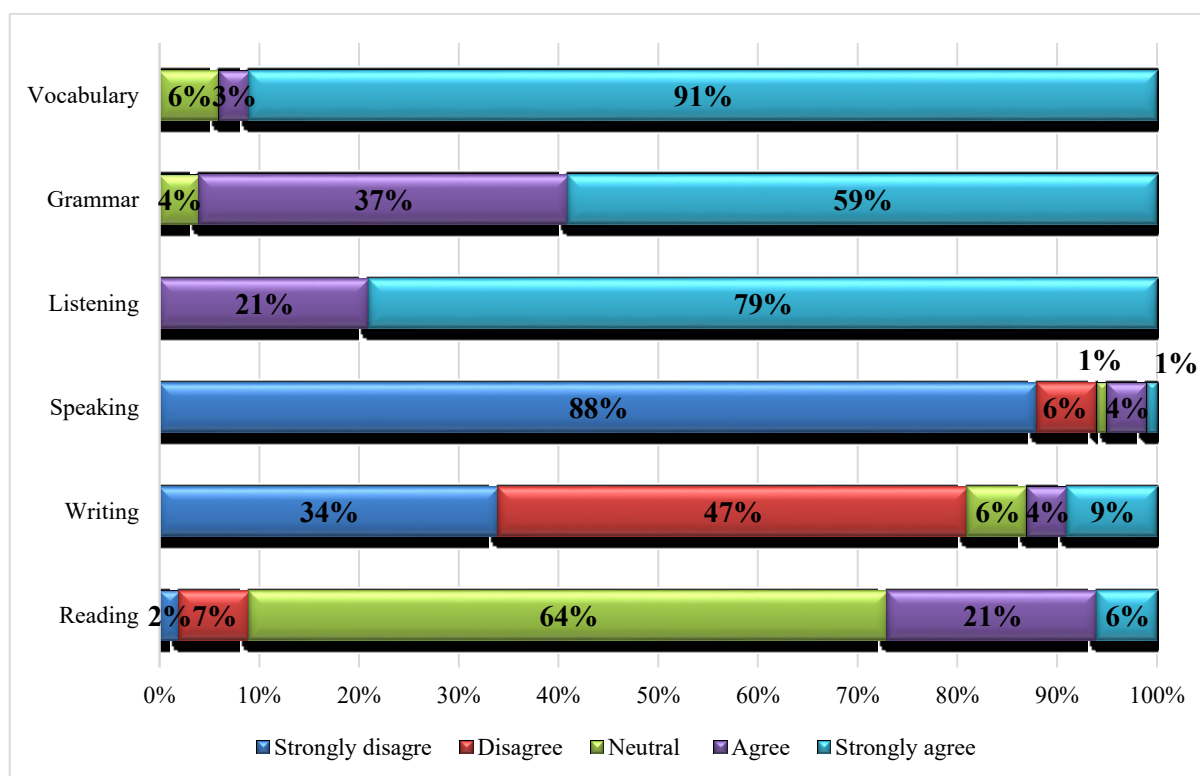


Figure 2 Impact of information technologies on the development of different language competences

When considering the benefits of the mobile apps use in the field of foreign language learning, 91 % of the target group said that the mobile applications were especially useful for drilling and enhancing vocabulary, memorizing grammar forms, and 9 % of respondents found apps suitable for improving writing skills, pronunciation and grammatical accuracy.

88 % of the participants in the survey found EFL websites helpful in developing the correct sentence structure, in improving reading comprehension, developing topic-related vocabulary; respondents also said that the websites provide resources for extra practice at any time and at individual pace.

Respondents were asked to consider the benefits of each mobile application with regards to the four competences indicated in Common European Framework of Reference for Language. The results are presented in Table 1.

Table 1 **The table captions should be placed above the table**

	Reading	Listening	Spoken production	Spoken interaction
Hello Talk (MA)	17	53	41	49
Busuu (MA)	22	34	23	7
Memrise (MA)	14	63	17	18
Learn English grammar (MA)	8	–	–	–
6 minute english (MA)	115	10	25	13
Breaking news english (W)	111	158	98	201
Simple English news (W)	184	147	79	96
About.com (W)	89	55	48	44

MA – mobile application;

W – website

A vast majority of respondents (86 %) considered EFL websites suitable for supplementing traditional English language course and supported the idea of including them into the Moodle system. Only 7 % of the participants suggested the same about mobile apps. Almost third of the respondents (63 %) thought them suitable for individual studies of a foreign language.

More than two thirds of the survey participants used language learning websites at the college (71 %) and at home (68 %). Mobile apps tended to be used in public places - parks, shops, public transport, whereas only slightly less than a quarter of respondents used them at home or college.

Conclusions and Recommendations

The findings of the survey suggest the importance of integration information technologies into the EFL classroom material. Language learning instructors

should consider incorporating EFL website's material into their classroom agenda, and could suggest students using mobile applications for revising and expanding English vocabulary, for drilling grammatical forms, since the apps offer flexibility in terms of time and place, provide students with a possibility take a more active approach to their learning, make learning more personalised. Technology supports student achievement. When integrated into instruction appropriately, technology has significant positive effects on student achievement in reading, literacy, mathematics, and science (International Society for Technology in Education, 2008).

Social networking is another media that is increasingly being used in the field of education. Foreign language learning could also benefit from such trend if social media is incorporated into the virtual learning environments in addition to other material. The latest technology intensifies social interaction necessary for learning process, encourages the community of learners to join social groups, contributes to the achievement of learning goals. However, it is noted that none of the IT tools can realize the distance learning methods and the most effective way to achieve learning goals is to combine various technologies.

Modernization tasks for education and teaching cannot be carried out without implementation of information technologies into all their fields. The use of IT supports the development of new teaching forms and encourages their integration into traditional teaching and learning methods, this way upgrading the quality of the studies.

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VALIDATION OF LEARNING OUTCOMES GAINED OUTSIDE ACADEMIA: A LITHUANIAN CASE OF PORTFOLIO TRAINING

Nijolė Burkšaitienė

Jolita Šliogerienė

Institute of Humanities, Mykolas Romeris University, Vilnius, Lithuania

Abstract. *The article reports the results of the investigation into adults' views of the portfolio training provided to them by a university before validation of their non-formal and informal learning. This is a mixed-method investigation conducted with the participation of 70 adults with the main aim to establish effectiveness and usefulness of the portfolio training from the adults' perspective. The research results showed that the training was effective and useful. The participants considered that due to the training their CV writing skills improved, the awareness of the process of validation of non-formal and informal learning and of the participation requirements increased, as well as the ability to develop one's portfolio of non-formal and informal learning was developed.*

The results of the participants' feedback responses revealed five major categories of usefulness, including relevant information, abilities developed during the training, new knowledge gained during the training, the use of metacognitive strategies, and practical value of the training.

The research contributes to the literature in that it increases our understanding of what adults view as relevant with regard to institution-provided support before the validation procedure of their non-formal and informal learning, which may lead to a better mutual understanding and result in adult success.

Keywords: *effectiveness and usefulness of portfolio training; higher education; participants' perspective; validation of non-formal and informal learning.*

Introduction

Validation of non-formal and informal learning has been on the European lifelong learning policy agenda since 2001. Since then higher education (HE) systems of the European Higher Education Area (EHEA) have been under the process of change. To enhance the process, in 2008, the European University Association (EUA) on the request of the French authorities and after extensive

¹In the present study the term *Validation* is used to describe a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard (Proposal for a Council recommendation on the validation of non-formal and informal learning, 2012, Brussels: European Commission, 5.9.2012, COM(2012) 485 final 2012/0234 (NLE), p. 17).

consultations with the EUA member universities, rectors' conferences and education stakeholder institutions adopted European Universities' Charter on Lifelong Learning (2008). It sets 10 commitments from governments and 10 commitments from universities to implement the idea of lifelong learning. Among the latter, two commitments are of utmost importance, i.e. universities should adapt study programmes to ensure that they are designed to widen participation and attract returning adult learners as well as to develop systems for the validation of all forms of prior learning (European Universities' Charter on Lifelong Learning, 2008, p.5, 6).

In 2011, the Council concluded that HE requires modernisation, has to become more open by creating flexible learning paths and being able to provide clear routes of entering HE from other sectors of education (Council recommendation ..., 2011). To this end, the EHEA members were called to reform their national education systems so that to establish systems for the validation of non-formal and informal learning and design plans of their implementation at all levels of education, including HE.

The overview of the literature and documents shows that at present the situation across 47 EHEA members differs considerably. The existing differences include the level of strategy formation and legal regulation, purposes of validation, participation of stakeholders, sources of financing, and the terminology used to define the process (Bjørnåvold, 2009; Duvekot, 2009; Burkšaitienė & Šliogerienė, 2010; The European higher education area ..., 2012; The European higher education area ..., 2015). To illustrate, according to Bologna Process Implementation Report 2015, in more than half of the EHEA members (28) it is still not possible for adults to be admitted to HE on the basis of recognition of non-formal and informal learning (The European higher education area ..., 2015). Another example is that even though in nine systems at least some types of HE institutions (e.g. universities of applied sciences) or programmes are already open to admission based on recognition of non-formal and informal learning, admitting adults without standard qualifications is a legal right in only eight systems (Belgium (French Community), Denmark, France, Germany, Luxembourg, Norway, Portugal and Sweden).

The existing differences regarding the possibility to have non-formal and informal learning recognised towards the fulfilment of a study programme are significant, too. For example, it is reported that in 29 systems adults have such a legal right, however, in most cases (20), it can only lead to a limited number of credits. Besides, even though in nine systems (Belgium (Flemish Community), Denmark, Finland, France, Ireland, Luxembourg, Malta, the Netherlands and the United Kingdom (except Scotland)) recognition of non-formal and informal learning can lead to a complete award of a HE qualification, it is only France who has a well-established and commonly used practice to do this. In the rest eight

systems, it is more a theoretical possibility or still in the progress of being developed rather than a common practice (The European higher education area ..., 2015). Finally, it is established that in 17 EHEA members, recognition of prior non-formal and informal learning is not used at all, neither for admission to nor for progression in HE (The European higher education area ..., 2015).

In Lithuania, validation of non-formal and informal learning has been on the education policy agenda since 1998 (Republic of Lithuania Law on Adults' Non-formal Education, 1998). Legal regulation for the validation of non-formal and informal learning in HE was laid down in The Law on Higher Education and Research (Republic of Lithuania Law on Higher Education ..., 2009). According to the law, adults can be admitted to an institution of HE on the basis of the assessment procedure laid down in institutional legal acts. In 2010, Recommendations on the assessment and recognition of competences gained through the system of non-formal education in HE institutions were adopted by the Order of the Minister of Education and Science (Neformaliojo suaugusiųjų švietimo sistemoje įgytų kompetencijų vertinimo ir pripažinimo aukštosiose mokyklose rekomendacijos ..., 2010). They provide for the principles of assessment and recognition of non-formal and informal learning, define the learning environments from which adults' learning outcomes can be validated in Lithuanian HE institutions, and establish the limit of 75 % of credits that can be awarded for their learning outcomes gained outside academia. At present, a network of HE institutions implementing validation of non-formal and informal learning has been created in Lithuania, and adults can use their right to take a non-traditional route of access to HE.

The theoretical perspective

The research literature proves that adults' success in the process of validation of non-formal and informal learning in HE is determined by several factors. They include the choice of an appropriate assessment paradigm, creation of reliable assessment methodologies, training assessors, as well as institutional support provided to adults (Peters et al., 2004; Peters, 2005; Costley & Armsby, 2007; Chisholm & Davies, 2007; Burkšaitienė & Šliogerienė, 2010, Burkšaitienė, 2015).

It has been established by research that the role of institutional support is crucial. To illustrate, the findings of Peters et al. (2004) show that adults should be supported in coping with the challenge to link their experience to specific learning outcomes and match them in line with those set out in a study programme. Burkšaitienė et al. (2011) concluded that portfolio training provided to adults by an HE institution supported them in documenting personal and professional growth as part of their learning outcomes gained outside academia.

Sandberg & Andersson (2011) and Pokorny (2013) underlined that in order to support fairness of the process of assessment and recognition in HE, a mutual understanding between the assessor and the assessee is relevant, whereas Burkšaitienė (2015) suggested that institutional support to adults can be fostered by strengthening consultants' training and closing the gaps in their performance.

The aim of the present research is to analyse institution-provided support (a portfolio training) from the adults' perspective in order to establish its effectiveness and usefulness. To gain a better understanding of adults' views regarding the portfolio training, their responses to feedback questionnaires were investigated.

The method

The present research is a mixed-method investigation aimed to establish the adults' views regarding effectiveness and usefulness of a portfolio training. In the research, quantitative and qualitative research methods were used.

The participants. The research was conducted with the participation of 70 volunteer adults (58 females, 83 % and 12 males, 17 %). The participants' age ranged from 20 to 58. According to their education, the adults fell into 5 groups: 38 of them (54 %) had higher university education, 14 of them (20 %) had higher non-university education, 5 participants (7 %) finished vocational schools, 6 (9 %) had secondary education, and 6 (9 %) stated they did not complete higher education (were drop-out students); 1 adult (1 %) did not present information regarding his/her education.

The procedure. All the participants met the minimum requirements of education and work experience for the assessment procedure, claimed to have participated in lifelong learning processes and have gained learning outcomes through different non-academic learning environments.

The portfolio training consisted of six workshops (12 academic hours) followed by on-line consultations (20 academic hours). The training aimed to (1) provide the participants with information and knowledge regarding the concepts, procedures and principles of validation of non-formal and informal learning in HE, (2) develop their ability to reflect on learning, identify learning outcomes acquired through diverse learning environments and establish a link between them and the expected learning outcomes of a particular study programme, and (3) develop the ability to support their claim for credit with relevant evidence as well as present it in one's portfolio of non-formal and informal learning outcomes.

To support the adults, all of them received a copy of a manual on how to develop a structured portfolio of one's learning outcomes gained outside academia. During the workshops, the adults were guided on how to write a CV

(according to the EU format), reflect and self-assess one's non-formal and informal learning, as well as support it with relevant evidence.

To gain a deeper understanding of the adults' views regarding effectiveness and usefulness of the portfolio training, their feedback responses were analysed. The feedback questionnaire consisted of two parts. Section I studied demographic data and Section II measured effectiveness and usefulness of the portfolio training. The latter section included both close-ended and open-ended questions. To investigate the data, quantitative research methods (descriptive statistics, ANOVA, Pearson correlation statistics, post-hoc test) and the qualitative research method of content analysis were used. To analyse close-ended questions, the Likert-type scale of measurement with a three-point scale of agreement ranging from 'I agree' to 'I disagree' was applied.

Effectiveness of the training was analysed from the perspectives of developed skills, acquired new knowledge and information about the possibilities of validation of non-formal and informal learning outcomes. To establish the adults' views of usefulness of the training, content analysis of their responses to the open-ended question "What was the most useful in the portfolio training?" as well as additional comments were analysed.

The research results

Effectiveness of the training. Regarding the workshops that were carried out to pilot a portfolio method, the majority of the research participants considered the process to be very well organised and informative. Based on their feedback, 95 % of them (n = 67) improved their skills of developing a portfolio of non-formal and informal learning and fostered their CV writing skills. About 98 % (n = 69) indicated that their awareness regarding the assessment procedure increased and that they gained a better understanding of recognition possibilities available to them and the requirements for assessment, with further 90 % (n = 63) stating that due to the training, they were able to develop a portfolio and present their non-formal and informal learning outcomes for the procedure of assessment and recognition.

According to university lecturers who provided advisory assistance to the training participants by email, the majority of the adults provided detailed descriptions of their learning outcomes in their portfolios and around half of them could present a claim for university credits for their knowledge and skills gained outside academia after the training.

The research also revealed that there was a need for the validation of non-formal and informal learning outcomes at the university. It was established that the majority of the respondents, including 26 mature adults (33 %) and 16 adults (22 %) of middle age (up to 39 years of age), had gained non-formal and informal

learning outcomes and were willing to participate in the procedure of validation at the university. It is worth noting that 43 adults (61 %) had more than 15 years of work experience in the field in which they did not have a higher education qualification (Table 1).

Table 1 The respondents' distribution according to their work experience

Work experience	Frequency	Percent	Valid percent	Cummulative percent
No work experience	2	2,9	2,9	2,9
Less than 5 years	5	7,1	7,1	10,0
6-10 years	10	14,3	14,3	24,3
11-15 years	10	14,5	14,5	38,6
> 15 years	43	61,4	61,4	100,0
Total:	70	100,0	100,0	

The results of the research also showed that the study fields in which the respondents had the biggest number of non-formal and informal learning outcomes included management, foreign languages, psychology, and social work (Figure 1).

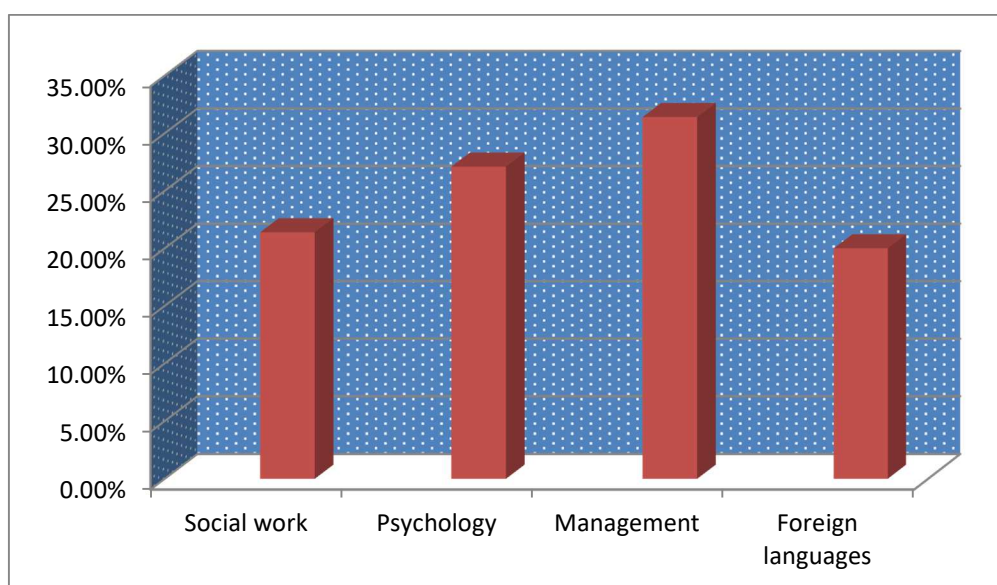


Figure 1 The participants' distribution according to the study fields

ANOVA revealed that there was a statistically significant difference between the study fields and the learning environment called 'independent learning' $F(5, 1247) = 2.841, p < 0.001$. A significant correlation established between these variables leads to the assumption that through independent learning (informal learning including) the respondents gained learning outcomes that could be documented as well as assessed and recognised at the university. The research

results also showed a difference between the age groups and the study field in which the respondents had gained learning outcomes (Table 2).

Table 2 The distribution between the respondents' age and study field

The study field and age										
			Your age							Total
			n/a	20-25	26-30	31-35	36-40	> 40	up to 20	
The study field	Foreign language	N	4	0	1	2	0	7	0	14
		%	28,6 %	,0%	7,1%	14,3%	,0%	50,0 %	,0%	100,0%
	Management	N	8	1	0	3	3	7	0	22
		%	36,4 %	4,5%	,0%	13,6%	13,6%	31,8 %	,0%	100,0%
	Psychology	N	1	3	2	3	4	3	3	19
		%	5,3 %	15,8%	10,5%	15,8%	21,1%	15,8 %	15,8 %	100,0%
	Social work	N	2	1	1	0	1	9	1	15
		%	13,3 %	6,7%	6,7%	,0%	6,7%	60,0 %	6,7%	100,0%
	Total	N	15	5	4	8	8	26	4	70
		%	21,4 %	7,1%	5,7%	11,4%	11,4%	37,1 %	5,7%	100,0%

The application of the Bonferroni criterion in a post hoc test tabulated a statistically significant difference ($F(5, 1247) = 12.631, p < 0.001$) between the age group and the study field of non-formal and informal learning outcomes. It was established that the study fields in which the respondents had non-formal and informal learning outcomes according to the age group differed between the variables 'management' and 'foreign languages' as well as 'psychology' and 'foreign languages', the p value being < 0.001 . Thus, the research results proved that there was a need for the validation of non-formal and informal learning outcomes gained in four fields, mainly in management, social work, psychology, and foreign languages.

Usefulness of the training. The research results revealed that 99 % of the participants ($n = 69$) responded to the question "What was the most useful in the portfolio training?" and that some of them provided more than one answer. Content analysis of all responses revealed five categories of adult-viewed

usefulness, which included relevant information, abilities fostered during the training, relevant knowledge gained during the training, the use of metacognitive strategies, and practical value of the training. The categories were further analysed, which resulted in the identification of sub-categories, and samples provided.

Category 1. Relevant information. It was established that 21 adults (29 %) considered that the information, which they received during the portfolio training, was the most useful. Deeper analysis revealed two sub-categories:

Sub-category 1. The information regarding the possibility to have non-formal and informal learning outcomes validated at the university and /or the information regarding the process of validation of such learning (reported by 16 adults). Here are some sample responses: “*The information about validation of non-formal learning outcomes was the most useful*”, “*The information about the process of assessing informal learning outcomes was the most useful*”, “*To learn about the possibility to have my learning outcomes assessed and how to do that was the most useful*” or “*<The information> How to earn credits on the basis of work-based learning ...*”, “*How to formalise non-formal learning outcomes, which I think may be valuable in the future*”, and “*The information about the requirements for portfolio development*”.

Sub-category 2. The information about the existing types of learning (reported by 5 adults), which can best be illustrated by the following responses: “*I learnt about non-formal learning for the first time in my life*”, “*I learnt what non-formal learning is, to develop one’s portfolio and write a CV*”, “*Now I know about the existing types of learning*”, and “*The information about the types of learning ... As the result, and I got to know myself better and identified the types of learning that I have experienced*”.

Category 2. Abilities developed during the portfolio training. The findings showed that 21 adults (29 %) stated that the portfolio training developed their abilities, which they viewed as the most useful. Deeper analysis revealed the following sub-categories:

Sub-category 1. The ability to reflect and self-assess one’s own learning and / or present it in the portfolio (reported by 9 adults), e.g. “*I’ve been interested in non-formal learning for a long time. Learning how to reflect on my own learning was especially useful*” and that it was useful “*to present my knowledge and abilities in a portfolio, to write my CV, and to reflect*”.

An important finding of the research was that one adult identified these abilities as being useful not only for the present, but also for the future: “*... to self-assess my non-formal and informal learning and to write a reflection-based analysis. This opened new horizons and will be useful in the future*”. Another important finding was that one adult considered that these abilities were the most useful as they made an impact on his/her insights regarding himself/herself: “*Self-*

analysis of my own learning and presenting it in a portfolio, which led to a deeper understanding of my own abilities and knowledge that I have”.

Sub-category 2. The ability to write one’s CV (reported by 3 adults), e.g. “<The most useful was> to learn to write my EU CV”, “To write my extended CV. It helped me to disclose myself and better present my knowledge and abilities” or “My CV writing skills improved”.

Sub-category 3. The ability to develop one’s portfolio of non-formal and informal learning (reported by 3 adults), e.g. “<The most useful was> to develop my portfolio as it’s the basis for validation of knowledge and skills in order to gain credits”, “... to develop my portfolio. I think it makes a difference as it allows to self-assess myself. It can be used for employment and in gaining credits”, and “<The most useful was> ... to write my portfolio”.

Sub-category 4. A combination of abilities, including writing a CV and developing one’s portfolio (reported by 2 adults). To illustrate, they stated that the most useful was “<To learn> what non-formal learning is, to develop my portfolio and write a CV” or “... to write my CV and draft my portfolio”.

Sub-category 5. A combination of abilities, including the ability to write a CV, develop one’s portfolio, reflect on learning and self-assess it (reported by 3 adults). The adults noted that the most useful was “To write my extended CV, reflection pages on my learning and compile my portfolio” and “Portfolio development, writing my CV, reflecting and self-assessing my learning” or “Present my knowledge and abilities in a portfolio, to write my CV, and to reflect”.

Sub-category 6. The ability to document learning (reported by 1 adult), e.g. “<The most useful was the ability> to document my learning by providing proof”.

Category 3. Knowledge gained during the training. The findings showed that seven participants (10 %) viewed that knowledge which they gained during the portfolio training was the most useful. Deeper analysis revealed two sub-categories:

Sub-category 1. Knowledge of how to write a CV and / or develop one’s portfolio and / or reflect on learning (reported by 6 adults). Two of them considered that the most useful was knowledge of how to write a CV: “The most useful was to gain knowledge of how to write my CV according to the EU format”.

Two other adults reported that both knowledge of how to write a CV and how to reflect on learning was the most useful: “The most useful was to get to know how to write my CV and reflection pages”. One adult stated that the most useful was “To learn how to put everything into a portfolio as it is the main document proving that I have knowledge and skills necessary to get credit award”.

It is worth mentioning that one adult reported that new knowledge resulted in his/her personal growth: “The biggest value was to get to know how to write an

extended CV and develop my portfolio of learning. As the result, I analysed my experience and got to know myself better”.

Sub-category 2. It was established that one adult viewed knowledge about the assessment procedure as the most useful: *“For me, the most useful was knowledge regarding the assessment procedure of non-formal and informal learning at the university”.*

Category 4. The use of metacognitive strategies. Contents analysis revealed that four adults (6 %) considered that using metacognitive strategies during the training was the most useful. Three of them reported that it was the metacognitive strategy of analysis, e.g. *“... As the result, I analysed my experience and got to know myself better”, “During the training I learnt how to systemically approach my experience...”, and “The training made me think and analyse things that had seemed irrelevant information”.* On the other hand, one adult stated that it was the use of the metacognitive strategy of decision-making that was the most valuable: *“As the result of the course I made up my mind about further learning...”.*

Category 5. Practical value of the course. It was established that eight respondents (11 %) viewed practical aspects of the portfolio training as the most useful. Five of them reported that the manual, the handouts and the slides had the biggest value. They said that *“Learning materials were perfect; they’ll be very useful for the development of my portfolio”, “Learning materials were very well prepared”, as well as that “Slides were the most useful as they contained detailed information ...”.*

Three other adults stated that recommendations and samples of analysis of non-formal and informal learning and reflection pages presented to them during the portfolio training were of the biggest value: *“Lecturers’ recommendations of how to analyse my learning outcomes”, “Practical recommendations and samples of analysis and reflections were particularly useful”, “...Recommended literature was very useful”.*

Finally, content analysis of the participants’ additional comments on the portfolio training showed that it was successful and had added value. This can be supported by the following responses: *“I am happy to have had a possibility to gain this competence, and I’ll be able to use it in my job in the future”, “The project idea was very interesting and I think it will help many people in the future”* or *“This is a perfect project to seek higher education; it saves time and financial resources. It perfectly suits older people, highly qualified practitioners who, due to different reasons, could not earn a higher education qualification before”.*

Conclusions

The present research provides a source of information on the adults' views of the portfolio training provided by to them by a university aimed to support them before the assessment of their non-formal and informal learning. The results of the research have increased our awareness of how the adults' perceived this type of training with regard to its effectiveness and usefulness.

The findings of the investigation into effectiveness of the portfolio training provided to the research participants by the university revealed that they viewed it as effective and informative. It was established that they considered that as the result of the portfolio training their skills of writing expanded CVs improved and their awareness of the possibilities available for them to validate non-formal and informal learning outcomes increased. Besides, they gained a better understanding of the requirements for the participation in the procedure of validation at the university as well as of the ways to document their non-formal and informal learning outcomes in a portfolio. The research participants also stated they learnt how to identify and describe the study fields in which they had the biggest number of non-formal and informal learning outcomes.

The research results allow to conclude that the university-provided portfolio training was viewed as very useful or useful. The investigation resulted in the identification and description of five categories of usefulness, which includes relevant information, abilities fostered during the training, relevant knowledge gained during the training, the use of metacognitive strategies, and practical value of the training. This is in line with the findings of Peters et al. (2004) who stressed the importance of the portfolio courses in raising adults' awareness of what portfolio development entails and add to the findings of Burkšaitienė et al. (2011) who concluded that portfolio training can become a form of support which empowers adults to disclose their learning that occurred outside academia.

Finally, the findings reinforce the research which emphasises the role of institution-provided support to adults (Rydel, 2004; Peters et al., 2004; Burkšaitienė et al., 2011; Pokorny, 2013) by arguing that through understanding what adults find useful, HE institutions can best adapt their support mechanisms in order to provide the support that adults need the most.

The study contributes to the literature in that it increases our understanding of what adults view as relevant with regard to institution-provided support, which may lead to a better mutual understanding and result in adult success.

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THE CONTEXT OF OCCURRENCE OF ETHICAL DILEMMAS IN THE PROVISION OF SOCIAL HOME SERVICES: EXPERIENCE OF SOCIAL WORKERS

Valdonė Indrašienė

Agata Katkonienė

Justinas Sadauskas

Mykolas Romeris University, Lithuania

Abstract. *The article aims to reveal the context of occurrence of ethical dilemmas providing social in-home services. The paper analyses situations experienced by social workers that determine the occurrence of ethical dilemmas in the provision of in-home services.*

The study involved 6 social workers providing in-home services with the work experience in service provision from 10 to 14 years. The research data collection method is the semi-structured interview. The data obtained in the interviews were analysed using the descriptive analysis method.

Analysing the situation of social in-home services recipients it was observed that social in-home services are provided to the elderly, who, because of illnesses or age, are not able to look after themselves at home, who do not get help from relatives or such help is insufficient. It is stated that not all potential clients accept or get social in-home services.

The article distinguishes the following factors influencing the occurrence of ethical dilemmas: conflicts of values, the wish of clients or of their relatives to deny the significance and meaningfulness of the services provided, ill-founded requirements of clients and their relatives, derogation of the professional status of the social worker, the conflict between personal and organizational values and the capability of the social security system.

Keywords: *ethical dilemmas, social services, social work, the elderly.*

Introduction

One of the main changes experienced by all countries of the European Union is the ageing population. According to the Lithuanian Statistics Department, in 2015 people aged 65 and over made 18.7 % of the total population¹. Compared to the year 2002 the number increased by 14.5 %. In particular, number of people aged 80 and over has increased from 80000 in 2002 to 1491000 in 2005, making 27.2 % of the elderly (65 and over).

¹ Lithuanian Statistics Department data: <http://osp.stat.gov.lt>; obtained 2016-04-15

The ageing society is characterized by changing structure of the state of health, development of chronic diseases resulting from specific conditions of the elderly and called as a phenomenon of high comorbidity (Juozulynas et al., 2010), which leads to fast-growing demand of medical and social services and institutions (Lesauskaitė et al., 2008). According to M. Gedvilaitė - Kordušienė (2013), the process inevitably creates a completely new economic and social context. A. Lukamskienė and Budėjienė (2013) claim that the ageing population in the context of social integration creates two main objectives for social service providers: 1) to organize and provide social services for the elderly enhancing personal self-support, social and physical activity; 2) to respond to the demand for social care and nursing.

It is noted that in the ageing society it is the family that has to take care of the elderly, where the care of the elderly is based on intergenerational support (Daly, 2005), and the society, the State just has to support the family (Bagdonas, et al., 2008). However, change of the family, as of an institution of social care, has great impact on its capability to provide help as well as care for the elderly, thus there is an increase in demand of home care services to help a person or a family in household management and in participation in social life (Tamutien & Naujanienė, 2013). The Public Audit Report (2015) noted that in Lithuania in 2012-2013 the number of social services provided for the elderly increased: in 2012 13.2 thousand services were provided, in 2013 - 13.8 thousand, and this makes 66 per cent of the total social services provided in Lithuania. The most social services (57 per cent) for the elderly are the in-home care services. In the provision of such services social workers with their always complex activities and elusive and hardly predictable “result” of it play an exclusive role (Večkienė, et al., 2013).

When working with the elderly, it is necessary to recognize their right to uniqueness, diversity, and to comprehend it as a value. This is how social workers fulfil their mission promoting social change, initiating problem solutions and achieving the coherence between systems and individuals (Kreiviniene & Vaičiulienė, 2011), eliminating personal, social, spiritual problems, planning social services for prevention of social problems and guaranteeing stable social development (Vaicekauskienė & Savickiene, 2013). Lymberia M. (2006) notes that working with the elderly social workers face unpredictable and complex situations which may result from the conflicting relationship, institutional, pragmatic, ethical and other aspects. Therefore, the ability and commitment to act ethically is an essential requirement in provision of quality services to recipients of social services (Ethics in Social Work, Statement of Principles, 2004).

Social worker faces ethical dilemmas - a situation in social work practice when the social worker has to choose between only two alternatives, both unwelcome and influence other persons or the quality of their lives (Banks, 2006).

According to Švedaitė-Sakalauskė and Gevorgianienė (2011), the dilemma-nature of the social worker profession has been recognized, analysed and widely regarded as one of the most important features of this job.

Research questions: What situations determine the occurrence of ethical dilemmas in provision of in-home services? What causes ethical dilemmas?

The goal is to reveal the context of occurrence of ethical dilemmas in the provision of social in-home services.

Research methodology

Qualitative study was carried out in January – March 2016. It followed the provision that what matters is not the message about the phenomenon but rather the understanding of specific cases, which allows to "move" towards new fields of research, to understand better the objectives and the true-life priorities of the target groups (Bitinas, 2010).

Phenomenological research strategy was applied, since the research aimed to describe and understand how different individuals experience a specific phenomenon. The aim is to understand the phenomenon more deeply through adequate experience of individuals (Norlyk & Harder, 2010), the meanings of human experience, finding the key values that cannot be identified or researched by means of the usual observation (Chi-Shiou, 2013). The work experience of a social worker influences subjective opinion about the ethical dilemmas that occur during provision of in-home services. The phenomenological analysis is based on intensive, repetitive reading of collected stories and identification of concepts and categories aiming for clarity and accuracy (Pereira, 2012).

The research data collection method is semi-structured interviews. When choosing a research method the authors took into account the possibility of the anticipation of topics or issues discussed during the interview, without sticking to the order of questions, allowing the researcher to shift them freely, depending on the needs (Flick, 2009). In addition, the semi-structured interview approach created a friendly atmosphere and conditions to adapt quickly to the situation being analysed and provided information which allowed further discussing the issue under analysis.

The social workers were asked the same questions; the interview was tape-recorded and later transcribed. To obtain data the semi-structured interviews were analysed using descriptive analysis (interpretation, relationship establishment) method (Creswell, 2013).

For the selection of respondents the criterion-target selection was chosen. The study involved 6 district social workers providing in-home services. The main selection criterion was the experience of a situation /situations when a dilemma was encountered in a course of in-home service provision. In the initial stage 15

district social workers were contacted and dealt with, but only 6 were able to recall and identify ethical dilemmas encountered in this work.

The age of the respondents' ranges from 39 to 58 years and the work experience in the field of in-home services is from 10 to 14 years.

The reliability of the study was ensured by the chosen research target sample. Distribution of questions in advance provided an opportunity for them to reflect on the answers and to provide more information. The reliability of the study is demonstrated by the fact that all the respondents, despite working in different districts, named almost the same problems. N. Golafshani (2003) describes the adequacy of the study as the extent, the results of which is regular, consistent in time and accurately represent the entire population, which was reliably studied, and the results of the study can be repeated with similar methodology. Thus, the reliability of the research is ensured by detailed research methodology.

To ensure research validation the interviews with respondents were transcribed - transferring informants' unique language, capturing their pauses and emotions. Therefore, the data analysis presents authentic language of the respondents.

Limitations of the study - only a small part of the social workers who provide in-home services was interviewed, so it can be said that only personal social workers' experience with subjective evaluations was discovered. According to L. T. Choy (2014), a study is limited by the long duration of the process, which may neglect some important study details and for this reason a potential problem may be overlooked. In order to ensure the openness of respondents, they were able to control the data acquisition (collection): a written interview later on was coordinated with the respondents and after reading the interview texts the respondents would sometimes ask to change some things in the statement, saying that they meant something different. Thus, the respondents expressed their subjective opinions, shared their experiences, and not all of the data could be checked objectively.

The data collection process included the following ethical principles: free choice, confidentiality and anonymity. Comprehensive information was given about the purpose of the investigation and further use of the obtained data. Study participants were informed about a possibility to withdraw from the study any time and to refuse responding the questions that were not acceptable for them. The quotations of the respondents are presented accurately, without corrections and interpretations. Anonymity was ensured by giving each respondent their unique number (1, 2 ...6)

The situation of social in-home services

One of the key elements of ethics of care is often considered to be a specific human relationship, with the most attention on clients' lives and characteristics (Trotter & Ward, 2013; Parrott, 2014).

The study analysis revealed that the in-home service is provided mostly to single elderly people who, because of old age diseases are usually disabled:

"...very old, with children or other family members away from home, live far away and working, so they remain neglected, abandoned (4); "Those who find it difficult to look after themselves, elderly, sick and abandoned by relatives, or even without any family ... <>... the nearest neighbour lives a kilometre away" (5).

The last-mentioned research data confirm that the elderly receiving long-term care are often completely dependent on care providers and become very vulnerable (Teer, Leino-Kilpi, & Välimäki, 2006). The objectives of home service should not be limited only to satisfying the physiological needs, but should also include realization of psychological and social needs. Such cases reveal the importance of interaction between the service recipient and the provider.

Study made by L. Hitaitė and L. Spirgienė (2007) revealed the need for social services which, unlike the care services, is influenced by place of residence; in rural environment the need of social services to the elderly is bigger than in urban. Nevertheless, some people willing to receive service at home cannot get it, or sometimes they refuse to receive it due to pragmatic causes. Respondents claimed that since it was difficult to reach clients in the remote areas, it was difficult to create a support network for such individuals:

"A high proportion of individuals are especially befit to receive home services, but they live in very remote areas therefore those services are not provided" (1). "Many elderly single people live in remote residential areas and need social services at home, but they cannot be provided because of lack of the transport (2);

As A. Corvol et al. (2015) point out, social services providers face a dilemma how to find a balance between the social assistance system and the needs of a client.

This was confirmed by the study respondents pointing out the group of potential candidates for home service who refuse the services because of the possibility to get compensation for special purposes (targeted compensation) and use them at their own discretion:

"Almost everyone prefers getting targeted compensation ... and do not always want to use the received funds according to their purpose... they improve households for money intended for care services or just save it " (3).

Common reasons for potential candidates to refuse home services are financial difficulties:

"There were cases when people expressed a wish to receive the social services, but after they found out that service was paid they refused it. They say that pensions are small and they can hardly make ends meet, and it does not matter that they can no longer take care of themselves" (5).

These examples illustrate that social workers face problematic situations where the availability of care for ageing and elderly people is influenced by the lack of resources and strictly formalized regulations on the provision of social services (Tanner & Harris, 2008). Institutions performing social work have internal policy which often is in conflict with the reality where the social worker acts (Švedaitė-Sakalauskė & Gevorgianienė, 2011). Frequently social workers are the only people who know the real conditions of their clients' lives.

Also, quite a number of people still do not trust the official institutions and the quality of services: *"they say, I better do it myself than strangers <...> as I previously mentioned, seek to live independently, although it is clear that this person cannot do without the help of others any longer" (1).*

The obtained results coincide with L. R. Snowden and A. M. Yamada (2005) research results, showing that negative attitude to the formal service providers is one of the reasons why elderly persons in need of assistance do not seek and accept any help.

There was another aspect why clients did not trust in-home service - the reluctance to make personal troubles public – *„they often do not want others to know about their problems; after, it is a small village" (4).*

Such reluctance is related to the fact that it is essential for the elderly to feel they are still maintaining material wealth as well as their social status (Orlova, 2014). The need to keep one's dignity, the feelings of the ending life, weakening of functional health, loneliness, violence in the family against the elderly are the factors defining the period of support provision and show the complexity and multiplicity of the process (Naujaniene, 2008). Social in-home services are refused also because they are afraid to let a stranger into their house: *"In my municipality I have such a family: the man cannot get out of bed, the wife is hardly able to walk to the toilet and kitchen, but they do not agree to accept services. You see, they are afraid of strangers and think strangers may cheat them, steal or do something else inappropriate. They say that they keep in touch with the children and get help. Though I know – their children are abroad. So you can do nothing" (2).*

A social worker's visit to private space or territory often is very sensitive for the service recipient, because it means that a key aspect of personal privacy is touched (Teer et al., 2006).

Therefore, the recipients of social in-home services are the elderly unable to look after themselves at home due to illnesses or old age, lacking help from

relatives or help they receive is not sufficient. The research has revealed that not all potential clients accept or receive social in-home services.

Factors, which condition the occurrence of ethical dilemmas

According to Naujanienė (2008), individual changes in old age arising from the experience of the older person have an impact on the problems which gerontology social workers are facing. Basic factors determining ethical dilemmas in provision of in-home services are the differences between values and attitudes, acceptance of the services for granted, unreasonable demands, under-appreciation of social worker's job and limited facilities of social care.

Social workers experience **conflicts of values** when their own values, attitudes, beliefs, concepts contrast with the values and norms present in the client's environment, and the professional values are challenged (Banks, 2006; Tanner & Harris, 2008):

"...It's annoying when a granny keeps talking about how good the Soviet times were, how happily people used to live, and how now all are poor .." (4); ".... Relatives are indifferent to their relatives, so, children no longer have moral responsibility to care or look for any opportunities and alternatives to take care of parents..." (2).

According to L. Dauwese, S. van der Dam and T. A. Abma (2012), taking care of the elderly generates specific needs of ethical support that is why a social worker needs to adjust his relationships with a client according to the client's wishes and norms in order to avoid any conflicts. Therefore the social workers' personal characteristics, determining mutual relations with clients, are of utmost importance (Indrašienė & Katkonienė, 2011).

Another factor that conditions ethical dilemmas is the ***desire of clients or of their relatives' to deny*** the significance and meaningfulness of the provided services:

"... They are angry that the services provided are not to facilitate their life. ... given support is insufficient, they lack assistance and so on and so forth" (3); "they say: what kind of help it is, as if you provide service and that's it... I still have to pay" (2).

When the client denies the significance of service, the interaction with a little values in common between the care professional and the client becomes more complex (Orlova, 2014). Wilkins (2012) notes that, if there is a disagreement on how the social services should be provided, it becomes complicated to come to an understanding on further goals. Therefore, involvement the elderly people in the decision making on accepting the assistance, ability to work with the resisting to accept help, the ability to work with kindness, tact, to make contact with such a

person and respect are essential to a social worker in gerontology social work practice (Naujanienė, 2008).

Social service providers, service receivers and their relatives have to build a relationship based on good will and partnership (Lloyd, 2006). The research revealed that social workers providing in-home services often face **unreasonable requirements from their clients and their relatives**. According to the respondents, *“Relatives of a service recipient that lived together demanded dinner to be made also for them and their living rooms to be cleaned”* (4); *“I was forced to go to the store 3 times because in the beginning they claimed that they had forgotten something, and later said that I was there to make all their wishes come true (1)”*.

One of the core values of social work is safeguarding of personal values and dignity, but social workers themselves face situations in which their own dignity is often neglected or hurt. Ethical dilemmas arise from the fact that clients **diminish the status of social workers**, neglect their dignity: *“Well ...they say straight in my face – if they had money – they would hire somebody else instead of some sort of worker from public institutions... <> ...to make meals and take care of mother all day long for money.”* (1); *“... he, first of all, addresses in rather disgraceful manner, underrates professionally, as if he saw on TV that we know nothing. <..> calls me “waitress” when in bad mood...”* (5)

As L. Varžinskienė’s study (2008) explains, social work is characterized by the society rather unfavourably, and the media usually portrays social worker’s duties with rather ambiguous information, focusing on shortcomings and failures of social workers.

Thus, the study responds to Zaturskis G. and A. Kiaunytė (2014) studies, as the ethical dilemma faced by social workers stems from the relationship with oneself in addressing moral issues, caused by the conflict of personal and professional values, or from the relationship with clients.

The revealed factors which cause ethical dilemmas are comparable to the conclusion of A. Corvol et al. (2015) research that the essential components of the value-based social work practice with the elderly are the relationship between the old people and the service providing support staff and the values that the practice is based on.

Ethical dilemmas occur not only because of interpersonal relationships, but also due to the fact that there is an intersection of personal and organizational values and of the **capabilities of social security system**. On one hand – encouragement to take care of the elderly and old people welfare, on the other hand – the social policy and factual practice ignoring their welfare. Therefore, when providing in-home services it happens when, because of limited social services, social workers find themselves in the situations where their personal values make them neglect the requirements and capabilities:

"Though catering services are not included for this granny, but after I saw what she ate, every time I come I bring with me a thermos with hot soup, or something else;" ... "I saw her worn off and thorn blanket. So, I took a warm blanket from my home, because I could not do in different way" (2).

According to L. Gvaldaitė and B. Švedaitė (2005), this is called a "double mandate dilemma", which becomes even more acute when one realises that the person's life problems occur not because of the person's fault (although it is a quite common belief), but due to inadequate social structure and gaps in the functions of the government.

Conclusions

Rapidly getting older society governs the change of the health condition structure which preconditions growing need for social services, especially for in-home services. Working with elderly persons social workers play a significant role; their obligation to act ethically and ability to find balance between the social support system and the interests of elderly clients is an essential requirement in the provision of qualitative social services.

Ethical dilemmas faced by social workers providing in-home services are conditioned by the clients – formed views and attitudes of the elderly, specifics of communication and behaviour aimed to prove their wealth and social status.

The main factors of the occurrence of ethical dilemmas are related to the interpersonal relationships between the social worker and the client, as well as limited capability of the social security system. Problem situations make social workers to choose between the values that are important for them as for individuals and the values that they have to represent as the social workers. Employees must understand and accept that at work they have to give priority to professional rather than individual values.

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SUCCESSFUL AGEING FROM THE PERSPECTIVE OF YOUNG ADULTS IN POLAND

Agnieszka Kozerska

Jan Długosz University in Częstochowa, Poland

Abstract. *On the basis of the theoretical and empirical analyses published in the scientific literature, it can be stated that the concept of successful ageing presented in educational discourses is understood differently by authors and it is focused primarily on three issues related to 1/ spirituality, 2/ well-being, 3/ a sense of community. The article discusses research results aimed at comparing ways of understanding successful ageing in the scientific literature with ways of defining this term by young adults in Poland. The survey participants are pedagogy students. The article attempts to answer the following questions: 1/ How do young adults in Poland understand the concept of successful ageing?, 2/ To what extent do the ways of understanding this concept, which have been distinguished based on the analysis of empirical data, coincide with a typology created based on a review literature.*

Data analysis (cluster analysis) enables to distinguish two types of successful ageing understood as a link between transcendence and generativity. The third type consists of elements of Rowe and Kahn model which are supplemented with good family relations.

Keywords: *older people's quality of life, successful aging, third age.*

Introduction: Concept of successful ageing – scientific and common definitions

The concept of successful ageing occupies a prominent position in the scientific research on elderly people. Thus, the successful ageing discussions are currently being held by the representatives of various scientific disciplines, including social sciences and humanities. The term “successful ageing” is widely used in the literature related to the health sciences, sciences of labour and social policy, as well as educational sciences (Kowaleski & Szukalski, 2008a, 2008b, 2008c). Nevertheless, this term is understood differently by the authors. For example, Rowe and Kahn’s successful ageing model is the most widely used approach in social policy (1998). It is assumed that successful ageing is firmly linked to active ageing (Szukalski et al., 2008, WHO 2002, EuroStat European Commission, 2012). Furthermore, activity in the elderly is considered an essential component of successful ageing. In addition, it is also emphasised that the activities undertaken in various spheres of life help elderly individuals enhance self-reliance, which alleviates the burden on society. According to this

point of view, participating in activities is an essential ingredient of the good quality of life in late adulthood. Rowe and Kahn (1998) identified 3 main components of successful ageing: 1. absence of the risk of disease and disability, 2. maintenance of high physical and cognitive function, 3. an active engagement with life. The researchers claim that it is combination of all three components in interaction with one another that is essential for successful ageing. From this perspective, successful ageing is understood as the result, the desired state of affairs, which can be determined objectively. Therefore, it is possible to ascertain objectively whether or not older individuals age successfully. In addition to Rowe and Kahn's model, the literature offers a number of other theories and concepts that describe successful ageing as a set of objective criteria. In fact, they expand the existing successful ageing model proposed by Rowe and Kahn. Martinson and Berridge (2015) point out that there is a significant number of such concepts in the gerontological literature. For instance, Crowther et al. (2002) firmly advocated the incorporation of spiritual dimensions into the model of successful ageing developed by Rowe and Kahn, Ko et al. (2007) expanded it by adding marital status and quality. Ng et al. (2009) defined successful ageing in terms of overall and physical health and well functioning cognitive functioning and emotional wellbeing, social functioning, life engagement and life satisfaction. Lee et al. (2011) proposed leisure activity. Others, such as Baltes and Carstensen (1996), argue that evaluating successful ageing requires both objective and subjective criteria. The research on the subjective assessment of quality of ageing conducted among older people revealed that the subjective assessments differ substantially from their objective counterparts (Jeste et al., 2010). In Poland, the research on the common definitions of successful ageing in different age groups was carried out by Halicki (2008) who placed particular emphasis on health state, relationships within the family and beyond. The research also shows that maintaining good family relationships seems less important for the oldest respondents than for younger age groups. Moreover, they rank independence as a relatively low priority. When understanding and interpreting common definitions of successful ageing, it is worth focusing on Halicki's reflections and insights (2008, p. 25). He notes that individuals in their late adulthood point out what their high level of needs are and they tend to ignore things that lie within their grasp. In consequence, such a phenomenon can be considered a major cause of divergence in the perception of the scientist and common paradigm of successful ageing.

Research findings revealing differences between the scientific and common definitions of successful ageing motivate and engage others in evaluating the definition incorporating objective criteria. It is therefore sensible to combine both objective and seniors' subjective perspectives (Jeste et al., 2010).

Considering successful ageing as a result, a set of criteria that must be met seriously limits our understanding of this concept from the perspective of educational sciences, because such an approach contributes to exclusion of individuals from scientific debates, due to e.g. disability that accentuates the reduced opportunities to achieve the perfect state determined by the previously stated criteria. On the one hand, the concept considered as a “result” is seen as a drawback (Villar 2012), but on the other hand, it may be noted that there is educational potential associated with understanding successful ageing as a “process”. The model proposed by Baltes, Baltes (1990) suggests that successful ageing is the successful adaptation of elderly individuals to changes during the course of ageing, the minimization of losses, as well as the maximization of gains that occur over the entire lifespan. The model also shows how to maintain a functional level closely linked to the levels of activity in the earlier stages of life. Furthermore, resilience is viewed in a similar way, according to Harris (2008). In this sense, successful ageing (resilience) involves a continuous process of adaptation to incremental changes of everyday life. From the perspective of educational sciences, both research aimed at improving the level of functions that significantly deteriorated in old age and research addressing the emergence of new qualitative forms of developmental phenomena in the elderly (and not just those that are compensatory in nature) deserve to be emphasised. Development and change are the essence of the theory of gerotranscendence proposed by Tornstam (2005). The theory presents the way older people perceive themselves as they age and react to the world around them.

It can be assumed that the subjective (common) definitions of successful ageing seem to revise with age or changing life situations. Therefore, the perceptions of individuals about successful ageing can change as a result of their reflections on life experiences. Revising the subjective definition of successful ageing can affect both seniors’ way of life and the choices of factors considered important, in particular of and educational nature. In addition, it is generally supposed that intentional learning undertaken by individuals in old age (auto-education) of the elderly is connected to the subjective definition of successful age. Older people’s perceptions of the concept of successful ageing appear to be strongly related to the engagement of seniors in activities. For example, individuals who experience difficulties accompanying old age (e.g. physical disability) tend to change their perspective on the concept of happiness, highlighting the spiritual dimension and viewing the physical dimension as less important. As a result, the individuals still feel satisfied with their lives despite their physical disabilities. It is also possible to get involved (educational) activities aimed at achieving an ideal state presented in the subjective definition of successful ageing. In this case, the activities focus on spirituality and being able to concentrate on non-material reality, which includes developing a greater

understanding of new challenges and difficult situations in life, even exhibiting a decreasing interest in material things and reducing emphasis on one's own "self" (Straś-Romanowska, 2001; Tornstam, 2005). Such activities can take some forms, which may be seen as individual or community engagement in religious practices, engagement in religious organisations and contemplative engagement. Thus, transcendence, which is seen as outreaching "real self", is their inherent element (Heszen-Niejodek & Gruszczyńska, 2004).

In educational discussions concerning ageing, the authors often describe actions taken up by those people related to learning, aiming at achieving harmony with themselves and the outside world. On the ground of research, they also give guidelines as to what kind of actions should be taken in order to favour development and enhance the level of life satisfaction. According to scientific publications, the elderly may influence the context and circumstances in which their learning takes place. They can do it through social interactions, participation in organizations and self-development. Such purposeful creation of one's own space and conditions in which learning might take place is called the creation of one's own educational environment (Kozerska, 2012, 2013, 2015). On the grounds of a qualitative analysis of scientific articles (Kozerska, 2015), it can be stated that the authors dealing with subject matter regarding learning in the late adulthood, focus on three types of shaping educational environment by the elderly: 1. The type oriented towards commonality (an individual creates conditions favoring self-learning within frames of actions targeted at common weal); 2. The type oriented towards spirituality (an individual creates conditions favoring self-learning within frames of actions targeted at outreaching 'real self' – transcendence); 3. The type oriented at one's own well-being (an individual creates conditions favoring self-learning within frames of actions targeted mainly at one's own well-being, for example one's own health, one's own happiness or one's own skills).

The types described above represent three different kinds of subjective definitions of *successful ageing* that can be referred to the authors of publications under analysis:

1. *Successful ageing* seen as being a part of a community,
2. *Successful ageing* seen as outreaching 'real self' (transcendence),
3. *Successful ageing* seen as living out one's own well-being.

There can also be differentiated ways of comprehending the notion of successful ageing in literature, being a combination of two or three abovementioned main types with an emphasis on one of them as a more meaningful one.

Aim of the research

Assuming that the action taken up by an elderly person depends on an accepted subjective definition of successful ageing, from the point of view of educational sciences, the answers to the questions: what types of subjective definitions of successful ageing function in the society, how much they change together with the age of individuals and how much they depend on other variables (e.g. experienced crisis situations, family or material situation, the level of education, etc.), might seem interesting.

It may also be interesting to analyse what kind of subjective definitions of successful ageing are formulated by young people and how much they differ from definitions formulated by the elderly.

The analyses presented in the article form a part of research on subjective definitions of successful ageing carried out in various age groups. There has been selected and described a subset consisting of young adult people- students of pedagogy. This is a group that is quite familiar with scientific discussions in literature regarding lifelong learning on account of the field of their study. The purpose of this research is to check as to what extent the definitions of successful learning, distinguished on the basis of literature analysis, correspond to the students' conceptions in this respect. The following questions have been asked in particular:

1. What is the way of understanding successful ageing by young adult people studying pedagogy?
2. To what extent the ways of understanding the notion of successful ageing by young adult people studying pedagogy correspond to the taxonomy of definitions of successful ageing created on the basis of literature review?

Research methodology

1. Data collection

The article presents data findings carried out among 107 students of pedagogy. The age of the respondents: $M=21$, $s=1,9$; gender: 90 females (84 %), 8 males (7,4 %), 9 (8,4 %) people did not give any answer to the question regarding gender. Among respondents 42 % of them live in the city, 48 % live in the country, and 10 % did not give any answer to the question regarding their place of living. The data has been collected by means of a questionnaire that has been created on the basis of literature analysis regarding the subject of successful ageing (Kozerska, 2015). The questionnaire consisted of 49 statements featuring an elderly person. There has been attached a seven point scale to each of the statements. Using that scale the students were supposed to

specify as to what extent the given statements feature a successfully ageing person.

2. Data analysis

Collected data was analysed by means of a statistical method – hierarchical cluster analysis (Ward’s method; Pearson correlation as a distance). That kind of analysis enables to recognize the structure of relations among the features of an elderly person.

Research results

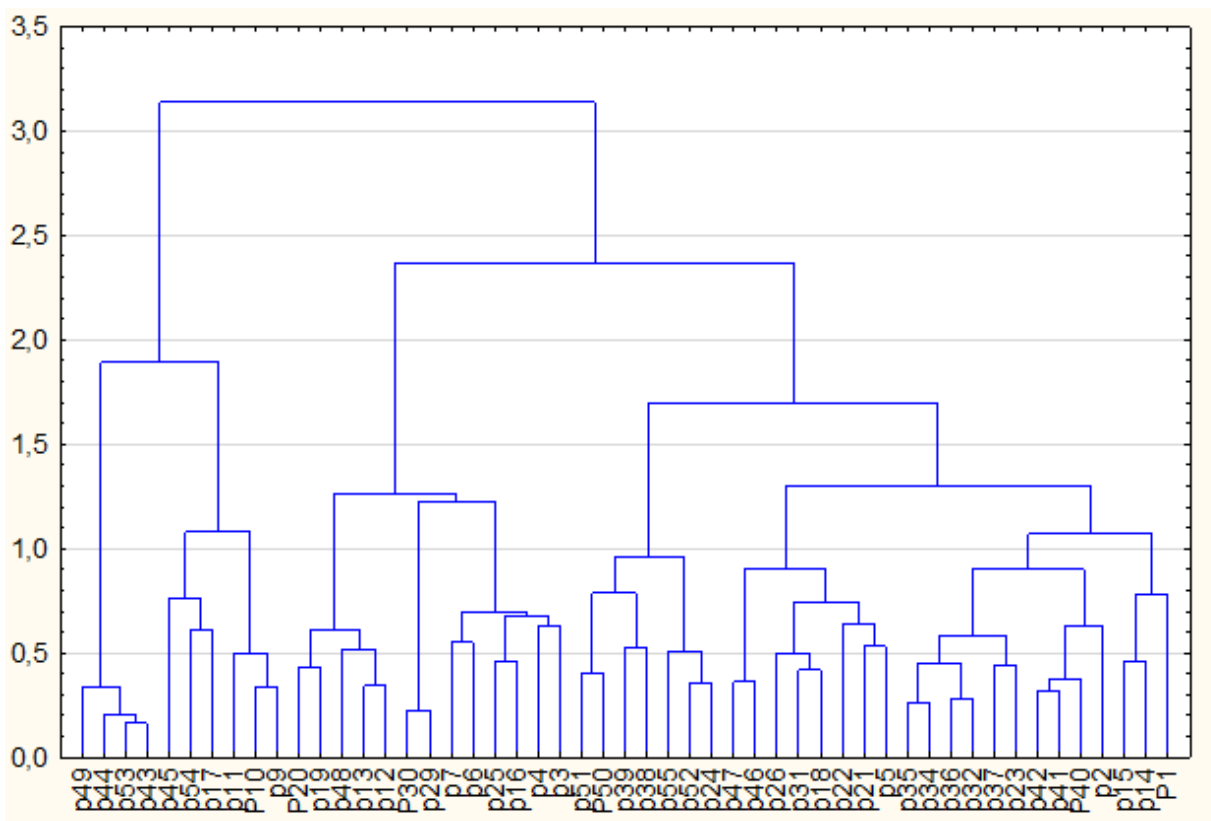


Figure 1 The structure of relations among the items of questionnaire

Legend:

	Items of questionnaire
Cluster 1	p49. a person feels the love of Supreme Being (God) p44. a person has the sense of communication with God p53. a person knows that he/she has lived in harmony with religious rules so far p43. a person has the feeling that he/ she lives in harmony with religious rules p45. material things are of no importance to an individual p54. a person does not expect anything from others p17. a person is perceived as a very young one by everybody p11. a person gets support from own grandchildren

	<p>p10. a person takes care of grandchildren p9. being around grandchildren is enjoyable to an individual</p>
Cluster 2	<p>p20. a person has a loving family p19. a person has a loving spouse p48. a person receives love from other people p13. a person is satisfied from own life so far p12. a person makes own dreams come true p30. a person has no financial problems p 29. a person is in a good material situation p6. a person has no health problems p7. a person is appreciated in the community in which he/she lives in p25. a person is in a good physical and mental condition p16. one is an active person p4. one has a lot of friends p3. a person is an active member of a community in which he/she lives in</p>
Cluster 3	<p>p51. despite health problems he/she is a cheerful person p50. a person knows that he/she has done much good for others p39. he/ she is a self-reliant person who does not need support from others p38. he/she accepts oneself as an ageing person p55. a person is able to cope with health problems p52. one is a self-reliant person who does not count on others' support p24. a person is independent from others p47. a person gives love to other people p46. a person is able to enjoy every life moment p26. a person has good relations with others p31. a person has own interests and dedicates time to passions p18. a person has a circle of friends to pleasantly spend time with p 22. a person has interests and dedicates own time to them p21. a person can do what he/ she feels like doing at the moment p5. a person has one or more friends p35. a person enjoys life satisfaction p34. a person is aware that he/she has fulfilled own life purposes so far p36. a person has targets and dreams for the future p32. a person positively values most of own achievements p37. a person is in harmony with own body p23. a person is an authority for somebody p42. a person has a feeling of living in harmony with own nature p41. a person is satisfied with own achievements p40. a person has a feeling of living in harmony with oneself and surroundings p2. a person gives support to others p15. there is something important that the person will leave behind to the next generations p14. a person has skills that can be handed over to others p1. a person has much to be handed over to younger people</p>

Figure 1 presents three big clusters of variables. The items of a questionnaire regarding **Cluster 1** form two groups. The first group (cluster 1a) - these are statements which focus on the topic of religiousness and spirituality. There are, for example statements describing a person who *Has the feeling of communication with God, Feels the love of Supreme Being*. This group of variables is linked to the items of a questionnaire (cluster 1b) emphasizing lack of expectations regarding support from other people or lack of paying attention to material things. Moreover, cluster 1b consists of a group of variables describing close relations with grandchildren: *A person takes care of grandchildren, A person receives support from grandchildren, Being around grandchildren gives pleasure to an individual*. Cluster 1 is quite distant from the other groups of variables, meaning that statements included in that cluster are treated by respondents as a separate subject of assessment.

Arithmetic mean of assessments made by respondents with a reference to all statements in this cluster is $M=4.98$, standard deviation $s=0.9$.

Cluster 2 consists of two groups of variables. The first group (cluster 2a) – these are statements describing an elderly person as the one having a loving family and being loved by other people. In this group there is a statement in the questionnaire describing an elderly person as the one who is satisfied with life and has fulfilled own dreams. It can be assumed that realising own dreams and having a loving family by respondents is to a great extent associated with satisfaction from one's own life.

Cluster 2b consists of a group of statements describing an elderly person as an active one, being in a good physical and mental condition, involved in a community life in which that person lives. This group shows a big similarity to the questionnaire statements (and is in a close distance to) regarding a material situation of an elderly person. These are the following statements: *A person has no material problems* and *A person is in a good material situation*.

Arithmetic mean of assessments made by respondents with a reference to all statements in this cluster is $M=5.56$, standard deviation $s=0.7$.

Cluster 3 consists of three big groups of statements. The first one (cluster 3a) describes an elderly person as an independent and self-reliant one, able to cope with health problems. These are, for example statements like: *A person is independent, does not seek any support from others; A person is independent from other people; Despite health problems he/she is a cheerful person; A person is self-reliant and does not need help from others*. Let us pay attention to the fact that this group of variables includes a statement *Accepting oneself as an ageing person*. Placing this variable in the group consisting of statements regarding the subject of independence may suggest that acceptance of changes related to ageing is associated by students with a sense of being in control of

one's own life, which in turn can be linked to a feeling of being independent from others.

Cluster 3b describes an elderly person as the one fulfilling own dreams, dedicating time to an activity corresponding to one's own interests. Statements included in that group refer to a possibility of doing what a person feels like doing at the moment; having a circle of friends to pleasantly spend the time with; an ability to enjoy every life moment.

Cluster 3c – these are statements describing a person having a sense of life fulfillment. These are, for example statements such as: *A person is aware that life targets have been realized; A person positively values most of life achievements; A person has the feeling of life fulfillment; A person is in harmony with own body.* These statements include, among others, a group of questionnaire items referring to handing over certain values to the next generations (e.g. *There is something important that this person will leave behind to the next generations; One has skills that can be handed over to others*) and a sentence: *A person is an authority to somebody.* Being an authority is associated by students with a person who accepts oneself and own current achievements, *A person lives in harmony with oneself and surroundings, A person lives in harmony with own nature.*

Arithmetic mean of assessments made by respondents with a reference to all statements in this cluster is $M=5.69$, standard deviation $s=0.8$.

Discussion

The cluster analysis, conducted on the basis of the questionnaire, has identified three groups of variables describing three different ways of understanding successful ageing by young adults.

1. The first way, which has been distinguished based on the literature review, coincides with the way of understanding successful ageing seen as outreaching “real self”, transcendence. The object of transcendence can be the person themselves (e.g. self-realisation) and transcendence that goes beyond the self (Heszen-Niejodek & Gruszczyńska, 2004). Transcendence within the person is defined in terms of self-realisation meeting transcendent needs, self-improvement accepting moral values and experiencing creative art processes. Transcendence beyond the self (outside) focuses on the Supreme Being, the Universe or another person whose wellbeing is more important to an individual than their own personal wellbeing. The definition of successful ageing, based on the first group of variables, regards the outside transcendence concentrating on the Supreme Being (God). Furthermore, the configuration of variables shows some similarities, concerning changes in terms of the development towards gerotranscendence in the elderly. Tornstam (2005) provides the following

examples: an increased feeling of communication with God and the universe; a decreased interest in material things; an increased feeling of closeness with the coming generation; a decreased need to be the centre of attention; dedicating more time to meditation. All these examples can be found in the first group of variables identified on the basis of the analysis. According to the definition of successful ageing based on the answers given by young adults, opening up to spiritual reality is associated with positive relationships with grandchildren. Successful ageing perceived as transcendence is related to the intergenerational transmission of values, including spirituality and religiousness. The result is coincides with the Polish research results concerning relationships between grandparents and their grandchildren. In addition, the role of grandparents in grandchildren's religious and spiritual development is highlighted. According to CBOS (Public Opinion Research Centre), the research conducted on a representative sample of 1058 adult Poles randomly selected revealed that three-quarters of Poles (72 %) are grateful to their grandparents; 65 % of respondents believe that their grandparents played a significant role in their upbringing, whereas every second person (54 %) admits that their grandparents passed on religious beliefs to them (Kowalczyk, 2012).

Analysing variables in the figure 1, it can be noticed that a group of statements included in cluster 1 is in a big distance from the other two clusters. Successful ageing understood in terms of going beyond the 'real self' is for respondents a separate way of comprehending successful ageing. Arithmetical mean of assessments of respondents regarding statements included in that cluster is lower than the arithmetical mean of assessments for the other two clusters. Going beyond the real self is to a lesser extent associated with good ageing. Definitions of successful ageing created on the basis of analysis of the next clusters are closer to young people.

2. The second way of understanding successful ageing consists of a set of features similar to the criteria formulated in the model by Rowe and Kahn (1998). The elements of cluster of the second one are features such as: activity, good physical and mental condition, good health condition, social activity, having a lot of friends. There is also an element such as fulfillment of one's dreams, as well as material situation, or lack of financial problems. Young adult people, who associate an image of a person meeting the requirements described by Rowe and Kahn in their model with an image of a happy person, add also some extra features related to having a loving family and receiving love from others. In the definition of successful ageing which emerges from the second group of variables, an elderly person has habits, preferences, lifestyle and activity as a young one. Activity is associated with a good physical and mental condition as well as participation in the community (these variables show a high level of likeliness in the figure 1). Young adult people notice a relation between

elements that are included in the biomedical model by Rowe and Kahn, and their material situation. This relation is often emphasized by authors of scientific articles. On the basis of research findings exposing a relation between elements of a model and material situation, critics of a biomedical model in literature emphasize an exclusionary and discriminating character of the conception. They observe that the chances of meeting the criteria formulated in the model are not even – they depend on variables correlated with a financial situation such as the social class, gender, race or education (e.g. Dillaway & Byrnes 2009, Scheidt et al., 1999).

The second way of understanding successful ageing to a greater extent is identified with an image of a happy elderly person by young adults rather than the way discussed as the first one. This may result from the fact that this image is closer to respondents taking part in the research, just because it is similar to an image of a young person who can be thought of as a happy one. From the other point of view, the biomedical model of successful ageing is being popularized in mass media; it is present in the social politics, it is also at the core of an activity of various senior organizations and Third Age Universities (Katz, 2000). Wide-ranging promotion of lifestyle based on activity and productiveness surely influences the way of perceiving ageing by young people.

3. The third way of understanding successful ageing is made of three elements. The first one can be called *life for the moment*. It means that an individual dedicates time to own interests, passions, and does what a person feels like doing at the moment. It is related to life satisfaction, awareness that own life purposes have been realized. The second element associated by respondents with *life for the moment* is linked to generativity. The description of an elderly person formed as a result of analysis of that cluster of variables refers to the following features: giving support to others, awareness that there is something one can leave to the next generations, having skills that can be shared with younger people. Kotre (1984, p. 10) defines generativity as ‘a desire to invest one’s substance in forms of life and work that will outlive the self’. Generative behaviours can have their source in two kinds of desires (McAdams & de St. Aubin 1992): a symbolical desire for immortality and a desire to be needed by other people. The first one leads to leaving behind a lasting heritage, the second one leads to behaviours such as taking care of others, nursing them and bringing them up. Taking into consideration a configuration of variables in the figure 1., cluster 3 presents the first type of generativity (*There is something important a person will leave behind to the next generations, There is much to be handed over to younger people, One has the skills that can be handed over to others*). This kind of generativity is associated by respondents with independence, self-reliance of an elderly person, awareness of realizing one’s own life targets and the sense of life fulfillment. This way of understanding

successful ageing is the closest to the type distinguished on the basis of literature and described as transcending one's own 'real self', and conveying that transcendence takes place within a person and means self-realisation. This type of understanding good ageing is to a quite similar scale recognizable by young adults as type 2. – average assessments of selected statements made by respondents on the given scale are comparable in those two cases.

Conclusion

1. On the basis of analysis there have been distinguished three ways of understanding successful ageing by young adults.
2. Data analysis collected in the group of young adults enables to distinguish two types of successful ageing understood as a link between transcendence and generativity: the first one refers to transcendence oriented at Supreme Being (God), which respondents associate with generativity having its source in a desire to be needed by others (grandchildren); the second type links transcendence *within a person* (self-realisation) to generativity having its source in a desire to leave behind some lasting heritage. The third type consists of elements of Rowe and Kahn model which are supplemented with good family relations. The second and the third way of understanding successful ageing to a greater extent is identified with an image of a happy elderly person by young adults rather than the way discussed as the first one.
3. In comparison with a typology created on the grounds of literature review there has been observed lack of a separate type that could be defined as *being a part of community*. Variables which refer to that field have been found in each of the differentiated clusters, however: in cluster 1 – variables regarding relationship with grandchildren, in cluster 2 – relationship with a family, in cluster 3 – relations with people whom an individual is an authority for.

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REFLECTION OF THE ACQUIRED FORMAL EDUCATION OF TEACHERS FROM THE PERSPECTIVE OF THEIR VALUE ORIENTATION

Jiří Kropáč

Palacky University, Czech Republic

Iva Koribská

Palacky University, Czech Republic

Abstract. *The article deals with the value orientation of teachers in the Czech Republic, who attempt to extend their formal education in the process of lifelong learning. The quality of the teacher directly influences the quality of the educational process, therefore the qualification of teachers has become the front theme of the international organisations. Lifelong Learning Centres as parts of the universities offer the programmes for teachers to extend their formal qualification. The primary aim of the article is to analyse teachers' value orientation reflected by the formal education.*

Keywords: *formal education, further education, lifelong learning, quality of education, values, value orientation.*

Introduction

Teaching belongs to the dynamic professions and its changes, quality of the teachers' education and professional qualifications of teachers are in the spotlight of educational policy in Europe and the whole world. Teachers should reflect current social and regional needs, take the advantage of modern trends in the teaching process and encourage their students in their personal development. The quality of teaching process is the crucial precondition for the students' development. Quality improvement of the teaching can be realized only when all the participants of the educational process are motivated to a continuous improvement of the teaching process and share appropriate conditions and skills.

OECD report analysing key data on teachers in Europe (Eurydice, 2013) shows that most of the European countries consider further education of teachers as an individual professional duty. Besides, in some of the countries the professional development belongs to the compulsory components of the career progression and directly influences the teachers' salary. According to OECD report on teachers in Europe (Eurydice, 2013), in many of the European countries, schools are obliged to offer the concept of further education plans for their

employees, but less than one third of the countries require that teachers work up their personal further educational plans.

The support of quality teaching process and teacher as its key assumption is defined in many legislative documents. The Strategy of Educational Policy 2020 (MSMT, 2014) is generally based on the idea of lifelong learning and provides its conceptual basis for the Czech Republic. More specifically, the strategy states that for better learning process, everyday teaching and management activities in the school, it is necessary to modernize the teachers' training and contribute to the continual improvement of the teachers' pedagogical skills and their professional development in the course of their career.

Lifelong learning (not just of teachers) is planned, purposeful and institutionalized activity in the context of lifelong education, in which it is implemented what society deems important (Průcha, 2009). The values of society are thus passed on through further education to teachers, who according to their consideration try to interpret the knowledge to their pupils. The value orientation is a major determinant of behavior and human action and on the basis of their value preferences, we can estimate targeting of their activities or tendency and direction of their behavior (Horák, 1997). The individual values influence the choice of formal education courses for the teachers according to their personal requirements.

Definition of Value and Value Orientation

The socio-psychological conception describes value as a subjective evaluation or degree of the importance attributed by the individual to certain things, events, symbols and other people, and is acquired through the process of socialization and enculturation (Průcha et al., 2013, p. 92). From the psychological point of view, Nakonečný (2009, p. 45) speaks about the value as of what is good, in a broader sense of what is good and bad. From a sociological perspective Jandourek (2007, p. 97) defines value as a conscious or unconscious idea of what is desirable. Some values can be spoken of as "absolute", i.e. those who have a permanent character, such as moral values. Other values are shared only by specific groups according to the attribute of subjective importance. From this perspective, Spousta (2000, p. 17) defines value as "everything that has a price for us. Every true knowledge can be considered as value. Similarly, all positive, administrative norms that we benefit from or meet our noble desire, or those establishing democracy and humanism are values."

From the pedagogical perspective, education the value itself, because it contributes to forming of human beings and their lives and existences. According to Vališová and Kasíková (2011, p. 16) is the value of education in introducing to the relationship to the world, to people themselves, to other people, to Gods and

their secrets. With acquiring of the values we create our value orientation. Value orientation is a hierarchical set of values adopted by person, group or company. This set represents a stable, coherent system of values that controls and regulates human behavior (Göbelová, 2008). Value system is formed by endogenous and exogenous factors.

According to Sak (2000) these are the following determinants:

- material conditions for life,
- social and educational institutions,
- influence of political and economic conditions of each country.

Social and economic changes are also reflected in the change of life values in the society. Veteška (Veteška & Vacínová, 2011, p. 8) calls today's society turbulent. The distances are getting shorter, our life is accelerating, we are overwhelmed with information and material things become of more short-term, utilitarian character. Plamínek (2014, p. 51) mentions a change in the perception of life values, when honesty, obedience and faith are more likely to decline in the set of priorities and it is money, prestige and luxury that dominates. Plamínek argues, that it is the proper education that enables people to understand the world of today, teaches them to think independently and to focus on different values such as knowledge, a healthy environment, peace and security.

The Value of Education and Formal Education

Programming documents in the Czech Republic emphasize social and integrative character of education. There has been adopted a concept called lifelong learning for all, which is realized in a White Book and intends to connect the current school system and the sector of further education, employment and social policy, with emphasis on the efforts to integrate citizens into society (Veteška & Vacínová, 2011, p. 46).

If we relate the value of education to the material world, the core of the value is in the ability to bring the material satisfaction. "It is the economic dimension of human life, which dominates in current society. Contemporary society therefore quite naturally sets the education as an instrument for ensuring material prosperity, respectively existence." (Veteška & Vacínová, 2011, p. 43). Socio-economic part of the research is focused on the economic value of the education, if it is possible to express this value in numbers.

Plamínek explains that education supports individualism and freedom and emphasizes empathy and insight that education can bring to the people. "Education is a deliberate, organized learning and it is a result of conscious efforts of educators. On the side of participants of education, learning can take place at the level of consciousness and unconsciousness. The best educational

programmes hide under a layer of conscious learning - for example, under finding a solution of a problem or dispute - even unconscious layer of certain tendency development, that may later lead to the formation of habits. Thus, for example, a habit of thinking in context may be set up or the ability to see the issue through the eyes of the counterparty." (Plamínek, 2014, p. 35). The research questions analyze the value orientation from the perspective of teachers' personal development, whether they consider formal education as an intrapersonal satisfaction and motivation for professional growth.

Katrňák deals with the relationship of education and social inequality. From this perspective, he evaluates the education as an instrument of upward social mobility, acquisition of a new social status and social transformation of the origin into personal merit and individual abilities (Katrňák, 2004, p. 19). The research questions are formed in order to define the limitation factors of teachers' further education and to find out, whether the education is socially beneficial and if the preconceptions influence the value orientation of teachers.

Education of (not only) adults can be divided into formal, non-formal and informal. Formal education is purposeful, directed learning process and it is realized in educational institutions whose functions, aim, content and the means and methods of assessment have a legislative definition (Barták, 2008, p. 12).

Generally, according to the Report on Adult Education Survey (2008) is formal education understood as an important value in the life. The answers of respondents demonstrate three main perspectives:

- a formal document of graduation (necessary in case of applying for a job),
- specific skill/ability crucial for labour market competitiveness as well as social assertion,
- „the basis”, general overview of historical and cultural context of human being and the society.

Above mentioned definitions of education and research results in formal education confirm that the value brought by (formal) education is a knowledge basis necessary for the profession, understanding of the outside world and a tool of socialization and integration. At the same time, education is seen as an abstract concept in the form of the document and the value of this document is understood as merely utilitarian.

Methodology

The survey has used quantitatively oriented design. A questionnaire has been used for data collection and the survey took place at the Pedagogical Faculty of Palacky University. The questionnaire was structured into first general part with

questions focused on general perception of values and their necessity during the formal education of the teachers. The second part included questions focused on the factors that can set the limits of the value perception in the course of formal education, social and personal conception of the values of the teachers currently attending the courses of formal education.

With regards to the value perception of the teaching staff, the survey was realized by purposive choice of sample respondents, specifically students of combined studies. The total sample included 700 respondents. The analysis reflects the experience of ages between 22 years to 37 years by 79 % and then 21 % of respondents between 38 years and more. The length of professional experience is mostly in the range of one to seven years of practice. Next is the teaching staff working in after-school clubs and other job placement defined by Ministry of Education, Youth and Sports legislation.

The offer of formal education at Palacký University, specialized on pedagogy and social studies, is considered as sufficient by majority of respondents, i.e. 81 %. From the perspective of the course offer specialized on pedagogy and social studies and their variability the majority of respondents (74 %) is also satisfied. From the professional point of view, the respondents, who consistently study to widen their professional competences, agree with the positive contribution to their future teaching practice. Another part, that analyses the intrapersonal perception of the values of teaching profession, reflects the results that are oriented on the relationship between understanding of identical values in relation to their course of study. The necessity of defining the values of the teaching profession is considered as important by 98 % of respondents.

The Survey Answers

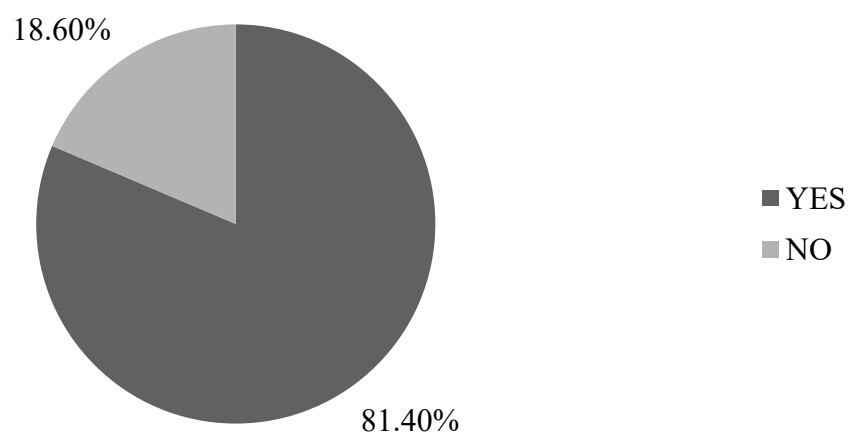


Figure 1 The Survey Answers on Formal Education Offer Sufficiency

From the complex spectrum categorization of the value perception the results reflect the relationships among intrapersonal perception of the individual values, socio-economic values from the perspective of an institutional approach of achieved education defined by the legislation. The individual segments of a personal teachers' values were categorically evaluated by respondents according to subjective importance of the individuals and a majority of the respondents consider the value of life as the most important of all. Sociologically oriented part of the answers reflects tendency of modern people to incline to the cultural, religious and ethical roots. The decline of current ethical and religious value perception in relation to the education is quite significant. The results demonstrate secondary perception of traditional values and the declination of social responsibility, which reflects the value orientation of current generation teaching staff.

Professional growth and education is considered by respondents as the most important value needed for personal and socio-economic development. According to the survey results we can state that the value of education itself cannot be economically or materially expressed. In other words, 61 % of respondents answered that this value cannot be economically or numerically characterized and unified. In the relation with economic value perception of teachers we focus on the legislation and state regulations. 56 % of respondents answered that the growth of educational norms and regulations weakens their autonomy to make their own choice in further education development. The formation of the value system that can be applicable in teaching practice can be according to the 68 % of respondents applicable also in the society as an useful system that will not be limited just by school area. Furthermore, the analysed data demonstrate that the individual is influenced the most by primary socialization and education in the family. This fact testifies the ability to absorb the perception of values by the individual and as an educator to convey the impact on the educated. The results reflect the importance of the educational institutions as a secondary factor influencing the individual education. We cannot even abandon the impact of informal education in cooperation with schools on the individual value formation.

Finally, the survey reflects the limitations that the teachers experience during their further education. According to 80 % of respondents, the most common limitation is considered the time requirement of study process. With the time limitation is closely connected catchment area needed for education achieving. By catchment area is meant the commuting distance between the place of living and the educational institution. Furthermore, as significant limitations were mentioned also economic reasons including the transport costs, tuition fees etc. In a smaller scale of comparison we can detect other factors, such as limitations on the employer's side, legislative directives, the age of students.

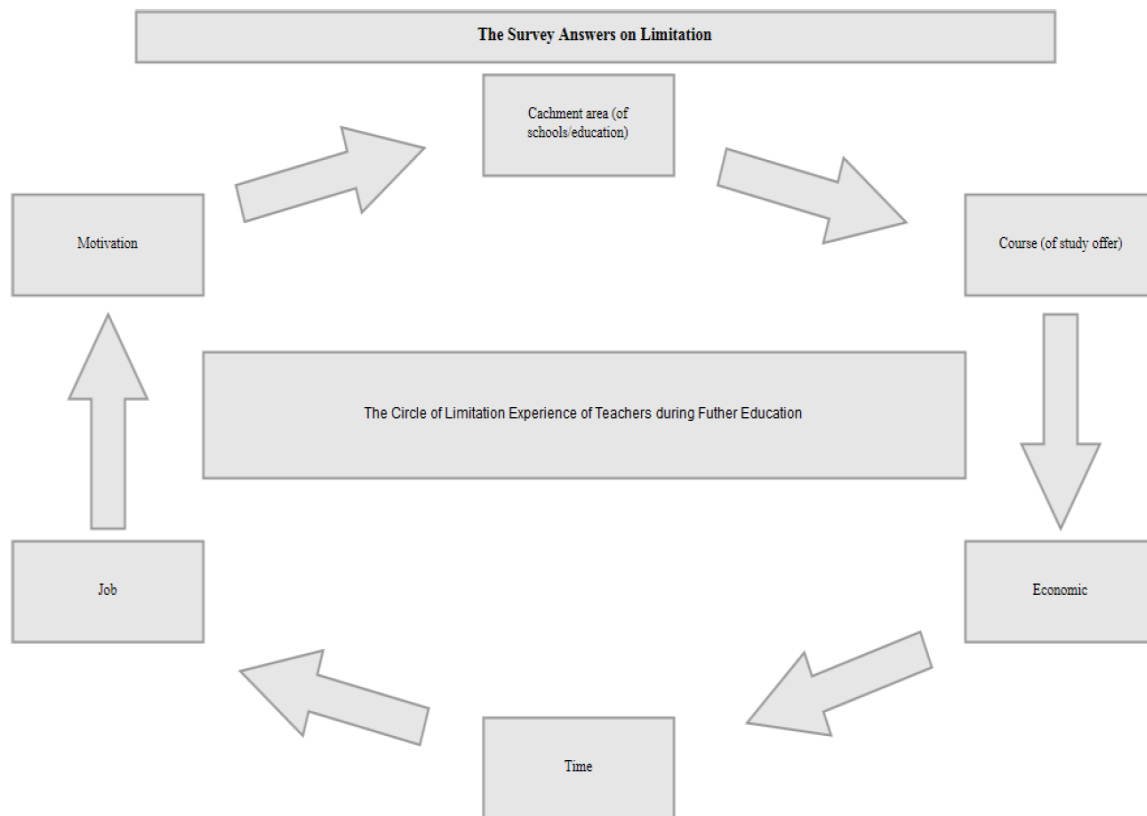


Figure 2 The Survey Answers on Limitation

Conclusion and recommendations

The article gives an insight into the perception of the current value orientation of teachers in the process of formal education. Reflection of value orientation of future teachers from the perspective of further education illustrates the current situation of teaching staff. The description of the acquired research data identifies various interdisciplinary approaches to the situation. The first part summarizes the psychological aspect of the individual in forming of subjective values. Then follows the socio-pedagogical reflection, in which we talk about connections (interconnection) of family values and individuals. Sociological point of view reflects the institutional concept of perception of values not only of future teachers, who can influence forming of the future values of their students as well as new generations of the society. Furthermore, we analyzed the limitation factors influencing the formal education. The values form the necessary basis of supposed behavior pattern of teachers. The perception of formal education value is not put aside, but traditional socio – cultural values of teachers tend to withdraw back to the consciousness of new teachers’ generation. The system of values influences individual personalities, teachers including.

In the human society, the values have long-term fixed place. It is necessary to develop these characteristic attributes in the context of supposed teachers' skills (empathy, soft-skills etc.). We recommend to implement the development of interdisciplinary cross-skills into the formal education, consequently into the first training of teachers and further education.

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PERSPECTIVES OF SOCIAL ASPECTS OF SUSTAINABLE DEVELOPMENT IN THE LATVIA'S REGION LATGALE

Valērijs Makarevičs
Daugavpils University, Latvia

***Abstract.** For the conception of sustainable development the elaboration of indicators allowing to determine its tendencies is of major importance. The practice shows that the lists of sustainable development criteria suggested at present do not take into consideration the peculiarities of particular regions. Modern theories of sustainable development consider this phenomenon in three aspects: economic, ecological and social. The article considers the tendencies of sustainable development in the social sphere in Latgale in comparison to other regions of Latvia. The indicator here is the condition and possibilities of development of human capital (decent life for generations). The method of the research is the analysis of the statistical data. The conclusion is made on the basis of the research that the situation in the social sphere of Latgale does not correspond to the requirements of sustainable development. Research has two aims: to check the criteria of sustainability development often mentioned in scientific literature in relation to Latvia; research of social aspect of sustainable development of east region of Latvia.*

***Keywords:** Demography, education, human capital, Latgale, sustainable development.*

Introduction

Thirty years have passed since the time when the World Commission on Environment and Development – WCDE was founded by the General Assembly of the UNO. Its first head was the prime minister of Norway Gro Harlem Brundtland. The Commission had to develop the main principles and indicators of sustainable development as well as the programme of actions to implement the ideas of sustainable development into life. In 1987 the first results of the work of the commission appeared. They are reflected in the report „Our common future”. In this report a new conception of sustainable development as an alternative to the extensive unlimited economic growth was represented as well as the notion of the phenomenon most widely used up to now.

The authors understand sustainable development as the development under which the present generations satisfy their needs and, at that, do not

threaten the possibility for the future generations to satisfy their needs (Bruntland et al., 1987).

A lot of documents, theories, researches and books dedicated to this problem have appeared (Bossel, 1999; Brown & Kane, 1994; Colartonio, 2007; Meadows, 1995; Mori & Christodoulou, 2012; Murai, 1995a; Hardi, Barg, Hodge, Pinter et al., 1997) in these 30 years. The main themes are determining the criteria of sustainable development, stating on the basis of these criteria. The situation with sustainable development for a concrete region should be taken into account. Research has two aims: to check the criteria of sustainability development often mentioned in scientific literature in relation to Latvia; research of social aspect of sustainable development of east region of Latvia. The method of analysis of statistical information is applied.

Criteria and indicators of sustainable development

Elaborating the criteria of sustainable development is one of the main, and at the same time difficult to solve, tasks of this sphere of a person's activity. In the 90s the variant suggested by Meadows and Murai gained popularity. It was distinguished for being compact and contained only 8 indicators.

Table 1 **Indicators of sustainable development according to Meadows and Murai (Meadows, 1995; Murai, 1995a)**

Indicator of sustainable development	Sustainable	Critical	Destructive
Growth of population % per year	<i><0.5% per year</i>	<i>1.0% – 1.5%</i>	<i>>2.0%</i>
Gross national product per year,%	<i>3%<GNP<5%</i>	<i>8%<GNP<10%</i>	<i>GNP>10%</i> <i>GNP<0%</i>
Relative area of forests % Deforesting, % per year	<i><0,1% per year</i>	<i>0.5%-1.0%</i>	<i>>1%</i>
Relative area of forests %	<i>>30%</i>	<i>15%-20%</i>	<i><10%</i>
Area of ploughed field ha/person	<i>>0/3</i>	<i>0.15-0.2</i>	<i><0.1</i>
Provision with own grain %	<i>>90%</i>	<i>60%-70%</i>	<i><50%</i>
Density of urban population, person/ha	<i><50</i>	<i>100-150</i>	<i>>200</i>
Amount of urban population, mln	<i><0.5</i>	<i>>1</i>	<i>>10mln???</i>

Having analysed the situation in the separate regions of the planet, the authors summarised the results and came to the conclusion that sustainability or nonsustainability of development on the global level (on each of the continents

of the Earth) can be determined with the help of the eight indicators mentioned above. However, the authors themselves note down the main drawback of the conception: nonscientific approach when the indicators were determined on the basis of life experience. Nevertheless, as Murai notes, the results received using this approach reflect the real tendencies of development on the global (continental) level (Murai, 1995b). Later Meadows and Murai's approach of researching the tendencies of sustainable development began to be used not only on the global but also on the regional level (Gurler, Erdal, & Erdal, 2006; Kizilaslan, 2007).

Elaborating the criteria of sustainable development is going on. Both international organisations and individual authors suggest their approaches. These new conceptions include three directions: the quantitative increase of the number of indices, concentration of attention on the separate aspects of sustainable development and attempts of the systemic solution of the problem. As an example, the indicators of sustainable development suggested by the UNO Commission can be mentioned. With their help all three sides of the phenomenon can be evaluated. It is interesting to note that the initial list was reduced to 132 points. The reason is that with a big number of indicators there appear difficulties in the organization of the research (Indicators of Sustainable Development, 1994).

Within the framework of OECD there is a discussion about the ways for measuring the human and social capital as the most important constituent of the social side of sustainable development (OECD, 1998, 2001).

The attempts to use the systemic approach to elaborating the indicators of sustainable development will be referred to the third group of conceptions. Here Bossel's conception of the indicators of sustainable development should be mentioned. He considers the interaction of the system and the elements below the system as the basis of development (Bossel, 1999).

Advantages and disadvantages of Meadows and Murai's conception (on the example of Latvia)

As we have already noted, at present there is no ideal system of indicators of sustainable development which could be used in any place of the planet. The researchers point down that elaborating such a system is an extremely expensive procedure requiring a big amount of information which can be difficult or sometimes even impossible to receive (Tarasova & Kruchina, 2006).

To reveal the advantages and disadvantages of this point of view let us analyse the situation in Latvia. To receive an idea about the situation in dynamics let us consider the situation in Latvia in 2000 and 2010. We will turn to Tables 2 and 3. The year 2000 is a year of economic growth when the country

was preparing to enter the EU. 2010 is the year of economic decline after the crisis. Let us note as well that the indicators of density of urban population and the amount of urban population do not refer, like the other indicators, to the whole country, but to a concrete place. In our pilot research we put together the area and amount of population of 5 biggest cities of Latvia: Riga, Daugavpils, Jelgava, Liepaja, Ventspils, Rezekne and found the indicators common to these cities.

The results of our research show that, according to the formal indicators, in 2000 and 2010 Latvia corresponded to the criteria of sustainable development (according to Meadows and Murai's model), as only two out of eight criteria (gross national product and provision with own grain) appeared in different graphs not corresponding sustainability in development. However, a deeper analysis of socioeconomic processes taking place in Latvia shows a different picture.

Table 2 Indicators of sustainable development (according to Meadows and Murai) in Latvia in 2000

Indicator of sustainable development	Sustainable	Critical	Destructive
Growth of population % per year	-0,73		
Gross national product per year,%		7	
Relative area of forests %	45.1%		
Deforesting, % per year	Increase in the forest area 0.3		
Area of ploughed field ha/person	0.41		
Provision with own grain %		89	
Density of urban population, person/ha	20		
Amount of urban population, mln	Average amount of population in a big city 185 453		

Let us take the first criterion. According to Meadows and Murai's point of view, the decrease of the number of inhabitants living in a certain region is a positive indicator of sustainable development. For overpopulated, first of all Asian regions of the world, this statement is true. For Latvia, this indicator is connected first of all with emigration processes. People of working age are leaving. The main reasons for this are lack of vacancies and low salaries which do not provide for decent living standards. Leaving the country, the emigrants (they are also called labour migrants) increase the number of the inhabitants of

the receiving country, thus preserving the overall balance of the world population. They pay taxes and make purchases, supporting the economy not of their own country, but of the receiving country. Thus, this criterion does not take into account reasons for the changes in the population amount, as well as the fact that there exists an optimal amount of inhabitants for every region which is needed for providing the economic activity in this territory and at that, does not effect negatively the ecosystems.

Table 3 Indicators of sustainable development (according to Meadows and Murai) in Latvia in 2010

Indicator of sustainable development	Sustainable	Critical	Destructive
Growth of population % per year	-0.83		
Gross national product per year,%			-0.5
Relative area of forests %	50.3		
Deforesting, % per year	0		
Area of ploughed field ha/person	0.52		
Provision with own grain %		59.2	
Density of urban population, person/ha	18		
Amount of urban population, mln	Average amount of population in a big city 171218		

Now let us touch upon the problem of provision with grain. According to the authors, provision with the grain of own production is one of the main indicators of sustainable development of the region. But here the effect of the market laws (when the balance of prices affects the export and/or import of grain) is not taken into account.

Let us draw the conclusions. First of all, it does not take into consideration the regional conditions. Secondly, it does not include the interrelation of the indicators. Its hierarchical model in which the interrelations between the indicators would be shown (the decrease of the gross national product - the increase of the number of labour migrants; not only the fixation of the crop grown in the region, but the correlation of grain export and import as well, etc.). Thirdly, the emphasis here is placed upon the ecological conditions of sustainable development and therefore the number of indicators needs to be added and expanded including the humanitarian criteria.

Commentary: the data used in Tables 2 and 3 were taken from the sources indicated below.

The data for such indicators as growth of population, deforesting, relative area of forests, the area of ploughed field were taken from *Centrālās statistikas pārvaldes datu bāzes*. The data on gross national product were taken from the article „Latvijas ceļš uz nekurienu”, placed on the Internet site *Tautsaimniecības blogs*. The statistical data on the provision with own grain were taken from the source: *Lauksaimniecības nozaru attīstības tendences un prognozes. 2010. gada 5. martā*

The demographic situation in Latgale

In this part of the article we will pay attention to the problems of social sustainable development in the Latgale region. Out of all the spectrum of indicators suggested by the science we will choose the following: the demographic situation in the region, the educational policy and providing the well-being of the inhabitants of the region, The method of the research: the analysis of statistical data of the demographic situation in Latgale presented in different sources.

The main task of the sustainable development of society is to provide decent life for the present and following generations. This task is solved in different ways on the global and local (regional) levels. The global level of solving this task envisages the measures on decreasing the tempo of the planet's population growth (alongside with other economic, ecological and political measures). On the local or regional level the solution may be exactly the opposite: whether in some territories any inhabitants will stay for whom the tasks and aims of sustainable development of territories and regions will be topical.

Let us turn to the demographic situation in Latgale's planning region and compare it with the situation in other regions paying attention to the dynamics of changes starting from 2000 and finishing with 2012. The data are presented in Table 4.

Table 4 **Number of inhabitants in regions of Latvia in different years**

Regions/Years	2000	2004	2008	2012
Riga and Riga's region	1 124 480	1 084 950	1 070 012	1 018 657
Vidzeme	256 087	243 342	228 424	208 129
Kurzeme	322 221	305 926	290 637	266 313
Zemgale	293 267	282 421	271 123	250 177
Latgale	385 660	359 881	331 614	298 487

(Source: *Centrālās statistikas pārvaldes datu bāzes*. <http://data.csb.gov.lv/>).

The table shows that the number of population in all regions decreased. Let us compare these losses in each region of the country. Years 2000 and 2012 have been chosen for comparison.

Table 5 Comparative data (%) on the changes of population number in regions and their fraction in the total population of the country

Regions/Number of inhabitants (%)	% of region's population in 2012 as compared to 2000	% of region's population as compared to republic's population (2000)	% of region's population as compared to republic's population (2012)
Riga and Riga's region	90.6	47.2	49.9
Vidzeme	81.3	10.8	10.2
Kurzeme	82.6	13.5	13.0
Zemgale	85.3	12.3	12.3
Latgale	77.4	16.2	14.6

(Source: Centrālās statistikas pārvaldes datu bāzes. <http://data.csb.gov.lv/>).

It is seen from Tables 4 and 5 that Vidzeme and Latgale lose their inhabitants most rapidly. At that, a town equalling Kraslava in size disappears in Latgale every 6 months.

Riga, Riga's region and Zemgale are most favourable from the point of view of the demographic situation.

For the sustainable development it is needed that 15000 – 20000 people live on the territory of an administrative unit (in Latvia they are small regions (novads-in Latvian) and municipalities of the republican subordination).

According to the calculations of the Russian scientists Frolov and Agafonova, it is necessary that 65 % (of the whole number) of population able to work at the 95 % level of employment live in the administrative territory (Frolov & Agafonova, 2011).

This is an optimal number of inhabitants which allows to develop the social infrastructure: to keep schools (there are pupils), to open shops (there are customers), to organize public transport traffic (there are passengers), to provide social support to those in need (there are tax payers and the percentage of unemployed does not exceed 5-10 %).

Let us consider the situation in Latgale as to the number of inhabitants for one administrative unit (small region) and compare it with the situation in other regions of Latvia.

Table 6 Population density and the average number of inhabitants on the territory of a district or municipality in the regions of Latvia

Regions/Data on inhabitants	Population density (people/km ² (2000))	Average number of inhabitants of the small regions	Population density people/km ² (2012)	Average number of inhabitants of the small region
Riga and Riga's region	114	37482.7	103.2	33955.2
Vidzeme	19.1	9484.6	15.6	7708.5
Kurzeme	21.8	16111.9	18.0	13315.7
Zemgale	27.3	13330.3	23.3	11371.3
Latgale	23.5	16767.8	18.2	12977.7

(Source: Centrālās statistikas pārvaldes datu bāzes <http://data.csb.gov.lv/>).

While calculating the population density the following data as to the region of planning were used: Riga and Riga's region – 9870.2 km²; Vidzeme – 13381.5 km²; Kurzeme – 14771.7 km²; Zemgale – 10738.8 km²; Latgale – 16424.3 km².

Two artificial suppositions were used in the table. The first one is that the new administrative division into small regions (novadi) and city municipalities was implemented in Latvia in 2009. In 2000 the structure of administrative division was different. We changed the structure intentionally to compare the data of 2012 with those of 2000.

According to the Minister Cabinet Decision Nr. 381 about the territories of planning regions, Riga's region consists of 2 city municipalities and 28 small regions; Vidzemes region – of one city municipality and 26 small regions. Correspondingly in Kurzeme 2+18, Zemgale – 2+20, Latgale – 2+21 (Latvijas Republikas tiesību akti, 2011).

The second supposition is connected with the fact that in the research we use the average data of the number of inhabitants in a small region (total number of inhabitants of the region divided by the number of city municipalities and small regions (novadi) in the region). This supposition is made as we are interested in the region on the whole, but not in a concrete city or small region.

As to the average number of inhabitants for one administrative unit of the region, here Riga and Riga's region are leading. The situation is obvious: the centre of the region is the largest city in Latvia. At that, people can come to work to Riga practically from every place in Riga's region.

The situation in Latgale in 2000 was stable. In 2012 in spite of the presence of two cities of the republican subordination, it becomes unstable. The inhabitants of the region have already experienced this instability: bus routes which used to be popular are being closed, the schools are liquidated (by the

way, the only school which is planned to be closed down in 2013 is located in Latgale), the prices in the shops go up due to the decrease of the number of customers and, consequently, of the trade turnover.

According to this indicator the most critical situation is in Vidzeme. According to many other indicators which we have already discussed and will still discuss in this article, Vidzeme is close to Latgale. Latgale is often called a depressive region. Maybe, it is not the only one in Latvia?

Undoubtedly, the sustainable development of the society in Latvia and Latgale is connected with the increase of the birthrate. In this does not happen, not more than 100 000 will live in Latgale in 2050 (equalling the population of such city as Daugavpils in the middle of 2000).

Children are born predominantly in families. Therefore, we will have a look at the dynamics of the number of marriages in different regions of Latvia. To compare the results let us pay attention to the relative indicator: the number of marriages per 1000 people in a region. The years 2000, 2004, 2008 and 2011 have been taken for comparison (no statistical data for 2012 yet).

In 2011 there was the population census (the last one). We use its data to determine the number of concluded marriages per 1000 people in a region. The data were as follows: Riga and Riga's region – 1028459; Vidzeme – 211233; Kurzeme -270168; Zemgale – 254238; Latgale – 303789 (Iedzīvotāju skaits, 2011: 6).

Table 7 Absolute and relative number of concluded marriages according to the regions of Latvia from 2000 to 2011

Regions/ Indicators	Concluded marriages (2000)	Number of marriages per 1000 (2000)	Concluded marriages (2004)	Number of marriages per 1000 (2004)	Concluded marriages (2008)	Number of marriages per 1000 (2008)	Concluded marriages (2011)	Number of marriages per 1000 (2012)
Riga and Riga's region	4965	4,4	5555	5.1	6702	6,7	5550	5.4
Vidzeme	765	3.0	814	3.3	1166	5.1	899	4.3
Kurzeme	1140	3.5	1319	4.3	1621	5.6	1340	5.0
Zemgale	951	3.2	1195	4.2	1561	5.6	1304	5.1
Latgale	1390	3.6	1487	4.1	1889	5.7	1657	5.5

(Source: Centrālās statistikas pārvaldes datu bāzes <http://data.csb.gov.lv/>).

It is seen from the table that Latgale occupies the leading position as to the number of concluded marriages per 1000 (except 2004). In 2011 Latgale is an absolute leader in the number of concluded marriages per 1000 people. These data give hope for the improvement of the demographic situation in the region.

At the same time we will note that, according to this indicator, the worst results, both absolute and relative, were received in Vidzeme region.

Human capital – the basis of sustainable development of the region

Human capital is a notion which has recently entered the lexicon of politicians, economists and sociologists (Barro, 1998; Becker, 1993; OECD, 1998; Shultz et al., 1972). Human capital presupposes the presence of a sufficient number of educated and professionally trained people who can satisfy their everyday needs and support their families for the salary for fulfilled work. All the other forms of capital are secondary as they acquire their value in the result of human activity (Slaus & Jacobs, 2011).

We have considered the problem of preserving the human capital on the territory of Latgale.

Now let us turn to the problem of human capital development, and namely, to the problem of education and reward for labour.

Education starts from school. For primary school pupils it is very important that the school is located close to their home. But the decreasing number of the inhabitants of the region and of schoolchildren does not facilitate the increase of the number of schools. Moreover, the number of schools becomes smaller and smaller with every year.

Let us turn to figure 1.

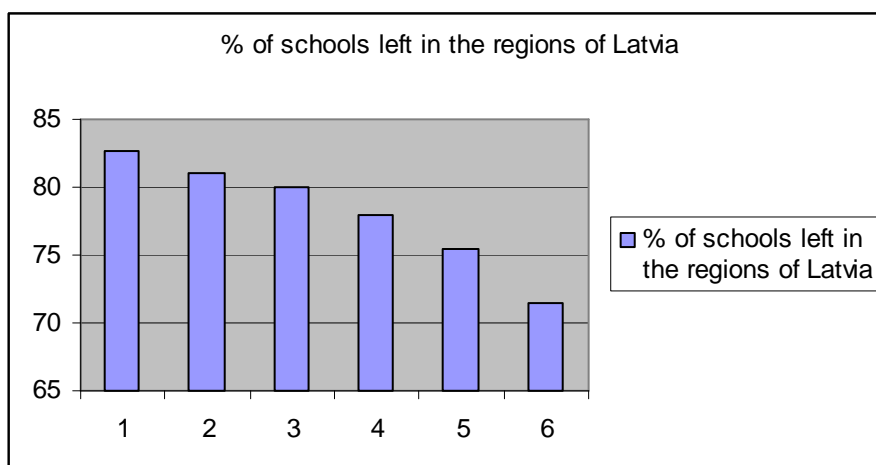


Fig.1 The percentage of schools left in the regions of Latvia from 2000 till 2012. 2000 – 100 %.

(Source: *Centrālās statistikas pārvaldes datu bāzes*. <http://data.csb.gov.lv/>).

Figure 1 shows the situation with the number of Latvian schools preserved since 2000. The numbers of columns and their size correspond to: Riga and

Riga's regions – 82,6 %; Vidzeme – 81 %; Kurzeme – 80 %; Latvia on the whole – 78 %; Zemgale – 75,4 %; Latgale – 71,5 %.

For the past 12 years every fourth school was closed down in Latgale.

This is connected to the decreasing number of pupils. Let us turn to Figure 2.

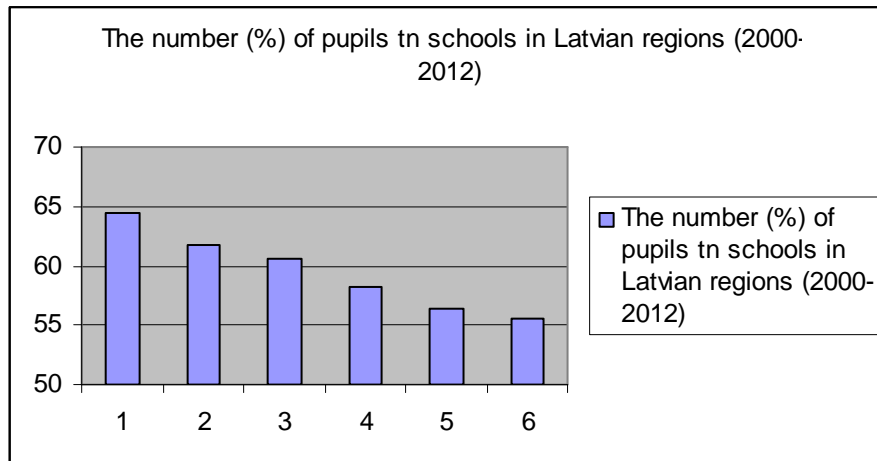


Fig.2 The number (%) of pupils of general education schools in Latvian regions in 2012 as compared to 2000.

(Source: *Centrālās statistikas pārvaldes datu bāzes*. <http://data.csb.gov.lv/>)

Let us decipher the data. 1. Riga and Riga's region – 64,5 %; 2. Latvia on the whole – 61,7 %; 3. Kurzeme – 60,6 %; Zemgale – 58,3 %; Latgale – 56,45 %; Vidzeme – 55,5 %.

While comparing fig.1 and 2 a question arises: Vidzeme has lost during these years most of the pupils but preserved the number of schools. Which reasons were underlying the fact that Latgale lost such a number of schools but a smaller number of pupils during these years?

The number of pupils in school forms is the dynamic category which changes with every year. They are replaced by those who today attend preschool educational establishments or are brought up at home. Let us turn to the statistical data about the children who attend the preschool establishments (there are no statistical data about the children who are brought up in families and do not attend preschool establishment in separate regions).

In fig.3: 1 is Riga and Riga's region – increase 164,6 %; 2- Zemgale – 157,1 %; 3 - Latvia on the whole – 151,5 %; 4 - Latgale – 136,1 %; 5 – Kurzeme - 135,5 %; 6 – Vidzeme – 127,5 %.

At first sight, everything looks like Latgale is lagging behind Zemgale and Riga's region in this indicator, but comes before Kurzeme and Vidzeme. But everything changes when we take a different, shorter period of time, from 2005 (the peak of the so called „fat” years) till 2012.

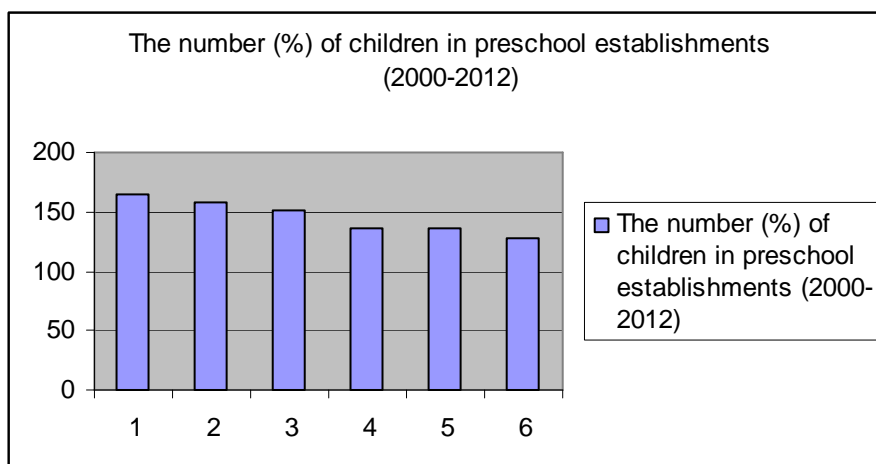


Fig.3 The number of children in preschool establishments in regions of Latvia (2012 as compared to 2000, in %).

(Source: *Centrālās statistikas pārvaldes datu bāzes*. <http://data.csb.gov.lv/>)

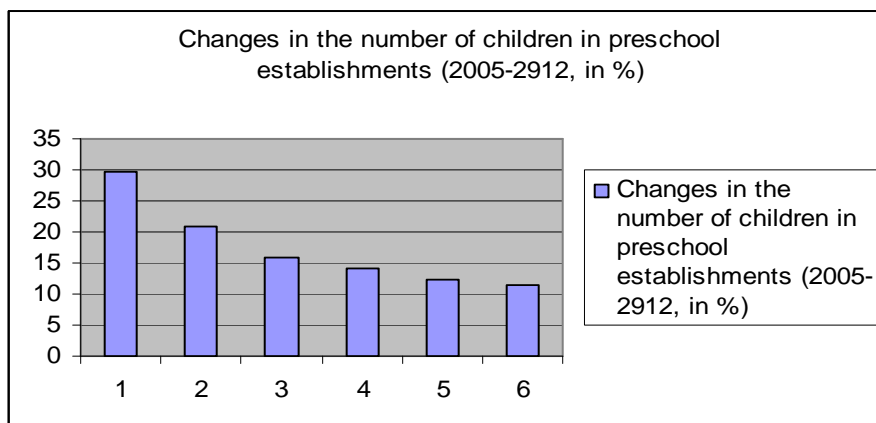


Fig.4 Changes in the number of children in preschool establishments in regions of Latvia in 2012 as compared to 2005, in %.

(Source: *Centrālās statistikas pārvaldes datu bāzes*. <http://data.csb.gov.lv/>)

In Figure 4 the figures 1-6 mean the following: 1 -Riga and Riga's region – increase 29,7 %; 2 – Latvia on the whole – 21 %; 3 - Zemgale – 16 %; 4 – Kurzeme – 14 %; 5 – Latgale – 12,4 %; 6 – Vidzeme – 11,4 %.

The figures tell us that in the coming 4-5 years much more first graders will come to schools than in the previous years. This inflow will be experienced, first of all, by the schools of Riga's region. New forms will have to be opened and new primary schools teachers will be needed.

But this need in new forms and teachers has a fluctuating nature. The demographic tendencies show that in 2-3 years there will be another decrease of the birthrate. At that time those who came to school in the preceding 4 years will already study in the basic school (which, in its turn, will demand the increase of

the number of basic school teachers and the decrease of the primary school teachers).

This problem will touch upon Latgale's schools to a smaller degree. Latgale's schools can take an additional number of pupils in the limits which are shown by the figures of the increase of preschool children number indicated above.

We should also note the discrepancy between the number of marriages per 1000 people (Latgale is leading here) and the number of preschool children (Latgale is at the end of the list). This testifies to the fact that young families leave Latgale. The children appear in these families in other places, not in Latgale.

The reason of their departure is obvious: low salaries. Let us turn to table 8.

Table 8 Brutto salaries (average, in Ls) in different regions of Latvia before the crisis and in post crisis 2012

Regions/Brutto salaries in Ls	2008	2012	Difference
Riga and Riga's region	527	528	+1
Vidzeme	381	371	-10
Kurzeme	408	420	+12
Zemgale	345	402	+57
Latgale	341	334	-7

(Source: Centrālās statistikas pārvaldes datu bāzes. <http://data.csb.gov.lv/>)

Riga and Riga's region are absolute leaders here. As to the tempo of increase of the average brutto salary, it is Zemgale (thanks to Jelgava which is attractive for foreign investors).

Latgale, as well as Vidzeme, occupy the last places in this list.

What does the average brutto salary of 334 Ls mean for a family in Latgale? Let us suppose that a family consists of 4 people: parents and two children of school age. According to statistics, one of the parents is unemployed. Children's allowance is 16 Ls. If we divide the family income upon the number of family members (87,5 Ls per person per month), it will turn out that a prisoner has a bigger sum of money for living and, at that, does not pay any taxes (316, 20 Ls per person) (Ieslodzījuma vietu pārvaldes publiskais pārskats, 2012).

Conclusion

1. The criteria of sustainable development considered in the article do not take into account all features of region.
2. The basic problems of sustainable development of Latgale in social sphere are reduction of number of habitants and low profits.
3. The indicated problems reduce efficiency of actions of municipal authorities in a social sphere.
4. In the sphere of education these problems shows up in closing of schools, that negatively influences on quality of human capital.

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CHALLENGES OF WEB-BASED PARTICIPATORY LEARNING

Gilberto Marzano

Rezekne Academy of Technologies, Latvia

Luis Ochoa-Siguencia

The Jerzy Kukuczka Academy of Physical Education in Katowice - Poland

***Abstract.** In the last decade, the spread of the Internet has increased the importance of informal learning, since any sort of knowledge, both popular and scientific, can be found on the Internet in multifarious forms, e.g. online newspapers, books and e-books, scientific journals, blogs, forums, images, videos, etc.*

This paper analyses some challenges of Web-based learning, and briefly reports on an experience of computer-supported collaborative learning that is based on a social learning approach.

***Keywords:** adult learning, computer-supported collaborative learning, online learning, participatory learning, social learning.*

Is learning via the Internet our new future?

The internet is pervading every dimension of our contemporary society, including that of education. Distance learning programs and online courses are mushrooming, thanks to new education tools and cloud computing solutions. Online courses are spreading everywhere. Experts are persuaded that market demand will also push universities to quickly expand their current offer of online courses. In fact, nowadays, higher education institutions need to address the problem of preparing students for today's world of work, which is continually changing, and which requires the continuous resetting of knowledge and skills. Higher education institutions should integrate their traditional curricula with continuing professional development (CPD) programs, and accept that they must compete with other for-profit and non-profit subjects in the provision of educational programs and credentials, as well as in the tracking and documentation of professional skills, knowledge, and experience (Anderson, Boyles, & Rainie, 2012). Online learning seems the only logical solution that satisfies the demands on modern education for an approach that is flexible, professional, and economically sustainable.

There are, however, also those who don't share this enthusiasm for online education.

Their major criticisms revolve around two crucial aspects, namely content and effectiveness. How can one identify credible and reliable content on the internet? An emblematic case is that of Wikipedia, the popular open encyclopaedia that provides Internet users with a vast quantity of information. In fact, Wikipedia's articles are not always of high quality. Many of them are not exhaustive, or even contain information and data that is incorrect. Articles are usually anonymous, as very few authors use their real names, and, undoubtedly, this prevents the credibility of sources from being properly evaluated.

The criticism concerning effectiveness is related to the specific features of the online educational environment. It has been argued that taking classes on the internet is neither practical nor effective. For example, the interaction between teachers and students cannot be the same as it is in a traditional classroom, teachers cannot adapt their teaching style to the learning needs of students, and so on (Chan, 2003; Cowan, J. 2006). Accordingly, there are those who claim that online learning can never replace the face-to-face learning process.

Our opinion is quite different. Two main factors impact on the effectiveness of education processes (including Web-based learning): the educational purpose, and the educational context that includes the teacher excellence (Hatcher, Henson, & LaRosa, 2013).

Accordingly, we are persuaded that the Internet can represent an important source of supplemental information, but it cannot be used for all types of learner, in all contexts, and always the same way.

This article reports on an experience that seems to support this opinion.

The aim of our article is to contribute to the current debate on the use of the internet in non-formal and informal learning sharing some reflections matured on the field.

It briefly presents an experience of social learning and computer-supported collaborative learning, which took place within a more complex experiment into online participatory learning with low-qualified adult learners.

From this experience, we derived some suggestions useful in the development of our experiment.

Before illustrating this example, it is useful to highlight a few concepts that form the theoretical background of our experience.

Social learning

It is universally accepted that the internet makes education accessible to all, since any kind of knowledge is available on the Web. For this reason, many organisations are experimenting with the use of social media within the

workplace. Virtual communities are often created to provide information and support workers within an organisation or an institution. Furthermore, Big Data and data mining technologies are creating new learning needs aimed at effectively exploiting the mass of information available on the Web (Witten, Frank, Hall, & Pal, 2016).

Recently, several researchers have started to investigate the non-formal and informal learning processes that take place on the Web, and the new term, *social learning*, was coined to designate this modality of learning (Baldwin, 2016).

In the literature, social learning is considered as a part of informal learning. For this reason, it is helpful to highlight some basic principles of informal learning.

The definition of informal learning is commonly introduced in terms of a contrast with formal learning (Marsick & Watkins, 2001). In fact, in many respects, these two forms of learning are complementary.

Three basic types of informal learning have been identified:

- Self-directed learning that is intentional and conscious; it refers to learning programmes undertaken by individuals or groups without the assistance of teachers, instructors, or facilitators.
- Incidental learning that is not intentional but conscious; it occurs when we learn without any intention of learning, e.g. by direct experience.
- Socialisation that is not intentional and conscious; it refers to attitudes, beliefs, behaviours, and skills acquired in everyday life, often through imitation.

The main distinctiveness of informal learning is that it doesn't necessarily take place in a classroom, and learners are not always aware that they are involved in a learning process. Table 1 shows the most evident differences between formal and informal learning.

Table 1 **The main differences between formal and informal learning**

	<i>Formal learning</i>	<i>Informal learning</i>
Pedagogical approach	Teacher-centred	Learner centred
Interaction	With the teacher	Interpersonal
Location	Classroom	Workplace, home, community, etc.
Process	Highly structured	Not structured
Consciousness	Always	Not necessarily
Modality	Explicit	By experience
Knowledge	Vertical	Horizontal
Paradigm	Acquisitional	Propositional
Assessment and accreditation	Defined	Through progress

Simply put, informal learning doesn't foresee authorised curricula, and occurs outside the channels of formal and non-formal education. This explains the choice of expression *informal learning* rather than *informal education*.

In our opinion, considering social learning only as a part of informal learning is an evident reduction of the social learning scope. It appears, *de facto*, as a specific learning modality since it can be included in overall learning activities, especially in non-formal training programmes. For instance, trainings can include self-directed learning activities carried out on the Web. Sharing information and knowledge among peers by means of Web-based interactions is a usual practice (see forum discussions for the use of words or to solve computer problems. If you don't know how to do something, for example how to open a file with the extension ".rar", you can search on the Web and find the software to download and manage this type of compressed file. Moreover, there are a huge variety of tools and sites available on the Web that support learning processes allowing collaborative technologies (groupware applications, webinars, online conferences, etc.) and which provide a wide range of peer-to-peer learning opportunities.

As a consequence of the digital revolution and the resulting instability of employment, integrative and flexible forms of education are in great demand. It is not the case that, in this decade, validation of non-formal and informal learning has suddenly become a topical issue and a priority for national and European vocational education and training (VET) policies.

Nowadays, social learning represents both an opportunity and a challenge for the training profession (Bowers & Kumar, 2017). Benefits essentially concern the integration of formal curricula with just-in-time knowledge. Challenges concern how effectively it manages informal contents and the risks hidden in social media.

An experience of computer-supported collaborative learning

In the following paragraphs, we will illustrate and comment on an experience of computer-supported collaborative learning (CSCL) that took place within an EU two-year project, EScALADE, which focuses on adult participatory learning. This project involves five partners (from Italy, Latvia, Poland, Spain, and Greece), and foresees the experimentation of an online participatory learning approach on a target group formed of adults (55 years old). The EScALADE project aims to investigate to what extent, and in what ways, an online environment can affect adult learning. In fact, the main project goal is to study the advantages of, and barriers to, online non-formal and informal adult education.

For this purpose, an experimental training course was designed that focuses on some digital basic topics: Web searching, e-mailing, messaging, and word

processing. The training course foresees both e-learning activities and participatory interactions among students, supported by facilitators.

EScALADE has been organised in three phases:

- Phase 1, literature analysis and needs analysis, to define the project theoretical background and operative context;
- Phase 2, experiment design, training course implementation, and education of trainers;
- Phase 3, training course to be run in each of the countries participating in the project, analysis of results, and evaluation.

As of this time, phase 2 has been completed. Partners are ready to start with an experimental training course that will involve 20 adults and 2 facilitators. PBworks has been used to create four learning modules in English (Figure 1). Each partner has translated these modules into their respective native language, namely Italian, Latvian, Polish, Spanish, and Greek.

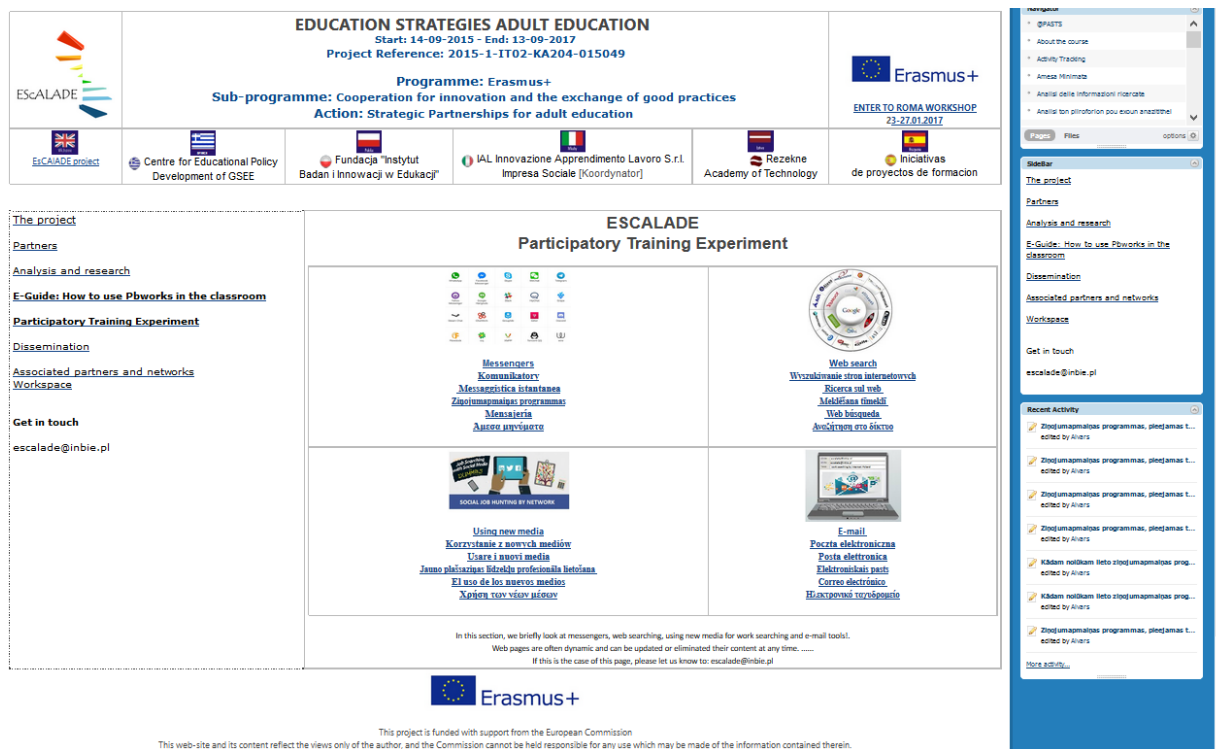


Figure 1 The EScALADE project PBworks page

Note that, as soon as we started to implement the English version of the training course, we immediately understood that some content should be customised and adapted to the local contexts of the project participating countries, e.g. selecting local Web sites and choosing alternative online resources. In fact, some different needs emerged owing to different local situations, e.g. different labour market situations, presence or absence of immigrants, and so on. In

particular, some case studies and exercises needed to be re-formulated and re-contextualised.

Furthermore, we sought to manage some factors related to the different local motivation of adult learners that emerged from the need analysis carried out in phase 1.

To harmonise the experiment and test it, a short training event of five days was organised involving trainers from the project participating countries. In this short training event, we used a CSCL approach (Andriessen, Baker, & Suthers, 2013) with the aim of stimulating the learners’ knowledge construction during the training process.

We were persuaded that a CSCL approach would facilitate the management of an inhomogeneous trainers’ group formed by professionals and academics with different backgrounds and expectations.

However, we were aware that there are open questions relating to CSCL (Wilson & Narayan, 2016), such as “Is CSCL context sensitive?” and “What are the appropriate means for supporting collaboration in an e-learning or distance learning environment?”

Finally, we considered that, in our training course, collaboration would assume two different forms: synchronous and asynchronous, and three different kinds of relations would take place:

- Learners ↔ Learners
- Teachers ↔ Teachers
- Learners ↔ Teachers

The EScALADE experience

Nowadays, a wide range of tools and functions are available to facilitate and support a collaborative learning process. In the short training event, we decided to use three tools: SlideShare, PBworks, and CamStudio. We also devised some social learning activities to facilitate the teaching/learning process (Kwon, Liu, & Johnson, 2014).

The trainees’ group comprised 21 participants (Table 2).

Table 2 Composition of trainees group

<i>Country</i>	<i>Professional</i>	<i>Researcher</i>	<i>Other</i>
Italy	4	-	-
Latvia	-	4	1
Spain	1	-	1
Poland	4	1	1
Greek	5	-	-

The training course was run by three trainers/facilitators (from Italy, Latvia, and Poland) with experience in teaching professionals. The language used was English, although participants shared other languages (Spanish, Italian, French, and Russian) that they used to communicate in informal conversations.

The training room was equipped with computers, one computer for each participant, connected to the internet.

In the preparation phase, we received some criticism about the training course from academics. How could they participate in a training course where somebody would teach the same topics that they taught to students in their university? Nevertheless, we needed to give all participants the same notions that would be necessary for organising and managing the adult participatory learning experiment in their respective countries, irrespective of whether they were academics or not, so as not to disappoint any participant.

To achieve the project goal without creating problems among partners, we decided to organise the short training event following a participatory approach and including some social learning activities. We also decided to divide participants into 4 groups, each group formed of people from different countries in order to mitigate fussy interpretations and misunderstandings.

We started our training by submitting a test consisting of ten questions concerning SladeShare and PBworks. This test had the aim of giving participants the opportunity to self-evaluate their existing knowledge on the above products.

Then, we introduced SlideShare, underlining how a collaborative approach takes place and how SlideShare can support it. Many examples were presented highlighting the importance of the context, e.g. demonstrating how a very good presentation in a face-to-face context was not effective in an e-learning environment, and vice versa. Participants were involved in discussions about the integration of the various software tools in order to create effective online learning modules. YouTube videos were used to present basic concepts, choosing the most accredited references. The use of external materials and the involvement in a free discussion very quickly created a chatty atmosphere among participants (Roseth, Akcaoglu, & Zellner, 2013).

Our goal was to put participants at ease, and at the same time to verify the effectiveness of using materials taken from the Web. We anticipated that either the direct involvement of learners in technical activities, such as searching the Web and using freeware software, or the opportunity to express their opinions through wiki would contribute to the success of the training (Zheng, Niiya, & Warschauer, 2015).

At the beginning, participants were sitting grouped by country, preferring to stay close to their colleagues. However, the discussion prompted by facilitators created interactions between the different groups. Facilitators used the well-known trick of asking if somebody was able to answer a particular question and

inviting those who responded affirmatively to provide an explanation. Then, facilitators asked participants to add other useful information.

After about an hour, it was possible to gather several points on which participants agreed. The principal points that were noted were as follows:

- No subject is important in itself, but its importance depends on the context;
- A good presentation in an academic context cannot have the same effect in a context of adult learners;
- Terms such as *low-skilled* and *unskilled* assumed different meanings among participants;
- Integrating different tools can enhance the learning results;
- Different tools can facilitate the learning goals;
- To achieve e-learning goals it can be useful to co-operate;
- Colleagues' experience and knowledge is a precious resource;
- Nobody should be afraid of making mistakes;
- Resources available on the Web can be useful but need to be used carefully.

The above elements were observed by two facilitators according to a grid defined at the time the training course was designed.

From that point, any problem could be solved. The creation of working groups became easy. Facilitators invited participants to designate four leaders and form four groups that would work independently to implement a 15 minutes presentation using SlideShare, PBworks, and CamStudio. Groups were allowed to integrate these tools with others if they considered them necessary or advantageous. One leader was self-proposed, a second was chosen by colleagues, and two were gently co-opted.

The groups worked together, either occupying a physical classroom, or remotely by using PCs and exchanging e-mails and messages.

By means of another ruse, facilitators forced groups to work remotely, outside the classroom. One day, they suspended the course from 14:00 to 17:00 inviting participants to spend this time in cultural activities (a tourist tour), but participants were required to finish a task they had started by communicating at a distance. The work was to be presented by each group the following morning.

Conclusion

Although, at the moment, we have not yet completed the analysis of qualitative data (facilitators' observations) and quantitative data (two tests and a questionnaire), we can state that, based on the learners' reactions, the participatory

approach and the social learning activities contributed to the success of our brief training event.

Nevertheless, we can observe that an effective use of social learning cannot disregard the context and a careful design of learner engagement strategies.

Under many aspects, our learning experience confirmed that, in designing effective CSCL systems, the main issue is not to create new tools, but to assemble, integrate, and increase the usability of those tools already available.

From our experience, it emerged the importance of the context. In our case, both the group relationships and the capability of facilitators resulted to be relevant.

Accordingly, a question raised. How can we control the contextual factors in a completely online learning environment? Of course, we can easily control the online interactions, but in what measure will the real environment where the learning process takes place interfere with the learners' activity?

We decided to consider the weight of the real environment in the experiment with low-qualified adults. A questionnaire has been implemented and will be used during the experiment to analyze the correlation between the real environment and the learning results.

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GENDERED LEARNING BIOGRAPHIES: BECOMING A TEACHER IN MULTICULTURAL EDUCATION

Natalija Mazeikiene

Vytautas Magnus University, Lithuania

Egle Gerulaitiene

Siauliai University, Lithuania

***Abstract.** Research presented in the paper focuses on learning biographies and professional identity development of 14 female and male teachers at university colleges in Norway. Biographical narratives reveal subjective accounts and perception of gender roles and it exposes interaction of formal, non-formal, informal experiential learning in different cultural contexts (journeys), combination of learning, work and family life. Learning as a lifelong process is inter-woven with distribution of power in society, social stratification, structural economic and labour market processes, social identities (including gender) and relation between various spheres of social life (public and private, work, family and learning, etc.). In the settings of late modernity globalisation and the process of disembedding mechanisms of social institutions allow individuals to experience new cultures, new lifestyles and feel disembedded and detached from institutions. Internationalization of higher education is an example of empowering detachment mechanisms, when people choose to learn in different cultural settings and develop intercultural competence through experiential learning. The aim of the paper is to analyse (re)construction of self-identity in biographical narratives and conceptualize male and female learning biographies and learning paths in becoming teachers in multicultural education.*

***Keywords:** biographical narrative, biographical research, educational trajectories, gender, gendered biographies, intercultural competence learning biographies.*

Introduction

In recent years, there has been an increasing interest in study of life histories and biographical research which is a unique methodology that sheds light on processes of lifelong learning and construction of professional identity. This kind of research reveals educational trajectory and learning biography as inseparable from life trajectory. Biographical narrative analyses an interaction of formal, non-formal and informal learning and social processes, combination of learning, work and family life (West, 2011). Biographical research exposes individual lives within social context, scrutinizes connection between biography

and social structure (C.W. Mills' notion of sociological imagination), uncovers how events in individual lives (social and geographic mobility, acquired skills and competences, interruption of work activity due to illness, maternity, unemployment etc.) intersect with social and economic structural changes and transformations (Mažeikienė & Dorelaitienė, 2013). Scholars analysing educational trajectories and learning biographies point out that learning as a lifelong process is inter-woven with distribution of power in society, social stratification, structural economic and labour market processes, social identities (including gender) and relation between various spheres of social life (public and private, relation between work, family and learning, etc.)

Along with understanding of interconnection of individual lives and social structures, a shift from objectivist and positivist standpoint toward interpretative approach has been made in biographical research during last decades. Phenomenological, ethno methodological, interactionist and psychoanalytic theories created a framework to envisage biographical narrative as a form of subjective reality with subjective experiences and interpretations, meanings of personal life (motivations, accounts and situational definitions) (Roberts, 2002). Autobiography is a subjective reconstruction and interpretation of one's own life. In this regard social structures and processes, changes and transformations in society are explored in biographical narrative through lenses of subjective interpretations and within horizon of meanings of individual.

Interconnection of objective social structural changes and subjective processes in biographical narrative are conceptualised by Anthony Giddens (1991) in his concept of the self as a reflexive project. Referring to Giddens' theory, learning and educational trajectories could be illuminated in relation to construction and transformations of self-identity in the post-traditional order of high and late modernity. In the settings of late modernity dynamism (reorganising of time and space, acceleration in time-space distancing), globalisation and the process of disembedding mechanisms of social institutions, autobiographical narrative as an interpretative self-history becomes a way to build and rebuild a coherent and rewarding sense of self-identity (Giddens, 1991). In the autobiographical narrative the coherence of the self-identity derives from a cognitive awareness of the various phases of the lifespan and integration of life experiences. It is formed by creating a trajectory of development from the past to the anticipated future. Autobiographical narrative helps sustaining ontological security and basic trust; it becomes a space of deliberation and negotiation of transitions, turning-points, choices made and risks taken in the life. In this sense autobiographical narrative becomes a psychotherapy and way to overcome personal meaninglessness, feelings of uncertainty, loss and anxiety in the unbearable complexity and plurality of possible options and choices in the late modernity: "Negotiating a significant transition in life, leaving home, getting

a new job, facing up to unemployment, forming a new relationship, moving between different areas or routines, confronting illness, beginning therapy - all mean running consciously entertained risks in order to grasp the new opportunities which personal crises open up” (Giddens, 1991, p. 79).

Additionally to Giddens’ theoretical considerations on (re)building and (re)construction of self-identity in biographical narrative, conceptualisation of learning biographies and educational trajectories has been enriched significantly by insights given by feminist perspective. Gender approach contributed to the understanding that learning experience is gender specific and women’s and men’s learning experiences and their subjectivities should be scrutinised. Giddens’ ideas on negotiation of self-identity in biographical narrative by deliberating and accommodating main choices, opportunities and turning points are envisaged by feminist authors through gender lenses.

Authors who seek to add gender dimension to conceptualisation of late modernity (Spano, 2002) point out increasing centrality of work in women’s biographical paths and, double-presence’ model, where family (marriage and motherhood) and work become parallel paths. During the 1980 new ‘typical’ (normative?) biographical path of women implied reconciliation of work and family. In the age of reflexive modernities individuals are no longer guided by tradition and fixed scripts. According to Spano (2002), biographical paths expose a collapse and rapture with ascription when individuals can exercise free will and make decisions, use new opportunities and enter into domain of risk. In this process of emancipation from tradition \males have more freedom and opportunities. Women feel more tensions between self-realisation and traditional roles, conflicts between reproductive and productive roles, face difficulties of reconciliation of private and public spheres.

Gender as an outcome of gender socialisation and complex social and psychodynamic processes is (re)produced and changed within the scope of accessible choices that individuals make (Weber, 2007). Women and men have different accessible choices, opportunities and risks in their lives because of differences in gender socialisation, gender identities, gender specific appropriation of social and societal demands within context of gender division of labour. As Weber (2007) states, learning biographies of women and men look differently. Male biographies are generally structured by working opportunities or careers, whereas women’s biographies are structurally defined by the material options comprising both family and wage labour or subsistence work. Women expose their biographies as complex and full of conflicting interests. Desires and motivations of individuals are inter-woven with different gendered patterns in family and work life. According to Kirsten Weber, fatherhood, reproductive tasks and family life are rarely exposed in males’ biographies. In contrary, women pay attention to these parts of their lives. Women represent and construct

their lives and identities in biographical narrative as complex and full of conflicting interests and attempts to combine career, marriage, motherhood and family life. In circumstances of late modernity when detraditionalisation and individualisation increase women feel profound pressure trying to carry out subjective mediation of ongoing social changes with more complex picture of gender division of labour in private and public spheres of life.

Kirstin Weber points out that biographies of women and men exemplify gendered patterns of subjectivities which are rather stable historical relations (differently than gender identities). They include patterns of separation and identification, autonomy and intimacy which have been formed starting from early childhood relations of male and female infants with the first caretaker (mother). As a result, the girls' path to autonomy is mediated by the intimacy in the first interactions, where the boy's path to autonomy is defined by the separation from the first intimacy. By referring to these pre- and unconscious dimension of socialisation process Weber explains men's and women's gender subjectivities and dealing with autonomy and intimacy: "men will tend to demonstrate autonomy as a precondition for intimacy, whereas women will strive to establish intimacy- and perhaps recognition – as a precondition for demonstrating autonomy" (p. 97). This psychodynamic theory correlates with theoretical framework on gender differences in primary identification, differentiation and individuation provided by Nancy Chodorow in her work on "Reproduction of Mothering" (1978). Conceptualisations described above delineate nature of biographical narrative as a form of subjective reality with gendered experiences and interpretations, specific gendered responses to new learning and career opportunities and challenges of late modernity. The objective of the study is to analyse (re)construction of self-identity in biographical narratives and conceptualize male and female learning biographies and learning paths in becoming teachers in multicultural education.

Methods for data collection and analysis

The professionals in Norway who were willing to participate in the research were scheduled for a interview that followed a format of biographical research interview. Data were collected and analyzed by applying biographical narrative research which helped analyze events not only as objective facts, but also as subjective interpretation of professional biography and subjective reconstruction of personal professional development and education. Participants of our research were asked to answer the following question: *Could you tell us please from the beginning what were the events in your life that has influence your decision to become a teacher in intercultural education?* The biographical interviews were digitally recorded and approximately 75 pages of field notes were taken. There

were 14 interviews that were conducted, each of which lasted between 55 minutes to 1 hour and 30 minutes. At the end of each interview, the interviewees were asked to tell shortly demographic data (age, place of birth, dates of professional development). They were told that information they shared would be protected by a confidentiality principle, the names and other likely identification aspects would be altered. Themes and categories were not predetermined as participants were able to construct their own narratives. During biographical interviews and analysis, the postmodern perspective was taken into account, where there are simultaneous constructions and performances of realities based on knowledge that is contextual, historically situated, discursively produced and constituted within networks of power (Gannon & Davies, 2007).

The digital recordings were transcribed word-for-word. The transcripts and digital recordings were utilized together throughout the content analysis process. During this process, we themed and sorted categories and subcategories from the interviews data using quotes from the research data. Participants of the research male (8) and female (6) are the subjects that reflect transformations of self-identity in the post-traditional order of late modernity.

Journey as learning opportunity

Interculturality, internationalization of higher education institutions, international cooperation, studies abroad, study exchange programmes have open opportunities in learners lives, which were exposed in the narratives of the research participants. The possibility to travel and develop intercultural competence through experiential learning was an important topic in the narratives of the research participants, which has changed cultural understanding, way of thinking and learning paths of the interviewees.

“I learnt to think in intercultural terms, I have become so much aware of the cultural relationships between the Polynesians and myself, before that between myself and the Russians, who are different from me in many ways and then how different it was to be Polynesian in Polynesia then being a Polynesian in New Zealand, so I suddenly realized, that I have a lot of intercultural competence that I could very easily make use of encountering a totally new culture here in my country” (Arnold, 55).

Analyzing the narrative of one of research participant, it was noticed that choices concerning traveling has influenced his learning path and personal life:

“I really enjoyed travelling, my family did not travel, so I had to do that by my own and it has started when I was a teenager, I travelled in Europe and I travelled in Latin America and I realized that I want to be a world person” (Toren, 38).

These experiences opened up the new understanding of diversity, uncertainty, shaped new approach to otherness, fostered self-development:

“Going abroad I felt I was growing in that year in France, because I didn’t have high confidence contacting people I didn’t know, but I realized that I just have to do that and I was successful”(Carla, 42).

Life events inter-woven with learning experiences and broadened horizons of research participants’ intercultural competence. Experiential learning abroad also develops important elements of intercultural competence elements – values and attitudes (empathy, tolerance, curiosity, openness to otherness, tolerance to uncertainty):

“I think that I have in my experience developed a sense of empathy or a sense of imagining what it’s like to be the other person encountering problems”(Arnold, 55) .

Social mobility and experiential learning

Social and geographic mobility and facing otherness was exposed by the research participants. Experiential learning situations, that were experienced by participants developed their intercultural competence, raised intercultural awareness and understanding of social and economic diversity, different lifestyles:

“When I travelled to Latin America and looking back these 6 months I think that I was so naïve, but that is really strong experience for myself, as you meet poverty and people want to trick you and I had big conflicts with this girl at the end I travelled with, we had a very good stay but it was the beginning of the end of our friendship” (Carla, 42).

Experienced situations opened new feelings while meeting people from the other social classes:

“For me, being middle class person, from the western side of town, having good economy and very nice parents and good family... I met these manual workers - guys and I think that was fascinating, so different from me” (Johanson, 67).

At the same time, internationalization of higher education institutions, possibilities to do the internships, field work abroad, student and teacher exchange programmes in Europe and worldwide allowed making choices, which enriched learning path of the participants and opened new possibilities for learning and professional development:

“When I started my teacher training here in 1995, I very quickly explored the possibilities of doing something abroad while I was studying. So I did one semester abroad as Erasmus exchange programme to Madrid and then for my 4th year I studied in England the entire year. I also did my master’s degree in the US, I was at the American University in Washington DC studying International Relations there, which was very perspective” (Toren,38).

In the settings of late modernity globalization and processes of disembedding mechanisms of social institutions allow people to experience new cultures, new lifestyles and feel detached from the institutions. Internationalization of higher education is an example of empowering detachment mechanisms, when people choose to learn in different cultural

settings and across institutions. One of the aspects singled out by the research participants was that institutions nowadays even encourage temporary detachments (for example 1-2 years), which allow person gaining new competences in different learning environments (schools, business organizations, ministries, etc.):

„Institution as an institution is interested that the people would have good life, if you want to try something – try it and you can do for a year or two and they would have the same position held for you, and when you come back, you bring some new knowledge” (Tracy, 66).

Sometimes the decisions and choices open new understanding of the career development and possibilities to use gained practice and competences in labour market. One of the female participant made a choice to study Physical therapy, but her life-long dream was to study Social anthropology and when the dream came true, she understood that these two choices led her to gain high qualification and professional satisfaction:

“When I was studying social anthropology I saw rather fast that for me it was so much easier to do field works, than for my younger colleagues that never been working with people, never tried communicate with people. To combine these two professions is rather good. It gives you something extra” (Tracy, 66).

Combining learning, career and family

An important topic of career and family balance was analysed in the narratives of the research participants. An attempt by individuals to reconcile learning, career, marriage, motherhood and family life is represented in the research data. Difficulties combining learning and motherhood was mentioned mostly in the female narratives:

„I was working part time and studying part time and I was lucky that I read very fast and I went through very fast, it was like a journey, I didn't interact so much with the other students, I knew only few girls that were in a similar position as me, working, with children and studying” (Tracy, 66).

Analyzing the data of the male research participant, it was mentioned difficulties combining career and family life:

“it was quite a coincidence that I began to be teachers teacher, course I had to have a job and lived in Oslo, had 2 children and wife was working here and it was very hard to get a job at university full time so when I got this opportunity to work in this high school of teachers education it was in 1992 it was very convenient. I had to teach social science subjects and history, these were things that I was really interested” (Johanson, 67).

Journeys while studying also influenced personal life of research participants – there was a possibility to meet their spouses. In one of the biographical narratives, female research participant met her husband of the same nationality as she in France and also there was another male research participant

story of meeting wife in Russia while traveling, who was the same nationality as the man and after long and far journeys together, they had the second baby in Australia. This person learning life path is an example of international journey's impacts on learning experience and at the same time on crucial family decisions and shaping lifestyles, involving other family members into these new opportunities in life and learning. Journeys changed family relations, helped to construct self-identity and brought awareness of role of interculturality in one's own personal and professional life:

„So all of these sort of drastic changes, in the sense that you change the place of stay, you change jobs, the structure of the family changed as well, forming my identity both personal and professional” (Rony, 51).

Gendered ascriptions in learning biographies of females

In modernity, individuals usually are no longer guided by traditional and fixed scripts. The biographical research has revealed weaker rapture of ascription for females than males. Biographical narratives of female research participants exposed stronger traditional ascriptions of gender which were expressed in reconstructions of relations with family members. Fathers and mothers have a huge influence in choices and opportunities especially for their daughters. Female biographies and narratives are constituted around relations with parents, mostly with mothers. According to Spano (2002) biographical paths expose a collapse and rapture with ascription when individuals can exercise free will and make decisions, use new opportunities and enter into domain of risk, however in our research traditional and fixed scripts were pronounced when social master and grand narratives were expressed in the form of family discourses. Parents become significant others and try to influence choices of their children (in this case daughters):

„I didn't have any relations in Latin America and my father was like why you have to go to the most dangerous parts of the world, because he had a lot of prejudice against Latin Americans, and I remember he was a bit shocked that you make all these choices and you never ask for me, because up till then I asked a lot him for the advice” (Carla, 42).

The narratives uncovered traditional female attachment to mothers:

“When I was a child I was very close to my mummy, my sister was going everywhere and I was more to my mummy and cleaning the skirts” (Interview Nr. 8).

Stronger impact of family members on daughters is conceptualized by psychodynamic theory when females become more depended on their parents in gender socialization and gender subjectification process. One of the narratives depicted a situation when mothers' influence has changed the decisions of female research participants:

“I was thinking about doing Development studies, but my mother have cried out - are you going to Africa, being ill”? (Nora, 44).

Learning paths and educational biographies were differently reached, for example males had more freedom to choose their educational way and professions and often their choices were different and felt less pressure from the family and society. We can assume that cultural and social specificities of the regions are important factors of gender division.

Biographical narratives express a pressure of family and other significant others on females participated in the research. Women feel internal conflicts between the self and the internalized images of the significant others. Women feel regrets and uneasiness because they didn't respond to the expectations of their family members:

“Still my mom, when I was working in the secondary school, lower secondary school from 13-15 years pupil, my mother was saying when are you going to get yourself a proper work? This is not a proper work. So these days I think she can accept, high school lecturer, but still she thinks I am a teacher” (Nora, 44).

Males faced other challenges and pressures. They mentioned specific 'masculine' way of learning and knowledge production when work in masculine workplaces and work groups imply demonstration of hegemonic masculinity in academic settings – being competent, knowledgeable and professionally strong. Lack of knowledge in such contexts is perceived by others as weakness; this attitude inevitably creates obstacles for productive learning and professional development:

“After I finished the studies at the University, I was working three months in Department of Economical History, which was business history and department was very masculine and it was very hard to say that you don't know something and don't know where to read, it was looked as weakness” (Nora, 44).

Conclusions

1. Learning biographies and professional identity development of female and male teachers at university colleges revealed (re)construction of self-identity in biographical narratives. In biographical accounts research participants reconstructed their memory by deliberating and accommodating main choices, opportunities and turning points in their learning path.
2. The narratives revealed that learning as a lifelong process is inter-woven with social identities (especially gender) and relation between public and private, relation between work, family and learning, etc.). Therefore the authors analyzed and presented only few themes and categories, which were pronounced in the narratives: Journey as learning opportunity; Social

- mobility and experiential learning; combination and balance between learning, career and family and Gendered ascriptions.
3. The research revealed an idea that learning experience is gender specific and women's and men's learning experiences and their subjectivities should be revealed and scrutinized. In female narratives the learning path was exposed more dramatically, with tension, balancing between family and career, losses, opportunities and choices, which were often dependent on family members (mothers and fathers) decisions. It could be analyzed by traditional and fixed scripts which are still valid because of the social dominant discourses, as well as family discourses. If even female narratives exposed apparent attachment to the family and parents, but narratives pronounced quite strong detachment of participants from institutions. In the settings of late modernity and globalization the process of disembedding mechanisms of social institutions allow people to experience new cultures, new lifestyles and feel no attachment to the institutions.
 4. Journey as learning opportunity lead to experience of diversity, develop intercultural competence and raise cultural awareness of research participants, which formed their learning path and professional development.

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THE CONDITIONS AND OPPORTUNITIES FOR TEACHERS' PROFESSIONAL ADAPTATION AND CAREER IN SCHOOLS OF LATVIA AND LITHUANIA

Julija Melnikova

Klaipeda University, Lithuania

Jeļena Zaščerinska

Centre for Education and Innovation Research, Latvia

Abstract. *The article highlights the modern notion of career and explores the salient factors, influencing teachers' professional development and career opportunities in today's secondary schools in Latvia and Lithuania. The implications of empirical research on the peculiarities of teachers' as young specialists' adaptation and it influencing factors are presented. The contradictory views on the problems of professional adaptation, expressed by two groups of respondents - school heads and young specialists - are analyzed. The article examines opinion of teachers, who have different work experience and professional category, on the topic of career development opportunities. The article also presents the empirical evidence on the question: what is the role of school heads (principal and deputy heads) in the aspect of optimization of teachers' professional career. Moreover, the recommendations for high schools on how to optimize the teaching-learning process in order to ensure successful start of teachers' pedagogical career are provided.*

Keywords: Adaptation, career, optimization, professional career development, secondary schools, teacher, young specialist.

Introduction

Increasing competition on the labor market as the result of economic instability and dynamic environment influence the career of young specialists and put forward new requirements for professional development. That is why today it is important to talk not only about specific professional knowledge, skills or experience, necessary in postmodernist society, but, in general, about highly-qualified citizens that are able to work in an intensively changing world. That is very important for Latvia and Lithuania, who have the similar historical background, transition period and traditions in education, and are currently seeking to re-arrange their educational systems. The interest in young specialists' professional development intensified the effort not only to analyze the problems of professional training, but also to highlight the aspects of preparation for career

and to clarify, what kind of assistance should be provided at the beginning of personal career development in Latvia and Lithuania's educational systems.

The word career takes its roots from the French word *carriere*, which means a sphere of activity, profession. There are various conceptions of career. The Dictionary of International Words discloses the meaning of the word career and provides a number of definitions: a successful activity, success in life, kind of activity. Career means the goals of a person, the union of person's convictions and activities reflected in a life-long work experience. Gumuliauskienė and Augienė (2002), analyzing the notion of career, emphasize the importance of person's improvement in a selected sphere of activity what is positively evaluated by society. Emerging from above analyzed definitions, two aspects in the career conception understanding may be extracted. On the one hand, career may be understood in a broad mind as the life-long planning and realizing of its goals, on the other – career is understood as employment on the basis of acquired profession. Those who support the second point of view usually use the term *professional career*, thus emphasizing the importance of employment in the notion of career.

According to Stanišauskienė and Večkienė (1999), there exist two career models in person's activity. They are bureaucratic career model and modern career model. The modern career model has recently become dominant in person's activity, and is of a special importance to teachers' as young specialists' career development. Bureaucratic career model stresses the achievement of individual goals like social status; pay etc., in certain terms in comparison with other individuals, while the modern career model emphasizes the satisfaction of self-realization and success demands, what is especially important in pedagogical work. So, taking in mind the dominant modern career model, the teacher's career may be determined not only as hierarchical career path in terms of an organization, but more focused on competencies, self-realization, and satisfaction of success demands. These provide an opportunity for every school teacher to build a career independently from organization hierarchical structure and career path.

Professional career and recognition depends not only on an employee, his personal features, education, communication skills etc., it usually depends on various conditions and circumstances. It's an employer, who can ensure, that the employee is satisfied with the work conditions. It is worth to mention, that the first work experience may influence the self-assurance. However, an employer can positively influence the career. Here the problem of appreciation of work true value is of a crucial importance. The employer has to evaluate the employee, to disclose all advantages and disadvantages that may possibly affect his career. The employee, in his turn, is tend to be more realistic in assessing his own possibilities if he is responsible for more and more complex procedures and is acknowledged with work perspectives.

Latvian and Lithuanian scientists Olechnovica and Kravale-Paulina (2008), Jucevičienė and Lepaitė (2000); Stanišauskienė and Večkienė (2000) and others have investigated the issues of career, career development, preparation for career, the importance of personal qualities on career development. However, the issue of secondary school teachers' career development has been examined less. Teachers as young specialists' adaptation peculiarities and their career opportunities in today's secondary schools of Latvia and Lithuania have not been analyzed.

The aim of the research: To analyze the adaptation of young specialists who work at schools, their career opportunities and career influential factors, providing optimization strategy for today's secondary school.

The objectives of the research:

1. To disclose the peculiarities of teachers' as young specialists' adaptation and distinguish opportunities for optimization;
2. To highlight the factors that influence the development of profession career;
3. To analyze the career opportunities in today's secondary schools;
4. To disclose the role of a school heads (principal and deputy heads) in optimization of teachers career.

The method of the research:

The analysis of scientific literature, anonymous survey in writing; content analysis, case analysis, statistical analysis of empirical data.

The methods and organization of the research

The quantitative research involved three groups of respondents working at secondary schools of Latvia and Lithuania: 103 young specialists (length of service from 1 to 3 years), 168 secondary school teachers-methodologists (length of service more than 3 years) and 15 secondary school heads. One group of respondents, consisted of 14 teachers methodologists (the length of service was not considered), participated in the qualitative research. The total number of respondents that took part in the research was 300. The survey took place in the secondary schools of Klaipeda district and Riga district in 2016.

Therefore research was divided into four stages. *During the first stage* the survey was conducted among teachers as young specialists. *During the second stage* the school principals and deputy heads were questioned. The questionnaires for both groups of respondents were similar. This provided a possibility to analyze the problem of adaptation and career development from different points of view: on the one hand young specialists as employees, who are directly involved in adaptation process and on the other - school heads that influence the process of adaptation and are responsible for it. The questionnaire included 20 questions of different types (open and closed). It was intended to state: which factors do influence young specialists adaptation when they start working at secondary

schools; which factors complicate the process of adaptation for young specialists; how young specialists evaluate their competencies and personal readiness to work at schools; what methodic help they get from colleagues, school administration; how should high schools organize studies in order to make the adaptation process easier; how young specialists evaluate their career opportunities in today's secondary schools; which factors influence successful career development.

Teachers-methodologists, whose length of service was more than 3 years took part in *the third stage of the research*. With the help of the questionnaire, consisted of 20 questions, it was aimed to highlight the aspects of cooperation between secondary schools' teachers and young specialists, to examine existing cooperation culture and factors, that could ensure the successful adaptation of young specialists.

The fourth stage was dedicated to case analysis. Teachers with the degree of methodologists participated at this stage. It was intended to highlight: what are the peculiarities of teachers-methodologists' career development; what occasions or circumstances influenced teachers to acquire methodologists' degree; who provided help and assistance in acquiring the degree; which personal qualities and competencies are important for professional development; what should young specialists have in mind in order to ensure the successful career development.

The data collected was weighted using statistical programming SPSS. Depending on data specifics different statistical methods were applied: hypotheses were checked using ANOVA, the average and percentage meanings were counted, interconnection between variables was checked using Spearman correlation coefficient.

Research data analysis

1. The peculiarities of teachers as young specialists' adaptation and the factors influencing the process of adaptation

The results of data analysis show, that expectations about work at school of more than a half of young specialists in Latvia (50,2 %) and Lithuania (58,4 %), who took part in the survey, have justified only partly. In young specialists opinion, the problems occur because of different factors that make influence on the process of adaptation ($r=0,4$; $p=0,0001$; $r=0,6$; $p=0.0001$ respectively). The factors mentioned by teachers in both groups, whose expectations haven't come true, were: the lack of pedagogical experience, the lack of methodology knowledge, the problems with students' discipline during lessons, overloaded schedule. So, we can presuppose that unjustified expectations of young specialists while starting work at schools are mainly caused by experienced failures or difficulties in organizing the teaching process. Such factors as little salary, insufficient collaboration with colleagues, lack of attention from colleagues' side,

school environment and school culture are of less importance in the aspect of adaptation.

The data analyzed shows that the majority of young specialists (88,3 %) in Latvia and (94,26 %) in Lithuania have adapted at their work places during the first year of work. The respondents were given the list of factors that have an influence on adaptation process and were asked to distribute them according to their importance.

The most important factors are (respectively in Latvia and Lithuania):

- Motivation to work at school ($\bar{x} = 7,52$; $\bar{x} = 8,12$);
- Professional competence acquired at high schools ($\bar{x} = 6,81$; $\bar{x} = 7,11$);
- The young specialist's personal qualities ($\bar{x} = 6,80$; $\bar{x} = 6,94$);
- Cooperation with the colleagues ($\bar{x} = 4,63$; $\bar{x} = 5,12$).

The factors of less importance are:

- Psychological climate at school ($\bar{x} = 2,53$; $\bar{x} = 3,14$);
- Financial conditions ($\bar{x} = 3,85$; $\bar{x} = 4,10$);
- Social guarantees – salary, apartment, etc. ($\bar{x} = 3,93$; $\bar{x} = 4,23$).

The same respondents had to distribute the factors that hinder the process of adaptation in schools. The results show that the salient **factors that complicate the process of adaptation are (respectively in Latvia and Lithuania):**

- The lack of pedagogical experience ($\bar{x} = 3,21$; $\bar{x} = 4,10$);
- The teachers' obligation to keep documents ($\bar{x} = 3,54$; $\bar{x} = 4,24$);
- The lack of attention towards young specialists needs ($\bar{x} = 4,54$; $\bar{x} = 4,64$).

The adaptation of young specialists in schools depends on assistance they get when starting to work. We were interested in what kind of methodic assistance young specialists usually get from experienced colleagues. It was found out that the usual help is: how to assess the students' academic achievements; how to organize the teaching process; share necessary materials, handouts; open lessons, organized by experienced colleagues; assistance in preparing curriculum plans. Though, it's only one third of respondents (29,0 %; 34,0 % respectively) who would expect experienced colleagues at their lessons and would ask for a feedback about lesson activities. Even less number of respondents (21 %; 24,3 % respectively) would get necessary assistance in preparation for the lessons.

We inquired about how the respondents evaluate the assistance they get, and what kind of assistance they really need. It has become clear that the majority (64,5 %; 72,3 % respectively) of respondents, participated in the research, evaluate the assistance they get as „very good“ or „good“. The majority of young specialists in Latvia pointed, that the necessary assistance would be: Advice on how to organize work with parents (76,3 %); advice on how to keep discipline during the lessons (58,6 %); assistance in preparation for the lessons (62,3 %).

Quite a numerous group of respondents in Lithuania wishes that: colleagues visited their lessons (58 %), but at the same time they worry about mistakes which may influence their further career. (E.g. “The principal or deputy heads will be informed about my mistakes.” “The visits may call out a negative feedback.” “School community may get aware of my failures.”).

In order to support and develop collaboration between young specialists and experienced teachers it was suggested by young specialists: to organize methodic meetings, where experienced colleagues would share their good practice (65,7 %; 68,2 % respectively); to organize frequently open lessons (55,2 %; 59,6 % respectively); to get necessary support and initiative from school heads (51,9 %; 49,8 % respectively).

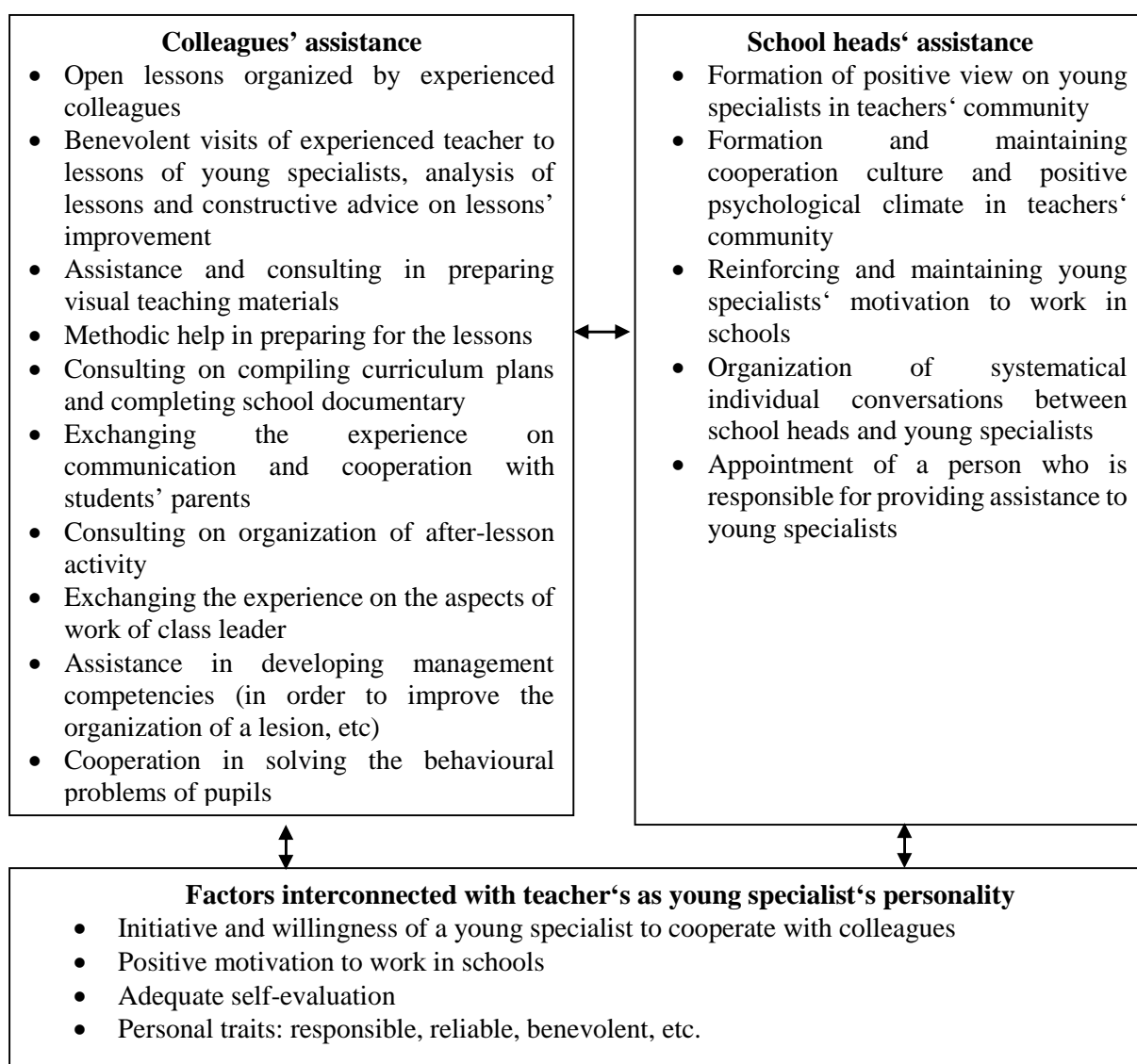


Figure 1 **The framework of successful adaptation in schools**

However, school heads, in their turn, discussing collaboration problems, emphasized the young specialists' initiative but haven't mentioned their own role in cooperation process.

The research disclosed differences in the opinion considering career development between various groups of respondents. Young specialists emphasized the importance of professional preparation and while teachers-methodologists put an accent on personal qualities, such as persistence, will-power, self-confidence, initiative, responsibility, dutifulness, and flexibility.

After having analyzed the opinion of young specialists that took part in the research we can build the model of successful adaptation in schools (1 fig.).

The factors influencing successful teacher's career development

According to the young specialists' opinion, the acquisition of higher pedagogical degree depends on (respectively in Latvia and Lithuania): professional preparation ($\bar{X}=5,58$; $\bar{X}=5,94$); communication and collaboration skills ($\bar{X}=5,23$; $\bar{X}=4,98$); adequate self-assessment ($\bar{X}=5,16$; $\bar{X}=5,38$); self-confidence, self-assurance ($\bar{X}=4,82$; $\bar{X}=4,94$); tolerance ($\bar{X}=4,63$; $\bar{X}=4,20$). The school heads' opinion on the topic is quite different. School heads put an accent on these factors, which, to their mind, influence teachers' career development: ability to analyze pedagogical activity; ability to take right solutions in different pedagogical situations; organizational skills; ability to think critically. The respondents have tallied with opinions only in the aspect of communication and cooperation among teachers, students and their parents as the one of most important to teachers' career.

In order to analyze the peculiarities of teachers' career, the qualitative research (case analysis) was conducted. Teachers-methodologists took part in it. Teachers both in Latvia and Lithuania estimated their personal qualities as salient for career development. These qualities are: persistence ("...though the first year period was very difficult, I have never lost hope, just thought sometimes that I should change something in my own actions...") will-power ("...in order to prepare a report and take part in a conference I had to analyze a huge amount of literature, though I feel myself better in practical activity..."), self-confidence ("I have always known that I am able to achieve more"), initiative ("I was a leader of different school events that have become traditional"), responsibility ("I have always been preparing for the lessons, so that they were interesting for the students", "School Heads consider me a highly responsible person, so I often represent my institution"), dutifulness ("Since my first year at school I have been strongly responsible for my activity, especially for checking students' papers and preparing for the lessons") and flexibility ("Even though I prefer definite planning, it happens so, that it is necessary to change according to situation, so I

am ready to do it”, “Changes provoke difficulties but I understand that sometimes it is important to change...”), ability to communicate and cooperate (“The ability to communicate and cooperate with students and their parents for some degree affects the success of pedagogical work”). While analyzing research data there were noticed some similarities in teachers' career development. Teachers were focused on:

- expansion of competencies;
- improvement of qualification skills in the context of lifelong learning;
- further career planning: they used to estimate circumstances and take rational decisions about career development, they managed to plan and forecast career development and took part in this process;
- attention to cooperation with colleagues: initiated cooperation and collaboration processes in school community.

Also it could be mentioned similar circumstances that had a positive influence on teachers-methodologists' career development:

- Supportive organizational environment (E.g. When I was seeking my goals I always met support and encouragement from colleagues and school heads.);
- Support from superior institutions (E.g. When I got a proposal from local Education Department considering my career, I felt more self-confident, and that was one of the main reasons for me to move forward in my career.).

The research disclosed differences in the opinion considering career development between various groups of respondents. Young specialists emphasized the importance of professional preparation and while teachers-methodologists put an accent on personal qualities, such as persistence, will-power, self-confidence, initiative, responsibility, dutifulness, and flexibility. Moreover, research results prove that success in career depends on planning, lifelong learning and qualification improvement. Teachers-methodologists, unlike the young specialists, turned attention on the importance of encouragement and support from superior organizations. They also stressed the necessity of cooperation and collaboration. School heads named several important factors crucial for pedagogic career, eminent among them were ability to analyze pedagogic activity, ability to take right decisions, organizational skills and class management skills, ability to construct cooperative relations (table 1).

Table 1 The opinion of different groups of respondents on the most important factors, influencing teachers‘as young specialists‘ professional career development

Teachers as young specialists	Teachers-methodologists	School Heads
<ul style="list-style-type: none"> • Professional preparation and pedagogical competencies • Adequate self-assessment • Self-confidence 	<ul style="list-style-type: none"> • Personal traits: persistence, will-power, self-confidence, initiative, responsibility, dutifulness, and flexibility • Lifelong learning and qualification improvement • Career planning • Comfortable work environment • Encouragement and support from superior organizations • Necessity of cooperation and collaboration 	<ul style="list-style-type: none"> • Pedagogical skills and abilities • Critical thinking skills • Management competencies • Creativity
Social skills (communication and cooperation)		

3. Young specialists career opportunities in today’s Latvian and Lithuanian secondary schools

Respondents were asked to evaluate young specialists career opportunities in today’s secondary schools using 5-grade scale.

Approximately half of respondents in Latvia evaluated young specialists pedagogical career opportunities as average (54, 24 %), one third of respondents (29,25 %) – as low. The edge positions were chosen by 16, 56 percent of respondents. 6, 23 percent of respondents pointed on very high career opportunities, while 10, 32 percent of respondent evaluated career opportunities as very low. In Lithuania the majority of respondents (72,43 %) evaluated career perspectives as average.

According to the respondents’ opinion (in Latvia and Lithuania respectively), the factors that hinder the career of young specialists are:

- The lack of initiative from their side (46,23 %; 34,28 %);
- The lack of motivation (39,52 %; 48,50 %);
- Competition among pedagogues in schools (38,28 %; 34,12 %);
- The lack of attention, support, assistant from school heads side (33,22 %; 42,12 %);
- Mistrust and non-benevolent attitude towards young specialists and their activities (28,16 %; 22,18 %);
- Superficial attitude towards work and responsibilities from young specialists side (26,41 %; 18/16 %).

The comparison of results in various groups of respondents showed, that young specialists mostly mentioned school environment – colleagues, school heads, competition between teachers, but almost nobody mused upon personal qualities and ambitions. Elder colleagues, teachers-methodologists and school heads turned attention on young specialists' passiveness and lack of responsibility considering pedagogic career (E.g. They never show that they are interested in projects or social activity. They don't want to take part in methodic meetings.).

On the basis of empirical evidence we may presuppose, that opportunities for career in secondary schools both in Latvia and Lithuania are average. Young specialists consider it as the result of today's school environment, insufficient assistance from experienced colleagues and school heads side. According to school heads' and teachers-methodologists' opinion, young specialists are unable to enjoy the career opportunities through their own fault.

The role of school heads in teacher's career development

We revealed teachers-methodologists' and young specialists' opinions on this topic and it is worth to mention that young specialists were much more active than their elder colleagues expressing their points of view. So we may presuppose that career problems are more urgent to young specialists than to elder school personnel. Summarizing research results in all groups of respondents both in Latvia and Lithuania these main principal's responsibilities may be extracted:

- School principal should initiate and encourage teachers' career development and support their motivation;
- School principal, who is interested in teachers' career, should possess personal qualities, such as tolerance, benevolence, optimism and innovators, respect towards colleagues, ability to communicate and cooperate;
- School principal should ground school management on the democratic principles;
- School principal should create a positive psychological school climate;
- School principal should stimulate the positive attitude towards young specialists;
- School principal should search for methods to diminish competence among teachers;
- School principal should stimulate young specialists to plan their career and provide them necessary support on every level.

We also tried to attain what school principals should change in school processes and procedures in order to facilitate the adaptation of young specialists. Content analysis provided possibility to extract main categories that generalize distinguishing features of work with young specialists:

- To provide necessary information about school culture, discuss work conditions, main responsibilities, rights and obligations.
- During the first year not to overload the schedule;
- To provide possibility to work with lower classes in order to avoid pedagogical problems;
- To appoint a tutor, who would provide necessary assistant and help;
- During the first year it isn't recommended to appoint a young specialist on the duties of class master. Instead, young specialists could be asked to assist an experienced class master, thus providing possibilities to learn from a good practice.
- To arrange consultations with experienced colleagues where different pedagogical problems could be discussed.

The research conducted in secondary schools of Latvia and Lithuania showed that there isn't used any actual strategy on how to assist young specialists at the beginning of their career. All the respondents were common in their opinion about the importance of school heads role in the teachers' career development. The data analyzed gives a basis to state, that school principal should be responsible for creating conditions for successful teachers', and especially young specialists' career development. Principal should support and encourage young specialists' initiatives. It is of a special importance to provide opportunities for young specialists to acquire work experience, self-assurance, assist in overcoming obstacles and provide possibilities to develop professionally and personally.

The preconditions of optimization the pedagogical studies in high schools of Latvia and Lithuania

The respondents were asked to answer the open question about how they would organize the studies in high schools in order to make easier the start of career. The method of content analysis gave a possibility to extract two categories that reflect respondents' points of view on research topic about theoretical and practical preparation.

Both Latvian and Lithuanian respondents stressed the importance of ***theoretical preparation*** and necessity of its optimization. The majority of respondents in Latvia (68,24 %) pointed, that high schools should provide psychology course for future teachers, where of a major importance would be communication psychology, children and teenagers psychology. More than a half of the respondents in Lithuania (54,56 %) emphasized the importance of pedagogy studies and wished to have deeper methodic knowledge. Both Latvian and Lithuanian teachers young specialists when starting work at schools feel the lack of theoretical knowledge in the fields of:

- creativity upbringing,
- upbringing of critical thinking,
- bringing up children with special educational needs;
- discipline problems;
- project activity;
- organizing of meetings with parents;

It would be useful, to respondents' mind, to get acknowledged with class masters responsibilities, get a course on how to organize classroom activities and after-classes activities. Teachers in Latvia mentioned, that young specialists are usually aware only about traditional methods of teaching, while the untraditional methodology and modern pedagogical technologies are less known.

Lithuanian respondents, participated in the research, emphasized the necessity of *practical preparation* of young specialists. They advised to extend the terms of pedagogical practice, (“...it should last for a year at least...”), students should get an opportunity to conduct lessons by themselves (“... it would be useful for students to conduct lessons by themselves at once...”), it is purposeful, according to respondents, to observe lessons, conducted by experienced colleagues. It was also offered to organize pedagogical practice in schools subordinated to high schools where usually work highly-qualified teachers.

The research results show that young specialists both in Latvia and Lithuania feel the lack of theoretical preparation: pedagogy and psychology knowledge, practical experience. High schools students as future pedagogues should have an opportunity to get acquainted with class masters responsibilities and learn how to organize after-classes activities. Moreover, it would be useful to extend the terms of pedagogical practice and provide high-qualified assistance during the practice.

The implementations of the research

1. The research conducted in secondary schools of Latvia and Lithuania showed that there isn't implemented any certain strategy on how to assist young specialists at the beginning of their career in both countries. The opinion and problems faced by both groups of the respondents are more or less similar. The current research has not been focused on the comparison of the situation in Latvia and Lithuania. It was sought to highlight the tendencies in both countries providing empiric data analysis instead.
2. The research disclosed differences in the opinion considering career development between various groups of respondents. Young specialists emphasized the importance of professional preparation and while teachers-

- methodologists put an accent on personal qualities, such as persistence, will-power, self-confidence, initiative, responsibility, dutifulness, and flexibility.
3. Research results prove that success in career depends on planning, lifelong learning and qualification improvement. The attention was turned on the importance of encouragement and support from superior organizations.
 4. School heads named several important factors crucial for pedagogic career, eminent among them were ability to analyze pedagogic activity, ability to take right decisions, organizational skills and class management skills, ability to construct cooperative relations.
 5. On the basis of empirical evidence we may presuppose, that opportunities for career in secondary schools are average. Young specialists consider it as the result of today's school environment, insufficient assistance from experienced colleagues and school heads side. According to school heads' and teachers-methodologists' opinion, young specialists are unable to enjoy the career opportunities through their own fault.
 6. All the respondents were common in their opinion about the importance of school heads role in the teachers' career development. The data analyzed gives a basis to state, that school principal should be responsible for creating conditions for successful teachers', and especially young specialists' career development. Principal should support and encourage young specialists' initiatives. It is of a special importance to provide opportunities for young specialists to acquire work experience, self-assurance, assist in overcoming obstacles and provide possibilities to develop professionally and personally.
 7. The research results show that young specialists feel the lack of theoretical preparation: pedagogy and psychology knowledge, practical experience. High schools students as future pedagogues should have an opportunity to get acquainted with class masters responsibilities and learn how to organize after-classes activities. Moreover, it would be useful to extend the terms of pedagogical practice and provide high-qualified assistance during the practice.

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CREATION AND DEVELOPMENT OF TEACHER PROFESSIONAL LEARNING COMMUNITY: INSTITUTIONAL FACTORS

Justinas Monkevicius

Renaldas Čiužas

Lithuanian University of Educational Sciences

Abstract. *The article presents a theoretical and empirical analysis of institutional factors of creation and development of successful teacher professional learning communities. On the basis of the conducted theoretical analysis, institutional factors were systemised and divided into four groups: factors related to organisational culture, to processes, to organisational structure, and factors related to financial and material resources. The empirical research reveals the relevance of theoretically distinguished factors to the practical processes of creation and development of successful teacher professional learning communities. It also singles out new factors that have not been investigated by other scholars and highlights the encountered barriers.*

Keywords: *teacher professional learning communities, creation, development, factors.*

Introduction

The conception of teacher professional learning community (hereinafter – TPLC) has been presented by a big number of scholars. DuFour, DuFour and Eaker (2008, p. 14) state that „we define a professional learning community as educators committed to working collaboratively in ongoing process of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators”.

Many researchers determine this community through *its performed role*. L. Stoll, K. Louis (2007) emphasise that such community is the main factor that shapes school policy and practice; R. Linder (2012) points out that it is an efficient, long-term strategy that encourages teachers’ professional development; R. Webb et al. (2009), C. Schechter (2012) indicate that this is a strategy for improvement of school students’ learning achievements, strengthening of teachers’ commitment to their school, for enhancement of their satisfaction with

teacher's work and improvement of efficiency of collective efforts. According to C. Schechter (2012), the activities of TPL Creorganise the school into an interactive field of professional networks.

Determining the concept of TPLC, scholars also provide *the description of activity peculiarities* (Al-Taneiji, 2009; Linder, 2012; Schechter, 2012; Sigurðardóttir, 2010), others single out *peculiarities of its activity culture* (Nedzinskaitė, 2016; Balyer et al., 2015; Webb et al., 2009).

Some researchers perceive TPLC as a preferred strategy for school reform (Little, 2008; Hord, 2008; 2009; Johnson, 2011), as a new school culture, which eliminates teachers' isolation and lack of concordance of separate strategies for school development (Schmoker, 2005a; Schmoker 2005b; Rasberry & Mahajan, 2008), as a powerful access to professional development and increase in teachers' effectiveness (Hord, 2009; Stegall, 2011) and as a strategy for promotion of teachers' leadership (Rasberry & Mahajan, 2008).

The analysis of scientific sources revealed that the majority of authors analysed the concept and features of TPLC (Clark, 2012; Bullought & Bough, 2008; Tett & Fyfe, 2010; Whitford & Wood, 2010; Shevelar & Westoby, 2012; Hord, 2009, and others), activity of such communities, its results and efficiency (Hord, 2009). However, the factors of TPLC creation and development have received little attention so far.

Most frequently scholars put forward theoretical assumptions about factors of TPLC creation and development not substantiating them on any scientific studies. Therefore, the problem question is raised in the article: what institutional (related to school as an organisation) factors predetermine successful creation and development of TPLC?

The object of research: institutional factors of TPLC creation and development.

The goal of research: to reveal institutional factors of successful creation and development of TPLC.

The objectives of research:

1. to theoretically substantiate and systemise institutional factors of TPLC creation and development.
2. to reveal institutional factors that foster TPLC creation and development.

The methods of research data collection: review of scholarly literature, analysis of educational documents, oral semi-structured individual interview.

The methods of research data analysis: qualitative research strategy applying the grounded theory.

Theoretical Framework

The conducted analysis of scholarly literature and educational documents allowed to reveal the factors of TPL Ccreation and development, which are classified into four groups: external factors (related to educational policy, social partnerships and networks); institutional; personal, interpersonal and managerial factors related to school principal's activities; personal, interpersonal and professional factors related to teachers' activities. Considering the goal of the article, a group of institutional factors, which are distinguished by scholars as one of the most important while establishing TPLC at school, are analysed. This group consists of *factors related to organisational culture, related to processes, related to financial and material resources* (Table 1).

The majority of authors emphasise the importance of the factors of TPLC creation and development at school, which are related to school culture: the climate of democratic participation at school (Boyd & Hord, 1994); trust-based school culture, which is of utmost importance to an open, reflective professional dialogue (Balyer, Karatas, & Alci, 2015; Morrow, 2010); culture of collaboration and continuous learning (Johnson, 2011; Hord, 1997).

Researchers also emphasise a whole range of factors of TPLC creation and development that are related school processes. Out of six prerequisites for successful TPLC creation distinguished by D. Johnson (2011, three are assigned to an institutional level. The first prerequisite refers to school mission and vision that is focused on learning and that all the community members are committed to; another prerequisite embraces collective inquiry carried out by collaborating teams searching for most effective impact on school students' academic achievements; the third prerequisite is directly related to TPLC and concerns a constant search for better ways to achieve the goals established by TPLC earlier in the process. The research conducted by V. Boyd and S. Hord (1994) disclosed one more institutional factor, i.e., shared power and decision making among all the members of school community (administrative staff, teachers, other staff members, learners and their parents). Researchers also singled out the factor of collaboration between school administration and teachers, which promotes TPLC creation and development, helps to make decisions about issues related to school students' education and provision of support to them increasing their learning achievements (DuFour, Eaker, & DuFour, 2005; Fullan, 2001; Strahan, 2003; Bush, 2015). According to R. DuFour (2007, the conception of TPLC alone does not bring a prompt improvement in school activities; on the other hand, it creates efficient and conceptually grounded guidelines for school transformations at all levels, if the whole society mobilises and conducts activities from the start to the end.

A significant attention of numerous scholars is allocated to structural school factors, which contribute to promotion of TPLC creation and development. It is important to create structures, systems, procedures and to devise timetables that nurture collaboration (Boyd & Hord, 1994; Marzano, 2003), information (Balyer, Karatas, & Alci, 2015), accessibility of data related to school students' learning, procedures of feedback provision (Balyer, Karatas, & Alci, 2015). It is also necessary to allocate additional time to teachers (Balyer, Karatas, & Alci, 2015; Huffman & Hipp, 2003; Al-Taneiji, 2009; Hirsh, 2004), to provide places with necessary technical conditions for collaboration (Huffman & Hipp, 2003; Al-Taneiji, 2009; Hord, 1997). Moreover, the significance of a system for promotion of teachers' professional development established in a school is also emphasised (Marzano, 2003; Morrow, 2010; Bush, 2015).

J. Huffman and K. Hipp (2003) draw their attention to the fact that the majority of schools, where TPLC were established, had to restructure strategies of school time planning, financing, and/or procedure for substitution a teacher in the classroom providing for additional financing resources.

Table 1 Institutional factors of TPLC creation and development

Related to organisational culture	<ol style="list-style-type: none"> 1. The created climate of democratic participation (Boyd & Hord, 1994). 2. The created trust-based school culture (Balyer, Karatas, & Alci, 2015; Morrow, 2010). 3. The created collaboration culture (Johnson, 2011). 4. The created continuous learning culture (Johnson, 2011; Hord, 1997).
Related to processes	<ol style="list-style-type: none"> 1. School students' learning-focused school mission and vision that all community members are committed to (Johnson, 2011). 2. Power and decision making shared among community members (Boyd & Hord, 1994). Collaboration of school administration and teachers (DuFour, Eaker, & DuFour, 2005; Fullan, 2001, and others). 3. A community of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students the educators serve (Johnson, 2011). 4. Collective efforts to implement changes from the beginning to the end (DuFour, 2007). 5. A constant search for better ways to achieve the goals that the TPLCs established earlier in the process (Johnson, 2011).
Related to structure of organisations	<ol style="list-style-type: none"> 1. The created structure of collaboration and information and scheduled meetings (Marzano, 2003; Balyer, Karatas, & Alci, 2015). 2. Allocation of additional time (Al-Taneiji, 2009 and others). 3. The established local and technical conditions for efficient collaboration (Huffman, Hipp, 2003 and others).

	<ol style="list-style-type: none"> 4. The created system of accessibility of documents regarding school students' learning (Balyer, Karatas, & Alci, 2015). 5. The established mechanisms and procedures of constructive feedback (Balyer, Karatas, & Alci, 2015). 6. The created innovative system focusing on higher opportunities for professional development, addressing needs of teachers and the school and responding to the national educational guidelines and scientific progress (Bush, 2015 and others).
Related to financial and material resources	<ol style="list-style-type: none"> 1. Restructuring of financing (Huffman & Hipp, 2003). 2. Allocation of additional financial resources (Huffman & Hipp, 2003).

Research Methodology

The sample of research and selection method: 13 teachers, school principals and deputy principles working in nine Lithuanian schools participated in the research. The participants were selected following the principle of targeted sampling on the basis of experts' recommendations about functioning of TPLC in those schools. Attempts were made to include schools of different levels (1 primary, 2 basic, 2 progymnasiums and 4 gymnasiums) and informants with different positions at school (8 subject teachers, 1 deputy principal and 4 school principals). The sampling is also based on the theory of theoretical saturation, when the interviews are conducted data until no new thoughts appear that do not coincide with the ones in the previous interviews.

The ethics of research: 13 informants provided their oral agreement to participate in the research, expressed their wish to be interviewed at convenient to them time at their working place or in Lithuanian University of Educational Sciences. The rules of confidentiality were observed during the interview and responses of the informants were encoded in letters and numbers. The informants were familiarised with the theme, problem, aim and kind of the research.

The method of data collection: the research was carried out from 1 to 30 of October 2016, the method of semi-structured interview (Rupšienė, 2007) was applied for data gathering. The oral interview was conducted individually and lasted approximately 60 min. While interviewing the researcher not always observed the sequence of questions and switched their order (Rupšienė, 2007). Taking into consideration the situation and the completeness of information provided by the informant, the researcher asked additional and correcting questions (Rupšienė, 2007). The methodology and procedures of the interview were prepared and conducted in line with the requirements of the grounding strategy of qualitative research.

The method of data analysis: the grounding theory was applied for data processing. The data analysis was carried out in several stages (Corbin & Strauss 2008, 159-160). The transcribed interview was analysed applying open, axial and selective coding, which allowed to single out the most important categories. The researcher conducted the open coding of the interview in the first stage. Then all the possible meanings of open coding concepts were reviewed and reflected. In the second stage the reviewer carried out axial coding, when he repeatedly reviewed primary codes, which were combined into larger units. In the stage of selective coding the researcher distinguished the concepts of higher level, i.e. factors of TPLC creation and development, devising a generalised scheme of factors. The data reliability was ensured applying triangulation of different data sources (teachers, deputy principals and school principals expressed their attitude towards factors of TPLC creation and development). Moreover, two experts reviewed the sub-categories and categories distinguished by the researcher discussing the meaning of the gathered data.

The instrument of data collection: the questionnaire for semi-structured individual interview was designed on the basis of factor groups (external; institutional; factors related to school principal activity; and teacher activity) singled out after the analysis of scholarly literature and legal documents. Seeking to identify the variety of all the four group factors, two questions were formulated for each group. One of them referred to promotion of TPLC creation and development and the other focused on obstacles. Next to the aforesaid interview questions, an introductory question was also presented seeking to identify the opinion of the research participants about TPLC in their school.

Findings

After the theoretical analysis and the empirical research, the biggest number of factors relevant to TPLC creation and development were identified in the group of institutional factors. The most important factor related to organisational culture is “The created collaboration culture”. The varied comments of the informants on its expression and impact on TPLC creation and development were expressed using the following sub-categories: “Informal meetings for groups in different spaces”, “Constant collaboration initiated by teachers”, “Teacher-initiated groups for solving school problems”, “Constant collaboration with teachers of other subjects improving practices of learners’ education”, “Constant collaboration of subject teachers seeking integration of subjects”. The informants emphasised the importance of both formal and informal communication of teachers, teacher initiated groups to address school problems or challenges encountered by several teachers, focus of all teacher activities on improvement of learners’ achievements. For example the informant (I7) states: “*Our aim is to achieve as high learning*

outcomes as possible. We are already convinced that one teacher cannot do anything if the whole team is not involved“. The significance of the factor “The created climate of democratic participation” is also high. All the other factors of this area attracted less attention from the informants. Moreover, the informants pointed out several obstacles expressed in the following sub-categories: “Fear of being criticized”, “Lack of openness to problems”, which reveals the high relevance of trust-based culture to TPLC creation and development.

The factors related to school processes were evaluated as highly relevant: commitment of all the community members to the school mission and vision; research on education practice conducted by collaborating teams; collective efforts to implement changes. The informants paid the same considerable attention to all the abovementioned factors. It allows to conclude that this group of factors establishes essential prerequisites for TPLC creation and development. Actually, the informants did not mention a specific factor: “A constant search for better ways to achieve the goals that the TPLCs established earlier in the process”. This proves that TPLCs are already being established at schools but their activities are often identified with those of a learning organisation, whereas knowledge of TPLC possessed by teachers and administrative staff members is limited. Next to the institutional factors related to school processes identified during the theoretical and document analysis, the informants distinguished several nationally relevant factors. The first was “Competition with other schools, and inside the school”, which was divided into the following sub-categories: “An ambition to become the best school” and “Competition inside the school seeking better school learners’ achievements”. Informant T6 points out: *“Nobody directly points at it but I think that there is psychological competition for school learners’ achievements, which becomes obvious during state maturity examinations*“. On the other hand, the informants expressed varied evaluation of this factor. Some of them referred to it as contributing to mobilisation, whereas others saw it as impeding formation of collaborating groups. The sub-category “Teachers’ competition for teaching load” has to be singled out as well. It is presented in the research as an example of negative internal competition: *“Teachers of our school see other colleagues teaching the same subject as competitors in fight for teaching load. The number of children is decreasing and, instead of mobilising its members and trying to take over children from other schools and invite them to learn in our school, teachers engage in rivalry with each other and in numerous intrigues*“ T2. The factors newly distinguished by the informants are named as “Collaboration together searching for appropriate solutions to educational problems” and “Collaboration of teachers with other school employees and teachers”.

School structure-related factors received considerable attention of the informants. This proves that TPLC sare established and function in the schools, where conditions are transformed and adapted to such conditions. The factor “The

created structure of collaboration and information and scheduled meetings” was commented most extensively. As many as 10 sub-categories that reveal the conditions necessary for TPLC activities were distinguished: “Established information structure”, “Formal structural units encouraging teachers’ informal collaboration”, “Formal time during meetings for reaching agreements”, “Time dedicated for observation of colleagues lessons”, “Flexible changes in timetables to create conditions for teacher learning from each other”, “Adjusting of timetables to innovative forms of teaching”, “Adjusting of timetables to school learners’ convenience”, “Coffee breaks as time for informal meetings of teachers”, “Informal meetings during breaks”, “Meetings during school learners’ holidays”. The informants particularly stress the possibility of meeting and discussing various problems: *“We have such a possibility to meet, when once a week, on Thursdays, the second lesson for us (teachers of 3rd forms) is free and we gather in my classroom. <...> The timetable is drawn up to enable teachers to meet“* I9. The informants also see “No scheduled time for meeting” as a serious drawback: *“The possibility of meeting during other breaks (not the long ones) exists only if you shorten your lessons. We all finish at very different times<...>and there is no day, when all teachers are able to meet“* I7. The participants did not mention the factor “The created system of accessibility of documents regarding school students’ learning”, which, according to the researchers Balyer, Karatas, Alci, (2015), is important to TPLC activities at school. The school communities are not likely to have encountered such systems and they are not aware of the usefulness solving problems related to school students’ learning and achievements.

The informant singled out two new factors linked to school structure. One of them refers to an attempt to change formal activities of methodological groups into a voluntary space of teacher team learning: “Voluntary, efficient involvement of teachers in activities of methodological groups”. According to the informants, another contradictory factor is: “Teaching in classrooms designated for separate subjects“. Some informants interpret the system as a factor that facilitates teacher isolation: *“I think if we had a system of classrooms for separate subjects and each teacher had his/her classroom, they would communicate less frequently than now“* I7, whereas others see it as a place for informal meetings: *“if there is a need, we more frequently in the classroom of one or another teacher. <...> This satisfies us perfectly ... “* I13. The informants also pointed out the obstacles related to teacher communication and age, which were expressed in the following sub-categories: “Teachers do not allocate personal time to communication”, “Virtual communication replaces real communication” and “Experienced senior teachers do not want to develop professionally”.

The factors of TPLC creation and development that are linked to school financial and material resources did not receive significant attention from the

informants, who only emphasised “Insufficient financing of professional development”. Thus, the informants evaluate school financing as a factor that impedes opportunities rather than the one opening up them.

Conclusions

The analysis of scientific literature and educational documents revealed that four groups of internal factors are relevant to TPLC creation and development at school: factors linked to school *culture, processes, structure* and *financial and material resources*.

The empirical research, which aimed to identify factors that promote TPLC creation and development, highlighted several aspects. Firstly, the majority of theoretically distinguished factors coincide with the ones indicated by the informants, i.e., they are relevant to TPLC creation and development. According to the informants, the factors *related to school culture* are the most relevant: school microclimate based on collaboration and democratic participation. The most significant factors *related to school processes* are as follows: commitment of all the community members to school mission and vision; collaboration of school administration and teachers; research on educational practice conducted by collaborating teams; collective efforts to implement changes. The following most significant *school structure-related factors* were distinguished: the created structure of collaboration and information, scheduled meetings; allocation of additional time; location and technical conditions for collaboration; created mechanisms and procedures of constructive feedback.

Secondly, more factors that are significant to TPLC creation and development were revealed in the national education context compared to the ones identified during the theoretical analysis: a) voluntary, efficient involvement of teachers in activities of methodological groups (a school structure-related factor); b) collaboration searching for appropriate solutions to educational problems together (a school process-related factor).

Thirdly, several contradictory factors were distinguished: competition with other schools; competition inside the school; system of classrooms designated for separate subjects at school, which either can facilitate teachers involvement in TPLC or to increase their isolation.

The qualitative research on factors relevant to TPLC creation and development allowed to prepare a comprehensive description of factors. However, assessment of the strength of factor impact and identification of the most relevant factors require further quantitative research.

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DEVELOPMENT OF CRITICAL THINKING SKILLS: COMPARATIVE ANALYSIS OF MEDIA LITERACY LEVEL IN BOSNIA AND HERZEGOVINA AND LATVIA

Sandra Murinska-Gaile

Rezekne Academy of Technologies, Latvia

Sabahudin Hadžialić

International University Travnik, Bosnia and Herzegovina

Abstract. *The aim of this paper is to look on level of media literacy and activities in this field in two countries – Latvia and Bosnia and Herzegovina. People are exposed to a flow of diverse content of information and opinions, there it is important to discuss about media education and it's outcome – the media literacy. Media literacy helps people to analyze, evaluate, and create messages thus develops people's critical and creative abilities. The survey about credibility of mass media, critical use of information, understanding of media literacy in each country, institutions promoting media literacy and the impact of media literacy on political decision making was carried out.*

The main hypothesis of this case study was that media literacy is basic presumption of the establishing the critical thinking of society of developed democratic consciousness. The comparative analysis showed that sociological aspect in the area of Bosnia and Herzegovina within the deep division in the society itself, with the lack of consensual awareness creates presumption trust completely into the mass media, while in the case of Latvia there is just few answers related to the existing media literacy.

Keywords: *critical thinking, democracy, media literacy, survey, political manipulation.*

Introduction

The explosion of *fake* news, mass media coverage, information flows create a reality for the majority of society, thus showing how they should live and whom they should believe. People are exposed to a flow of diverse content of information and opinions, and that is why is important to discuss about media education and it's outcome – the media literacy. Media literacy helps people to analyze, evaluate, and create messages while developing people's critical and creative abilities.

UNESCO (*Media studies in education*, 1977) was, yet in the second half of XX century, started an question of education about the way (how to) of „reading“ of the media. Based on the idea of importance which media play in the life of

individuals, families and the wider community, UNESCO has asked that on international level should meet the scientists to explore the ways how to incorporate media education into the educational systems of all developed or less developed, countries. (Turčilo & Tajic, 2014). Since the signing of the Declaration on Media Education (1982) until today, the concept of media literacy or media education somewhat has slightly changed, but remained basically on the foundation idea - communication rights that are arising from the basic human rights which are guaranteed by international community documents, and before only the United Nations Charter on human rights (1945) and the European Convention on human rights and fundamental freedoms (1950).

The aim of this paper is to look on media literacy activities in two countries – Latvia and Bosnia and Herzegovina because the academic institutions from both countries (Rezekne Academy of Technologies and International University Travnik) have collaboration in media and communication field.

More and more attention is being paid to media literacy in Latvia. Latvian University Faculty of Social Sciences in cooperation with the UNESCO LNC has established UNESCO Media and Information Department, activities on media literacy research are being realized at other institutions as well. Media literacy is no longer separable from education. This year will start work on a new approach to competence-based education model in Latvia. The project is intended to develop and approve a new curriculum in general education – children of one and a half year of age up to secondary education - and launch a successor of this approach to education. The subjects system will continue, but it will be divided into six basic competences and transversal competencies. Transversal competencies will be present in each of the core competencies. Transversal competencies are:

- Critical thinking and problem solving;
- Creativity, initiative and entrepreneurial ability;
- Digital and media;
- Self-knowledge, self-direction and learning how to learn;
- Co-operation;
- Participation (Source: The Ministry of Education and Science of Latvia, 2016)

As can be seen the competency is: critical thinking and digital and media expertise. Critical thinking is one of the main characteristics of media literacy: in an age of increased reliance on digital and social media across all age groups for information and communication needs citizens must be able to critically access and analyze a constant and diverse stream of information on which to base their democratic participation (Mihailid, Thevenin, 2013).

This is not the only decision and direction of actions within which it is planned to develop media literacy in Latvia. Latvian media policy have been confirmed (2016) in regards 2016 - 2020 guidelines. According to the guidelines one action line will be focus on media literacy.

Media education development in Latvia is still characterized as problematic when talking about media environment and public space. Researchers state that media development has not been able to provide sufficiently good examples of good journalism and media practice that could serve as milestones for defining media quality criteria. Media critique is weakly developed therefore there are limitations for having rational and critical debates on media nature and their mission in the public space (Brikše, Friebergs, & Spurava, 2014). Thus, the development of both sides is still on the road to full-fledge information creation, distribution and consumption practices. Authors of Latvian media policy guidelines 2016 – 2020 have concluded that nevertheless media usage habits of the Latvian population remaining stable, there has been gradually lost confidence in mass media. Residents are critical to the quality of the content of media, believing that media owners affect the content of mass media and it is of lower quality. Similarly, society thinks that the media has strengthened the view of government, rather than the population. This image informs about the media and public alienation. At the same time habits of most popular media usage show audiences sustainability by using them mostly for entertainment purposes (Latvian media policy guidelines 2016 – 2020, 2015). It means it is a question about trust in media and responsibility of journalists.

The Press Council in Bosnia and Herzegovina recently launched an online platform featuring a wide-range of video classes on media ethics and available free of charge in local language or English with subtitles (see www.mediaethics.eu). The setting-up of this online media ethics school has been supported by UNESCO within the framework of the project "Building Trust in Media in South East Europe and Turkey" (UNESCO, 2016).

At the same time exist a direct connection between politics and the media within the possible assumption of all forms of manipulation of awareness, understandings and possible conclusions, through the creation of *mediocracy* (Meyer, 2002), in other words - media democracy, where we do not know any more, or are not able to know how much politics leads media or vice versa, how the media control and direct the politics and creates a new reality that often adjoin with virtual forms of assumptions of the possible solutions focused on negation of democracy, or *democratorship*, as the co-author of this paper have called, within his essays, both in domestic and in foreign media, form of social order in which Bosnia and Herzegovina exists since 1990.

Political pluralism of modern Bosnian and Herzegovinian society could well be an advantage oriented towards quality development of the consociational

awareness (Kasapović, 2005) of all its citizens and people(s), but only under the condition that, in the context of the development of a healthy society of direct democratic awareness, with common, adjusted efforts of all stakeholders that creates a Bosnia and Herzegovina reality, find a *modus vivendi* that not even in any moment will violate the right of another and different one for their own survival and incidence within the society. The freedom of other and different ones stops at the moment when "my" freedom threatens the freedom of others and different ones" (Hadžialić, 2013). Overcoming the above is, from the sociological - communication aspect of the satisfying development of a healthy society of direct democratic consciousness, and one of the main hypothesis of this paper, with the analysis of the research project, in the example of case study called "*Media (i)literacy and political manipulation - position and opposition in the context of the development and / or preventing the development of a healthy society of direct democratic consciousness - advantages and disadvantages of Bosnia and Herzegovina and Latvia*"- where the primary objective of the study was evaluation and comparison of levels of media literacy in Latvia and Bosnia and Herzegovina within the context of political manipulation (IUT-RAT, 2016)¹.

Media literacy as opposite to harmful effects of mass media

Media literacy carries, within it, a double meaning - as the term is defined as the ability to *access, analyze, evaluate and transmits the messages through the media* while the essential focus of media literacy is mastering of critical and creative skills, knowledge that are helpful to link and connect complex ideas, constantly questioning the appearances of it, try to identify answers that will satisfy the congenital curiosity of each of us, but also to identify the individual, but also the wider social misconceptions.

In the case of the above mentioned we are focused on the concept of media literacy, which is based on the media as a positive source of information - aimed towards shaping of a *positive* manipulation, and not with the "alternative facts" (Hadžialić, 2017), of maintaining, shaping and developing of the society of good intentions and interests intertwined by *all for all goals*, and not towards *negative* manipulation of shaping, maintaining and developing of the society of targeted direction for satisfying the individual and / or a small group of party / party intents and interests of *all for one and / or one for all*.

¹As continuance of cooperation between Rezekne University and International University Travnik, Sandra Murinska Gaile and Sabahudin Hadžialić and agreed in developing another research, with the support of rectors of our Universities, so in 2017 we plan to start another joint project titled: "The literacy of the mass media and technologies in the teenage consumer-education".

Definitions of media literacy emphasize building skills to become more mindful media consumers capable of navigating complex media landscapes (Vraga & Tully, 2016). The fundamental objective of media literacy within this definition is a 'critical autonomy relationship to all media' organized around a set of common beliefs or precepts, which recognize that the media are constructed and that they have wide commercial, ideological and political implications (O'Neill, 2010). The media today influence the shaping of opinions, beliefs and attitudes. The ability to understand and perceive the surrounding information directly affects the person's quality of life. Because the person is able to look at the various aspects of the matter, the effects of control, thus without considering the situation used only black or white attitude. Democratic participation asks from person to be able to understand broader social, cultural, and political contexts. It is necessary that citizens act as critical thinkers. Within the moment when we understand exactly influences of the media, with the help of media literacy, we are on a good path to prevent dependence on the media, or, in other words, to use them as a tool for making judgments and attitudes within the creation of a healthy society of direct democratic consciousness, and not the main course on the table of bad manipulations of individual or, again, in other words, narrow group interests and intentions in Bosnia and Herzegovina.

The vital role of information in the development of democracy: cultural participation and active citizenship also justifies it (Koltay, 2011). It shows that the need for media literacy is important for media field /journalists as well. Media literacy highlights journalists responsibility of information producing, availability of sources, independency and diversity of opinions. Journalists and content they made are impulse to look on problem or question broader and to act as a mediators in social, political issues representing them to society. Time of different technologies and mass media give a lot of possibilities for engaged and active civic participation.

Although there are differences in the degree of influence of the media, all media experts agree that the media certainly affect society as a whole, and thus *eo ipso* and to each individual and his / her immediate environment.

Media literacy enables primarily children, future citizens - political choices, understanding of political discourse and participation within it. In this way, as a mature, media literate, well-informed citizens will be able to make their own decisions about the democratic electoral process. By understanding of the impact of media on society, media literacy prevents us to become dependent on the media. Or to at least to enable us to control the selection method, the method of reading and making appropriate decisions based on the "reading" of the media that are available to us. In learning to critically read media messages, citizens are developing the abilities to gather accurate, relevant information about their society

and to question authority (both textual and, by implication, institutional) (Mihailidis & Thevenin, 2013).

The need for such research exists not only in transition countries such as Bosnia and Herzegovina, but also in post-transition countries such as Latvia due to the fact that because of the new media and the availability of different information to everyone at any time and in any way possible within the multimedia availability of new media, research certainly shows how much more need to be done on improving the education of all individuals, regardless of their social, racial, ethnic, and / or political status, and above all because of the society which aims towards further development of direct and immediate democratic consciousness.

Data Organization and Analysis

Survey was realized and data was collected through online survey platform (surveymonkey.com). The analysis was carried out in Bosnia and Herzegovina on sample of 186 respondents and in Latvia between 130 and 136, depending on an answered question. Having in mind that it is methodologically relevant to analyze a research successfully on the basis of 5 % successfully replied answers, this research has been efficiently realized, because in Bosnia and Herzegovina it has reach 62 % of rate and in Latvia between 43 % and 45 % within replies, depending of the questions and within causal – interaction relations and ethnic belongings that satisfies planed number of interviewed people.

The age of most respondents was 19-29 in Latvia and 19-29 and 30-65 in Bosnia and Herzegovina (see Figure 1). So the data displays opinion of early adulthood (by Jeffrey Jensen Arnett), taking into account that the emerging adulthood which encompasses early adulthood are years of great instability, identity explorations, self-focus, feeling in between, possibilities/optimism (Arnett, 2014). Of course there is diversity in culture, economics and social situation but the characteristics analysing responses should be taken into account. Still it is a time of the period of the life of active decision making and in the context of this research media users, too. For example, age of years 15-29 have the highest number of Internet users in Latvia in 2016 (TNS, market, public opinion and media research agency in Latvia, 2016).

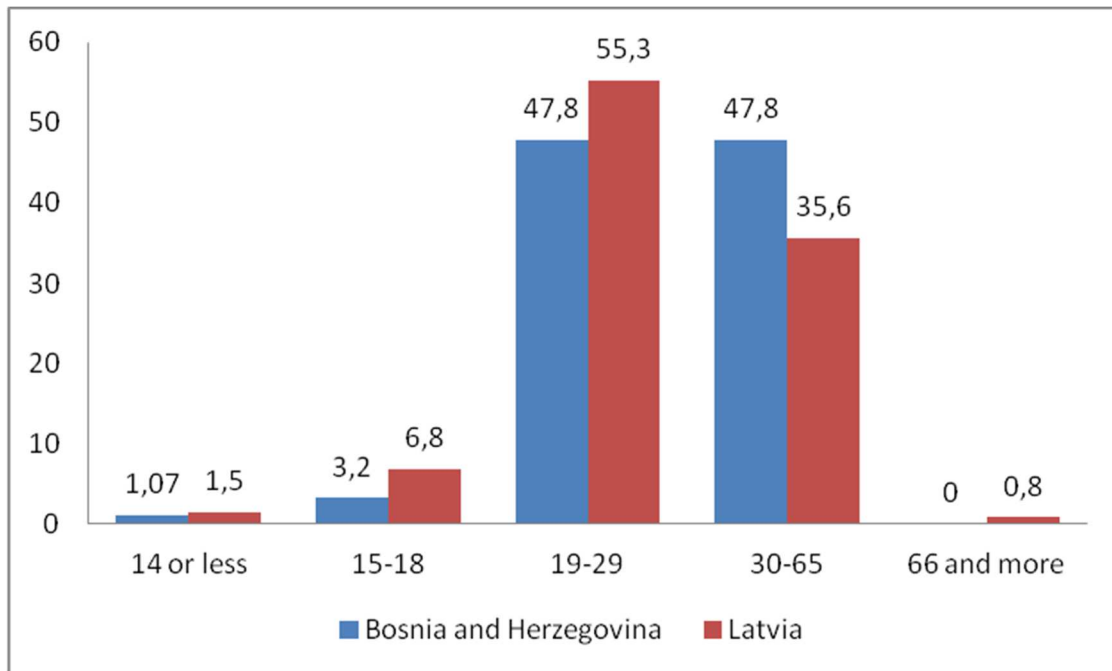


Figure 1 Age of Respondents

The table (Figure 2) show that among 186 respondents in Bosnia and Herzegovina 78 or 41,9 % were females and 108 or 58,0 % were males. In Latvia 95 or 73,1 % were female and 35 or 26,9 % were males. It shows the inequality in gender activity and impact on decisions making in both countries.

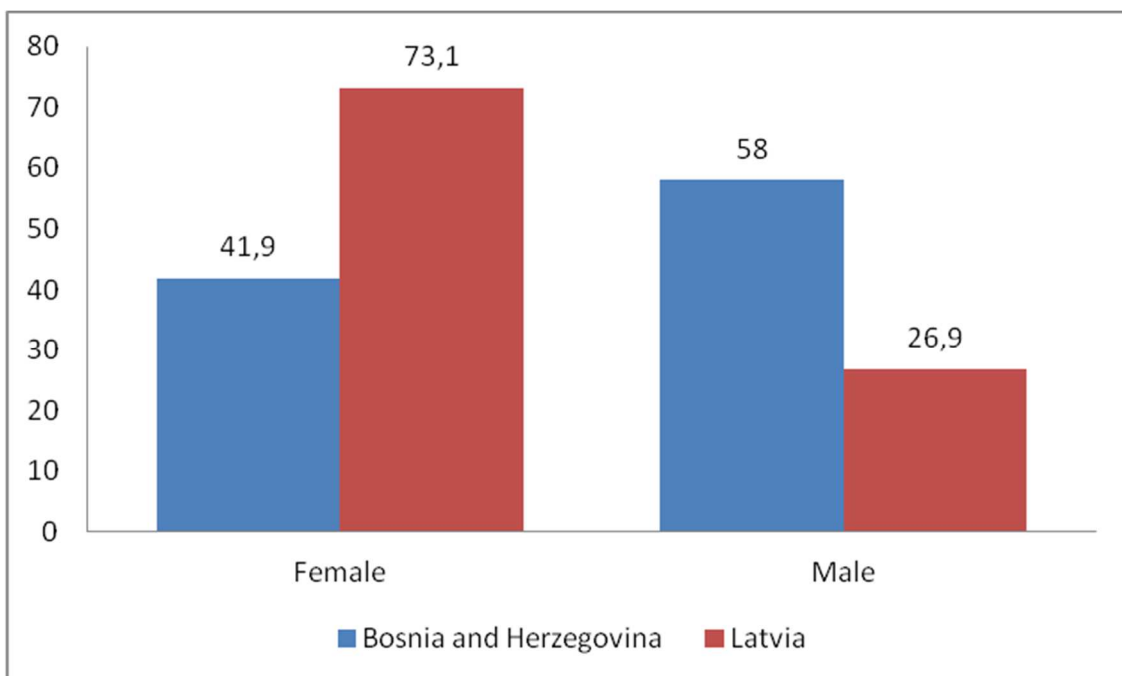


Figure 2 Gender of respondents

The questionnaire consists of 18 questions on the grounds of which the main tendencies of media literacy in Latvia and Bosnia and Herzegovina were stated analyzing such issues:

- a) Credibility of mass media;
- b) Critical use of information;
- c) Understanding of media literacy in each country;
- d) Institutions promoting media literacy;
- e) The impact of media literacy on political decision making.

At first were made data analysis in each country, than the comparative analysis was carried out taking into account context of the each state. The difficulties encountered in the amount of respondents – in Latvia some respondents didn't give answers to all questions.

Results

Within the deep division in the society itself, sociological aspect in the area of Bosnia and Herzegovina, with the lack of consensual awareness creates presumption trust completely into the mass media, while in the case of Latvia there are just few answers related to the existing media literacy. Although, through comparative method, we are faced with almost exactly same answers that are targeting towards reliable inductive conclusions that here we are talking about oneness of directions, with the exception of the first possibility, understanding of the appearances of mass media. Also, it is indicative that number of those people who consider that mass media are authentic source of information are much bigger in Bosnia and Herzegovina (6,5 %) than in Latvia (0,7 %).

Although very often in conflict with certain modalities within presented survey, very often analyses and synthesis within certain questions creates presumptions of the importance of social assumptions of understandings of authenticity of the certain sources of information when we are talking about mass media.

Percentage of those who consider that mass media are authentic source of information within given analyses in Bosnia and Herzegovina, is, conditionally taken, big, while, within comparative analyses with Latvia, in disproportion, because in BiH there is sociological set-up of assumed manipulation on the side of BiH, having in mind the level of educational consciousness who believes “their” mass media (you should read this as:”ethnic”) that is manifested on the example of old nanny and her words “it is truth – it was on TV” which shows the lack of exact critical observation of the media and lack of media literacy when is in question checking out of media accuracy of certain information. Because of bigger level of media literacy on the side of Latvia is higher presence of checking out.

Bosnia and Herzegovina is the country of many contradictions, so we cannot be surprised that 39,3 % (79 out of 186) does not feel relaxed with existing media, while 38,7 % (72 out of 186) partially agree, having in mind the number of those who does not trust the authenticity of the information source of existing mass media, while the percentage of those in Latvia is on the lower level of set-up of 27,6 & (37 out of 136) although they are on approximately same level of set-up with BiH when distrust and authenticity of mass media is in question. Although we can make conclusion that on the basis of previous question we have the same level of appearance of media literacy, still we can see differences here because in Bosnia and Herzegovina 10,2 % (19 out of 186) feels completely relaxed with existing media while in Latvia that percentage is extremely higher and goes up to 51,5 % (69 out of 136) which might be indicative for the beginning of understandings of unity of diversity at media literacy.

Namely, with presumption that developed society have developed media literacy within all shapes of manifestation, it is obvious that the number of those who feels relaxed with existing media in Latvia in Latvia exactly meet the assertion that political manipulation through media texts/articles in any shape less expressed in this Baltic country than in Bosnia and Herzegovina.

In regards the question of importance of knowing who is author of the information/media text, almost similar percentage of those who are completely agree or just agree with certain imperceptible objections and comprehensive awareness of interviewed ones (Bosnia and Herzegovina – 26,3 % - 49 out of 186; Latvia 43,7 % - 59 out of 136 and/or in Bosnia and Herzegovina 45,2 % - 84 out of 186 and in Latvia 44,4 % - 60 out of 136), although the question itself was with suggestive nature with the goal of provocation of the possible answers. Although, the fact is that for bigger number of interviewed ones in Bosnia and Herzegovina (17,2 % - 32 out of 186) in relations to Latvia (5,9 % - 8 out of 136), it is irrelevant who is author of the information/text talks more about the situation which is suitable for the area of sociological shape reflected through the expression “I do not care”, or in another words – to the persons to whom is “foreign” media literacy – critical observation of presented media texts/articles of all kind of shapes.

On the question “Do you consider yourself media literate person?” it is interesting on a simple level of understandings (of all shapes of media appearances with the use of Internet for the complete informing without getting into the concrete understanding which kind and in which way, through the checking out, we are using) of deep division as it is in Bosnia and Herzegovina goes so far that raise up to 47,3 % (88 out of 186) when we have in Latvia only 19,7 % (26 out of 132) tells only one thing – in Bosnia and Herzegovina we do not have enough understanding, but also a lack of media literacy as well.

Almost 50 % of interviewed people in Bosnia and Herzegovina (48,9 % - 91 out of 186) in comparison with 33,3 % (45 out 135) in Latvia has a doubt in accuracy and authenticity of presented information, but however, if we take into the account the lack of media literacy in Bosnia and Herzegovina more than in Latvia, the scientific conclusion might be directed towards on expressed dissatisfaction with overall situation within the society from the side of interviewed ones and in the same time also dissatisfaction with media articles of all kinds of shapes presented to them, because that percentage, in the healthy society of immediate democratic consciousness, would be extremely smaller, targeting the wellbeing of the society as the whole and not exclusively of its certain parts only.

On a question to which kind of media you trust mostly, another very suggestive question, the answers were pretty similar on both sides (In Bosnia and Herzegovina – 55,4 % - 105 out of 186 and in Latvia – 45,9 % - 62 out 135) and this shows more sociological-psychological frame of every individual and it was pretty much directed towards egocentrism of trusting only “my own judgment”, and how it is possible in Bosnia and Herzegovina where Media literacy within overall manifestation on extremely low level? That is exactly why is possible to underline that shaped up media literate person (in other words also within the situation where all participants of media communication within its all totality equally media literate) surely have more trust in media, because all involved would targeting general good as priority.

The fact that 17,2 % (32 out of 186) in Bosnia and Herzegovina in comparison with Latvia where is 8,9 % (12 out of 135) does not trust any of media says enough about society in Bosnia and Herzegovina that is directed towards manipulation within its own appearances. In the same time we have present *contradiction in adiecto* in Latvia when we speak about the same trust to nobody, but in the country of more developed media literacy it can be manifested in that way, only if mentioned understand as something within more commercialization and corporative control of media, in difference from the countries as Bosnia and Herzegovina is where we talk more about direct and/or indirect political control of media of this or that political party.

Basic presumption of possible analyses and also synthesis of presented information and on the basis of received answer on the question “I do analyze information that has been presented to me by the media” is again within diversity of unity, within egocentrism that it is possible to analyze information regardless if you are media illiterate person, or in another words that you analyze you can based on presumption of exclusiveness of your won assumption of understanding that “I know” how to analyze information. In Bosnia and Herzegovina 43,6 % (81 out of 186) agrees with our question-statement and in Latvia even more 63 % (85 out of 35).

Through repeating the presumption, the positive manipulation in the case of “comparison of information that has been presented to me by the side of different media” goes down to directing of interviewed towards wanted answers and the fact that interviewed persons in both countries are so much dedicated to the fact that compare information received from different media, although, if we are doing comparison of syntheses with other questions, we come to the confirmation of mentioned even within the indicator that they are doing that because they do not trust media in huge percentage in Bosnia and Herzegovina, while in Latvia we have less case about that. Which confirms that media literacy in this European country is on higher level than in Bosnia and Herzegovina.

“Reading between the lines” within the meaning of “media literacy” and our understanding of it in Bosnia and Herzegovina is more expressive 43 % - 80 out of 186 (in Latvia 29,8 % - 39 out of 135) in regards, although we can create logical assumption that this goes more in support to the fact that we want to read “between the lines” instead of reading between the lines because very often it happens that just media texts/articles of any shapes are directing our behavior towards desirable goal and that we are not aware of that at all, and it is especially if we are not conscious within critical observation of individual media texts/information/news. Here we have an issue than in Bosnia and Herzegovina (with the lack of media literacy) people know more to read between the lines than in Latvia, although we came to joint conclusion that the answers were here more sociologically devoted than logically, if we may say that.

Within the question which was asking about the way how we follow media on daily bases, it is really indicative that in Bosnia and Herzegovina, checking information online on Internet is not yet so popular (41,39 % - 77 out of 186 in comparison to Latvia where is it 03,3 % - 124 out of 136), and regardless of really developed Internet network in Bosnia and Herzegovina this can be justified the fact, people more believe traditional media. In Bosnia and Herzegovina TV follows 71,5 % (133 out of 186) and in Latvia 64,1 % (86 out of 136) and it shows that TV is followed more also in developed countries, still. In the same time we have information that really huge number of people read books within the totality of manifestation (in Bosnia and Herzegovina 41,39 % - 77 out of 186 and in Latvia 44,80 % - 60 out of 136), although we know that, especially in Bosnia and Herzegovina, due to statistics, reading of the books failed extremely.

Within the statement-question “the future of healthy society is based on...” - foundation of it is on analyses and synthesis of appearances of mentioned issue shows strong direction that citizens consider that the future of healthy society based on “interaction of position and opposition as well as citizens who, through their suggestions, within comprehensive communication, using of media literacy, creates society of sincere and healthy intentions of wellbeing of all members of political community” (Bosnia and Herzegovina – 52,15 % - 97 out of 186 and in

Latvia 58,30 % - 77 out of 132). In the same time people in Bosnia and Herzegovina are more directed towards respecting election will of the citizens and that parliament and legal procedures should be executed (in Bosnia and Herzegovina – 24,19 % - 45 out of 186 and less in Latvia – 8,30 % - 11 out of 136). Only seemingly we are able to understand that social-political system is narrowly connected with mentioned, but in front of us open an ocean of possible conclusion when is in question political manipulation within the playing the game with tradition, expected and defense mechanisms of survival in power, when Bosnia and Herzegovina is in question. That is why it happens that in Bosnia and Herzegovina for the almost twenty and more years people elect the same politician who, except for their own benefit, did not do anything for the wellbeing of their own people, and especially not to some citizen from other people as well.

It is an interesting overview of the answers for the question which media citizens use to get information about decisions that comes from the position of higher authority. Namely, there are a lot of causal conclusions from which we put aside only one here where the citizens are directed to TV and Internet to unify information about decisions that comes from the higher level of authority. Traditional and new media are here together within the game. Logical sequence is that in front of us opens unsuspected possibility of positive manipulation directed towards common wellbeing because of the above mentioned (in Bosnia and Herzegovina – TV: 52,7 % - 98 out of 186 and Internet 36,0 % - 67 out of 186 and in Latvia – TV is 33,3 % - 44 out for 132 and Internet: 53,30 % - 69 out of 132), but as we mentioned earlier, manipulation in this case on the side of creators of media texts/articles of all kinds of shapes which are exactly in Bosnia and Herzegovina on the side of selected politicians, or in other words controlled communication flows with few respectable exceptions which do not define the rule but only makes one minor, meaningless, shape without an influence of manifestation on media field even if we talk about media literacy.

Discussion and future challenges for Latvia and Bosnia and Herzegovina

The main hypothesis of this case study was that media literacy is basic presumption of the establishing of the society of developed democratic consciousness. At the same, time second another hypothesis appeared as a logical sequence from the title of the paper and refers to political manipulation of the subjects of political pluralism precisely because of the lack of media literacy of society itself in general. The third hypothesis applies to professional intermediaries themselves, journalists and media workers, those specific personality which is located between the public and the source of information. Interweaving and interdependence of the given hypothesis assumed the realisation

of scientific research on the basis of which we adopted conclusions that methodologically shaped this paper.

Audience, in the most of the case, blindly believe media, in other words, journalists, and many “journalists” are reporting on what they have heard from others, and publish unverified information or even „alternative facts“ (Hadžialić, 2017). As fans of the journalistic profession we always have to ask ourselves whether the communicated facts credible and how we can interpret it (why something has happened, what are the reasons for it and what will be the consequences)? The basic rule of journalism profession requires that publicly communicated facts be objective, but it allows that their interpretation is different. In professional jargon of journalism this is a rule that in different ways creates presumptions for the creation of the information that are presented, but also responds differently to the news and opinion, commentary even. And again, like it was in the past, due to some interpretation of the facts, the press will be "rewarded", but because of different, will criticized and even punished.

The survey data showed that the majority are aware, however, that the mass media is only a mirror of reality or the constructor of the reality. In this case study it is important to remember that students were involved in the process of survey, so we have to keep in mind sociological and education aspects. As the most represented occupations in Latvian survey were students and employees in the public sector (24.4 % and 38.9 %), as well as Bosnia and Herzegovina - by 26.9 % of students and employees in the public sector - 21.5 % and in private - 19.89 %. It shows most of them are occupied and educated persons and have understanding about processes of making content of media. The media literacy is the question of media environment and journalistic practice, too. As the effective use of information in society and the need for lifelong learning acquire more and more importance (Koltay 2011; cited from Jolls, Thoman). It is certainly noteworthy, because the younger generation is already accustomed to many different forms and means of communication; they have already developed digital literacy, namely the various technological features and possibilities, as well as free access to information, for the older generation that is what they are learning now; pupils or students have grown with those skills and competence.

The situation of the media in Bosnia and Herzegovina is a combination of censorship, self-censorship, and as it has been called for a long time by the side of media critics on all sides, and creation of media as bulletins, according to which a number of media have a function to transmit the views of individuals to make them more socially acceptable. Theoreticians (Tajić, 2013) from different scientific disciplines (politicalology, sociology, communication) has recently engaged in analytical observation of different processes of exactly the understanding of media literacy in the aspect of political manipulation whose common denominator is fragmented cultural, social and political area of Bosnia

and Herzegovina. However, as states (Tajic, 2013) media literacy in Bosnia and Herzegovina belongs still to the category of pioneering research efforts.

One of the important step in Latvia is that now the media literacy comes into education system. Thus already in school teaching pupils are taught to pay attention how to design and produce, how information is disseminated and how participates in the creation of public space content. Media literacy, if it is in adequate way imported into the society through adequate educational period can be help to define possibilities for the development of the society of immediate democratic consciousness. Exactly the part of our case study is based on mentioned aspect of visualization, identification and shaping of the followers instead of critical observes of one society.

Media literacy empowers people not only to be a focus on being cirtical observes, but also to be creative producers of the unprecedented number of messages using image, language and sound. Communication technologies transform society, they affect the understanding of ourselves, our community, environment (immediate and extended) and our different cultures, making exactly media literacy very important life skills of XXI century

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LABIZJŪTAS TEORĒTISKIE ASPEKTI MŪŽIZGLĪTĪBAS KONTEKSTĀ

The Theoretical Aspects of Well-Being in the Context of Lifelong Learning

**Indra Odiņa
Inga Zeide**

Latvijas Universitāte, Latvija

Abstract. *In 2006 the European Parliament and European Union Council has defined eight key competences for lifelong learning, necessary for personal fulfillment and development, active citizenship, social inclusion and employment. Since the economic crisis of 2008, the world is looking for new ways and methods to ensure the well-fare and reformulate the value of human life. Currently at EU level, one of the most important debates closely connected with the basic context of lifelong learning is on the dimensions of life quality.*

The desk study deals with the qualitative content analysis of the documents of EU, OECD, data of the projects of Office of National Statistics in Latvia, the U.K. and Germany, research of Ruff (1995), Rath and Harter (2010), Layard (2005), Rohr (2014), etc. The dimensions of life quality in different sources and by different authors have been defined similarly indicating that the qualitative indicators are as important as the quantitative. It is clear that the quality of life cannot be measured only by quantitative indicators such as income or birth / mortality. This article discusses the theoretical aspects of such dimension of life quality as well-being in different sources, compares and analyses them in the Latvian context.

Keywords: *lifelong learning, life quality, well-being.*

Ievads Introduction

Kad 2006.gadā Eiropas Parlamenta un Eiropas Savienības Padome definēja mūžizglītības pamatprasmes, visticamāk, tā vēl nenojauta, ka 2008.gadā pasauli, tanī skaitā Eiropu, pārņems ekonomiskā krīze, kas liks meklēt jaunus ceļus un metodes labklājības nodrošināšanai, tostarp, no jauna formulējot cilvēku dzīves vērtības. Tā 2009.gadā ekspertu komisija Nobela prēmijas laureāta ekonomikā Jozefa Štiglica (*Joseph Stigliz*) vadībā nāk klajā ar holistisku labklājības līmeņa novērtēšanas ideju kā turpmāko politiskās rīcības pamatu. Štiglica komisijas impulsam sekoja vairākas valstis un organizācijas, viena pēc otras attīstot labklājības ziņojumu un indikatoru sistēmu. Tanī skaitā OECD „Labākas dzīves

indekss”, britu statistikas pārvaldes projekts nacionālās labizjūtas mērīšanai (*Measuring National Well-being*). Līdzīgs projekts aizsākās arī Itālijā, kā arī Eiropas Savienībā kopumā (Eurostat ziņojums par dzīves kvalitāti). Kā atzīmē Ekonomiskās sadarbības un attīstības organizācija (Organisation for Economic Cooperation and Development (OECD), 2013), deviņdesmitajos gados *Econlit* datu bāzē par tēmu „laime” vai līdzīga satura tematiku, bija atrodamī vidēji pieci raksti gadā. Kopš 2008.gada šis skaitlis ir būtiski palielinājies un pārsniedz piecdesmit rakstu ik gadu.

Akadēmiskajā literatūrā vēl joprojām turpinās intensīva diskusija par to, kādi rādītāji būtu iekļaujami labizjūtas aptaujās, kā tos apkopot, interpretēt un salīdzināt. Šo faktu atzīmē arī OECD savā rokasgrāmatā „Guidelines on Measuring Subjective Well-being” (2013), norādot, ka, visticamāk, šī rokasgrāmata, drīzumā būs jāpapildina un jāuzlabo ar jauniem labizjūtas aspektiem. Tāpat rokasgrāmatas autori atzīmē, ka ir visnotaļ grūti rast vienotu koncepciju tādai sociāli jūtīgai tēmai kā „labizjūta”, atbilstoši katras OECD valsts iedzīvotāju izpratnei. Vācijā, piemēram, valdības projekts „Labi dzīvot Vācijā” („Gut leben in Deutschland”), kas norisinājās no 2014.-2016.gadam, ar mērķi dialogā ar iedzīvotājiem identificēt un izvēlēties konkrētus dzīves kvalitātes indikatorus, kas raksturotu dzīves kvalitāti Vācijā, noslēdzās ar valdības ziņojumu, kurā ietvertas 12 dimensijas un 46 indikatori. Lielbritānijā Nacionālā Statistikas pārvalde (*Office of National Statistics*) nacionālo labizjūtu mēra pēc 43 indikatoriem. Savukārt, Eiropas Savienība ir nākusi klajā ar 8+1 dimensiju dzīves kvalitātes modeli. Latvijā iedzīvotāju dzīves kvalitātes indekss pēdējo reizi ir mērīts 2006.gadā, ņemot vērā astoņus rādītājus. Tāpēc ir svarīgi arī Latvijā atgriezties pie dzīves kvalitātes dimensiju diskusijas.

Tomēr, kā redzams no augstāk rakstītā, ir vairāki jēdzieni, kurus daži avoti lieto kā sinonīmus, kaut gan tie būtu izšķirami atsevišķi. Šie jēdzieni ir dzīves kvalitāte (*quality of life, Lebensqualität*), labizjūta (*well-being*), laime (*happiness*). Šajā rakstā tiks apskatīts *labizjūtas* teorētiskais aspekts dažādos avotos, veicot analīzi un salīdzinājumu.

Jēdziena *labizjūta* vēsture un attīstība ***History and development of the concept of well-being***

Līdzīgi kā Eiropas Savienības mūžizglītības ideja sakņojas Komenska darbā „Lielā didaktika” (Komenskis, 1992) izteiktajās atziņās par to, ka cilvēkam jāmacās visu mūžu (autors izdalīja septiņus mācību ciklus cilvēka dzīvē), tāpat OECD 2013.gadā piedāvātā labizjūtas (*well-being*) novērtēšanas metodika sakņojas Aristoteļa idejā par cilvēka uzplaukumu (*flourishing*) kā augstāko dzīves jēgu, laimi kā augstāko labumu. Aristotelis lieto vārdu

eudaimonia (no grieķu - laime, labklājība), lai raksturotu saprātīgu (saprāta) dzīvi kā laimes vai labsajūtas avotu.

Eiropas Savienības institūciju piedāvātais "8+1" dzīves kvalitātes dimensiju modelis eudaimonijas ideju ietver „+1” dimensijā – „Vispārējā dzīves pieredze” (*Overall experience of life*). To piedāvāts mērīt, izmantojot trīs apakšdimensijas: apmierinātība ar dzīvi (*life satisfaction*), jūtas vai emocionālais stāvoklis (*affect*) un dzīves jēgas un mērķa apzināšanās vai laba psiholoģiskā funkcionēšana (*eudaemonics*).

Tā, piemēram, 2011.gadā, trešās eiropiešu dzīves kvalitātes aptaujas ietvaros, tika analizētas ES iedzīvotāju domas par viņu dzīves vērtību (jēgu).

Kopējais secinājums par eiropiešu dzīves kvalitāti pēc aptaujas bija, ka visumā eiropieši ir apmierināti ar dzīvi, novērtējot to vidēji ar 7,1 no 10,00 ballēm. Tomēr skaidri iezīmējas atšķirība starp Ziemeļvalstīm, Rietumu un Dienvideiropas valstīm, kur iedzīvotāji ir vairāk apmierināti ar dzīvi (virs 8 ballēm), un Baltijas, Centrāleiropas un Balkānu valstīm (starp 6 un 7 ballēm). Minētie rādītāji korelē ar Eiropas Savienības statistikas biroja (Eurostat, 2011) datiem par dzīves vērtības izjūtu Eiropas valstīs. Apkopotie dati liecina, ka visaugstāk savu dzīvi 2011.gadā vērtēja jau pieminētās Ziemeļeiropas un Rietumeiropas valstis – Nīderlande, Dānija, Zviedrija, Somija, Īrija. Šajās valstīs vairāk kā 90 vai tuvu 90 % respondentu atzinuši savu dzīvi par vērtīgu. Kurpretim respondentu atbildes Baltijas valstīs liecina, ka savu dzīvi par vērtīgu uzskata mazāk nekā 80 % (bet vairāk kā 70 %).

Jebkurā gadījumā, labizjūtas jēdziena izpratne laika gaitā ir mainījusies. Kā arī tai tiek piešķirta arvien lielāka nozīme kā cilvēka dzīves kvalitātes dimensijai.

Jau 17.gadsimtā Komenskis (1992), ko uzskata arī par zinātniskās pedagoģijas pamatlicēju, ir minējis, ka pedagoģijai jāklūst par zinātni, kas nodrošina cilvēkam ilgu un laimīgu mūžu. Tāpat nepārtrauktu cilvēka dzīves kvalitātes uzlabošanu var uzskatīt par pieaugušo pedagoģijas galveno mērķi.

Vairāki attīstības psiholoģijas pētnieki 20.gadsimā Bahlers (Buhler, 1935), Ēriksons (Erikson, 1959), Ņūgārtens (Neugarten, 1973) secinājuši, ka labizjūta ir personības attīstības trajektorija mūža garumā.

Cilvēka dzīves jēgas iztirzājums būtu nepilnīgs bez reliģijas skatījuma uz to. Tāpēc pētījumā ir analizētas arī visā pasaulē augstu vērtētā franciskāņu mūka Ričarda Rora (*Richard Rohr*) idejas. Autors runā par cilvēka dzīves diviem posmiem (Rors 2014:31) un atsaucas uz Jungu

„Cilvēks nevar piedzīvot dzīves norietu, ievērojot dzīves sākuma programmu; jo tas kas bija būtisks sākumā, būs mazsvarīgs beigās, un tas, kas no rīta bija patiesība, līdz vakaram būs kļuvis par meliem”.

Respektīvi, cilvēka dzīvi pilnvērtīgu dara izpratne par katra dzīves posma uzdevumiem. Rors (2014) cilvēka dzīvi iedalā divos posmos, kur pirmajā dzīves posmā viņam jārealizē savs „ego”, kurpretim otrajā no tā jātiek vaļā.

Autors atzīmē, ka dzīves pirmajā posmā panākumi, drošība un apmierinājums ir gandrīz vienīgie jautājumi, kas jaunu cilvēku nodarbina. Atceroties Maslova vajadzību piramīdu, tie ir tās zemākie posmi. Tomēr tie ir vajadzīgi, lai izdzīvotu. Savukārt, īsti laimīgs cilvēks spēs būt tikai tad, ja būs gatavs pāriet otrajā dzīves posmā, kas ir vieduma un dzīves satura posms. Tēlaini runājot, pirmajā dzīves posmā tiek veidots trauks, kuru otrajā posmā piepilda ar saturu.

„Mēs visi saņemam un nododam tālāk to, ko cilvēki ir gatavi uzklaut, un vairums cilvēku nav spējīgi strauji pieņemt kaut ko jaunu. Tomēr pat dzīvnieku inteliģenci nosaka spēja mainīties un pielāgot izturēšanos, reaģējot uz jauniem apstākļiem. Tie, kas to nespēj, izmirst” (Rors, 2014: 31).

Saņemšana un nodošana tālāk – tā ir mācīšanās jēga. Tātad arī Rora 21.gadsimta idejas sakņojas cilvēka spējā mācīties mūža garumā, tāpat kā Komenska idejas 17.gadsimtā.

Dzīves kvalitātes dimensijas dažādos avotos *The dimensions of life quality of in different sources*

Šobrīd viena no svarīgākajām diskusijām Eiropas Savienības līmenī, kas cieši sasaucas ar mūžizglītības pamatprasmju kontekstu, ir dzīves kvalitātes dimensijas. Ir skaidrs, ka dzīves kvalitāti nevar mērīt tikai ar kvantitatīviem rādītājiem, tādiem kā ienākumi vai dzimstības/mirstības rādītāji.

Pamatojoties uz Štiglica (Stiglitz), Sena (Sen) un Fitousi (Fitoussi) 2009.gada ziņojumu, Eiropas Statistikas sistēma izveidoja darba grupu, lai radītu progresu, labizjūtas un ilgtspējīgas attīstības rādītāju vērtēšanas sistēmu. 2011.gada novembrī tika publicēts darba grupas rezultātu ziņojums, kas uzsvēra multidimensiālas pieejas nepieciešamību dzīves kvalitātes vērtēšanai. Kopš tā laika dažādos līmeņos turpinās diskusijas par to, kādi rādītāji nākotnē būtu jāņem vērā, lai raksturotu dzīves kvalitāti, labizjūtu un sabiedrības progresu. Diskusijā ir iesaistījusies gan Eiropas Komisija, gan Eiropas sadarbības un attīstības organizācija (OECD), gan zinātnieki.

Pēdējais, ko Eiropas Komisija ir publiskojusi līdz šim (2013), ir 8+1 dimensiju modelis dzīves kvalitātes mērīšanai. Modelis ir balstīts akadēmiskos pētījumos un paredz iekļaut šādas dimensijas:

1. materiālā labklājība (ienākumi, dzīves apstākļi, patēriņš);
2. pamata darbības (darbs, citas darbības, to kvantitāte un kvalitāte, darba un brīvā laika līdzsvars);

3. veselība (dzīves ilgums, jaundzimušo mirstība, veselīgu dzīves gadu skaits, veselības aprūpes pieejamība);
4. izglītība (izglītības līmenis, pieejamība, iesaistīšanās mūžizglītībā);
5. brīvais laiks un sociālā mijiedarbība (cik bieži iedzīvotāji pavada laiku kopā ar citiem, tanī skaitā sporta un kultūras aktivitātēs, brīvprātīgi iesaistās organizācijās);
6. ekonomiskā un politiskā drošība;
7. valsts pārvalde (*governance*) un pamattiesības (tiesības iesaistīties publiskajās debatēs, veidot valsts politiku, uzticība institūcijām, diskriminācijas jautājumi);
8. dabas un dzīves vide (iekļauj gan subjektīvos, gan objektīvos indikatorus, kas ir gan cilvēka paša uztveri, gan piesārņojumu kopumā);
9. kopējā dzīves pieredze.

Pēdējais ir Eiropas Komisijas nosauktais „+1” indikators, kuru piedāvāts mērīt, izmantojot trīs apakšdimensijas, kas izstrādātas, pamatojoties uz OECD vadlīnijām subjektīvās labizjūtas mērīšanai. Tās ir:

1. apmierinātība ar dzīvi (*life satisfaction*);
2. personas izjūtas vai emocionālais stāvoklis (*affect*);
3. eudaimonija (*eudaemonics*).

Psiholoģiskās labizjūtas (*psychological well-being*) pētniece Rifa (Ryff, 1995) ir vairākkārt pārskatījusi savu 1989. gadā radīto psiholoģiskās labizjūtas modeli. Viņas 1995.gada modelī ir iekļautas sešas dimensijas, kuras katru raksturo augsts vai zems rādītājs:

1. pašakceptēšana (apmierinātība ar savu līdzšinējo dzīvi);
2. pozitīvas attiecības ar citiem (citi raksturo kā cilvēku, kurš labprāt pavada laiku ar viņiem);
3. autonomija (cilvēka pašnoteikšanās spēja, nepadošanās sabiedrības spiedienam);
4. ikdienas prasību īstenošana (spēja tikt galā ar ikdienas lietām, sadzīvi);
5. dzīves jēga (dzīves mērķu esamība, sajūta, ka ir jēga gan tagadnei, gan pagātnei);
6. personiskā izaugsme (nepārtrauktas attīstības un jaunas pieredzes nepieciešamība un izjūta).

Noubls un Makgrasa (Noble & McGrath, 2015), pētot labizjūtas aspektus izglītības (skolas un tās audzēkņu) kontekstā, piedāvā akronīmu PROSPER, kas ietver, viņuprāt, septiņus labizjūtas pamatelementus. Tie ir:

- a. pozitīvisms (*Positivity*, pozitīvas emocijas, optimisms);
- b. attiecības (*Relationships*, labas attiecības);
- c. rezultāti (*Outcomes*, kompetence);

- d. stiprās puses (*Strengths*, iespēja tās attīstīt);
- e. mērķis (*Purpose*, mērķtiecība, dzīves jēgas izjūta);
2. iesaistīšanās (*Engagement*, pēc autoru domām – viens no būtiskākajiem jēdzieniem izglītībā);
3. elastīgums (*Resilience*, spēja adaptēties pārmaiņām, pārdzīvot neveiksmes un vilšanos).

Ress un Hārteris (Rath & Harter, 2010) ir nonākuši pie piecu elementu labizjūtas modeļa un piedāvā ņemt vērā šādas dimensijas:

1. karjeras labizjūta (*Career Well-being*), kas raksturo kā cilvēks izmanto savu laiku un kā viņam patīk tas, ko viņš katru dienu dara;
2. sociālā labizjūta (*Social Well-being*), stipru attiecību un mīlestības esamība cilvēka dzīvē;
3. finansiālā labizjūta (*Financial Well-being*), spēja efektīvi vadīt savu ekonomisko dzīvi, lai mazinātu stresu un vairotu drošību;
4. fiziskā labizjūta (*Physical Well-being*), laba veselība un pietiekams enerģijas daudzums ikdienā;
5. kopienas labizjūta (*Community Well-being*), iesaistīšanās un piederības sajūta dzīvesvietai (plašā nozīmē).

Autoru modeļa pamatā ir ilggadīgs darbs pie pētījuma, kurā piedalījās 150 valstis. Pētījumā tika analizēti kopējie elementi, kas raksturo cilvēkus, kuru dzīves „zeļ un plaukst” un kā tās atšķiras no to cilvēku dzīvēm, kas „ķepurojas” vai cieš. Katru no augstākminētajām dimensijām autori apraksta kā konkrēti izmērāmu ar *Gallup's Well-being Finder* rīku. Tā ir vērtējuma programma ar rādītājiem robežās no 0 līdz 100. Programma sniedz tās lietotājiem iespēju gūt pārskatu par savu labizjūtu jomās, kurās viņi “zeļ un plaukst” (rādītāji virs 70), “ķepurojas” (40-69) un cieš (zem 40).

Lielā mērā Resa un Hārtera (Rath & Harter, 2010) piecu elementu modelis sasaucas ar Leijarda (Layard, 2005) teoriju. Tomēr, līdzās adekvātai finanšu situācijai, attiecībām ģimenē, darbam, kopienai un draugiem un veselībai, Leijards (Layard, 2005) izdala sesto dimensiju – personīgo brīvību. Šī dimensija sasaucas ar Rifas (Ryff, 1995) jau pieminēto autonomiju un Brighausa (Brighouse, 2006) raksturoto autonomiju (*self-governance*) darbā „*On Education*”, kurā autors runā par izglītības jēgu liberālās demokrātijās.

Šī Rifas (1995), Leijarda (2005) un Brighausa (2006) kopīgā dimensija papildina autoru skatījumu uz cilvēka laimi un labizjūtu, salīdzinājumā ar augstāk iztirzāto Eiropas Komisijas (2013), OECD (2011) un Resa un Hārtera (2010) piedāvātajiem modeļiem.

Latvijas centrālā statistikas pārvalde (2014) kā dzīves kvalitātes sistēmas rādītājus izmanto šādus datus:

1. materiālie dzīves apstākļi (t.sk. ienākumi, patēriņš, mājokļa apstākļi);
2. produktīvas darbības un darbs (t.sk. darba apstākļi, darba drošība);

3. veselība (sagaidāmais mūža ilgums, mirstība, veselības apstākļi);
4. izglītība;
5. ekonomiskā un personiskā drošība.

Šeit kā jauna dimensija, kas sasaucas ar Eiropas Komisijas „8+1” (2011) un Rifas (1995) (personiskā izaugsme) modelī iekļauto, bet nav atsevišķi izdalīta Resa un Hārtera (2010) un Leijarda (2005) modeļos, parādās izglītība.

Savukārt, Vācijas valdības projekts „Labi dzīvot Vācijā” (*Gut leben in Deutschland*), kas norisinājās no 2014.-2016.gadam, ar mērķi dialogā ar iedzīvotājiem identificēt un izvēlēties konkrētus dzīves kvalitātes indikatorus, kas raksturotu dzīves kvalitāti Vācijā, noslēdzās ar valdības ziņojumu, kurā ietvertas 12 dimensijas un 46 indikatori. Vāciešu (Die Bundesregierung, 2016) izvēlētās dimensijas ir:

1. veselība dzīves garumā (*Gesund durschs Leben*);
2. labs darbs un taisnīga piedalīšanās (*gut arbeiten und gerecht teilhaben*);
3. izglītības iespējas visiem (*Bildungschancen fur alle*);
4. laiks ģimenei un darbam (*Zeit haben fur Familie und Beruf*);
5. droši ienākumi (*Ein sicheres Einkommen*);
6. droša un brīva dzīve (*sicher und frei leben*);
7. māju sajūta gan pilsētā, gan valstī (*Zuhause sein in Stadt und Land*);
8. vienotība ģimenē un sabiedrībā (*Zusammenhalten in Familie und Gesellschaft*);
9. ekonomikas stiprināšana, investīcijas nākotnē (*Wirtschaft stärken, in die Zukunft investieren*);
10. dabas, apkārtējās vides aizsardzība (*Natur erhalten, Umwelt schützen*);
11. brīva un līdztiesīga dzīve (*frei und gleich-berechtigt leben*);
12. globāli atbildīga rīcība un miera nodrošināšana (*In globaler Verantwortung handeln und Frieden sichern*).

Atšķirībā no citiem augstāk analizētajiem avotiem, Vācijas iedzīvotāji kā svarīgas ir izdalījuši vēl trīs dimensijas. Tās ir – *pilsētā un valstī justies kā mājās, ekonomikas stiprināšana, investīcijas nākotnē un globāli atbildīga rīcība un miera nodrošināšana*.

Kā norādīts Vācijas valdības pētījumā (Die Bundesregierung, 2016) pilsētas un lauku iedzīvotāji dzīves kvalitāti raksturo atšķirīgi. Kā galvenās atšķirības minētas infrastruktūras, tanī skaitā reģionālās atšķirības, ienākumu daļa, kas jāmaksā par dzīves vietu, tanī skaitā komunālie maksājumi, mobilitātes iespējas, viegli sasniedzamas izglītības, kultūras un veselības aprūpes iestādes, kā arī digitalizācijas iespējas, ko sniedz, galvenokārt, interneta pieejamība.

Ekonomikas stiprināšanas kontekstā pētījumā minēti tādi rādītāji kā iekšzemes kopprodukts, ieguldījumi pētniecībā un attīstībā, jaunu uzņēmumu dibināšanas veicināšana, investīciju bruto apjoms. Ir minēta nepieciešamība reinvestēt peļņu nākotnes labklājībai nevis to izņemt dividendēs.

Pētījumā minēts, ka miers ir bijis viens no visvairāk diskutētajiem dzīves kvalitātes aspektiem. Cilvēki uzsvēruši, ka miers ir pamatu pamats, ja grib labi dzīvot un strādāt. Kā citus svarīgus aspektus globāli atbildīgai rīcībai Vācijas iedzīvotāji minējuši atbildīgu pārvaldību, ilgtspējīgu patēriņu un dabas aizsardzību (Die Bundesregierung, 2016).

Secinājumi un ierosme turpmākai diskusijai *Conclusions and initiatives for further discussion*

Tā kā vairākas Vācijas valdības ziņojumā (2016) iekļautās dimensijas sasaucas gan ar Eiropas Komisijas 8+1 (gads) modelī iekļautajām dzīves kvalitātes dimensijām, gan ar Rifas (1995), Resa un Hārtera (2010) piedāvātajiem labizjūtas modeļiem un pat ar Leijarda (2005) laimes „formulu”, visi trīs jēdzieni – dzīves kvalitāte, labizjūta un laime – šajā rakstā pētītajos avotos tiek lietoti kā sinonīmi, lai gan vairāki raksturlielumi tiem ir atšķirīgi. Skaidri iezīmējas atšķirības starp avotiem, kuros analizēta dzīves kvalitāte un avotiem, kuros runāts par labizjūtodimensijas „materiālā labklājība, adekvāta finansiālā situācija” kontekstā. Pirmajos šī dimensija ir minēta, kurpretim, labizjūtas dimensijās šis aspekts parasti nav iekļauts. Izņemot Resa un Hārtera (2010) piecu dimensiju labizjūtas modeli, kurā viena no dimensijām ir finansiālā labizjūta. Tā gan nav raksturota tieši kā ienākumu līmenis, bet gan spēja efektīvi vadīt savu ekonomisko dzīvi, lai mazinātu stresu un vairotu drošību.

Pārējās kopīgās dimensijas autoriem, kuri analizē labizjūtu ir attiecības ģimenē un sabiedrībā (Ryff, 1995; Layard, 2005; Rath & Harter, 2010), darbs, karjera (Layard, 2005; Rath & Harter, 2010), personīgā brīvība (Ryff, 1995; Layard, 2005). Personīgo brīvību kā vienu no izglītības mērķiem liberālā demokrātijā minējis arī Brighauss (2006). Divi citi Brighausa nosauktie izglītības mērķi – ekonomiskā iesaistīšanās un aktīva pilsonība – sasaucas ar Vācijas valdības ziņojumā (2006) minētajām dzīves kvalitātes dimensijām (stiprināt ekonomiku, investēt nākotnē, dzīvot brīvi un līdztiesīgi).

Vācijas valdības dzīves kvalitātes ziņojuma rezultātā secināts, ka „dzīves kvalitāte Vācijā ir sabiedrības kopēja atbildība” (*Bericht der Bundesregierung zur Lebensqualität in Deutschland: 203*). Vācijas valdība vēl joprojām uzdod jautājumu, cik daudz dimensiju un indikatoru vajadzētu iekļaut dzīves kvalitātes pētījumā. Līdzīgu jautājumu noteikti uzdod katra valsts, kuras darba kārtībā ir iedzīvotāju dzīves kvalitātes jautājums. Lai gan atsevišķas Vācijas iedzīvotāju

nosauktās dimensijās var ierindot kategorijā „labizjūta”, tomēr interesanti, ka atsevišķi šāda dimensija pētījumā netika nosaukta.

No veiktās avotu izpētes var secināt, ka ir vērojama dažādu autoru kopēja izpratne par to, kas ir dzīves kvalitāte un kas – labizjūta. Tomēr iezīmējas arī tendence paplašināt dzīves kvalitātes un labizjūtas izpratni, pievienojot vairākas dimensijas. Tā Rifa (Ryff, 1995) runā par personīgo izaugsmi, pašakceptēšanu un dzīves jēgu, Leijards (Layard, 2005) pievieno personīgās vērtības kā dimensiju, kas dara cilvēkus laimīgus.

Visā pasaulē vēl joprojām turpinās diskusija par labas dzīves, labizjūtas, dzīves kvalitātes aspektiem. Visticamāk, ka šī ir diskusija, kura, reiz uzsākta, būs aktuāla vienmēr. Pirmkārt, tāpēc, ka pasaule mainās un līdz ar to mainās cilvēku izpratne par labu dzīvi. Otrkārt, lai gan globalizācija skar arvien vairāk un jaunus reģionus, tomēr cilvēku pieredze, reliģiskās un kultūras atšķirības, līdz ar to, izpratne par to, kas ir laba dzīve katrā reģionā, pat valstī ir atšķirīga.

Summary

The desk study „The theoretical aspects of well-being in the context of lifelong learning” deals with the qualitative content analysis of the documents of EU, OECD, data of the projects of Office of National Statistics in Latvia, the U.K. and Germany, research of Ruff (1995), Rath and Harter (2010), Layard (2005), Rohr (2014), etc. The dimensions of life quality in different sources and by different authors have been defined similarly indicating that the qualitative indicators are as important as the quantitative. It is clear that the quality of life cannot be measured only by quantitative indicators such as income or birth / mortality. This article discusses the theoretical aspects of such dimension of life quality as well-being in different sources, compares and analyses them in the Latvian context.

In academic literature there are on-going intensive discussions as to what kind of indicators should be included in the surveys on well-being, as well as how to summarize, interpret and compare this data. This fact has also been noted by the OECD in its manual “Guidelines on Measuring Subjective Well-Being” (2013), indicating that most likely this manual should be updated with new aspects of well-being. Also, the authors of the manual note that it is quite complicated to find a common conceptual framework for such a socially sensitive subject as “well-being” taking into account the understanding of each OECD country. In Germany, for example, governmental project “It’s Good to Live in Germany” (“Gut leben in Deutschland”; 2014-2016) was aimed at the dialogue with inhabitants in order to identify and select certain indicators of life quality. The project was concluded with the government’s report including 12 dimensions and 46 indicators. In Great Britain, the Office of National Statistics measures well-being according to 43 indicators; whereas the European Union has come up with a life quality model “8+1 dimensions”. In Latvia the index of life quality was last measured in 2006 taking into account eight

indicators. Therefore, it is crucial to return to the discussions on the quality of life in Latvia, too.

However, in the course of analysis it was possible to arrive at the conclusion that there are several terms, which have been used as synonyms in some sources, yet they should be differentiated. These terms are the quality of life, (Lebensqualität), well-being, happiness. This article is examining the theoretical aspect of well-being in several sources carrying out analysis and drawing comparisons.

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SENIOR CITIZENS' LEARNING AND ACTIVITY IN THE LABOUR MARKET

Ausra Rutkiene

Silva Lengviniene

Vytautas Magnus University, Lithuania

Abstract. *The data provided by Eurostat show that adults who are aged 55 and over participate in education and training about 20 perc. less frequently than the younger ones, who are aged from 18 to 54. Such results are caused by imperfection of adult education, employer attitude and other reasons. Research studies performed in 2004-2006 revealed the problems which arise both for those adults who intend to study and also to educational institutions. Question of the research - which factors cause senior citizens' motivation to learn aiming at staying active in the labour market? Survey was performed in 2016, 453 respondents participated in the research. The findings show that well-being, economical factors and learning play a decisive role in senior citizens' staying active in the labour market as well as previous education and place of residence.*

Keywords: *labour market, learning, senior citizens.*

Introduction

High standard of living in the Western society has had impact upon the progressive ageing of the population. Better health system policy and social as well as economic development determine longevity. It has been estimated that by 2030 the number of senior age citizens in the United States of America will have increased twice, up to approximately 72 million according data provided by US Department of Health and Human Services. According to the European rural development report (ERD, 2002), prior to 1950 the number of senior age persons (over 65) in all European countries had been over 45 million; however, by 2050 the number of people over 65 in Europe will have reached 173 million. Ageing is one of the challenges to the population, which will have affected one third of the whole European population by 2050. It is a social challenge which is related to lifelong learning (Martorell et al., 2009). Challenges caused by demographic changes have been experienced by the whole world; however, senior age people experience specific challenges in the labour market (Killam et al., 2014), as they often become encounter a complicated situation, i.e. they have accumulated

experience and knowledge; nevertheless, they often have to endure stereotypes about senior age people.

Lithuanian and foreign scientists (Lunau et al., 2013; Aristovnik and Jaklič, 2013; Brazienė et al., 2014), analyzing factors which determine senior citizens' health and retirement, discuss barriers that senior citizens face with, and their situation in the labour market which guarantees education and training of such age persons as well as their possibilities to stay active and competitive in the labour market. Scientific sources (Adomaitienė et al., 2007) and normative documents emphasise the importance of ageing in Lithuania and stress demographic challenges of ageing in the world and Europe which affect senior citizens' staying active in the labour market and their motivated participation in lifelong learning processes. Senior citizens' motivation to participate in non-formal education, to develop themselves and choose appropriate and accessible learning forms is very important (Liu et al., 2011).

Senior citizens' learning and activity in the labour market

As shown by the latest Programme for the International Assessment of Adult Competencies research (Bužinskas, 2016), senior citizens' literacy is lower than that of young adults; their level of problem solving with the help of technologies is also low.

According to the data of the Ministry of Education and Science of the LR, in 2011 as compared to 2005 or 2007, the lifelong learning indicators of the Lithuanian population remained low. There are different reasons for this, and some of them are related to cultural, social or economic motives, and their change depends on a number of circumstances which are difficult to predict. On the other hand, participation of the employed persons in non-formal learning is limited to very simple reasons – “limited application of flexible forms of the education and training organisation, various non-formal education services of good quality which are difficult to be accessed by individual efforts, an underdeveloped system of validation and recognition of competencies acquired in non-formal learning” (Neformaliojo suaugusiųjų švietimo plėtros 2014-2016 metų veiksmų planas, 2013). A great number of non-formal learning services, particularly those related to the development of special skills, are in fact accessible only to organised groups (trainings are organised for employees of enterprises, and etc.). It is emphasised in the document that the educational services are not equally accessible to all groups of society (Neformaliojo suaugusiųjų švietimo plėtros 2014-2016 metų veiksmų planas, 2013).

Data of the Lithuanian department of statistics, analyzed in the Non-formal adult education development action plan for 2014-2016, show the findings of the

research into professional qualification development of the employed persons: “in 2010, planned and totally and partly financed training of employees, aiming at their qualification development, was organised by 6.7 thousand (52 perc.) enterprises, i.e. 6 percent more enterprises than in 2005. 11 perc. of large, 33 perc. of medium and 52 perc. of small enterprises did not organize training at all, indicating the following reasons: 85 perc. of the enterprises claimed that “qualification of their employees met the needs of the enterprise; 79 perc. stated that the enterprise hired only those employees who already had the necessary qualifications; 68 perc. noted that employee training was related to large expenses” (Nonformal adult education development action plan for 2014-2016, 2013). The fact that employees did not have a possibility to learn due to overload and lack of time was indicated by 39 perc. of the enterprises (Neformaliojo suaugusiųjų švietimo plėtros 2014-2016 metų veiksmų planas, 2013). It should also be emphasised that very often senior age employees experience discrimination because of their age; a number of authors (Chonody et al., 2014; Ball et al., 2000) who explore this problem state that persons of this age can avoid this kind of discrimination and compete as equals as well as stay active in the labour market only if they consistently develop and participate in adult education processes of various forms. The above discussed aspects presupposed the research problem – which factors cause senior citizens’ motivation to learn aiming at staying active in the labour market? Aim of the paper – to identify factors influencing senior citizens’ motivation to learn aiming at staying active in the labour market.

Research methods: i) *Scientific literature analysis* aimed at analyzing senior citizens’ learning concept in the context of lifelong learning, the topic of ageing, factors which have impact upon the learning needs and motivation as well as staying active in the labour market. ii) *Questionnaire survey* (quantitative research) was used to identify the impact of learning upon for senior age persons’ staying active in the labour market.

Having performed theoretical analysis, an original quantitative research tool was designed (Lengvinienė, 2016). The quantitative research aimed at revealing the importance of learning as one of the preconditions for senior citizens to stay active in the labour market.

Survey was conducted online in September – October, 2016. 453 respondents participated in the research.

Theoretical background of senior citizens learning and activity in the labour market

Friebe J. and Schmidt-Hertha B. (2013) assert that adult education can play an important role in the old age, preserving adult’s autonomy and enhancing

his/her social participation in life. Thus, both from personal and societal points of view it is important to foster adult persons' educational activity. Senior citizens' need for learning is related to their perception of life quality (Fig. 1) Depending on the perceived and expected life quality at present or in the future, the person makes a decision to learn; therefore, senior age people who have more experience of successful learning understand relationship between learning and life quality. Senior age people's learning needs are related to motivation to develop, which is caused by internal and external drivers. The scope of adult learning in the country and their learning efficiency, first of all, depend on their motivation to learn; therefore, it is important to assess factors of senior citizen's external and internal motivation to learn. "Motivation is defined by two things: need (an internal motivation aspect) and aim (an external motivation aspect).

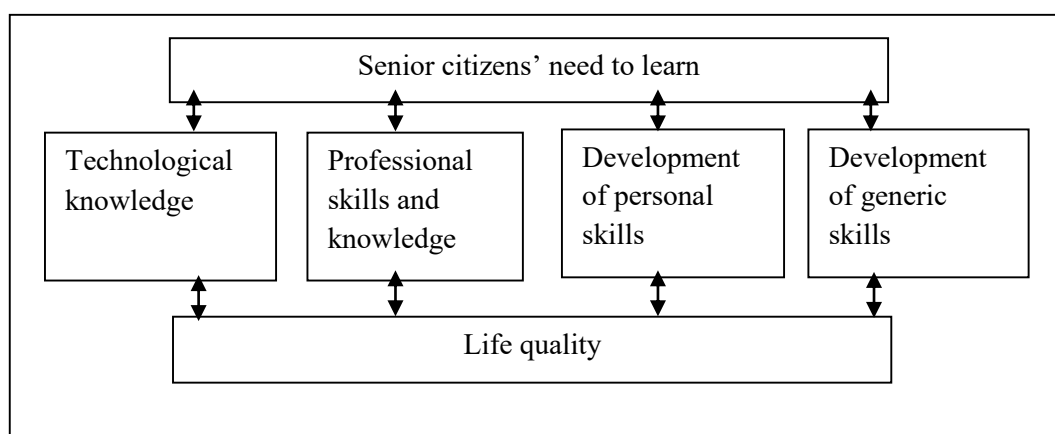


Figure 1 **Relationship between senior citizens' learning needs and life quality**

Two major factors are distinguished and possible solutions are defined which exert impact upon senior citizens' staying active in the labour market. It should be emphasised that senior citizens' learning peculiarities are based on pragmatic aspects; their learning is oriented to personal responsibility. Thus, in order for an adult to choose a learning offer, it should be attractive and acceptable for people of different status in the society, family status and age, and it should lead to flexible development of competencies.

Learning intensiveness should be tailored to the learner developmental stages and individualised according to his/ her needs. It should be noted that senior citizens' learning as a precondition to stay active in the labour market depends on a number of factors related to person's health, educational background, previous learning experience, financial situation, motivation, active ageing and social participation. Senior citizens, perceiving the importance of life quality, manage to find resources to develop their competencies, which can be successfully used in the professional activity. The importance of the competencies acquired during the

process of learning accounts for the increased self-confidence and expanded opportunities for employment.

Survey results on senior citizens learning and activity in the labour market

453 respondents participated in the research, which was organized September – October, 2016 in Lithuania. The youngest participant was aged 55, the oldest - 94. The average age of research respondents was 64.2. The majority of the respondents – about half of them – were up to 60 years of age, the senior respondents’ groups were respectively smaller. There were only 5 per cent of the respondents who were older than 75.

Among the respondents, 305 were not pensioners yet (67.3 perc.); the rest were already retired; however, a considerable number of the respondents were employed, i.e. 67.6 perc. The person who had least work experience was employed for 10 years, the most - 54 years. The average was 38.3 years. In terms of gender, among all respondents there were 66 perc. of female respondents (299), and 34 percent of male respondents. In terms of place of residence, the largest group of the respondents were from urban places (almost 80 perc.); the rest were from rural regions, i.e. smaller towns or villages. More than half of the respondents (62 perc.) were married, over 10 perc. were widowers or widows and over 16 perc. were divorced. About 10.7 perc. of the respondents had never had a family. In terms of educational background, half of the respondents had higher education (50.3 perc.). A considerable part of them had upper vocational or higher non-university education (37.7 perc.). 12 perc. had vocational, secondary or only basic education.

Table 1 **Regression model for staying in the labour market**

Model	Nonstandardised coefficients		Standardised coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	10,226	0,139		80,846	0,000
Well-being	0,011	0,002	0,295	-60,866	0,000
Health	0,057	0,033	0,072	10,742	0,082
Social factors	0,020	0,033	0,026	0,596	0,552
Personal factors	-0,002	0,031	-0,002	-0,056	0,955
Economic factors	0,290	0,044	0,310	60,512	0,000
Competencies	-0,019	0,045	-0,021	-0,425	0,671
Learning	0,134	0,029	0,189	40,621	0,000

Rsquare=0,270, F=24,869, p=0,000

Regression analysis was applied for calculation.

In terms of importance, the most important is the economic factor, and learning is the least important, however, a significant factor. Well-being is significant factor as well (see Table 1, Figure 2).

Estimations show that health, social, personal factors, and professional competencies do not have significance for staying active in the labour market.

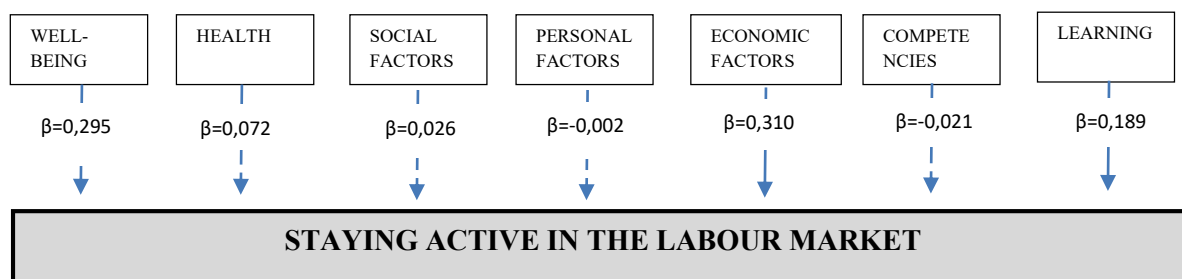


Figure 2 Model of staying active in the labour market (based on Table 1)

Having introduced socio-demographic data into the model, the research results showed that apart from economic factors, well-being and learning, place of residence, educational background and marital status are also significant for staying active in the labour market (see Table 2, Figure 3). Citizens in big cities are more active in labour market as well as married people.

Table 2 Regression model for staying in the labour market with demographic factors

Model	Nonstandardised coefficients		Standardised coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	1,242	0,166		7,465	0,000
Well-being	-0,008	0,002	0,227	-4,989	0,000
Health	0,054	0,033	0,068	1,657	0,098
Social factors	0,044	0,033	0,058	1,338	0,182
Personal factors	0,024	0,031	0,034	0,777	0,438
Economic factors	0,257	0,044	0,275	5,811	0,000
Competencies	-0,052	0,046	-0,058	-1,143	0,253
Learning	0,121	0,028	0,170	4,243	0,000
Age	0,021	0,013	0,073	1,679	0,094
Place of residence	-0,082	0,035	0,100	-2,331	0,020
Education	0,044	0,014	0,138	3,106	0,002
Marital status	-0,036	0,016	0,089	-2,190	0,029
Gender	-0,018	0,031	-0,024	-0,568	0,570

Rsquare=0,307, F=17,710, p=0,000

Gender and age appeared to be not so significant, while analyzing senior citizens' staying active in the labour market.

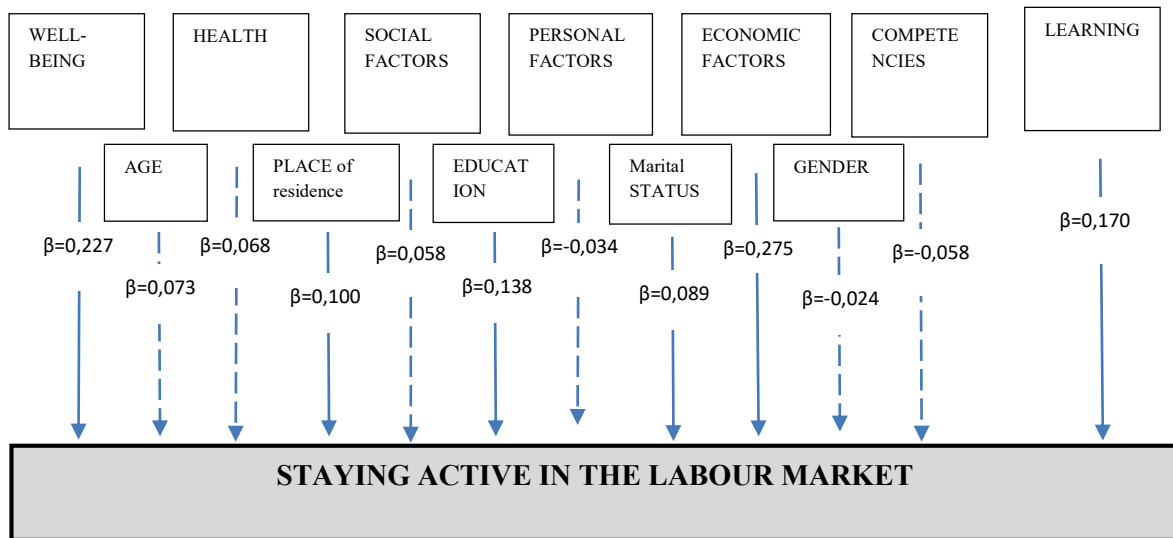


Figure 3 Model of staying active in the labour market with demographic factors (based on Table 2)

Summarising it is possible to state that learning is important, and it most strongly affects on activeness in the labour market as well as senior citizens' health, assessment of well-being and economic factors. Competencies, social and personal factors have no essential importance upon senior citizens' staying active in the labour market. It is interesting to note that if learning is taken as an equal factor, health is not important for staying active in the labour market.

Discussion and Conclusions

The results of quantitative research show that senior citizens have extensive professional experience and the majority of them are fully employable (88 perc.); however, about one third of them feel/felt discrimination due to their age. The previously performed research indicated that 84 % of persons aged 60 and older mentioned cases when they were sneered at in the workplace, on physical health, for instance, jokes were told about senior people and disrespect showed. Research by R. Brazienė and I. Mikutavičienė (2015) also confirm that senior age becomes a problem in the context of social inclusion (self-involvement) in the labour market due to age discrimination, senior citizens' health problems or lack of necessary and modern skills. The prevailing stereotype that senior age employees have poor health was partly confirmed by the qualitative research findings.

The qualitative research findings confirm one more aspect, revealed by the theoretical analysis regarding senior age persons: possibility and encouragement

to participate in trainings allows them to feel valued and needed (Innovative learning measures for older workers, 2008).

Even 81.5 perc. of the respondents expressed their intention to learn. This number is higher than that received in previous research (as well as ability to use computers). This notwithstanding, the stereotypical thinking was still proved to be right and confirmed by research that with age the people's health state usually deteriorates and their physical capacity decreases, their short-term and long-term memory important for the acquisition of new knowledge weakens, their ability to concentrate becomes worse (Charness & Czaja, 2006).

Learning indicators among the senior citizens are not very high: during the period of research 29.8 perc. of the respondents were learning; during the last three years – 55 perc. M. Gosling (2011) states that for senior age employees it is important that they have a possibility to independently choose the opportunity to participate in learning, i.e. they should not be forced to learn; nevertheless, they achieve better learning results when they feel certain control and commitment to the training institution and employers. The reasons indicated by the respondents with regard to why they learn were as follows: they want to have more self-confidence and develop themselves. The aim to deepen their knowledge and develop skills necessary for the current work was indicated as the third priority. R. Manheimer (2008) notes that training programmes for senior age people are based on pragmatic considerations. Investment into their knowledge and skills creates conditions for senior age people to stay active in the labour market. On the other hand, generic abilities are particularly important (Gedvilienė et al., 2015). The research findings revealed that the success of both new and experienced participants of the labour market is in particular determined by various personality features, skills and abilities: ability to adapt to the changing situations, ability to think critically and solve difficulties and problems arising in the work process, ability to lead, being aware of and following the requirements of work ethics, ability to work in teams, and etc.

Senior citizens are sufficiently active in the labour market. The research shows that even after the age of retirement they continue their professional activity. Urban research participants indicated better sense of well-being than rural respondents. It is interesting to note that people of retirement age are more socially active and curious; they value their sense of well-being better.

Health and economic factors also play a decisive role in senior citizens' staying active in the labour market. The importance of personal and social aspects or professionals competencies, which were indicated in the theory sources as important in the senior age while seeking to be active in the labour market, were not confirmed by the empirical research. Self-assessment of sense of well-being and learning directly relate to the staying active in the labour market.

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A MODEL OF FAMILY AND CAREER RECONCILIATION

Ilona Tandzegolskienė

Elena Trepulė

Aušra Rutkienė

Giedrė Tamoliūnė

Vaida Jurgilė

Vytautas Magnus University, Lithuania

Abstract. *The article focuses at these elements of family, work and career reconciliation which are relevant for seeking harmony and satisfaction in family and work settings. Presented theme refers to the analysis of work-family or family-work conflict, causes for role conflicts, facilitation strategies, conception of dual and individual career within a family, internal and external factors which influence start-up of conflicts and reconciliation strategies. This article presents results of data, collected during conduction of narrative interviews with young parents (both mother and father), semi-structured interviews with employers, focus group with career guide/human resources specialists and quantitative research with young families. The aim of research was to determine the needs and opportunities of young families who seek to balance family and career by highlighting influence of work activities. Research results identicated reconciliation for young families and career, possibilities for facilitation that is closely linked to dual and single career design couples, trends for career development, aware ness of parent hood and changing roles.*

Keywords: *career, conflict, family model, reconciliation, work activities.*

Introduction

Overview of the literature which analyzes opportunities of young families to combine parenthood and career refers to many relevant themes, namely, work and family conflict or family and work conflict, the role of personality and the role conflict, relationships between work and family lives, work and family stressors, work and family social support, dual-earner partners, single-earners partners, career satisfaction, employing such concepts as enrichment, employee values, positive spillover, enhancement and facilitation (Grenhaus & Powell, 2006; Michel et al., 2009; Carlson et al., 2000; Elloy & Fand, 2003; Wayne et al., 2004; Thurairajah, 2013; Cesnauskas & Lazauskaite-Zabielske, 2014). Work

and family or family and work conflicts appear when the needs of work and family do not correlate with the needs of family and work. The nature of such conflict contains negative consequences for all – an employee, his/her family and organization he/she belongs to. Outlasting conflict causes stress, depression, as well as increases sickness rate or decreases self-satisfaction of accomplished work, or even family life. Simultaneously, an organization is affected by inadequate employees' involvement in the implemented activities, increased intention to change working place, decrease of quality of the achieved results (Cesnauskas & Lazauskaite-Zabielske, 2014). Therefore, executives and administration of diverse organizations attempt to decrease work and family conflict by the different means creating flexible work schedules, supporting maternity/paternity leave or child care services (Moen, 2003; Kempe & Otonkorpi-Lehtoranta, 2006; Vuga & Juvan, 2013; Cesnauskas & Lazauskaite-Zabielske, 2014). Referring to the role theory, it might be indicated that each role has specific expectations and needs which ignorance would definitely cause certain conflicts within the roles (Frone et al., 2003). The role theory “has provided the broad theoretical umbrella for much of the work-family/family-work conflict literature. Role theory implies that work and family roles result from the expectations of others, and what is believed to be appropriate behaviour for a particular position (subordinate, coworker, spouse, father) (Michel et al., 2009: 200). It is highlighted that the conflict and the role performance tension experienced by a person in particular domain, in this case, it is work, usually is transferred to another domain, and in this case, it is family (Michel et al., 2009; Cesnauskas & Lazauskaite-Zabielske, 2014). Work and family or family and work reconciliation by considering the needs of family members, role balance and commitment levels lead towards ability to transfer possessed knowledge and experience from one activity field (family) to another one (work), as well as to determine relevant and sensible career goals or highlight dominant family values and solid distribution of father's and mother's roles. Here the two concepts might be distinguished – family and parenthood. Family concept, in this case, is used in the different articles as the unit covering several components – being a couple, maintaining a common household, nurturing and educating children. This is relevant for making mutual decisions when family deals with conflicts or certain situations influencing its wealth and being related to the need to maintain good family relations and balance. Meanwhile, the concept of parenthood is highlighted more when role distribution within a family is presented, as well as solid search for compromises and balance between personal needs and opportunities, and career decisions.

Research problem. Analysis of family and work contexts refers to the research on work-family and family-work disquisition, diverse roles' influence on individual professional work, existing difficulties of double caree within a

family. Yet, the research is missing which focuses on the analysis of family raising young children and searching for life and career balance. The reference is made to those families where couples together combine work and family models, analyze own presence in a couple as family representative, as well as a parent who has certain responsibilities and at the same time seeks for family, work and career reconciliation.

The object of the research – family and career reconciliation.

The goal of the research – to determine the needs and opportunities of young families who seek to balance family and career by highlighting influence of work activities.

The tasks of the research:

1. To distinguish the main elements which are relevant for balancing the needs and opportunities of young family referring to the perspective of conflicts' analysis;
2. To develop model of family needs and opportunities reconciliation distinguishing the reconciliation aspects of career, work activities and family.

Methodology. The methods employed in this study are based on scientific literature analysis in the given topic of the research. The research has revealed that the dynamics of managing career and family responsibilities are mostly discussed focusing on the three angles that are based on the respective theories: conflict theory, facilitation theory and role theory. Article was based on experiences from Lithuania young families, employers, career guides' and human resource (HR) specialists'.

Components relevant for validation of theoretical model: conflict perspective and facilitation

Scientific literature survey revealed the three major strains that interact in the process of individuals managing their work and family responsibilities: they experience *conflict* when trying to meet the requirements of their work-place and family; the experience of both faculties – family and work not only generate conflict but also *facilitation* – being a good professional adds skills for successful family life and vice versa - being a good mother/father adds skills and qualities for a professional role at work; the different *roles* which are undertaken by individuals (mother or father) in their family and professional lives.

There are different theories that are being used to analyze the relationship of work and family. The most dominant is a *conflict theory* (Parasuraman & Greenhouse, 2002; Greenhaus & Powell, 2006). Due to the fact that time and human energy resources are limited, the conflict is inevitable (Hill, 2005). According to Coser (1974) concept, family and work are greedy institutions,

seeking for unconditional and undivided loyalty from individuals. Working parents are facing conflicts in different situations, e.g., a working parent has to work late, so may miss his/her son's sports game or performance. If he/she is not able to stay late at work because of his/her child's game, the parent may feel like he/she is letting down his/her employer. Carlson et al. (2002) considered three different forms of work-family conflict: (a) time-based conflict, (b) strain-based conflict and (c) behaviour-based conflict. "Time-based conflict may occur when time devoted to one role makes it difficult to participate in another role, strain-based conflict suggests that strain experienced in one role intrudes into and interferes with participation in another role, and behaviour-based conflict occurs when specific behaviour required in one role are incompatible with behavioural expectation in another role" (Carlson et al., 2000: 250). And these three forms have two directions: conflict directly to work interfering with family (WIF) and conflict directly to family interfering with work (FIW). Together these three conflict forms and two directions are combined six dimensions of conflict outcome: (a) time-based WIF, (b) time-based FIW, (c) strain-based WIF, (d) strain-based FIW, (e) behaviour-based WIF, and (f) behaviour-based FIW. Following work and family conflict presented in the literature as the dominant construct, three models can be mentioned (Michel et al., 2009: 201/202):

1. A parsimonious stressor and involvement model. The model conceptualizes work and family conflict or family and work conflict as mediating components between job stressors, job involvement, family stressors and family involvement, and outcomes of job distress, family distress, and depression.
2. An expanded stressor model. This model conceptualizes work and family conflict or family and work conflict as mediating components between work role conflict, work role ambiguity, work time demands, job involvement, work satisfaction and family role conflict, family role ambiguity, family time demands, family involvement, family satisfaction (or life satisfaction).
3. A partial mediating stressor model. The following model refers to work and family conflict conceptualized as separate work and family conflict or family and work conflict constructs, i.e. work and family conflict or family and work conflict are mediating between work social support, work involvement, work role conflict, work time demands, work role ambiguity, family social support, family involvement, family role conflict, family time demands, family role ambiguity and job satisfaction and family satisfaction.
4. Integrative work-family conflict model. This work-family conflict model refers to the following elements: work antecedents (work social support, work involvement, work role conflict, work time demands,

work role ambiguity), family antecedents (family social support, family involvement, family role conflict, family time demands, family role ambiguity), work outcomes (job satisfaction), family outcomes (family satisfaction) and life outcomes (life satisfaction).

Michel et al. (2009) indicates that, for instance, family time demands (hours worked, number of children and age of youngest child) rather fractionally effect family and work conflict. This is highly significant implication for employees experiencing family demands, here especially mentioning working mothers. According to the research data, one of the main factors affecting decisions being related to work and family conflict refers to the support provided for an employee by an organization and its executive. Needless to mention, work and family conflict is also tackled at state level by regulating application of flexible work management means. The second relevant result refers to the the relationship between social support and role conflict: work social support and work role conflict, and family social support and family role conflict (Michel et al., 2011). The research accomplished by Cesnaukas and Lazaskaitė-Zabielskė (2009) revealed that perceived support of employer and job satisfaction are indeed relevant for making work and family conflict decisions. Yet, it is interesting that perceived organizational support and presence or absence of organizational family-friendly policy did not affect experienced work and family conflict at all. It was also determined that personal abilities to solve arising conflicts and problems both ways – work and family or family and work – prevents from high level conflict. The authors noticed that if one's believe being able to manage work and family responsibilities despite any difficulties, the work and family or family and work conflict level becomes lower. This indicates that all the decisions taken at individual level are the most effective and contributing to conflict prevention. It is also noted that is very important to consider the specific issues trying to solve them here and now. Greenhaus and Powell (2006) remarked as well the strong connection emphasizing social support or individual family member support and career success, career management, or satisfaction at work. Hill (2005) here referred to four dimensional model: Work-Family Conflict, Work-Family Fatilitation, Family-Work Conflict and Family-Work Fatilitation. Yet Wayne et al. (2004) emphasized that it is most relevant to consider three domains: Work-Family Conflict, Work-Family Fatilitation and the Role of Personality.

However, the conflict theory may also be out-weighted by work-family facilitation and family-work *facilitation theory* (Hill, 2005). Work-family facilitation and family-work facilitation theory suggests that certain skills, attitudes and experiences acquired at work may facilitate performance of family duties as well as those acquired at work may increase work performance in professional work.

The facilitation relationship between family and work was first indicated by Crouter (1984) who drew attention to the neglected side of work and family interface referring to positive side of the interaction. However, since 1980s the topic was not further developed until the late 1990s and further. According to Hill et al. (2007) that trend changed during the 2000s when there was a clear shift in focus toward work and family facilitation. According to Froneet et al. (2003) work–family facilitation is defined as the extent to which participation at work [or home] is made easier because of the experiences, skills, and opportunities gained or developed at home [or work]. In the study of Hill et al. (2007) employees of a large multinational corporation (IBM) were asked to describe the positive influences of their work life on their home life and vice versa. Work place flexibility, financial benefits, and the ability to keep family commitments were most often mentioned by the participants as important components of work-to-home facilitation, whereas supportive family relationships, psychological benefits of home, and psychological aspects of work were most frequently named as important components of family-to-work facilitation. As conflict theory is offering a sobering attitude to the reality of conflicting requirements that work and family raise to a working parent, whereas, facilitation theory is offering an idea of a constructive dialogue *to reconcile* work and family requirements of working parents.

Concluding other authors' researches Wayne et al. (2004) noticed that usually role conflicts occur when too many requirements are placed on one's limited time, stress and strain. The conflicts usually arise when (a) the roles experience time pressure therefore it becomes complicated for one role to comply with the expectations from the other role "or produce a preoccupation with one role while physically attempting to fulfill the other role", (b) stress in one domain can cause tension, fatigue, and irritability which can have influence to one's performance in the other domain, or (c) the behaviors which are used in one role are incongruous with the behaviors required in the other role Wayne et al. (2004:110). This conflict is bidirectional and affects both domains: work role from one side and family role from the other. Theoretically the individual who is performing both family and employee roles and is experiencing the role conflict is forced to use the time more efficiently, to perform the roles with more energy and less stress or to be able to adopt or copy stress reduction strategies. In the face of the analyzed three strains of conflict, facilitation and roles the dynamics of families dealing with career and family reconciliation situations, families are also effected by a set of internal and external factors that model and career dimension the intensity of their situations.

Empirical research results' influence on the model development

The planned research covers several stages, namely, (1) the analysis of literature, (2) the interview with young families, employers and career guidance/HR specialists, (3) the questionnaire-survey for young families, and (4) preparation of work-young family reconciliation model. Below are presented certain characteristics of three qualitative research cases and quantitative research accomplished during the second stage:

1. 15 narrative-interviews with young families (both parents mother and father) were implemented in January-April 2015. Research participants were selected according to the following criterions: parents under age of 35; a family has a child/children under age of 12; both partners have experience in the professional realm, i.e., have already worked before having children. In the narrative interviews the following sequence of life stages has been followed: child birth -> maternity/paternity leave (1-2 years) -> mother's/father's return to work -> child's entry to kindergarten -> child's entry to school.
2. 14 semi-structured interviews with employers from private and public sectors in different counties were implemented in February-April 2015. The target group was created by applying targeted selection method in non-probability sampling. The semi-structured interview instruments were focused on the following topics: a) creation of family-friendly work place; b) necessity for flexible work schedule; c) development of decrees regulating support in respect to the needs of young parents.
3. The focus group of 6 experts in career counseling was organized in September, 2015. The experts were selected according to their compliance to the goals of the research. Questions for experts in focus group covered topics about career guides' and Human resource (HR) specialists' experience with young parents looking for a job or seeking guidance, how they support such employees or candidates in terms of information provision or career guidance, how they collect information about the family status and needs and also career guides/HR specialists were asked to comment on the existing legislation and state provisions for young families with children in employment.
4. The quantitative research participants were representing all the municipalities of Lithuania mainly referring to mothers who were raising up to 12 years age children (350 or 88,4 percent), fathers – 44 (or 11,1 percent) and 2 foster carers. The majority of the respondents indicated having higher education background – 67,4 percent (267

respondents), non-university higher education (applied sciences) – 25,3 percent (100 respondents), occupational or secondary education – 7,3 percent (29 respondents). The research was based on the questionnaire survey method. The questionnaire was prepared according to the theoretical model being set up by the group of the researchers (Tandzegolskiene et al., 2014) referring to the accomplished narrative analysis of young families and employers' insights, as well as focus group (career specialists and human resources managers) generalizations (Tandzegolskiene et al., 2014). The online survey was accomplished in March-May, 2016.

Findings

Narratives' perspective: This phenomenon (roles of personality) is especially significant after the birth of first child, although parents who have more than one child shared experiences on stronger lack of 'Myself' as most of the time and energy, apart from work, is spent for arranging family duties, logistics issues, distributing roles among family members, etc. This change is extremely difficult at the moment when mother and/or father decides to return to work after maternity/paternity leave because this moment is not just about the decision of who will take care of the baby but as well, what are the possibilities for changing career, seeking for better position, working full time or even workload. It is important to note that research participants represented dual career couples mainly, research results have revealed that these couples are more open for continuous dialogue, search for compromises and for extended family support perceiving these factors as a must for all life fields: family welfare, work and career as well as managing positive changes. Young parents emphasized that employers who are parents themselves, regardless from age of their children, are more open to search for flexible solutions and compromises when there is a need and especially when they see that young parent-employee is trying to achieve best results while being at work.

The Thematic analysis of the study is to present four main themes:

- Changing family model: Role reconciliation; Experience of internal conflicts; Search for compromises;
- Change management: Returning to the labour market; Setting priorities; Planning of financial and time resources; Search for work and family balance;
- Career management: Different types of career; Expedient career planning; Searching for intrinsic „Me“; Career development decision-making;

- Supportive environment: State support; Organisation's nature and inner culture; Comparison of work and family skills; Family relations' harmony.

The narrative interviews with young families where both partners (mother and father) were involved have distinguished that there is a big change in family models as nowadays most of parents feel more pressure to contribute actively to family welfare and child care and this implies bigger stress because of the transformation from "Me" to "Father" or "Mother". The time pressure is related with different roles being constantly applied at the same time adjusting own and children needs. However, the research analysis where both partners were participating in the interview highlighted the need and importance of continuous dialogue between parents about diverse roles they play, though unfortunately this appeared to be quite a challenging issue.

Employers' perspective: Employers are open for dialogue, discussions and search for new possibilities in the process of reconciliation. Even though sometimes there are strict rules or situations when employer must implement his/her duties and cannot leave the work place, research participants have expressed willingness and initiative in organizing consultations for employees on how to balance between parenthood duties and liabilities at work. As another factor enabling facilitation of duties at work and family, according to research participants could be organization of workshop, where different solutions could be discussed and analyzed in order to find adjustment for the needs of young parents who return to work after maternity/paternity leave. Apart from various activities implemented by employers, internal structural and organizational decisions and organizational legal aspects are equally important. As far as employers are reasonable and aware of employees with small children who may expect more flexible working environment, various alternations and solutions can be found.

To create main themes of this research are:

- Creation of young family-friendly workplace: Setting up of flexible work schedule; Providing engaging working conditions; Maintaining active employee-employer dialogue; Fostering social relations in organization; Influence of employment specifics; Workplace adjustments to young families' needs;
- Definition of formally regulated young family support: Formalisation of common agreements; Effectiveness of information provided by Personnel Department /Administration; The level of determining young parents' legal status;
- Employer's options to adjust to the various forms of support: Employer's possibilities to establish child-friendly environment;

Influence of organization's internal culture; Anticipating career development opportunities.

When discussing about help that employers need in order to improve quality of the service and support for young families who search for harmonization in this process, employers expressed the potential need for external support from experts by inviting them for consultations or even creating new work places so that the whole system would be created and assured in order to help young parents to accommodate new experiences, potential temporary challenges or difficulties through the transitional period. In this case, it is very important to discuss about parenthood-career reconciliation, management of organization and internal organizational support system.

Career counsellors' perspective: Career counsellors are expected to be ones who actively participate in the process of balance between family and career search as facilitators. Focus group discussion with experts in career counselling pointed out that there are several main issues when considering this specific problem. Firstly, many employees do not even know that there are professionals who could help in this precise situation, when help is needed in order to find a balance. Secondly, it is very often that young parents do not know updates of state legislation where the question of family and career is discussed as well as updates of job market strategies. This is especially to be said about legislation related to looking for a new job, interviewing with potential employers, etc. Apart from this, various other factors have been distinguished after the text analysis.

Categorization of career counsellors' and human resource specialists' approach to facilitation of family and work reconciliation:

- Pressure experienced by employees with small children;
- Development of career counselling services;
- Recommendations provided by career counsellors to employees;
- Keeping a consistent system/order determining child-care support during maternity/paternity leave and later.

Experts provide information that some young parents might not be aware of their rights not to answer questions related to family status during job interviews, as it is only competences that should be evaluated. According to career counsellors candidates should be prepared to positively answer questions about children, demonstrate their trust in themselves and abilities to manage situation, plan time, communicate with employer giving no opportunities for discrimination. Although employees/candidates must know and be confident that it is optional to disclose their personal information related to family status and children.

Career counsellors confirmed fears expressed by parents that employers are not willing to employ young people who are planning to have a baby or already have one. Even though employers say that competency at workplace is more important than family status, it can be seen that this attitude might still demonstrate the lack of family friendly culture on all levels, i.e. personal, institutional and national. Nevertheless, the importance of personal need identification was clearly pointed out by all research participants: parents distinguished it as a tool buffering potential internal family conflict, employers see this as an easier way for employee to stand up for his needs, especially when decisions have to be made, and, finally, career counsellors point out that this identification must be made while children are small and at the most vulnerable.

Quantitative research perspective: The analysis of work-family conflict was accomplished following the six positions presented in the work-family model. Evaluation of each conflict contained the conceivable scale from 1 till 5 when 1 was the weakest and 5 – the strongest conflict expression. The research results revealed the evaluation of all conflict types as mean. The biggest conflict was experienced by the respondents while managing the time (family time management problems were transferred to work environment, and the lack of time provided for the family was detected). The stress was also initiated by the tension felt within the family and being transferred to working environment.

The analysis of work-family conflicts which influence each other was based on Spearman correlation indicating the strongest time management and tension conflicts' links which were transferred from working into family environment when the conflict initiated at work and transferred to home environment brought stronger tension and referred to the time management. Strong correlation was detected while evaluating conflict initiated by behaviour which was transferred from home into working environment and vice versa. That means, the conflicts being influenced by personal behaviours were stronger despite the causes' which might be attributed to work or home settings.

Referring to the analysis which tries to identify conceivable influence of family children quantity to the diverse elements of work-family conflict, the families were divided into three groups: those raising one child, two and three or more children. Applying the variance method (ANOVA) it was identified that only one conflict attribution may refer to the quantity of children a family raises – this is the tension being transferred from family into working environment. As it was stated formerly by the scientific researchers (Ahmad 2008; Malone, 2011; Anafartal & Kuruüzüml, 2012; Mjoli et al., 2013), the research results just confirm – growing number of children within a family progressively increases the conflict: the mean evaluation of conflict for the families raising one child refers to 3,12, two children – 3,34, three and more children – 3,45 ($F=3,122$, $df_1=2$, $df_2=392$, $p=0,045$). In other cases covering the

diverse conflict tendencies, the distinctions were not statistically significant, though the means imply that during time management and tension conflict the higher quantity of children within the family usually increase the tension, meanwhile the tension is decreased in behaviour conflict. This might be explained by the fact that a bigger number of children within a family require higher behaviour flexibility, therefore the conflict level when flexibility is present noticeably decreases.

The summary implies that family conflicts are substantially transferred to professional field indicating high conflict tendency. Meanwhile, the conflicts referring to the opposite tendencies and addressing work-family environment are transferred less frequently. The quantity of children is one of the main and relevant factors influencing the conflicts' emergence. This is based by the research results revealing the tendencies of conflict being transferred from the family to working environment when depending on the quantity of family children. Another fact was exposed that parents appreciate more positively the situation covering family needs and pace of life, as well as working nature and occupational commitments when family life and occupational activity do not interfere and enable to perform obligations in both fields at the same time experiencing less conflict situations. Conflicts based on the behaviour issues are not basically influenced by the parents' positive disposition. Thus, the behaviour is influenced by income which affects the exceeding conflict while increasing.

Common research results' dispute and model presentation

Discussing young family career and parenthood reconciliation possibilities the relevance of family conception comes first, as well as reconciliation of family needs and diverse problematic situations referring to working activities and obligations. Career conception and development of career management skills are also relevant discussing work and family reconciliation opportunities. Family seeking to reconcile its needs refers to the positive parenthood development evaluating employment tendencies and career opportunities. Here certain barriers occur which are common while seeking for satisfaction in family and work reconciliation or developing career opportunities. What is important for reconciliation of young family parenthood and career is family attitude towards career when family is determined as dual career couple devoting sufficiently attention and energy for own career development. Family may also be determined as one career couple when only one family member seeks for the set career goals, meanwhile other family member is satisfied with present working place and does not seek for career or suspends career plans. The results of young families' narratives, as well as questionnaire analysis indicate that career development is usually prescribed for man, meanwhile woman upholds

family (parental leave statistics: maternity leave – 84,6 percent, paternity leave – 3,8 percent, both partners leave – 11,6 percent). It is also noticed that families usually apply one career couple model.

Chosen career model (see Figure 1) influences the dispute on three diverse situations – conflict intensity and tendency referring to work-family and family-work conflict (Higgins & Duxbury, 1992; Carlson et al., 2000; Frone et al., 2003; Ahmad, 2008), role management difficulties and potential solutions (Milkie & Peltola, 1999; Carlson & Kacmar, 2002; Elloy & Smith, 2003; Wayne et al., 2004; Moshin et al., 2013; Cesnauskas & Lazauskaite-Zabielske, 2014) and facilitation of management of work-family reconciliation strategies (Crouter, 1984; Frone et al., 2003; Hill, 2005; Wayne et al., 2004; Hill et al., 2007). It is also relevant to discuss parents' obligations for family, as well as parenthood conception as such referring to role fulfillment and family responsibilities. Thus, the model construct distinguishes both internal and external factors which are relevant for reconciliation of family, parenthood and career. External factors refer to state level, social level and institutional (organization) level, meanwhile internal factors refer to the cycle of family life, quantity of children, age of children, children care, distribution of activities within a family, support of relatives. Both external and internal factors are related to emerging conflicts (work-family or family-work, role conflict) and possible solutions which are backed up by facilitation strategies and acquired work-family reconciliation management skills.

Theoretical analysis of external and internal factors indicates provided support and means which are presented as common indivisible totality, in each case, depending on a situation while searching for compromise or solution covering social and institutional level, and referring to legislative framework. Political documents might contribute in order to perceive the process of social support as diverse social advantages refer to regulated documents. Family narratives revealed that it is important for young family to survive and solve existing tensions and conflicts related to both family and work environments. Questionnaire analysis of young parents confirms this attitude and shows that conflicts and problems originating within a family are more relevant than those originating within work settings. Most common conflict causes are related to time management and tension when work and family pace is not balanced.

Presentation of roles that young parents assume reveals discussions about transformation and new level of role perception. Young families seek for supportive dialogue and relation harmony while being together. Here the conception of positive parenthood might be highlighted including aim to reconcile diverse roles taking certain responsibility: becoming a mother/a father, being a spouse, corresponding to the conception of a good employee, etc.

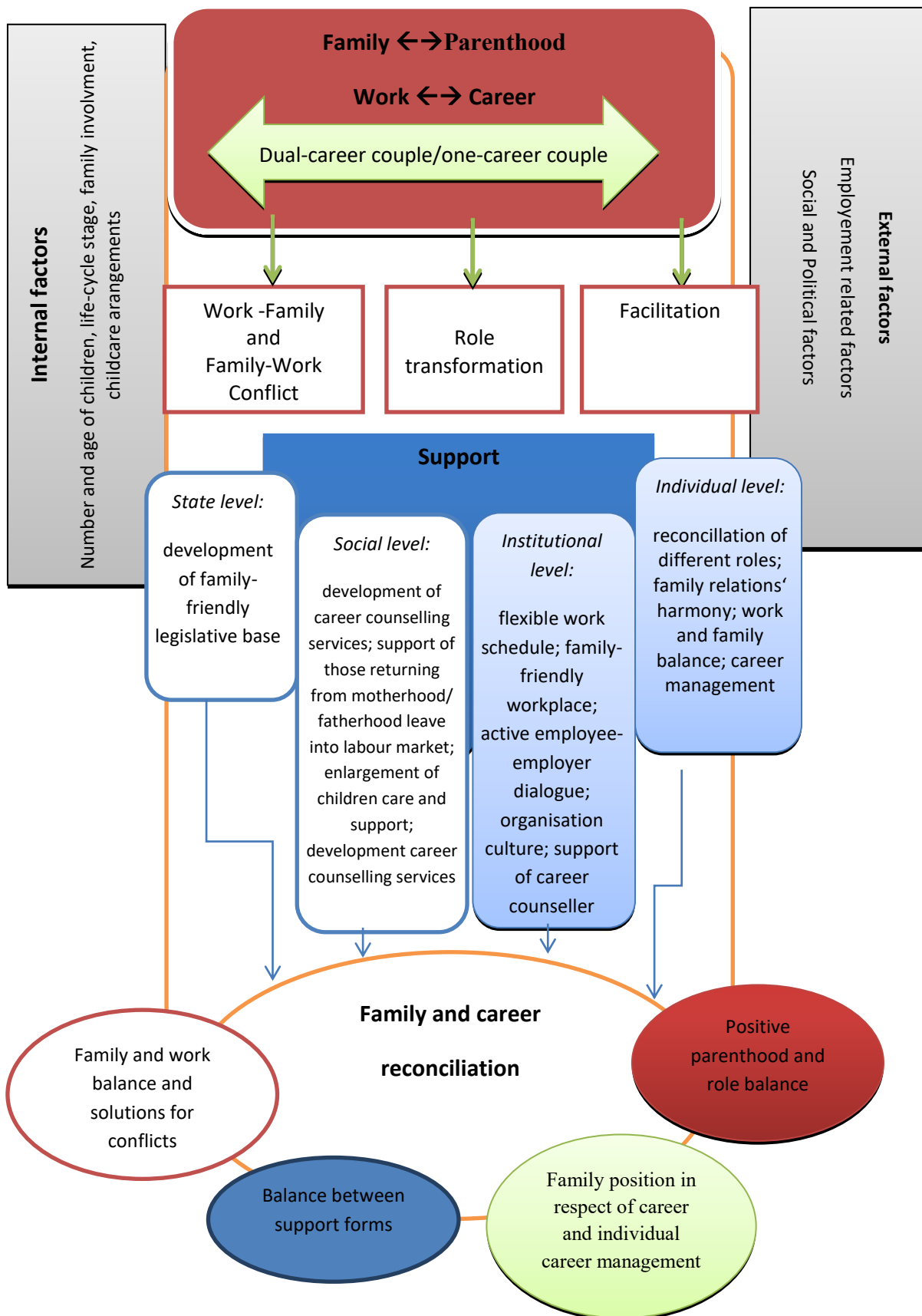


Figure 1 Family and career reconciliation model

Analysis of research results revealed that while talking about the support, the social one, institutional and individual support were emphasized when family members are searching for solutions themselves trying to help each other. It is also noticed that parents wish to have different support and this is related to economic factors: disbursements, exemption system, after-class activities at no charge, inexpensive non-formal learning services. Prevision of career goals or career planning are more related to family needs and plans, or partly related to employer's offers and work peculiarities. Employers' interview revealed that is relevant to talk about setting up a worker-friendly place especially for those workers having young children, as flexible working conditions, timetable, dialogue with an employer, possibility to bring a child/children to an equipped working place, or take an advantage of career counselors' and human resource manager's services about career planning are very important. All this may refer to the development of employee-friendly organization culture. Interview with the experts confirms the need to pay attention to the problems young families experience while trying to reconcile work and family, therefore career counselling system should be developed on both institutional and state levels.

The results of questionnaire analysis indicate that the internet and social media serve as the basic source of information about rights and support offers for those parents who raise children. Young parents state that they are acquainted with the legislative framework providing family exemptions in relation to family and work reconciliation.

Analysis of scientific literature and accomplished research reports lead to the statement that family and work reconciliation refers to four main contexts: family and work reconciliation and solving conflicts, compatibility of diverse support forms, family attitude towards career and individual career planning, as well as positive parenthood and responsible role coordination

Conclusions

The analysis of parents opportunities for family and career reconciliation revealed several tendencies highlighting strong conflict between work and family or family and work balance what is accompanied by role conflict and ability to transfer existing knowledge and skills from family to work sphere or from work to family sphere trying to cope with all the difficulties and problems. In most cases, conflicts appear due to dissatisfaction with the present work or experiencing family pressure when the needs, time and strength resources of family members are considered. The age of children does also influence reconciliation, namely, if children are very young, reconciliation of career, work and family needs becomes more difficult. The role conflict is also noticeable when accepted or assigned roles demand much time expenditures or

empowerment as this subtracts a lot of energy and leads towards dissatisfaction with working activities, career progress or planned family life stages. Family support may refer to several dimensions covering state, social support, institutional or individual levels. Each support level is significant and prerequisite, however, the strongest factors are considered to be institutional and individual levels. Employer support and understanding, as well as support provided by a spouse or relatives are given the main emphasis. Career conception has been analyzed within a family as dual career system or individual, one couple career system. However, career analysis attains less attention, as the aspects of professional dimension and professional empowerment have been highlighted while covering present work satisfaction, ability to manage assigned roles within working environment, setting up employee-friendly workplace, providing flexible working schedule, and child/children support.

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НЕПРЕРЫВНОЕ ОБРАЗОВАНИЕ В ЖИЗНЕННЫХ СТРАТЕГИЯХ ВЗРОСЛОГО ЧЕЛОВЕКА

Continuing Education in the Life Strategies Adults

Irina Tarkhanova

Yaroslavl State Pedagogical University named after K. D. Ushinsky, Russian Federation

Irena Upeniece

Rīga Stradiņš University, Latvia

Voldemārs Arnis

Rīga Stradiņš University, Latvia

Abstract. *Developing the ability to independently design their lives, creating an image of your future is the key competence of the adult. In this paper we describe the research conducted by the authors factor of continuing education in the life strategies of modern adults. These statistics demonstrate the relationship value of education to solve the problems of adaptation to the new conditions of life.*

Keywords: *continuing education, adult education, life strategy.*

Введение

Introduction

В условиях постиндустриального общества размываются возрастные нормы, широко варьируется спектр жизненных социально стратифицированных моделей поведения, поэтому зрелость как жизненный этап, перестает характеризоваться модусом усвершенствования достигнутого и становится все более вариативной. На данном этапе современный человек не только экстерииоризирует накопленный опыт, ценности, установки, но и интерииоризирует смысловую составляющую новых для него видов деятельности и отношений, самостоятельно выбирая объекты для идентификации. В условиях активной социальной динамики взрослый вынужден постоянно корректировать, а иногда и создавать заново стратегию своей жизни. В последнее время в научных публикациях и программных документах все более чёткие очертания обретает идея о необходимости увеличения возможностей саморазвития взрослых граждан, в том числе и посредством расширения доступных им форм образования.

Образование позволяет взрослому не только адаптироваться к изменяющимся экономическим условиям и рынку труда, но и решает задачи культурного развития и самосовершенствования. Включаясь в течение жизни в различные образовательные практики, человек осуществляет пролонгированную поддержку своей социальной и профессиональной активности, интегрируется в новую динамичную социальную среду, повышает ресурсы самореализации.

Вместе с тем, сегодня существует явный разрыв между массовыми практиками и социальным опытом, приобретаемым взрослым человеком в образовательной среде. Эта проблема особенно актуальна для России, поскольку в её образовательной традиции обучающемуся любого возраста изначально задается роль познающего субъекта, то есть высокомотивированного на получение новых знаний и достижение образовательных результатов. Вместе с тем явно недостаточно внимания уделяется условиям, необходимым как для формирования познавательного интереса взрослых, так и для включения ими образовательных практик в свои жизненные стратегии.

Целью исследования, результаты которого отражает данная статья, являлось определение места непрерывного образования в жизненных стратегиях современных взрослых людей.

Материалы и методы исследования *Materials and methods*

Проведённое нами исследование базировалось на положениях субъектного подхода к исследованию проблем образования взрослого человека. В данном подходе основным фактором социализации личности выступает её активность и творчество, способность управлять процессом своей жизни.

В российской науке субъектный подход берет начало в работах С. Л. Рубенштейна (Рубенштейн, 1922). Им обобщены основные особенности деятельности: деятельность всегда совершается субъектом, то есть человеком; деятельность отражает взаимодействие субъекта с объектом и потому является реальной, предметной, содержательной, созидательной, а не чисто символической; деятельность всегда носит творческий характер и обладает высокой степенью самостоятельности; субъект в своей деятельности не только обнаруживается и проявляется, но и самосозидается, и самоопределяется.

Вопрос о человеке как субъекте жизнетворчества подробно рассматривался в трудах К. А. Абульхановой-Славской (Абульханова-Славская, 1991). В её работах присутствует общее определение стратегии

жизни, как принципиальной, реализуемой в различных жизненных условиях и обстоятельствах способности личности к соединению своей индивидуальности с требованиями социальной среды, к воспроизводству и развитию самости в условиях внешнего влияния. Отвечая на вопросы о возможности планирования, изменения и осмысления человеком своего жизненного пути, автор приходит к выводу о том, что жизненная стратегия вырабатывается личностью и складывается из важных решений, направленных на преодоление жизненных противоречий. С точки зрения типологии жизненных стратегий К. А. Абульханова-Славская предлагает в качестве её основания использовать критерий активности и пассивности личности. При этом активные стратегии могут основываться на преобладании либо инициативы, либо ответственности.

В американской психологии схожие идеи высказывались в теории самоопределения (Self-Determination Theory), обобщенной в работах Ричарда М. Райана и Эдварда Л. Деси (Ryan & Deci, 2000). Данная теория вводит в науку понятие самодетерминации, что даёт возможности для решения таких важных вопросов, как потребности личности, ценности, внутренние мотивы, индивидуальные различия понимания и оценки социального и психологического благополучия. Авторами предлагается выделять два типа жизненных стратегий: с преобладанием внешних и внутренних стремлений. Первому типу стратегий присуща ориентация на социальные установки и внешнюю оценку, для них характерен модус обладания, приоритеты таких ценностей, как социальное признание, внешняя привлекательность, материальные блага. Второй тип стратегий ориентирован на реализацию ценностей личностного роста, здоровья, привязанностей и, как следствие, характеризуется модусом служения.

В качестве основания для классификации жизненных стратегий также рассматриваются способы разрешения противоречий между требованиями социальной среды и привычным образом жизни человека (Rehunen, 1987). Данное основание классификации позволяет её автору сделать вывод, что при осознании неразрешимости данного конфликта личность использует стратегию отказа, которая отражается на жизненном пути в виде сужения социальных контактов; при осознании изменений жизненной ситуации чаще всего принимается стратегия приспособления, что чревато ограничением жизненной перспективы; при осознании необходимости преодоления жизненного конфликта возможно принятие стратегии развития, проявляющейся в поиске и овладении новыми сферами жизнедеятельности.

На наш взгляд, обобщением названных точек зрения может стать типология жизненных стратегий, основанная на преобладании одного из типов жизненных задач, стоящих перед личностью, – адаптации к

изменившейся ситуации или автономизации как механизма саморазвития. Именно такая дихотомия позволяет рассматривать образование как ресурс реализации жизненной стратегии: в зависимости от жизненной ситуации оно может стать для взрослого человека как средством адаптации, так и средством автономизации, во многом определять пересмотр или даже отказ от освоенного ранее опыта. Мы предлагаем объединить две позиции в определении содержания жизненных стратегий взрослых: личностно-ориентированную (автономизация) и социально-ориентированную (адаптация). При этом автономизирующая составляющая будет заключаться в стремлении взрослого выразить свои мысли, взгляды, суждения, претензии, осуществлять права, удовлетворять интересы, потребности, осваивать новые ценности, а адаптирующая составляющая будет выражаться в развитии социальной и профессиональной мобильности личности, формировании социальной идентичности и адекватности взрослых, содействию общественному прогрессу.

Данные теоретические позиции определили выбор методов исследования роли и места непрерывного образования в жизненных стратегиях взрослого человека. Основываясь на положениях субъектного подхода, для проведения исследования применялся алгоритм стратегического мышления: понимать текущую ситуацию, определить свои устремления и цели, выработать условия реализации оптимальной жизненной стратегии с опорой на имеющиеся или доступные для личности ресурсы.

Для анализа фактора образования в жизненной истории личности был использован метод биографического интервью. С целью выявления актуальных жизненных задач, направленных на адаптацию либо автономизацию, был применен метод диагностики локуса контроля Дж. Б. Роттера (Rotter, 1966) и модернизированная с учетом специфики исследования методика целеполагания «Дерево целей» (Askoff, 1978). Для идентификации барьеров, возникающих у взрослого человека на пути непрерывного образования был применен метод фокус-группы (Merton, 1956).

Исследование проводилось в г. Ярославле (РФ), в сентябре 2016 года. Выборка составила 446 человек, возраст испытуемых от 27 до 62 лет, соотношение лиц мужского и женского пола примерно равное.

Результаты и их обсуждение

Results and discussion

Полученные в ходе исследования результаты показали, что большинство респондентов (89 %) реконструируют свой жизненный путь

по образовательным вехам: детский сад, школа, профессиональное образование. При этом получение профессионального образования (вне зависимости от его уровня) 35 % опрошенных представляется необходимым и достаточным условием для построения дальнейшей жизни, а 62 % считают его лишь базой, фундаментом для успешной карьеры, заявляя о своей нацеленности на дальнейшее образование и самообразование. Дополнительное профессиональное образование как обязательную инвестицию в карьеру отметили 54 % опрошенных. Дополнительное образование, не связанное с повышением профессиональной компетентности, считают важным для себя 32 % респондентов. Исходя из данных результатов, можно сделать вывод о том, что образование представляется взрослым важной частью жизненного пути, а стремление к непрерывному образованию и самообразованию можно назвать одной из современных тенденций.

Диагностика испытуемых с применением теста Дж. Б. Роттера показала, что в среднем по выборке преобладает экстернальный локус контроля (62 %). По теории Роттера, склонность к внешнему локусу контроля проявляется наряду с такими чертами характера, как неуверенность в своих способностях, неуравновешенность, тревожность, подозрительность; организаторские способности у таких лиц минимальны, способность к общению с людьми понижена. Таким образом, для большинства взрослых характерны адаптивные жизненные стратегии, связанные с приспособлением к внешним условиям. В случае же выявления интернального локуса контроля, можно сказать, что такие люди более уверены в себе, последовательны и настойчивы в достижении поставленных целей, склонны к самоанализу, уравновешены, общительны, доброжелательны и независимы, а, значит, им в большей степени присущи автономизирующие жизненные стратегии.

Анализ эмпирической информации, полученной в ходе выполнения испытуемыми методики «Дерево целей», позволяет сделать вывод о том, что в жизненных планах респондентов преобладают потребности профессионального роста. При этом отмечены как потребности в профессиональном самосовершенствовании (горизонтальная ротация), так и потребности в профессиональном продвижении (вертикальная ротация: карьерный рост, рост заработка). Подавляющее большинство респондентов (74 %) связывают реализацию данных планов с обучением по программам повышения квалификации. Это означает, что стереотип, сформированный в сознании взрослых людей за последние 10-15 лет, достаточно прочно определяет понимание дополнительного профессионального образования как объективно необходимого. Следовательно, профессионально-трудовая деятельность составляет не только ценностно-мотивационное ядро

образовательного интереса, но и во многом определяет ведущий тип мотивации взрослых к получению непрерывного образования.

Вместе с тем, у ряда респондентов (37 %) выражены потребности в образовании как способе организации досуга: проведении времени с пользой, отдыхе от работы. И хотя данный вид потребностей выражен в гораздо меньшей степени, чем потребности роста в профессиональной сфере, их тоже следует учитывать в проектировании жизненных стратегий.

Проведенный корреляционный анализ с применением коэффициента ранговой корреляции Спирмена показал наличие статистически значимой взаимосвязи между низким уровнем значимости непрерывного образования и автономизирующей жизненной стратегией ($r=0,3135$; $p=0,001$), а также значимой связи между высоким уровнем значимости непрерывного образования и жизненной стратегией, ориентированной на адаптацию ($r=0,7432$; $p=0,005$). Полученные данные позволяют сделать вывод о том, что современные взрослые ценят непрерывное образование, в первую очередь, как ресурс приспособления к изменяющейся социальной, а чаще всего – профессиональной ситуации. Повышение квалификации и профессиональная переподготовка воспринимаются взрослыми участниками образовательных отношений как способ усовершенствования наличествующих у них профессиональных компетенций; приобретения новых компетенций, позволяющих сменить вид профессиональной деятельности или повысить квалификацию или расширить возможности карьерного роста и увеличения заработка.

Интересным представляется и то, что у части опрошенных (9 %) вообще нет выраженных образовательных потребностей, как правило, эти люди вступают в образовательные практики в случае, если учиться «послало начальство», они же потребностей в обучении не имеют и воспринимают обучение как «бесполезное времяпрепровождение». Вероятно, такое понимание сохранилось с советских времен, когда повышение квалификации было чистой формальностью. К слову, во время обучения негативное отношение респондентов часто меняется, и на выпуске некоторые из них даже высказывают желание освоить еще какие-либо образовательные программы. Этот факт стал основанием для предположения о наличии неких барьеров, препятствующих формированию потребности современного взрослого человека в образовании и обучении. Для их идентификации была проведена фокус-группа с участниками опроса.

Результаты фокус-группы показали, что можно выделить факторы, существенно сдерживающие сегодня стремление состоявшейся личности к непрерывному образованию. Главным сдерживающим фактором для взрослого человека является нехватка времени – это основной барьер на пути к повышению квалификации, называемый нашими слушателями

(порядка 50 % участников фокус-группы). Нередко причиной отказа от обучения становятся сопутствующие этому процессу денежные затраты: данный фактор отметили около четверти опрошенных. По мнению отдельных участников фокус-группы, их уровень компетентности на данный момент является достаточным для эффективного выполнения профессиональных и социальных функций, и поэтому они не испытывают потребности в образовании. Наконец, интересным является тот факт, что 4 человека разочарованы в образовании в целом, их прошлый опыт свидетельствует о неэффективности и формальности образовательных практик, в качестве основного барьера они называют дискомфорт роли ученика. Следовательно, негативный образовательный опыт также можно назвать определенным барьером на пути к обучению в течение всей жизни.

Заключение *Conclusions*

Подводя итог представленному в статье исследованию, отметим, что общепризнанная мировая тенденция непрерывности образования человека, в основе которой лежит идея концепции обучения в течение всей жизни (Life Long Learning) нацелена на опережающее профессиональное и социальное саморазвитие. Данное исследование подтверждает ранее сделанные выводы о том, что непрерывное образование как практика социальной уверенности связана с недостаточной удовлетворенностью человека своим профессиональным и социальным статусом, а также с приоритетом адаптирующих стратегий в жизненных ценностях взрослого человека (Тарханова, 2015).

Несмотря на то, что идеи непрерывного образования развиваются в мире достаточно интенсивно и как педагогическая концепция, и как область образовательных практик, чаще всего это связано с активизацией адаптационных механизмов социализации (конкурентоспособность, профессиональная ротация, защита от возрастной дискриминации). Решение же специфических для взрослого человека задач автономизации при одновременном развитии социальности требует несколько иного взгляда на непрерывное образование, прежде всего, как на пространство «совместности» в обновлении жизненного опыта и как на способ нивелирования негативных альтернатив социализации.

Культивируемое сегодня развитие общекультурных компетенций личности не снимает противоречий индивидуализации и массовости образовательных практик, при этом взрослый человек лишается онтологической уверенности, не может оптимистически прогнозировать свою жизнь и карьеру. Культивирование в образовании взрослых модуса

«самореализации для себя» не способствует обретению человеком социальной уверенности, так необходимой для формирования современного гражданского общества.

Непрерывное образование действительно может играть существенную социальную роль, так как оно противостоит целому ряду десоциализирующих влияний, адекватно социальному и государственному заказам и условиям инновационного развития.

Анализ тенденций образовательной политики Российской Федерации и ряда других стран позволяет фиксировать поддержку как государством, так и обществом развития и распространения различных форм непрерывного образования. В свою очередь, непрерывное образование вносит существенный вклад в развитие гражданского общества, содействует широкому и демократичному профессиональному и культурному общению людей, находящихся на разных ступенях социальной лестницы.

Summary

The conclusion of the study: the value of continuing education is linked to dissatisfaction with the person of their professional and social status, as well as the priority of adaptation strategies in the life values of an adult. The Company expects continuing education development of civil society, promote cultural growth of the community, opportunities for social elevator socially weak groups.

Thus, the common system of continuous education today are associated with the activation of adaptive mechanisms of socialization (competitiveness, professional rotation, from age discrimination protection). The solution of problems of autonomy requires a slightly different view of the continuing education primarily as a space renovation experience and as a way to reduce the negative socialization alternatives.

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DZĪVOŠANAS MĀCĪŠANĀS NO TUVĀS NĀVES PIEREDZES

Living Learning from Near Death Experience

Mārtiņš Veide

University of Latvia, Latvia

Abstract. *The main aim of the article is to clarify what changes a near death experience (NDE) brings in the living learning process of an adult and in his attitude towards it. The existential experience, and the perceptions about life and death are considered as important self-realization and development factors in the learning process. Although currently there is no single scientific position with respect to NDE, the inner experience of the humans who have survived clinical death and as a result of that had personality change cannot be denied. In the context of pedagogy according to the phenomenological scientific methodological tradition NDE gives its contribution both in the procedure of cognition and in the field of the cognizable facts. In order to identify the relationship between NDE and living learning, in-depth interviews were conducted with 5 people who have experienced clinical death. The results of the interviews allow to identify several common change categories of the attitude and understanding related to living learning. These include the examination of one's own way of existence, understanding of the unity of all existing, the appearance of a deeper sense of responsibility, new interests and the related intuitive knowledge, the change of attitude towards knowledge, religion and self-knowledge.*

Keywords: *living learning, near death experience.*

Ievads

Introduction

Laba, pilnvērtīga dzīvošana nav tikai filosofu mūžseni risināms jautājums, bet joprojām ir aktuāla arī katram cilvēkam personiski. Tā allaž ir saistīta ar svarīgiem eksistenciāliem un vienlaikus praktiskiem jautājumiem. Arī Eiropas Komisijas darba grupas formulētajā Mūžizglītības memorandā ir akcentēta cilvēka dzīves kvalitātes nodrošināšana un uzlabošana. Nenoliedzot ārējo priekšnosacījumu nozīmi labākai dzīvošanai (dzīves apstākļi, kultūras vērtību pieejamība, ekoloģiski tīra apkārtējā vide, u.tml.), var ievērot, ka dažādi cilvēki vienu un to pašu situāciju pārdzīvo atšķirīgi. Par vienu un to pašu dzīves notikumu viens cilvēks bēdājas, bet cits – priecājas. Šai ziņā svarīgāka par ārējiem apstākļiem un materiālajiem nosacījumiem, kas cilvēkam tiek doti no ārpusē, var

izrādīties paša cilvēka spēja veidot un mainīt savu attieksmi, saprast notiekošo, pilnveidojot savas zināšanas un prasmes personīgas pieredzes ceļā, kas pēc būtības ir mācīšanās. Tātad var teikt, ka laba dzīvošana ir kaut kas, ko vismaz daļēji mēs dzīves laikā mācāmies.

No psiholoģiskās pedagogijas skatpunkta pedagogs ir dzīvo zināšanu nesējs, kur kognitīvā izpratne saistīta ar dziļiem afektīviem pārdzīvojumiem (Rutka, 2012, 79). Dzīvo zināšanu uzdevums ir veicināt ne tikai ārējās kompetences paaugstināšanos, bet arī iekšējo, garīgo izaugsmi. To būtiskas daļas ir neeksplīcētās, neformalizētās zināšanas un reflektētās zināšanu formas. Tās paver izglītojamo uzmanībai ne tikai zināšanu sfēru, bet arī bezgalīgo nezināšanas sfēru, tai skaitā – sevis paša nezināšanu. Atbilstoši zinātniskās pedagogijas pamatlicēja J. Komenska uzskatiem, tieši zināšanas par nezināšanu ir gudrības sākums (Komenskis, 1992, 31). Nezināšanas zināšana satur sevī kaut ko vairāk kā tikai zināšanu – tā ir arī attieksme pret zināšanu, tās esamības vai neesamības apzināšanās, šķietamības un patiesas esamības atšķiršana. Salīdzinot ar ikdienišķiem virspusējiem apgalvojumiem, kas palīdz veidot “zinošā” tēlu, savas nezināšanas atzīšana paver dziļāku patiesību. Arī pedagogs J. Korčaks, kurš vairākkārtīgi atteicās glābt savu dzīvību un labprātīgi pieņēma nāvi, lai paliktu kopā ar bāreņu nama bērniem, norādīja uz pašizziņas nozīmi un par savu uzdevumu uzskatīja iemācīt saprast un mīlēt šo spilgtu pārsteigumu pilno un radošo nezināšanu (Корчак, 1991, 19).

Uzskatāms piemērs nezināšanas sfēras aktualitātei mūsdienu izglītībā ir neziņa un tās radītais apjukums nāves priekšā. Neskatoties uz to, ka cilvēkam pieejamās informācijas apjoms arvien pieaug, nāve tam arvien paliek kā neatrisināta mīkla. Pret nāvi modernais cilvēks izturas ar ignoranci, noraidījumu un naidu, nereti cenšoties to pilnībā izstumt no sociālā diskursa (it īpaši saskarsmē ar bērniem). Tomēr nedomāšana par nāvi cilvēku nepasargā no nāves bailēm. Un kā trāpīgi ir atzīmējis Sokrāts: “Baidīties no nāves nav nekas cits kā uzskatīt sevi par gudru, bet nebūt tādām. Tas nozīmē uzskatīt, ka zini to, ko nezini” (Plato, 2013, 29b). Ar nāvi saistītā trauksme, kas atņem apmierinātību ar savu dzīvi, ir piemītoša ļoti daudziem, tomēr, kā rāda terapeitu novērojumi, visai bieži tiek skaidrota ar pavisam citiem, tai neatbilstošiem iemesliem (Yalom, 2008, 16). Turklāt cilvēku priekšstati par nāvi ir cieši saistīti ar attieksmi pret savu dzīvi un līdz ar to arī vērtībām, uzskatiem un personības iezīmēm, kuru veidošana ir audzināšanas uzdevums. Nedzenot prom domas par nāvi, paskatoties uz to ar atklātu skatienu, var ievērot, ka noliedzot nāvi, tiek noliegta arī dzīve. Jo spēcīgāk cilvēks pretojas reālajai, t.i., allaž mainīgajai un neprognozējamajai dzīvei, jo vairāk ciešanas tam rada nāves tuvošanās. Un jo trauksmaināk tam ir jāsteidzas, arvien biežāk nonākot hroniskā laika trūkumā.

Jautājums, kā iegrozīt laika diktātu un tai pašā laikā neizšķiest savu dzīvi uz mazsvarīgiem sīkumiem, ir saistīts ar M. Gjoliha aprakstīto mācību procesa

dimensiju: dzīvošanas-mācīšanās (Göhlich & Zirfas, 2007). Cita starpā tā ietver mācīšanos būt, dzīves kvalitātes palielināšanas mācīšanos, kopā dzīvošanas mācīšanos un dzīves mākslas mācīšanos, kas jau kopš seniem laikiem uzsver arī aktīvi uztverošu un filozofiski reflektīvu savas mirstības apcerēšanu.

Līdz ar medicīnas attīstību, defibrilatora un funkcionāli līdzīgu ierīču izmantošanu pēdējās desmitgadēs ir palielinājies to cilvēku skaits, kuri ir izdzīvojuši pēc klīniskās nāves un kuri ir vēstījuši par savu tuvās nāves pieredzi (turpmāk: TNP). Ir būtiski palielinājies arī laika sprādis pēc sirdsdarbības apstāšanās, pēc kura tiek panākta organisma sekmīga, pilnvērtīga atdzīvināšana – tāpat laiks, kurā TNP ir iespējama (Парниа & Янг, 2017, 10). Un kaut arī medicīnā klīniskā nāve tiek šķirta no bioloģiskās nāves kā neatgriezeniska procesa, un no klīnisko nāvi pārdzīvojušajiem pieaugušajiem TNP pieredz tikai 9-18 % (Parnia, et al., 2014; Van Lommel et al., 2001), tas nemazina šādas pieredzes nozīmi dzīvot palikušajiem – īpaši, ja ņem vērā, ka nāve nav tikai medicīniska rakstura notikums, bet vismaz tik pat lielā mērā arī personisks un garīgs notikums.

Atklājumi neirozinātņu sfērā norāda, ka dzīvo būtņu stratēģijas, kas tām palīdz izdzīvot un nodot tālāk savus gēnus, cilvēkam rada ciešanas (Hanson & Mendius, 2009, 12). Savukārt cieša saskaršanās ar nāvi spēj lauzt transam līdzīgo, taču ikdienā par normālu uzskatīto apziņas stāvokli, kurā visa uzmanība ir vērsta uz izdzīvošanu, jo izdzīvošanas mehānismi šajā brīdī ir jau padevušies (Wren-Lewis, 1994, 113). K. Rings secina, ka pateicoties netipiskajam apziņas stāvoklim (*omega experience*) TNP ir tendence transformēt cilvēka attieksmi, uzskatus un vērtības, un nereti nostrādā kā garīgās dzīves atmodas katalizators (Ring, 2012). A. Maslovs tādus apziņas stāvokļus (*peak experience*) – neatkarīgi no tā, vai tos ir izraisījusi TNP, meditācijas praktizēšana vai kāda spontāna psiholoģiska krīze – uzskata par būtisku cilvēka pašrealizācijas aspektu (Maslow, 1974).

TNP kā jebkura eksistenciāla pieredze ir balstīta personīgā, subjektīvā pārdzīvojumā un atbilst fenomenoloģiskajai zinātniski metodoloģiskai tradīcijai, kas dod savu pienesumu ne tikai pašā izziņas procedūrā, bet arī izzināmo faktu sfērā. Fenomenoloģija, atbilstoši M. Šēlera formulējumam, šeit būtu jāsaprot kā “garīgā vērojuma uzstādījuma nosaukums, kurā izdodas ieraudzīt vai notvert pārdzīvojumā ko tādu, kas ārpus šī vērojuma paliek apslēpts – kādu īpašu faktu sfēru” (Шелер, 1994, 198). Tā kā TNP tiek gūta laikā, kad organisms ir pārtraucis savu ierasto darbību, tā ļoti labi atbilst fenomenoloģiskajam uzstādījumam: ieņemt tādu stāvokli attiecībā pret pasauli, kas nav noslogots ar kādu ierastu pasaules tvēruma veidu vai modeli.

Raksta mērķis ir noskaidrot, kādas izmaiņas pieauguša cilvēka dzīvošanas mācīšanās procesā un viņa attieksmē pret to spēj ienest tuvās nāves pieredze. Lai apzinātu tuvās nāves pieredzes saistību ar dzīvošanas mācīšanos, tika veiktas padziļinātās intervijas ar 5 cilvēkiem, kuri ir piedzīvojuši klīnisko nāvi.

Metodoloģija *Methodology*

Lai ievērotu stāstījuma kompetenci, intervijām tika izvēlēti cilvēki, kas paši ir pārdzīvojuši klīnisko nāvi un pieredzējuši TNP. Respondentu izvēli noteica arī viņu mutiska informēta piekrišana tikšanās brīdī, iepazīstinot viņus ar pētījuma mērķi un potenciālajiem jautājumiem. Lai ievērotu konfidencialitāti, respondenti tekstā ir apzīmēti ar latīņu alfabēta burtiem (skat. 1. tabulu). Iespējamais interviju labums respondentiem bija nonākšana pie dziļākas izpratnes par savu situāciju un gūto pieredzi klīniskās nāves laikā (par to liecināja respondentu izteikumi intervijas laikā vai tās noslēgumā).

Lai mazinātu risku apdraudēt respondentu labklājības izjūtu, intervijas netika stingri strukturētas, interviju uzsākšanai tika izmantoti atvērtie jautājumi (tādi kā: “Lūdzu, aprakstiet savu TNP! Kā tas notika?”, “Kā Jums šķiet, kāda ir Jūsu attieksme pret mācīšanos šajā dzīvē vispār un vai pēc TNP tā ir mainījusies?”) un tā tika turpināta, pamatā izmantojot parafrāzes. Visas intervijas noritēja respondenta dzīvoklī vai respondenta izvēlētajā sabiedriskās ēdināšanas iestādē brīvā atmosfērā un tika ierakstītas ar diktoфона palīdzību.

1.tab. Īss respondentu raksturojums intervijas brīdī
Table 1 Brief description of the respondents at the moment of the interviews

respondenta apzīmējums	vecums	dzimums	ģimenes stāvoklis	izglītība	gadi kopš TNP
A	54	sieviete	precējusies	augstākā	19
I	49	vīrietis	šķīries	augstākā	17
O	53	vīrietis	neprecējies	augstākā	13
E	56	vīrietis	precējies	augstākā	9
P	70	vīrietis	atraitnis	vid. tehniskā	7

Kaut arī viens no respondentiem (E) telefonsarunas laikā, vienojoties par intervijas laiku un vietu, bija izteicis bažas par to, ka viņu varētu “noturēt par traku” dēļ tā, ko viņš varētu pastāstīt, visu piecu interviju dalībnieki, tiekoties klātienē, izrādīja ieinteresētību un aktīvi iesaistījās sarunā. Visiem respondentiem tā bija pirmā intervija zinātniskam pētījumam pedagogijas jomā par savu TNP.

Katram no respondentiem bija tādi brīži klīniskās nāves laikā, kurus viņi neatcerējās jau uzreiz pēc reanimēšanas. Pagājušais laiks: 7-19 gadi kopš klīniskās nāves, pēc respondentu domām, nebija būtiski ietekmējis viņu atmiņas par savu TNP (to raksturo viņu spontānie, momentānie piedzīvoto notikumu apraksti un tādi savi vērtējumi kā “tā it kā tas būtu noticis vakar”, “skaidri atceros”), taču bija devis pietiekamu iespēju paraudzīties uz savu TNP no malas un izvērtēt tās nozīmi savā turpmākajā dzīvē. Atcerēšanās grūtības, kas bija novērojamas vienam

respondentam (E), bija saistītas ar to, ka pēc klīniskās nāves viņš tika ievadīts medikamentozajā komā, kuras laikā viņam bija vīzijas (kuras viņš pats traktē kā “murgus”, kas “vairs nebija tā reālā dzīvē” TNP laikā). Atsevišķās detaļās komas laikā nosapņotais atmiņā bija sajaucies ar klīniskās nāves laikā pieredzēto.

2. tabulā ir atzīmēti respondentu stāstījumos minētie TNP elementi, kurus ir iedalījuši līdz šim TNP pētījušie zinātnieki (Ring, 1980; Greyson, 1983; Van Lommel, 2013). Visu respondentu stāstījumos bija brīži, kad tiem izrādījās grūti aprakstīt kādu savas neparastās pieredzes fragmentu, kas saistās ar ierastās telpas un laika neesamību. Neviens no respondentiem neminēja hologrāfisku pagātnes pārskatu. Ir jāņem vērā, ka respondentiem par šiem TNP elementiem netika nekas vaicāts. Tas nozīmē, ka tabula attēlo tikai pašu respondentu pieminētos elementus, kas drīzāk liecina par šo elementu nozīmību pašiem respondentiem, tomēr neizslēdz iespējamību, ka tika piedzīvoti arī citi TNP elementi.

2.tab. **Aprakstītie TNP elementi**
Table 2 Reported NDE elements

TNP elementi	A	I	O	E	P
miera un labklājības izjušana	+	+	+		+
nokļūšana tumšā tunelī vai izplatījumā	+		+		+
kustība siltas un valdzinošas gaismas virzienā	+		+		+
balss vai doma, kas liek atgriezties	+	+	+	+	+
ārpus ķermeņa pieredze	+	+		+	+
apzināts atgriešanās moments savā ķermenī		+		+	
mistisku personu vai tēlu satikšana				+	+
pazīstamu mirušu personu satikšana				+	+
nākotnes notikumu priekšskatījums		+			

Rezultāti un to apspriešana *Results and discussions*

Kaut arī katra respondenta stāstījums ir atšķirīgs – gan pašu TNP elementu formas apraksta ziņā, gan izdarīto secinājumu ziņā – var ievērot vairākus kopsaucējus. Spriežot gan pēc respondentu izteiktā pašvērtējuma, gan pēc novērotajām emocionālajām izpausmēm interviju brīdī, katram no intervētajiem TNP ir devusi kādu sapratni attiecībā uz savu dzīvi.

Visu aptaujāto atbildēs ir norādes par gūto sapratni saistībā ar atšķirību starp diviem eksistences veidiem – orientāciju uz ‘īpašošanu’ un orientāciju uz ‘būšanu’: “Ja tu esi savas dzīves īpašnieks, tad tev ir ļoti žēl to pazaudēt. Kāds to var atņemt. Tā ir tāda patērētāja filosofija. Es par tādām lietām nekad nedomāju pirms klīniskās nāves”. Dzīve tiek aptverta kā kaut kas, kas nevar sev piederēt. Var teikt, ka lielākā vai mazākā mērā notiek atsacīšanās no vēlmes to kontrolēt.

Savu dzīvi nav iespējams pilnībā kontrolēt, jo tā pat kā nevar nolemt par dzīves uzsākšanu, nevar nolemt arī par tās beigšanu: “gribi vai negribi, tik un tā turpināsi dzīvot”. Citā gadījumā šī atziņa tiek pasniegta kā pamācība no kādas mistiskas būtnes TNP laikā: ”Nebūs tā, kā tu teici, bet būs tā, kā Es teikšu”, kuru respondents intervijas laikā vairākkārtīgi atkārtot. Ir jāatzīmē, ka atteikšanās no kontroles, no attieksmes pret dzīvi kā pret savu īpašumu nebūt nedod ievirzi uz fatālismu (pēc principa: ja reiz es neesmu savas dzīves saimnieks, tad neko tajā nevaru ietekmēt). Tieši otrādi – ir atzīmējama optimistiska pārlicinātība par savas personīgās aktivitātes jēgu: “Man ir jāattīstās, jāaug – tieši man. Tāpēc, ka es visu laiku palikšu”.

Izjūta, ka beigu nav, rada arī sapratni par pastāvīgas, pakāpeniskas pašatklāsmes nepieciešamību dzīves laikā: “sāku vairāk saistīt izlasīto ar sevi”, “aptvēru, ka ‘dzīvot citiem’ nozīmē ‘atvērties’”.

Visās intervijās ir konstatējama dzīvošanas mācīšanās kontekstā būtiskā izpratne par visa esošā vienotību. Tā ir īpaši izteikta, kad TNP piedzīvojušais stāsta par personīgu vienotas esamības pieredzēšanu tās laikā. Tā ir izjūta, ka “es vairs nepiederu sev, es piederu kaut kam kopīgam”. Visa esošā vienotības apzināšana padara vieglāk pieņemamu šķiršanos no sava *ego*, kas atbilstoši klasiskās psihoanalīzes priekšstatiem pārstāv to mūsu psihi daļu, kas dod iespēju pareizi uztvert ārējo realitāti un veiksmīgi darboties ikdienas dzīvē, un kura nāve, pateicoties šādam priekšstatam, parasti tiek izjūta kā biedējošs un izteikti negatīvs notikums. Tādējādi vienotas esamības pieredzēšana arī var būt nozīmīgs faktors, kas cilvēkiem ar TNP mazina nāves bailes. Zināmu atvieglojumu un cerīgāku skatu nākotnē var sniegt intervējamo aprakstītā tikšanās ar sev tuviem cilvēkiem TNP laikā, ar kuriem bija palikusi nerealizēta vēlme satīties dzīves laikā. Tomēr par nozīmīgāku klīnisko nāvi pārdzīvojušiem būtu uzskatāma vienotības izjūta, kas nav ierobežota ar konkrētiem cilvēkiem, un kas saglabājas daudzus gadus pēc TNP. Tā var izpausties, piemēram, kā satuvināšanās ar visu dzīvo, ar dabu: “..kazas man nāk klāt, putniņi čivina, zīlītes sēžas uz pleciem un sāk raustīt mani aiz matiem... agrāk tā nebija... es skatos uz to pasauli un mani viss iepriecina – suņuki, kaķi, puķes”. Cita starpā no vienotas esamības apzināšanās izriet arī secinājums par mācīšanās iespēju neierobežotību gan saturiskā, gan laika ziņā: “Secinājums man ir tāds, ka ir tikai bezgalība... attīstīties var bezgalīgi”.

Var ievērot atšķirību, vai vienotība figurē tikai vārdu, respektīvi, savu nolūku līmenī, vai tās esamība parādās kā subjektīvi pieredzētas pašatklāsmes rezultāts. Acīmredzot ilgstošāka un apzinātāka vienotas esamības pieredzēšana mazina vēlmi “nolaisties” atpakaļ ierastajā vidē: “Tajā līmenī, kur biju, viss ir vienots, tur nav sadalītības, atdalītības jēdzienu. Tur viss ir ar visu. Te ir visādas ar to saistītas mitoloģijas, ar to spēlējas. Tur tā nav spēle – tur tas ir dabiski. Kad es skatījos uz cilvēkiem, cik viņi dziļi ir ierakušies, ka neredz paši sevi, es domāju – kādēļ man

palikt?” Vienotas esamības pieredzēšana ļauj savādāk paraudzīties uz novilktajām robežām, tai skaitā uz robežu starp savu organismu un apkārtējo vidi: “Uz zemes robežu nav. Cilvēki tās izdomā, uzceļ dažādus norobežojumus. Ķermenis arī sastāv no tās pašas zemes. Robežas te nav. Bet cilvēki tic robežām. Līdzīgi robežas izveidojas dvēselē, kad tu tici lietām, kuru nav. Ja tās iekšējās robežas varētu novākt, tad būtu plašāks, telpiskāks redzējums”. Var noprast, ka ar respondenta minēto plašāko redzējumu ir pārvaramas sava atsvešināšanās no pārējās pasaules, distancēšanās no citiem cilvēkiem un ar to saistītā vientulības izjūta. Proti, tas ir veids, kā panākt augstāku dzīves kvalitātes izjūtu. Saistībā ar mācīšanos dzīvot kopā ir jāatzīmē, ka vienotības šķēršļi var būt ļoti izsmalcināti. Taču pamatā tiem allaž ir sava attieksme. To labi parāda šāds secinājums: “No šejienes arī sevis atdalīšana no citiem – caur zināšanām. Redzēšana it kā ir skaidrāka, bet tomēr vēl ne pietiekoši skaidra, lai ieraudzītu, ka tu dievišķo tās savas zināšanas, kas tevi atdala no pārējiem. To es tikai vēlāk sapratu, kur esmu iesprūdis”.

Pēc TNP var būt nepieciešama lielāka laika distance, lai savas pieredzes devumu pilnvērtīgi aptvertu. Arī pēc septiņiem gadiem kopš TNP par to vēl joprojām var būt šaubas: “Pašam savā dzīvē ir kaut kas jāmaina, tomēr līdz galam vēl neesmu sapratis – kas ir jādara?”

Galvenā virzība, kuru var izdalīt no paustajām atziņām par piedzīvotajām izmaiņām pēc TNP ir: no vieglprātīgākas, virspusējākas attieksmes pret dzīvē notiekošo uz dziļāku savas atbildības apzināšanos. Visu respondentu atbildēs ir nolasāma pārlicība, kuru divos vārdos var raksturot kā: “nejaušību nav”. Visas situācijas, kas ar cilvēku dzīvē notiek, viņš pats piesaista. Kaut arī visai bieži tas notiek neapzināti. Piemēram, respondents (A) savu klīnisko nāvi – kaut arī to izraisīja pēkšņa saslimšana – intervijas brīdī reflektīvi raksturo kā suicīda mēģinājumu, un izjūt par to vainu, kaut gan atzīst, ka līdz TNP šādu notikumu būtu interpretējis kā nelaiemes gadījumu. Izskan uzskats, ka “cilvēks nevis vienkārši tā nonāca līdz šādai nāvei, bet viņš pats izvēlējās šādu nāvi. .. Tā nevar būt kaut kāda ārēja atbildība, tā ir tikai šī konkrētā cilvēka atbildība, kas nokļuva dotajā situācijā”. Kaut arī sava vēlme “aiziet” no dzīves, kurā kaut kas nenotiek atbilstoši savām iecerēm, netiek apzināta, tā tomēr pastāv. Tāds spriedums sakrīt ar eksistencialistu skatījumu uz cilvēka dzīvi: cilvēka eksistence ir absolūti brīva izvēle, par kuru viņš pats ir atbildīgs.

Dziļāka savas atbildības apzināšanās izpaužas kā neaprobežošanās tikai ar atbildību sava racionālā *ego* priekšā, kā neslēpšanās aiz ģimenes, aiz pienākumiem pret citiem cilvēkiem un kā pilnīgāka savu personīgo agrāk slēpto interešu pamanīšana.

Neskatoties uz to, ka tā atbildība, kas agrāk bija pārlikta uz ārējiem spēkiem, pēc TNP ir uz saviem pleciem, dzīves alka kļūst spēcīgāka, un tiek gūts lielāks prieks no tā, kas notiek tieši šeit un tagad: “Tagad man šķiet, ka līdz klīniskajai

nāvei man tā īsti nemaz dzīvot negribējās”. Optimismu par dzīves sniegtajām iespējām nebūt nav mazinājusi arī četru respondentu pieminētā nožēla (A, O, P) un pat depresīvais noskaņojums (I) par atgriešanos atpakaļ ierastajā stāvoklī, beidzoties klīniskajai nāvei.

Var apgalvot, ka savu klīnisko nāvi visi TNP piedzīvojušie ir uztvēruši kā mācību. Lai arī kāda atsevišķa saņemtā pamācība var šķist kā māņticība: “Es tāds štrunta priekšnieks visu laiku esmu bijis. Un es tā mēdzu pasmīkņāt – nu, ar ko es te runāju, tu taču Cūkas gadā esi dzimis! Un tad otrs bija – Jaunava, nu kas tur var būt (nicīgi nosprauslājas)... Protams, tas varētu būt tā aizvainojoši citam cilvēkam... Un tagad, paldies Dievam, līdz ar jauno piedzimšanu pats esmu gan Cūka, gan Jaunava – tā atdzimšana man sanāca Cūkas gadā un Jaunavas zvaigznājā. Tā lūk, salikās viss pa plauktiņiem. Tagad es vairs tā nekritizēju...”

Savas īpašības un uzvedības, kas TNP rezultātā tika viskritiskāk izvērtētas ir: lepnība – īpaši: saistībā ar sevis uzskatīšanu par zinošu, gudru, virspusējība un izolēšanās no dzīves, lietojot alkoholu. Savukārt starp tām kategorijām, ko ir bijis jēga mācīties un ko ir nozīme turpināt mācīties, tiek minētas mīlestība pret visiem, spēja pieņemt cilvēkus tādus, kādi tie ir, un spēja palīdzēt viņiem.

Kritiski tiek izvērtētas tādas zināšanas, kas nav saistītas ar sevis izprašanu un attīstīšanu. Attieksmi pret zināšanu mācīšanos kopumā var raksturot ar šādu citātu: “Priekš kam man to zināt? Vai tas man kaut ko dos manā pašizaugsmē vai manai pašizziņai?” Negatīva vai neesoša atbilde uz šo jautājumu, atskatoties uz savu līdzšinējo dzīvi caur jauno pieredzi, liek rezignēti secināt: “Jo vairāk mācies, jo stulbāks kļūsti”. Acīmredzot TNP dod iespēju no jauna izvērtēt Jaunlaiku racionālisma periodā izvirzīto un mūsdienu izglītībā joprojām aktuālo uz “objektu” pasaules izzināšanu centrēto mērķi paredzēt un ietekmēt notikumus, un pārņemt kontroli pār dabu, kas faktiski kalpo zināmas varas iegūšanai: “Kāpēc mēs gribam zināt, kas ir mīlestība? Lai to varētu vadīt, pakļaut sev! Mēs visu gribam pakļaut: dabu, citus cilvēkus, jūtas...” Uzskatāmāk atklājoties savai nezināšanai, skaidrāk apzinoties, ka visu zināt nevar, kā zināšanu alternatīvas tiek minētas ticība, jūtas un iekšējais novērojums. Tomēr der ievērot, ka šo alternatīvu realizēšana nav vienkārša mūsdienu pragmatiski noskaņotajam cilvēkam, kurš ļoti lepojas ar savu psihisko veselību un “normālību”, jo tā prasa savas līdzšinējās ticības laušanu, savas iekšējās disjunktivitātes ievērošanu un sava iekšējā pašizziņas darba atzīšanu par darbu. Līdzšinējā ticības laušana nozīmē ieraudzīt, ka daudz kas no tā, kas ir uzskatīts par savām zināšanām patiesībā ir tikai savs viedoklis, savi priekšstati. Savas disjunktivitātes, savas policentriskās esības atzīšana ir saistīta ar sava iekšējā pretrunīguma pieņemšanu, atteikšanos no savas iekšējās cīņas projicēšanas ārpusaulē. Savukārt leģitimēt savas iekšējās pašizziņas pūles nozīmētu pieļaut tādu “gandrīz neiespējamu” domu, ka darbs nav viennozīmīgi saistīts ar naudu, ka darbs ir arī tad, ja par to nemaksā. Šādas izmaiņas, kas iespējamās tikai iekšējās, subjektīvas pieredzes rezultātā, dod jaunu

mācīšanās motivāciju, plašāku redzējumu, dziļāku sapratni saistībā ar vienoto esamību, kas var izpausties kā intuitīvu zināšanu un jaunu interešu parādīšanās.

TNP piedzīvojušie min intuitīvu zināšanu parādīšanos – īpaši saskarsmē ar cilvēkiem. Tai pašā laikā viņi nenoliedz savas šaubas par šīm zināšanām un iekšējo cīņu starp savām racionālajām nostādnēm un jaunajām – mistiskajām, iracionālajām atklāsmēm. Ir atzīmējama arī jaunu, līdz TNP nebijušu interešu rašanās – “sāku nodarboties ar lietām, kurām iepriekš nepievērsu uzmanību”, “parādījās interese, prieku nesoša interese”. Jaunās intereses un jaunās intuitīvās zināšanas atklājas kā viena otru papildinošas. Jaunā interese izšūt, adīt, zīmēt, gleznot, rakstīt dzejoļus, audzēt govīs, piedalīties baznīcas rituālos nāk kopā ar zināšanām, kā to darīt. “Viss, kam ķēros klāt, arī padevās”. Tas pašam TNP piedzīvojušajam var radīt ne tikai labu pašizjūtu un prieku, bet arī izbrīnu: “Kad pēc klīniskās nāves aizgāju uz baznīcu, tikko ieeju pa durvīm, es zinu visu dievkalpojuma gaitu... nekad agrāk es par tām lietām neinteresējos. Tagad visu zinu. Pat visu eksteniju – no galvas! No kurienes?...”

Runājot par izmaiņām pēc TNP saistībā ar mācīšanos, četri respondenti (A, O, E, P) atzīmē savas attieksmes mainīšanos pret reliģiju – pamatā šīs izmaiņas var raksturot kā virzienu no formālā uz dziļi personīgo. Tā izpaužas gan kā aktīva pievēršanās reliģiska rakstura literatūrai vai konkrētai konfesijai, ja tas nav iepriekš darīts, gan kā intereses rašanās par citām konfesijām, saskatot tajās vienojošo, ja pirms tam ir bijusi piederība tikai vienai konkrētai konfesijai, gan kā būtiska savas attieksmes izmaiņās pret konkrētiem mācītājiem atkarībā no to pienesuma savā garīgajā dzīvē. Piektais respondents (I) formalitāti reliģiskajā sfērā min kā iemeslu, kāpēc TNP laikā nebija nekādas vēlēšanās atgriezties atpakaļ: “Kad es skatījos cilvēkiem acīs, nevienam nevarēju redzēt tajās uzticību Dievam.”

Par to, ka uz izdzīvošanu tendētā paškontroles zaudēšana klīniskās nāves laikā var radīt būtiskas izmaiņas savā dzīvē, liecina ne tikai izmaiņas respondentu uzskatos un attieksmē, bet arī atsevišķos viņu dzīves notikumos jau aptuveni pirmajos trīs mēnešos pēc TNP: dzīvesvietas, darbavietas, profesijas, laulātā dzīvesbiedra, hobiju (piem., izšūt, adīt, zīmēt vai gleznot, rakstīt dzejoļus) maiņa. Pie tam šīs izmaiņas tiek raksturotas kā pārsteidzošas sev pašam – tika mainītas “tādas lietas, kuras iepriekš likās, ka mainīt nevar”. Piemēram, kad pēc veiksmīgas darbošanās savā specialitātē, veiksmīgas disertācijas rakstīšanas tehniskajās zinātnēs viss tiek krasi pārtraukts, pamests un uzsākts darbs par psihologu skolā, saņemot minimālo algu, pie tam izšķīroties no vīra un paliekot šādā situācijā pašai ar trīs bērniem. Vai, kad, neskatoties uz ilgstošās slimības dēļ zaudēto darba vietu un zaudētajiem draugiem, ar iepriekš nepazīstamu cilvēku atbalstu un “nesaprotamā kārtā” iegūtiem minimāliem līdzekļiem sev iepriekš nepazīstamā vietā vienas vasaras laikā tiek uzcelta māja. Neskatoties uz intervijās minētajiem labas dzīves ierobežotājiem, kas joprojām pastāv – sava invaliditāte,

finansiālu līdzekļu nepietiekamība, valsts likumdošanas neadekvātums, augstprātīga un klišejiska citu cilvēku attieksme – respondenti kopumā pauž domu par iespējamā robežu attālināšanos pēc TNP. Robežu attālināšanos (vismaz dažiem cilvēkiem ar TNP) varētu sekmēt piedzīvotā ārpus ķermeņa pieredze, kuras laikā patība izbauda hologrammisku redzējumu un izjūt, ka nav ierobežota ar savu ķermeni, var “uz to skatīties no augšas”, var “iziet cauri ārstam”, var “vienlaicīgi redzēt, kas notiek slimnīcas pirmajā otrajā, trešajā stāvā”, utml. Tomēr šāds skaidrojums šī pētījuma ietvaros nav absolutizējams, jo ir apskatīti tikai 5 TNP gadījumi, un par iespējamā robežu attālināšanos pēc TNP ziņo arī respondents (O), kurš ārpus ķermeņa pieredzi nav piedzīvojis vai vismaz neatceras to.

TNP nebūtu jāidealizē kā brīnumlīdzeklis vai panaceja, kas obligāti viennozīmīgi izmaina visu turpmāko cilvēka dzīvi, paceļot to daudz augstākā līmenī, vai uzdāvinot tam kādas īpašas spējas. Piemēram, kaut arī TNP piedzīvojušie atzīmē savas sociālās neatkarības palielināšanos, un tā ir jūtama sarunas laikā, tomēr tā liecina tikai par dziļāku savas atbildības apzināšanos un nevis par pilnīgu atbildības uzņemšanos. Respondents savā stāstījumā var apgalvot, ka vairs nejūtas atkarīgs no citu viedokļiem un gribas, bet pēc brīža spriest, ka jaunās iekšējās izjūtas nekad nedotu tādu pārlicību, ja tas netiktu apstiprināts arī ārēji, ja citi neteiktu, ka tas ir “kolosāli”, “vienreizēji”, ka “tu esi malacis”... Līdzīgi var spriest par zināmu eksistenciālās trauksmes mazināšanos, bet ne par tās izzušanu – baiļu izjūtas tiek komunicētas gan TNP laikā, piemēram, saistībā ar savas individualitātes zaudēšanu (kaut arī īslaicīgu) tumšajā tunelī vai ar stāšanos lielas, mistiskas būtnes priekšā, gan pēc TNP, piemēram, saistībā ar iespējamo “nepareizo” izvēļu izdarīšanu, kas pēc nomiršanas varētu tikt nosodītas.

Lai pieredzētu kādu TNP raksturīgu fenomenu, nav obligāti jāatrodas klīniskās nāves stāvoklī. Par to liecina šāds piemērs. Respondents (I) apraksta fenomenu, kad jautājumi un atbildes uz tiem rodas apziņā praktiski vienlaicīgi, savas ārpus ķermeņa pieredzes, resp., TNP laikā. Savukārt cits respondents (O) stāsta par šāda paša fenomena pieredzēšanu sarunas laikā ar kādu sirmu mācītāju, kas noris vairākas nedēļas pēc TNP.

Var ievērot, ka liela nozīme attiecībā uz savas TNP interpretāciju un no tās izdarītajiem secinājumiem ir cilvēka iepriekšējiem meklējumiem, iepriekšējai attieksmei pret sevi un dzīvi. Interpretāciju un secinājumu konkrētība un dziļums būtiski atšķiras respondentam, kurš atklāj, ka jau ilgu laiku līdz TNP ir nodarbojies ar pašizziņu un kura stāstījums par savu TNP ir izteikti refleksivs, no tāda, kura atbildēs ir nolasāmas rūpes par savu paštēlu un kurš atzīst, ka līdz TNP viņa mācīšanās motivāciju allaž ir veidojuši tikai ārējie panākumi un statuss. No tā var secināt, ka TNP pamatā dod iespēju padziļināt to pieredzi, kuru cilvēks kaut kādā mērā jau ir guvis iepriekš, respektīvi, ir apzināti tiecies pēc tās. Piemēram,

vienotas esamības izjūtu tas varēja pieredzēt iepriekš, kad bija aizrāvis ar kādu ļoti interesantu nodarbi (hobiju, grāmatas lasīšanu, ...) un aizmirsis par savām mazajām bēdām un nepiepildītajām gaidām, par savu izskatu, ārējo uzvedību un citām parasti pašnovērotajām un paškontrolētajām lietām – kad tas bija kaut uz neilgu laiku apglabājis savu *ego*.

Secinājumi **Conclusions**

Saskaršanās ar nāvi liek citādi paskatīties uz pasauli: gan uz konkrētiem sadzīves sīkumiem un nepatīkšanām, gan uz saviem lielajiem darbiem un mācīšanās mērķiem. Kaut arī TNP ir subjektīva un tās apraksti intervijās gan TNP elementu, gan izdarīto secinājumu ziņā atšķiras, var konstatēt vairākas kopīgas ar dzīvošanas mācīšanos saistītas sapratnes un attieksmes izmaiņu kategorijas.

Izmaiņas, kas ir cieši saistītas ar mācīšanos būt, veido kritiska sava iepriekšējā uz 'īpašošanu' orientētā eksistences veida izskatīšana, mainot savu attieksmi pret dzīvi – tā vairs netiek tverta kā sev piederoša. Rodas noteiktāka esošās dzīves pieņemšana, saprotot, ka to nevar kontrolēt. Pie tam to pavada nevis nolemtības izjūta, bet gan pārliecinātība par savas personīgās aktivitātes jēgu, kas tiek saistīta ar nepieciešamību vairāk pievērsties sev pašam, ar pastāvīgas, pakāpeniskas pašizziņas, jeb pašatklāsmes nepieciešamību. Tādu zināšanu jēga, kas neved pie sevis izprašanas un pie pašattīstības, tiek apšaubīta, izvērtējot agrāko sevis uzskatīšanu par zinošu kā lepnību.

Tiek gūta sava veida izpratne par saikni starp visu, kas ir, resp., par visa esošā vienotību. To veicina vienotas esamības pieredze klīniskās nāves laikā. Tās iespaidā arī vairākus gadus pēc TNP jebkādas cilvēku novilktais robežas var šķist mākslīgas vai vismaz pārspīlētas. Kopumā tam ir pozitīvs iespāids uz mācīšanos dzīvot kopā un uz savu dzīves kvalitātes izjūtu.

Kā nozīmīgs dzīvošanas mācīšanās aspekts TNP piedzīvojušo stāstījumos parādās dziļāka atbildības izjūta, kas mijas ar pārliecību, ka dzīvē nav nejaušību.

Starp tām kategorijām, ko ir bijis jēga mācīties un ko ir nozīme turpināt mācīties, TNP piedzīvojušie min mīlestību pret visiem, spēju pieņemt cilvēkus tādus, kādi tie ir, un spēju palīdzēt viņiem.

Ir atzīmējama arī jaunu, līdz TNP nebijušu interešu un ar tām saistītu intuitīvu zināšanu parādīšanās, kā arī veco racionālo nostādņu radītās iekšējās šaubas par savām jaunajām iracionālajām atklāsmēm.

Pati TNP un no tās veiktie secinājumi ir atkarīgi no cilvēka iepriekšējiem meklējumiem, iepriekšējās attieksmes pret sevi un dzīvi. Tāpēc TNP piedzīvojušo cilvēku piemēri var palīdzēt saprast savas no racionālā prāta slēptās intereses un tiecības un iedrošināt uz to realizēšanu, taču tie nebūtu jāuzskata par paraugiem, kuru atkārtošānai ir nepieciešami noteikti apstākļi, proti, klīniskā nāve.

Summary

According to the respondents, time from the moment of the clinical death (7-19 years) had not significantly impacted the memories of the respondents about their NDE, but had given sufficient opportunity to review their NDE from aside and assess its role in the coming life. Although NDE is subjective and its description during interviews differs in terms of both NDE elements and the drawn conclusions, several common change categories of the attitude and understanding related to living learning have been identified.

Changes that are closely related to the learning to be are formed by a critical review of one's way of previous existence that was focused on the 'to have' by changing own attitude towards life – it is no longer perceived as self-owned. One develops a clearer acceptance of the existing life, by understanding that one cannot control it. Besides it is accompanied not by a sense of fatality, but a confidence in one's own personal activities that are related to the need to pay more attention to oneself, with a constant, gradual self-knowledge or the need for self-discovery. The sense of such knowledge that does not lead to self-comprehension and self-development is questioned. The earlier perception of oneself as knowledgeable is perceived as pride.

One obtains understanding of the unity of all existing, which is enhanced by the experience of wholeness during the clinical death. In the light of it even several years after NDE any type of limits created by humans might seem artificial or at least exaggerated. In total it has a positive impact on the learning to live together and on one's sense of quality of life.

A deeper sense of responsibility and a belief that there is no coincidence in life is an important living learning aspect in the stories told by the respondents.

Among the categories that have been and are worthwhile to learn respondents mention love towards everyone, ability to accept people the way they are and the ability to help them.

One should also note the new interests and the related intuitive knowledge that were not present before NDE, as well as internal doubts caused by old rational stances about the new irrational revelations.

NDE and the conclusions drawn from it depend on the previous searches of the respondents, and their previous attitude towards themselves and life. Hence, the examples of those who had NDE can help to understand one's own interests and aspirations, which are hidden from the rational mind, and encourage their realization. Nevertheless, these should not be perceived as examples that need to be repeated under certain conditions, namely, clinical death.

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NON-FORMAL ADULT EDUCATION IN LITHUANIA

Irena Zemaitaityte

Mykolas Romeris University, Lithuania

Abstract. *The article reviews the regulatory legal documents for non-formal adult education and lists the diversity of institutions providing non-formal adult education. Non-formal adult education forms a large part of a permanent education system and is an active factor in stimulating Lithuanian democracy growth; it empowers individuals and social groups to deal with social, economical and political problems by advanced critical thinking and assists adults in gaining diverse approaches to tolerance. A system of non-formal education consists of training institutions, voluntary organizations, culture and education institutions, commercial establishments and groups of mutual support. Media and modern information technologies play an important role in this system. Non-formal adult education through its complexities and structural diversity develops conceptual change and behavior of the individuals in the complicated and ever changing modern world.*

Keywords: *non-formal adult education, adults, educational institutions, lifelong learning.*

Introduction

Global changes in the world (the new information, a variety of information and communication technologies) influence conditions of Lithuanian economy and move people's living demands to higher levels. This changing society has become known as information, knowledge and learning society. Society as a complex social system is in a permanent process of change, according to P. Jarvis (1996), and such change has become more the norm than the exception. Non-formal educational institutions are influenced by this change due to pressure from other public institutions, especially from institutions dealing with technology and economics, but also from other educational institutions. Individuals as well are instigated by these forces to try to find their place in the dynamic society. However, people are not passive social impact gainers; they themselves influence the world around them and become an active force, contributing to the changing process of the society.

Lithuania, as well as the whole world, is opening more and more to the understanding that non-formal adult education is one of the most important and necessary ways of helping a person to be conscious of his own performance. A person is both a participant in the development of his/her country and an observer of changes. Learning enables one to contribute to the sustainable change of

economic and social processes (Ziuzeviciute & Tereseviciene, 2008). Non-formal adult education in Lithuania has become one of the main tasks of the new educational reform. As it was noted in Lithuanian adult education concept (1992), non-formal adult education is a big part of the permanent education system, developing personal physical and spiritual strengths. Non-formal adult education system is characterized by the complexity and diversity of structure – it consists of educational institutions, voluntary organizations, educational and cultural institutions, commercial establishments and self-help groups. An important point in this system is given to media and modern information technologies. Moreover, non-formal adult education facilitates the growth of democracy, enables individuals and groups to develop critical thinking skills in solving social, economic and political problems, helping them to develop tolerance to different approaches. In addition, it provides the means to alter understanding and enables to operate in more and more challenging and rapidly changing world.

The paper seeks to review the growth of non-formal adult education in Lithuania and the challenges that different institutions meet in providing non-formal adult education.

Regulatory documents for non-formal adult education in Lithuania

Legal basis for non-formal adult education in Lithuania is laid in the Constitution of the Republic of Lithuania, state laws, Lithuania Government resolutions (by-laws), regulations and other legal documents of authorized institutions (i.e. ministries, etc.).

In 1998 a Law on Non-Formal Adult Education in Lithuania was passed. It was the first legal document to define non-formal adult education in the Baltics. The document stood no revisions until 2014, despite the fact that each year hundreds of thousands of adults participated in refresher courses, studied independently or sought newly required competences. The Law of the Republic of Lithuania on Non-formal Adult Education and Continuing Learning (2014) that came into force in 2014 focused on the implementation of the legal guarantees for the provision of the inherent right for every individual to develop one's personality lifelong, for developing the facilities for a person to acquire knowledge and skills; for reaching for new definitions of meaning of life, for strengthening along with professional skills the quality of leisure activities and for gaining active citizenship. The Law enforces adult education on the national and the municipal levels, creates new position of a coordinator of adult education in municipalities and establishes an adult pedagogue-andragogue professional status. The function of dissemination and consultancy for the broad population should undoubtedly result in a more active participation of both institutes and individuals in organization and delivering of non-formal adult education. Far

greater attention according to the Law will be given to the operation of the Third Age Universities; new models of financing adult education will be implemented.

In 2008 in response to the European Communication from the Commission Adult learning: It is never too late to learn a Lifelong Learning Strategy was approved, which echoed the strategic priorities of the Long-Term Development Strategy of the Lithuanian State 2020. In forming economic politics, the emphasis falls on the quality of employment and investment into the growth of human capital, the growth of physical, financial and social infrastructure, the development of science, technologies and innovation and macroeconomic stability of the country. Lifelong Learning Strategy (2008) presupposes that the growth of the competitive economy and knowledge society and the prevention of social exclusion not only form the need to acquire indispensable qualifications for the labor market needs, but also create the opportunities to improve skills, give training or retraining on demand. The quality of the personnel is becoming an increasingly important criterion for describing the labor supply. It should be noted that the Strategy for the first time highlighted other important adult education feature, non-formal non-vocational adult training, which is important not only for employment or the economic well-being purposes, but also for the reach of social cohesion, active citizenship, well-being of individuals.

Another important document in the development of non-formal adult education in Lithuania was Non-formal Adult Education Development in the period 2014-2016 Action Plan adopted in 2013; the aim of the document was to create a lifelong learning supply and demand system that would allow social and labor inclusion, active citizenship and personal development. The Action Plan (2013) enables adults to acquire core competencies and develop positive attitudes to lifelong learning; it extends formal and non-formal learning access; facilitates growth of lifelong learning conditions in vocational training schools and higher educational institutions, creates sustainable financial and legal incentive system that supports the participation of adults in lifelong learning activities. Though not all that has been planned was implemented to a full extent, to ensure continuity of the process Non-formal Adult Education and Continuing Learning Development Program for the period 2016-2023 was passed in 2016, it gave the basis for establishing and developing non-formal adult education and continuing learning system in Lithuania, affordable and socially equal, matching the social needs of an individual successfully functioning in an open civil society, and the labor market.

It should be noted that Lithuanian strategic documents regulating the field of education continue to emphasize the need for developing lifelong learning systems, increasing the availability of adult learning opportunities and promoting lifelong learning diversity. In order to develop non-formal adult education services and to adapt them to the society and the labor market demands Ministry

of Education of the Republic of Lithuania in 2014 and in 2015 called non-formal adult education program funding competitions, with the dedicated priority areas of lifelong learning services in the regions, labor market general competences for adults, and non-formal adult education access points within formal adult education.

Lifelong learning remains one of the National Education Strategy 2013-2022 priorities. The Strategy states its goals: to make the community more productive, loyal, constantly learning, and to assist each person in opening to change, creativity and responsibility. It is necessary to enhance non-formal learning environment to expand the scope of non-formal education and its diversity, including cultural self-expression and creativity, and support for voluntary initiatives. To organize educational civic activities, personal self-help throughout the country, to develop various frameworks promoting lifelong learning quality of service, its variety and flexibility of non-formal adult education system availability.

Reviewed laws and resolutions reflect the advanced approach to provision of non-formal adult education in Lithuania, as an important segment of lifelong learning system within society; they open wider opportunities for its development.

Non-governmental organizations - active promoters of non-formal adult education

In a society today there exists a firm assumption that the future of any country as well as success of democratic ideas depends on an individual, the individual's as an active citizen's involvement in public life and public affairs. Therefore, the democratic principle of life is frequently defined as a democratic participation, especially by the active participation in the function of NGOs (non-governmental organizations).

Non-governmental organizations are actively involved in Lithuanian public matters and through their connection with societal diversity support the creation of an open society and seek to achieve the following aims:

- to express the needs of citizens;
- to promote the diversity of opinions;
- to act as a policy shaping force;
- to signal about the increase of tensions in society;
- to act as a mediator between the people and the market along with the state (Juozaitis & Vilimienė, 2000).

Currently, Lithuania has more than 7,000 non-governmental non-profit organizations. The number of non-governmental organizations is increasing every year; unfortunately, many organizations cease to exist or transform into different

ones or become temporarily ineffective for one reason or another. However, an ever growing and diversified list of non-governmental organizations including a great number of clubs, associations, unions, foundations, centers and other organizations, point out a public democratization.

The NGO sector is characterized by constant quest for new possibilities, openness to new tasks, training, reflecting upon a new reality, learning to behave and adapt, willing and able to act creatively, make decisions quickly, be more flexible, happy to experiment, programs are adapted to individual needs of particular groups. Development of adult education has become an important and significant sign of social progress and in many countries it is one of the most important tiers of social growth. Jarvis (1997) points out that while learning is a private initiative, people have a need to learn, and as a consequence, the key feature of non-governmental organizations is empowerment through learning. Unlike state institutions, NGOs quickly adapt educational programs for the individual needs of the target groups and tend to maintain better usage of the funds. As a result, adult learners gain confidence and become a driving force in the society. About 60 percent of Lithuanian NGOs function are referred to educational activities of its members in the cultural, legal and economic education. Some, especially associations working in the field of education, pay particular attention to adult trainings (Zemaitaityte, 2007).

A definite leader among NGOs in non-formal adult education is the Lithuanian Association of Adult Education (LAAE) whose educational activities include not only individual members, but also organizations, and it is expanding its cooperation with other NGOs through various projects, providing support to NGO leaders, helping to consider important adult education issues of the century. In 2016, Lithuanian Adult Education Association had 113 individuals and 36 collective members. In Dienys' opinion (2002) - the Association has become one of the few non-governmental organizations whose activities have almost evenly covered whole Lithuania.

Non-formal adult education integration into labour market

All countries worldwide, including Lithuania are experiencing rapid change. Knowledge and skills have become the real capital of the modern economy and competitiveness in a market is characterized by rapid economic and technological change. Knowledge and skills are assessed due to their capacity to stimulate development in a changing environment. Changes in the economy have diverged employment and qualification requirements. The quality of labour (especially education and qualifications) and its adequacy for current and future needs have become an especially important issue. Professional training and developing have become most important advantages in job retention and successful career. The

pace of change and progress leads to critical perception of a broader professional development. However, such changes do not create any confrontation among the state, employers (organizations) and individuals, it is clearly comprehended that the individual lacking relevant qualifications will not compete in the labour market. Hence, an employer without skilled workers will not be able to compete in the domestic market, and the state deficient in competitive companies will not be able to exist in the global market (Zemaitaitytė, 2010).

Non-formal adult education in professional qualification improvement training allows individuals to adapt to the constantly changing conditions of professional activity. As a consequence, it contributes to the conversion of the society itself. A change in society and the evolution of society leads to the change of each member of society and non-formal adult education is a tool for the implementation of this change. Lithuania's major training objectives are expressed in terms of individual education objectives, e.g.: the objective of the vocational training is a conscious, active, mature, constantly learning, responsible and an independent individual. This individual acts on the basis of the professional, cultural and human values to create personal, material and spiritual values, public welfare and to participate in the process of the formation of democratic society (Baltoji knyga, 1999).

According to the Lithuanian Department of Statistics (2013), in 2010-2011 school years there were 78 vocational schools and 10 labour market training centres, where there were around 30 thousand people in the field of non-formal adult education. Adult learning took place in the workplace which in accord to the needs of business was provided by employers. There were about 60 thousand businesses that were potential users or suppliers of educational services in Lithuania in 2010. As pointed out by Punzienė and Dienys (2003), employers' demand to develop learning has been recognized as an economical benefit.

The cooperation of employers and non-formal adult education becomes particularly prominent since human resource is an asset whose proper training, education, learning and the ability of continuous self-renewal contribute to the social and economic well-being of society and the country.

The role of leisure institutions of non-formal adult education

An adult encouraged by the desire to acquire knowledge comes to adult education in order to develop the intellectual and creative strengths, to gain greater social acceptance, to communicate more or to reveal themselves. Such adults want to learn more guided self-help goals. Self-education seems to be the most individualized cognitive activity; it helps to develop a comprehensive, balanced personality with a foothold in society. Unfortunately, Lithuania has preserved the provision of an education that gives a formal qualification with such proof as a

certain certificate, while education based on the learner's personal initiative deals with cultural and personality development is often not assumed to be education. Teresevičienė (1999) stated it as follows, we tend to either underestimate or not include educational activities as well as keep no statistics on the education related to human personal development, which is based on the citizens' initiative, and clearly contributing to the development of lifelong learning scale. Cultural centres, museums, clubs, theatres are actively involved in non-formal adult education. According to Lithuanian Department of Statistics (2014) in Lithuania there were 632 cultural centres, 3,9 thousand adult art groups which involved about 60,000 people, 3862 libraries (including -2561 in educational institutions) in which the total number of readers exceeded 662 thousand.

In addition to these traditional educational institutions, for new or non-formal leisure educational institutions more and more important became such institutions as the University of the Third Age.

Interest in non-formal adult education, particularly of the elderly, resulted from the increasing number of older people in the world. At the end of 1970s the elderly problem was firstly mentioned, whereas in 1971 in Toulouse (France), the first University of the Third Age was established (*Le Universita 'della Terza Eta', University of the Third Age*) (Zemaitaityte, 2007). The name of the Third Age was derived from S. de Beauvoir book titled "The Third Age". This phrase replaced the words *the old /elderly* (with usually negative connotation), and gave a new meaning to this life period.

Jarvis (1996) argues that the Third Age University (TAU) is not an ordinary university (without the university area), it is rather increasing voluntary association that provides non-formal adult education for its members, as well as gives them the opportunity to associate through various interest groups and teach and learn from each other. The predominant principle is that anyone can teach and anyone can learn; classes are organized in some places and there are no certificates. M. Formosa (2012) notes that one of the most important functions of TAU is to create a society in which aging is viewed in a positive way where older people are not discriminated because of their age, and are valued for their expertise and willingness to improve.

In Lithuania University of the Third Age was established in 1995 in Vilnius. Its initiators and founders were the researchers of Experimental and Clinical Medicine in the Institute of Gerontology. In 2014 in the system www.aikos.lt 70 schools of non-formal adult education were registered. In 2012 there functioned 24 TAU, and in spring of 2014 there functioned 40 Third Age Universities in different towns of Lithuania, which enrolled about 4,000 people. Participants of the Third Age University felt that it is the most democratic educational institution. Individual faculty listeners elect a Dean and combine training schedule. There is no entrance or final exams. Students receive a certificate of attendance of the

course. Often the participants attend some events with their families, and this is very important because it maintains generation communication. University of the Third Age in Lithuania belongs to the International Association of Universities of Third Age (Aiuta).

Learning in TAU is characterized by better social integration into society for elderly people, it promotes a productive and meaningful life maintaining their ability to work, physical activity, broadens their knowledge and culture. People can exchange experiences and maintain health. The University aims to help elderly people fulfill their potentially unfulfilled possibilities, to show that he or she is not excluded from the broader public circles, but on the contrary, that they are even more appreciated. Learning in TAU is based on human self-assessment, planning, reflection, reconstruction, and other methods determined by development of their competence, which takes place in any human activity and continues throughout life. Another objective of studies is to improve the rates of older people in the labour market. Training programs attempt to include as much as it is possible the application of modern information technology tools to listeners familiar with information technology capabilities. In this way, the Third Age University students acquire not only special competences in the curriculum subjects but also competences in the field of information technology. Third Age Universities enhance life quality for elder people in many ways, they raise social, cultural and physical comfort of their associates.

Conclusion

In conclusion it could be argued that non-formal adult education in Lithuania has expanded in coverage and diversity, it has received increasing attention in various political levels. The major functions of non-formal adult education are as follows: to provide knowledge and understanding necessary to adapt oneself to constant changes in the society, labour market, human life and assist adults in choosing education that best satisfies their needs and provides possibilities for choice. Lithuanian society based on continuous learning and knowledge has made the non-formal adult education a compulsory ingredient both in the society formation and in labour life. At the same time a process of constant change and lifelong learning contributes to the creation of modern permanently learning community. Non-governmental organizations exert a particular influence upon the development of non-formal adult education, as they are flexible, mobile and rapidly respond to the societal changes and have already become learning organizations in many cases.

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UZ KOMPETENCĒM BALSTĪTAS MŪŽIZGLĪTĪBAS SOCIĀLEKONOMISKAIS ASPEKTS

The Socio-Economic Aspect of the Lifelong Learning Based on Competencies

Andra Zenčaka

Daina Silakalne – Arāja

Maija Šenfelde

Riga Technical University, Latvia

Abstract. *Generation of the 21st century threatened by many global problems: ecological, demographic, resource crisis, and also social conflicts. Therefore it becomes urgent the need for learning, regardless of age. As stated in the Latvian Sustainable Development Strategy, highly educated workforce training, the state human capital investments, public motivations in learning should be considered as a decisive aspect of the Latvian long-term economic improvement of the 21st century in order to ensure the competitiveness of the Latvian economy on a global scale. The aim of this article is to analyse the competence-based lifelong learning development's possibilities in human capital and society in general, affecting green, competitive economy, where the country's internal resources are effectively used without threatening a capability of future generations to satisfy their requirements. The authors of a research have used the scientific analysis of literature, life-long learning policy issues in the international and national documents and expert evaluations, and also methods of processing of statistical data. The most fundamental problem in the article is the long-term economic growth in Latvia based on the skills and knowledge. It was emphasized in "EU 2020 strategy" also. According to the author's conclusions, lifelong learning needs an improvement for achievement the new long-term objectives of the education system. Recommendations for the improvement of the lifelong learning for low-skilled workers and for the development of competencies of small and medium enterprises employees will be provided in the article.*

Keywords: *competences, ecological awareness level, education system, human capital, knowledge, lifelong learning policy, long-term growth strategy, skills, socio-economic aspect, sustainable development, sustainable economy.*

Ievads ***Introduction***

Mūsdienu globālajā ekonomikā notiek straujas pārmaiņas dažādu tehnoloģiju attīstībā un modernizācijā, kas rada nepieciešamību ikvienam nepārtraukti pilnveidoties un attīstīt savas zināšanas, lai varētu efektīvi konkurēt valsts, reģionu, Eiropas Savienības un pasaules tirgos. Tam ir nepieciešamas zināšanas, prasmes un kompetences, kuras jāpilnveido, jāpaaugstina visa mūža garumā, gan formālās, gan neformālās izglītības sistēmas ietvaros. Uz zināšanām, prasmēm un kompetencēm balstīta mūžizglītība veicina ekonomikas un sabiedrības attīstību kopumā, kā arī nodrošina sekmīgu nodarbinātības jautājumu risināšanu valstī. Mūžizglītība kā izglītības process cilvēka dzīves garumā balstās uz mainīgām vajadzībām iegūt zināšanas, prasmes, pieredzi, lai paaugstinātu vai mainītu savu kvalifikāciju atbilstoši darba tirgus prasībām, savām interesēm un vajadzībām. Tā nodrošina kompetenču veidošanos, kas ir cilvēka personību raksturojošu faktoru kopums, kas nepieciešams labai, sekmīgai darba uzdevumu izpildei, kā arī zināšanas, pieredzi, prasmes un spējas kādā jomā.

ES līmenī ir definētas astoņas pamatprasmes jeb galvenās kompetences, kuras tiek uzskatītas par nepieciešamām personiskajai izaugsmei un attīstībai, pilsoniskajai aktivitātei, sociālajai iekļautībai un nodarbinātībai: saziņa dzimtajā valodā, saziņa svešvalodās, matemātiskās prasmes un pamatprasmes dabaszinībās un tehnoloģijās, digitālā prasme, mācīšanās mācīties, sociālās un pilsoniskās prasmes, pašiniciatīva un uzņēmējdarbība, kultūras izpratne un izpausme. (Eiropas Parlaments, 2006)

Raksta mērķis ir analizēt mūžizglītības attīstības iespējas ilgtermiņa ekonomikas attīstības kontekstā, ņemot vērā kompetenču un sociālekonomiskos aspektus. Tika izmantota teorētiskā pētījuma metode – literatūras analīze un datu apstrādes metode – statistiskā analīze.

Mūžizglītības sociālekonomiskais aspekts ***The socio-economic aspect of Lifelong Learning***

Izglītība ir viens no pamatinstrumentiem stratēģijas “Eiropa 2020” mērķu sasniegšanā, kurā stratēģiska loma ir mūžizglītībai un ilgtspējīgai attīstībai, kas nodrošina mūsdienu paaudzes vajadzības, neradot grūtības nākamām paaudzēm nodrošināt savas vajadzības. Latvijas ilgtspējīgas attīstības stratēģijā līdz 2030. gadam noteikts, ka mūžizglītība ieņem centrālo vietu kā attīstības procesu virzītāja un veicinātāja. (Izglītības attīstība pamatnostādņēs 2014. - 2020. gadam, 2015)

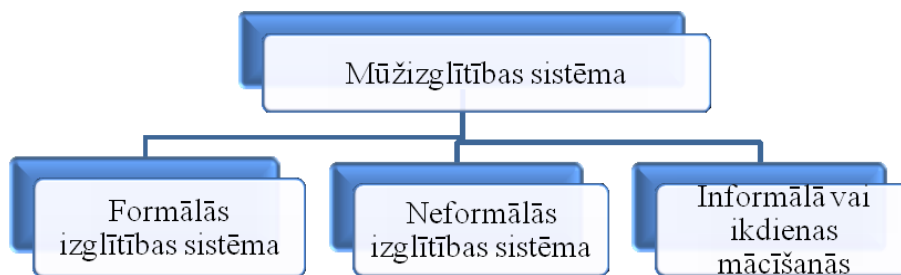
Izglītības nozarei ir jāsteno tiešais pieprasījums no pārējām valstī esošajām tautsaimniecības nozarēm, jo tikai augsti kvalificēti speciālisti var sekmēt valsts ekonomisko attīstību un reģionu ekonomisko attīstību, kas ir būtiska Latvijas un ES ekonomiskās un reģionālās politikas sastāvdaļa, kur teikts, ka neviens valsts reģions nedrīkst būt ekonomiski atpalicis.

ES attīstībā viens no galvenais mērķiem ir veicināt gudru, iekļaujošu, un ilgtspējīgu izaugsmi, kā sasniegšanai tika izvirzīti četri virzieni - mūžizglītība un mobilitāte, izglītības kvalitāte un efektivitāte, sociālā kohēzija un pilsoniskā aktivitāte, kā arī visos izglītības līmeņos sekmēt novatorismu un jaunradi, tostarp uzņēmējdarbības garu. (Izglītība un apmācība, 2015)

Latvijā daudzās izglītības iestādēs ir plaši pieejamas mūžizglītības programmas, kas ir viens no virzītājspēkiem ilgtspējīgai izglītības attīstībai. Mūžizglītības pamatbūtība ir nodrošināt iedzīvotājiem augstākās kvalifikācijas iegūšanas iespējas – jaunu zināšanu, prasmju un kompetenču apgūšanu visa mūža garumā. Turklāt svarīgi ne tikai tās iegūt, bet būtiski tās arī izmantot, lai veicinātu sabiedrības attīstību augstākā, kvalitatīvākā līmenī. Lai nodrošinātu iedzīvotāju spēju pielāgoties mūsdienu ekonomikas un sabiedrības prasībām, ir nepieciešams būtisks ieguldījums visu izglītības līmeņu - pamata, vidējā, augstākā un tālākas izglītības attīstības jomā. Valsts loma mūžizglītībā ir nodrošināt indivīdam iespējas iegūt un periodiski atjaunot zināšanas, prasmes un kompetences.

M. Armstrongs (Armstrong, 2006) kompetences definē no diviem aspektiem - rīcības kompetences, kas tiek raksturotas kā viedoklis par to, kā rīkoties, lai labi paveiktu savu darbu un tehniskās vai funkcionālās kompetences, kas indivīdiem jāzina un jā dara, lai labi izdarītu savu darbu. Sociālekonomiskajā aspektā būtiskas ir arī tā dēvētas dinamiskās kompetences, kas palīdz radīt jaunas zināšanas un prasmes inovāciju radīšanā. Hunt. S. A. (Hunt, 2000)

Kompetenču veidošanā būtiska nozīme ir ne tikai formālajai izglītībai, bet arī papildu prasmēm un zināšanām, kas iegūtas ārpus skolas sola. Autori 1. att. atspoguļo mūžizglītības sistēmu un veidus, kādos Latvijā iespējams apgūt mūžizglītības programmas.



1.att. Mūžizglītības sistēma Latvijā (autoru veidots, 2016)

Fig.1 The Lifelong Learning system in Latvia (author created, 2016)

Izveidotā mūžizglītības sistēma Latvijā nodrošina mūžizglītības stratēģijas īstenošanu un izvirzīto mērķu sasniegšanu. Neformālajā izglītības sistēmā, tiek īstenotas papildu mācību programmas, ko piedāvā dažādas valsts, pašvaldību un privātās izglītības iestādes, kā arī ārpus formālās izglītības sistēmā apgūto zināšanu, prasmju un kompetenču novērtēšana un atzīšana.

Autoru skatījumā iespēja atzīt un novērtēt ārpus formālās izglītības sistēmas apgūtās profesionālās kompetences un prasmes palīdz sakārtot darba devēju un darbinieku profesionālās un tiesiskās attiecības. Darbiniekam, kurš zināšanas un prasmes ieguvis neformālajā izglītības sistēmā, paveras iespēja saņemt valsts atzītu izglītības dokumentu, kas apliecina viņa kompetences un atbilstību noteiktas profesijas standartam un prasībām, un tas ir oficiāls apliecinājums darba devējam.

Valsts cilvēkkapitāla veidošana ir atkarīga no izglītības lomas palielināšanās un visas izglītības sistēmas funkcionēšanas efektivitātes paaugstināšanās. Uzņēmējdarbības potenciāls, vadības elastība un efektivitāte atkarīga no cilvēkiem, to izglītības līmeņa un pieredzes. (Latvijas Pieaugušo izglītības apvienība, 2015)

Mūsdienu darba tirgus prasībām atbilstoša izglītība ir viens no svarīgākajiem faktoriem, kas ietekmē iedzīvotāju labklājības līmeni, darba kvalitāti, kā arī valsts ekonomikas attīstības līmeni. Attīstoties jaunajām tehnoloģijām, arvien biežāk tiek pieprasītas specifiskas zināšanas, prasmes un kompetences, kas nepieciešamas darba pienākumu veikšanai. Līdz ar to darbu, kam vajadzīgs zems izglītības līmenis kļūst arvien mazāk, un tas ir zemāk atalgots. Autori 1. tabulā ir apkopojuši Latvijas nodarbināto iedzīvotāju sadalījumu pēc izglītības līmeņiem laika posmā no 2013. līdz 2015. gadam, %

1.tab. Latvijas nodarbinātie iedzīvotāji dalījumā pēc izglītības līmeņiem, 2013.- 2015.g, % (Datu avoti: www.csb.gov.lv)

Table 1 *Latvian working population breakdown by levels of education, 2013- 2015.y, % (data sources: www.csb.gov.lv)*

Nr.p. k.	Nodarbinātie pēc izglītības līmeņa	Gadi		
		2013	2014	2015
1.	Augstākā izglītība	35,20	34,15	35,13
2.	Arodizglītība vai profesionālā vidējā izglītība	33,22	34,02	34,27
3.	Vispārējā vidējā izglītība	23,45	23,88	22,70
4.	Pamatizglītība un zemāka par pamatizglītību	8,13	7,95	7,90
Kopā:		100%	100%	100%

Analizējot Latvijas nodarbināto iedzīvotāju sadalījumu pēc izglītības līmeņiem laika posmā no 2013. līdz 2015. gadam, var secināt, ka 2013. gadā 31,58 %; 2014. gadā 31,83 %, bet 2015. gadā 30,60 % no visiem nodarbinātajiem ir ar relatīvi zemu izglītības līmeni, tātad, tā ir bezdarba riskam pakļauta iedzīvotāju grupa. Tie ir cilvēki ar vispārējo vidējo un zemāku izglītību.

Pēc LR Ekonomikas ministrijas darba tirgus vidēja un ilgtermiņa prognozēm nodarbinātības tendences tautsaimniecības sektoros ir ļoti atšķirīgas. Straujākais darbaspēka pieprasījuma pieaugums ES un Latvijā līdz 2025. gadam ir paredzams jomās, kas saistītas ar progresīvo rūpniecību, galvenokārt nanotehnoloģijām, materiālajām zinātnēm, elektroniku, IKT un biotehnoloģijām, dažādās komercpakalpojumu nozarēs, tirdzniecībā, administratīvo un apkalpojošo dienestu darbībā. Attīstīsies arī būvniecība, kur mainīsies prasmju pieprasījums, ko lielā mērā ietekmēs energoefektīvā un “zaļā” būvniecība, kurā tiek izmantoti jauni materiāli un dizains. Tiek prognozēts, ka šajā nozarē pieprasījums pēc darbiniekiem ar augstu kvalifikāciju dubultosies. Līdz ar šo tautsaimniecības sektoru attīstību, pieaugs darba devēju interese par darbiniekiem ar analītisku domāšanu, zināšanām digitālajās tehnoloģijās un datorzinātnēs. Visstraujākais nodarbināto skaita sarukums ir paredzams lauksaimniecības sektorā un apstrādes rūpniecībā. (European Centre for the Development of Vocational Training, 2016)

Eiropas Komisija specializēšanos augstajās tehnoloģijās un zināšanu ietilpīgās jomās ir nosaukusi kā vienu no galvenajām ES konkurētspējas priekšrocībām pasaules tirgos. Šīs izmaiņas arī noteiks to, ka arvien pieprasītākas kļūs specifiskas zināšanas, prasmes un kompetences, kuru attīstībā un pilnveidošanā noteicošā loma ir mūžizglītbai un tās pieejamībai. (Study for the EMPL Committee, 2015)

Profesijas maiņa un kvalifikācijas paaugstināšana ir sarežģīts laukietilpīgs process, kas prasa arī ievērojamus finanšu līdzekļus. Tomēr tas ir nepieciešams, jo šo darba tirgus segmentu kapacitāte mainās, tāpat kā tautsaimniecības struktūra kopumā. Jo augstāks izglītības līmenis ir darbaspēkam, jo vieglāk to, nepieciešamības gadījumā, apmācīt un pārkvalificēt. Tas ir saistīts ne tikai ar izglītota speciālista individuālajām īpašībām, piemēram, neatlaidību, bet dod arī vispārējus kvalifikācijas rādītājus, piemēram, augstākā izglītība dod analītiskas spējas, kas darba tirgū ir ļoti nepieciešamas.

Kompetenču realizēšanas nepieciešamība mūžizglītībā *The necessity of competences implementation for lifelong learning*

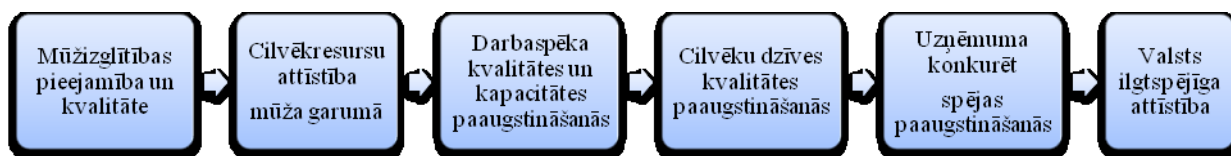
Izglītības ilgspējīgai attīstībai mērķis ir cilvēks, kurš dzīvo ne tikai saskaņā ar dabu un mierpilnā saskaņā ar citām kultūrām, bet arī spēj sevi

pilnvērtīgi realizēt tautsaimniecībā un sabiedrībā kopumā, nodrošinot resursu ilgtermiņa un pārdomātu izmantošanu. (UNESCO Latvijas Nacionālā komisija, 2008)

Mūžizglītības sociālekonomiskā funkcija ir veicināt cilvēkkapitāla ilgtermiņa attīstību un valsts ekonomisko izaugsmi. Lai izveidotu efektīvu, uz kompetencēm balstītu mūžizglītības politiku, nepieciešams skaidri definēt mūžizglītības pamatnostādnes un izstrādāt rīcības programmu mūžizglītības principu realizācijai, kas aptver visus mūžizglītības elementus un virzienus. Pamatojoties uz mūžizglītības principu, galvenais uzdevums ir visām iedzīvotāju grupām nodrošināt pieejamību izglītībai. Iedzīvotājiem jābūt pieejamai izglītībai, kas nodrošina iekļaušanos darba tirgū, aktīvu līdzdalību pilsoniskajā sabiedrībā un personības izaugsmē. Mūžizglītības būtība ir saistīta ar izmaiņām ne tikai izglītības teorijā un praksē, bet visas valsts sabiedriskajā dzīvē kopumā. (Latvijas Pieaugušo izglītības apvienība, 2015)

Autori uzskata, ka mūžizglītības politika ir pamatota ar izglītības ilgtermiņai attīstībai mērķi, kas ir saistīts ar tādas sabiedrības izveidi, kas spēj veidot efektīvu tautsaimniecību un nodrošināt resursu ilgtermiņa izmantošanu. Uz kompetencēm balstītas mūžizglītības galvenie mērķi ir nodrošināt mūžizglītības pieejamību visiem iedzīvotājiem, veidot pieaugušajiem kvalitatīvas izglītības piedāvājumu, izveidot saskaņotu normatīvo aktu sistēmu un ieviest vienotas mūžizglītības sistēmas pilnveidi. (Latvijas Pieaugušo izglītības apvienība, 2015)

Analizējot mūžizglītības būtību, teorētiskos aspektus, stratēģiju, mērķus un politiku autori secina, ka veidojas loģiska konceptuālo asociāciju ķēde kā rezultātā veidojas konkurētspējīga sabiedrība, kas nodrošina valsts un sabiedrības konkurētspēju un ilgtermiņa attīstību. 2. att. ir atspoguļota mūžizglītības, cilvēkresursu un valsts attīstības iespējamā sakarība.



2.att. **Konceptuālo asociāciju ķēde konkurētspējīgu cilvēkresursu un valsts ilgtspējīgas attīstības veidošanā (autoru veidots, 2016)**

Fig.2 *Conceptual association's chain of competitive human resources and national sustainable development (the author created, 2016)*

Lai mūžizglītība efektīvi pildītu sociālekonomisko funkciju kā attīstības procesu virzītāja un veicinātāja, tai jānodrošina darba tirgus prasībām atbilstošu specifisku zināšanu, prasmju un kompetenču pastāvīga attīstība un pilnveide, lai veicinātu cilvēkresursu produktivitātes un konkurētspējas priekšrocības pasaules

tirgos. Ievērojot šo pamatprincipu mūžizglītības pamatbūtība tiks īstenota un iedzīvotājiem tiks nodrošināta augstākās kvalifikācijas iegūšanas iespējas – jaunu zināšanu, prasmju un kompetenču apgūšanu visa mūža garumā.

Diskusija **Discussion**

Analizējot mūžizglītības attīstības iespējas ilgtermiņā, izstrādātas šādas rekomendācijas:

1. Mūžizglītības iespēju pilnveidei zemas kvalifikācijas darba ņēmējiem, kas tiek traktēti kā specifiska, bezdarba riskam pakļauta grupa, un kurai ir jāsniedz atbalsts, lai efektīvāk iekļautos darba tirgū:
 - elastīgas mūžizglītības piedāvājums atbilstoši vajadzībām - pēc mācību vietas, mācību formas (e-mācības, vakara, neklātienēs mācības, eksternāts), satura, ilguma, tajās profesijās, kurās prognozēts darba spēka pieprasījuma pieaugums tuvākajā nākotnē;
 - īstenot plašu mūžizglītības programmu piedāvājumu sadarbībā ar Valsts izglītības attīstības aģentūru un pašvaldībām, darbības programmas "Izaugsme un nodarbinātība" 8.4.1. specifiskā atbalsta mērķa "Pilnveidot nodarbināto personu profesionālo kompetenci" ietvaros;
 - pilnveidot ārpus formālās izglītības sistēmā iegūto zināšanu, prasmju un kompetenču novērtēšanu un atzīšanu sadarbībā ar Izglītības kvalitātes valsts dienestu.
2. Mazo un vidējo uzņēmumu darbinieku kompetenču attīstībai, jo pastāv cieša saikne starp kompetencēm un produktivitāti, kas ir viens no pamatiem uzņēmuma konkurētspējai:
 - Latvijas mazajiem un vidējiem uzņēmumiem, kas vēlas būt aktīvāki inovāciju ieviešanas jomā, piemēram, uzlabot savus pakalpojumus, lielāka uzmanība būtu jāpievērš savu darbinieku apmācības procesiem, kā arī jāatvēl šim nolūkam speciāls budžets;
 - nepieciešams uzņēmuma personālā attīstīt jaunas kompetences, kas ir pieprasītas uz zināšanām balstītas ekonomikas apstākļos. Šīs kompetences ļauj veikt darba pienākumus tā, lai veicinātu uzņēmuma attīstību kā arī sasniegtu plānotos rezultātus;
 - jāievieš jaunu tehnoloģiju izmantošana, kas ļauj paātrināt strukturētu zināšanu meklēšanu. Jebkurus meklējuma pieprasījumus veido cilvēki. Prasme skaidri strukturēt savas

domas ļauj samazināt līdz minimumam laika zaudēšanu informācijas meklēšanai;

- jāmotivē sevis pilnveidošana darbiniekiem uzņēmumā, kas ļauj attīstīt skatījumu uz uzņēmuma stratēģiju un struktūru kopumā. Līdz ar to tiek veicināta analītiskas un stratēģiskas domāšanas attīstība uzņēmumā.

Secinājumi **Conclusions**

Analizējot mūžizglītības attīstības iespējas ilgtermiņā, tiek izvirzīti šādi būtiskākie secinājumi:

- mūžizglītībai jāīsteno pieprasījums no valstī esošajām tautsaimniecības nozarēm, jo tikai augsti kvalificēti speciālisti var sekmēt valsts ekonomisko attīstību, kurā viens no galvenais mērķiem ir veicināt gudru, iekļaujošu un ilgtspējīgu izaugsmi;
- lai mūžizglītība sasniegtu jaunus ilgtermiņa mērķus nepieciešama izglītības sistēmas pilnveide pēc iespējas plašāk ieviešot modulāro izglītības programmu un darba vidē balstītas izglītības īstenošanu dažāda līmeņa izglītības programmās.

Summary

The aim of the article is to analyze the development of lifelong learning opportunities for long-term economic development, taking into account the competences and the socio aspects. The analysis of documents and statistical research methods has been used in the present research. The information collected shows that lifelong learning is varied learning process that provides human lifelong personal development, self-realization opportunities and competitiveness in the labor market, which helps to eliminate social and economic inequality. Its aim is to ensure the educational needs of the corresponding personal development, integration into the changing environment and employment capacity-building, thus requires the need for systematic training of employees and employers and offers the opportunity to study. Nowadays, lifelong learning is one of the most important national economic and social development influencing aspects that the country can significantly contribute to sustainable economic development in order to make lifelong learning available to everyone.

Unfortunately, the current offer of lifelong learning is often not planned, coordinated and agreed with the person, the entities and the labor market, which leads to significant labor demand and doesn't correspond to the offer. In order to develop competence-based lifelong learning in Latvia it is necessary to improve the education system:

- new development of competencies;
- increase in investment in human resource development;
- To establish a knowledge and innovation-based economy in the long term;
- teaching the quality of assessment;
- well-considered learning process administration and coordination, counseling, controlling and motivation.

European countries have chosen different approaches to support the main competencies. Depending on the country and to the core competencies of the national strategy may focus on one or the competence to cover two or more competencies. The dominant in Latvia are mathematics, science and ICT technologies is a key long-term national economic force.

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